



BRIGHTON COLLEGE
ABU DHABI

OPTIONS AT 14

GCSE SUBJECT INFORMATION FOR PARENTS AND PUPILS 2024-26





Introduction from the Head Master and Head of Senior School



Dear Parents and Pupils,

The academic excellence of Brighton College Abu Dhabi exists because of our deep belief in our values of Curiosity, Confidence and Kindness. Academic success is of course linked to high expectations, quality of teaching and learning and all the other things you read about in school prospectuses such as treating every pupil as an individual and preparing them to be global citizens in a fast-changing world. As well as all of these key ingredients, Brighton schools share a vital commitment to making the relationships we have with each other right first, because everything special follows from that. Kindness as at the centre of all we do.

Our unique values represent a journey towards leadership, which begins with honesty and has curiosity at its heart, supported by respect and compassion. These are not just words, they're the framework upon which we build our educational offering, which supports our diverse community of pupils, staff and parents in our day-to-day lives at the College. Here is a place where shared kindness allows you to 'be the best you' whatever your dreams and aspirations.

Best wishes,

Scott Carnochan
Head Master



Dear Parents and Pupils,

We are a proudly academic and high-performing Senior School in which pupil-teacher relationships are characterised by trust, with the shared aim that all pupils achieve their very best. Every year, our pupils graduate from our school qualified and equipped to take up places at some of the top universities around the world.

A Brighton Education is about more than academics and excellent results; our pupils access a rich range of opportunities through which they encounter and discover new interests, talents, and skills. Curiosity is nurtured in all areas of school life, within and beyond the classroom through outstanding teaching and tutoring. Kindness is our other cornerstone and our pupils come to school in the knowledge that all achievements, no matter how small, will be noticed and celebrated, and all effort supported and rewarded.

When visitors meet our Senior School pupils, they comment on their confidence and self-assurance – the right sort of confidence – and this is nurtured and fostered at every level in the Senior School.

Best wishes,

Jennifer Walters
Head of Senior School

Welcome from the Deputy Head Academic and Assistant Head Years 7-9



Choosing your GCSE options is a very important process and stage of development in the British Education system.

This is your first chance to really shape your learning journey. In Year 9, you get to choose 4

options subjects along with GCSEs in the core subjects of English Literature and English Language, Mathematics and the Sciences. We will support you in selecting your subjects: which subjects really interest you, and what do you think you might like to do in your future?

Choose subjects that you enjoy and that will inspire you to achieve, and at the same time keep all the paths open that you may want to take on when you leave Year 11 to embark on your A levels. It is also a good idea to consider how you will complete courses of study in different subjects. Some subjects, for example, require coursework as well as examinations, whereas some subjects have no coursework, and are assessed entirely by examinations. We will guide you through all the details and if you have any questions, my door is always open.

This is now the start of that process. We begin with commitment. We then put in the effort over the two years. We then show that resilience throughout the course time and time again. With this process you will succeed, and your GCSE option subjects will allow you to move on from GCSE to A Level with ease.

We are very much looking forward to you rising up to Years 10 and 11 and accepting the challenges they bring, whilst maintaining your enjoyment of all that Brighton College has to offer. I hope you enjoy making these important and exciting decisions!

Best wishes,
Daniel McNulty
Deputy Head Academic



Choosing your GCSE options is an exciting and pivotal moment in your academic journey, where you have the opportunity to shape your education and explore your interests.

These decisions will not only contribute to your learning experience in the Upper Senior School, but also lay the foundation for your future beyond Brighton College and your career prospects. My main advice would be to choose a broad range of options, and most importantly, choose the subjects that you are passionate about. To quote novelist David Gerrold, "study what you love, and you will never have to work a day in your life. It'll be one great adventure".

We look forward to supporting you with this important educational milestone to ensure you select a combination of subjects that will not only inspire you, but also set you on a path to success and fulfilment.

Best wishes,
Emma Sims
Assistant Head Years 7-9





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*Indicates compulsory core GCSE subjects

The GCSE Curriculum

The General Certificate of Secondary Education (GCSE) is the principle means of assessing pupil attainment at the end of Year 11. This marks the end of compulsory secondary education for pupils following the UK curriculum.

The GCSE examinations are devised to satisfy United Kingdom nationally agreed criteria and any syllabi followed must be approved by the Qualifications and Curriculum Authority (QCA). These examinations are taken after pupils have completed the two-year programme of study during Key Stage 4 (Years 10 & 11):

- English Language
- English Literature
- Mathematics
- Physics
- Chemistry
- Biology
- Ministry of Education Arabic – all pupils will take the Ministry of Education Arabic course during Year 10. Ministry of Education Arabic will also be studied by all native pupils in Year 11 and will be optional for all non-native pupils. We also encourage pupils to take the full Arabic GCSE course
- Muslim pupils study Islamic Education
- All pupils take PE Games, following a varied programme throughout Years 10 and 11
- All pupils continue to take PSHME which incorporates careers

Optional Subjects

In addition to the core subjects, pupils choose four subject options from below:

- Academic Enrichment
- Art, Craft & Design
- Arabic
- Business studies
- Computer science
- Design and Technology
- Drama
- French
- Geography
- German
- History
- Mandarin
- Music
- Physical Education
- Photography
- Spanish
- Textiles

Graduation and Equivalency Requirements

Equivalence with Ministry of Education Thanaweya Amma Certificate.

The Ministry of Education (MOE) has outlined specific requirements for pupils who have completed a British-style education here and plan to:

- Continue higher education in the UAE and some other Arab countries.
- Apply for a scholarship (funding) from local organisations in the UAE.
- Work in a governmental or semi-governmental sector in the UAE.
- Work in an Arab Gulf country.

In order to do this, these pupils need to obtain what is called 'Equivalency'; this shows that the education that your son or daughter has received with us is equivalent to the UAE Ministry of Education Thanaweya Amma Certificate for school leavers.

In order to gain UAE High School equivalency, the following conditions must apply:

*Please note that we take '10th Grade' to mean the same as 'Year 11' and we take '12th Grade' to mean the same as 'Year 13'.

1. In Grade 10 pupils will need to pass at least five GCSEs, A*-D or 9-3. The passes must include the following subjects:
 - i. Maths,
 - ii. A science subject: Physics, Chemistry Biology or
 - iii. Combined Science and English Language or English Literature
2. The remaining two GCSEs passed must be from among the subjects specified by the Ministry in the relevant regulatory decisions. Arabic Language and Islamic Studies are not qualifying subjects.
3. All pupils seeking equivalency must complete Grade 12.
4. In Grade 12, - Pupils need to pass two A levels from the list of Ministry of Education approved subjects at A*-D to attain General Level Equivalency. Arabic Language and Islamic Studies are not qualifying subjects.
5. As EmSAT tests assess students' skills and concepts in specific subjects, they do not have a pass or fail mark. However, some universities may require a minimum score for admission purposes.
6. Higher Institutes in the UAE now will ask for Equivalency as a condition of their offer.

Timetable for Choosing Options

Pupils will be given advice about choosing and about the various subject choices, by subject teachers and form tutors.

Please find below a timetable highlighting the key dates in the process:

Event	Date
GCSE Options Evening	Tuesday, 14th November 2023
Year 9 Options Assembly	Friday, 17th November 2023
Year 9 Parents Evening	Tuesday, 21st November 2023
Options Choices Survey activated	Monday, 4th December 2023
Deadline for Options Choices Form to be returned	Friday, 5th January 2023
Options Choices Confirmed	End of Summer Term

As soon as we have your provisional choices, we will start using the information to finalise the option blocks for 2024-2026. Tutors will confirm your child’s choices by the end of June 2024.

Confirmed Choices

Please note that this provisional selection does not guarantee that the College will be able to offer all choices to your son/daughter next year (although we will try our best!). We will also use this information to inform staff recruitment and timetabling.

Examination Fees

Examination fees are payable upon confirmation of the examinations being taken by the pupil. Parents will be invoiced by the school in February during their child's final year of Key Stage 4 (Year 11). Variation in the fee structure is dependent on the nature of the course and is controlled by the examining body. There is an additional courier charge for sending the certificates safely to you, if you are not in the UAE at the time they arrive in school (usually December). However, it should be noted that BCAD commits to subsidising certain examination fees and also covers larger expenses such as visiting examiners.



What if I Change My Mind?

Between the initial choice deadline of 5th January 2024 and the confirmed option deadline in June 2024.

You will need to complete a change of option form and submit it to Mr McNulty.

Once the options have been confirmed and the start of Year 10

You should make an appointment to see Mr McNulty to discuss the change. You will probably be able to make the switch subject to places being still available in the teaching group you wish to change into.

After the courses have started but before the end of September

Occasionally pupils feel that they have made a mistake, once the course has started. In these circumstances, the pupil should first discuss their options with their tutor. It can be difficult to start a course after the beginning of term, so the school requires that any pupil requesting a change should speak to both the subject teacher of the subject they wish to drop and the Head of Department of the subject they wish to take up before submitting a formal request. The pupil will be required to meet with Mrs Jardaneh or Mr McNulty, who will make the final authorisation to change.

Such authorisation will only be given if there are places still available in the teaching group required and on being satisfied that it is in the pupil's best interest to make this change.

We expect pupils to make their final choices carefully and give each option a fair try before requesting a change. Any request for a change after the beginning of term (except for clerical errors which will be dealt with immediately) will only be considered during September. This gives pupils time before the half term break to find out what work needs to be caught up and the half term break to catch up with missed work.

After 30th September 2024

Any request to change must have been initiated before the end of September. After this deadline has passed we would regard it as too late to start a new course. At this stage, we expect all pupils to remain committed to the full two-year GCSE courses that they have chosen.



Arabic

Studying Arabic GCSE will give pupils the opportunity to learn how to communicate in the UAE and other Arabic-speaking countries. They will also learn more about Arabic civilization and culture. Choosing GCSE Arabic will also provide pupils with the chance to develop their language skills and improve their memory skills and speed reading.

Communication skills are vital in our world today. Being able to speak, listen, read and write are the cornerstones of building personal relationships and being successful in all aspects of life.

The GCSE Arabic Language course allows pupils to develop their:

- Ability to communicate effectively with others. Pupils will continue to develop their speaking and listening, reading and writing skills during their GCSE.
- Communicate by speaking for a variety of purposes.
- Read and respond to different types of written language.
- Communicate in writing for a variety of purposes.
- Understand and apply a range of vocabulary and structures.
- Develop language learning and communication skills which can be applied broadly.

Arabic GCSE is a course designed for Non-Native pupils. Native Arabic pupils whose level of speaking, reading, writing and listening skills are of a high enough standard are encouraged to choose alternative GCSE options but to take the Arabic GCSE examinations in Year 10. This option will be offered to pupils on a case by case basis on the advice of the

Head of Department following assessments in Year 9 and mock examination results in Year 10.

Syllabus Overview

Specification: Edexcel – 1AA0
- [View Here](#) (Internet Required)

Topics covered:

- Identity and culture
- Local area holiday and travel
- School
- Future and aspirations, study and work
- International and global dimension
- Revision

Prep

Pupils are given one prep a week, which is designed to supplement and build upon the work completed in lessons.

Assessment & Examinations

The Arabic GCSE specification assesses pupils in four skills areas:

- **Paper 1 - Listening and Understanding:** This paper provides 25% of the total qualification and is taken at the end of Year 11 and assessed externally.
- **Paper 2 - Speaking:** This paper provides 25% of the total qualification and is in the form of a recorded speaking examination.
- **Paper 3 - Reading and Understanding:** This paper provides 25% of the total qualification and is taken at the end of Year 11 and assessed externally.
- **Paper 4 - Writing:** This paper provides 25% of the total qualification marks and is taken at the end of Year 11 and assessed externally.



Papers 1 and 3 are taken in one examination session and Unit 4 in a different session. Unit 2 is taken with the teacher prior to the examinations to the other papers.

Beyond GCSE

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons.

Taking this GCSE means you will:

- Be able to study A level Arabic courses
- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in a company with international links or improve employability if you would like to work abroad.

Supporting the Course

- 'GCSE Arabic Companion' by Chawki Nacef and 'Mastering Arabic 2' by Jane Wightwick & Mahmoud Gaafar are used as core textbooks but are supplemented with a wide range of other resources. A small English-Arabic / Arabic-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their written and oral work and

Reading and Listening skills.

- Many websites are available for pupils to use independently and for homework, and sites such as 'YouTube' offer a huge range of language learning resources. Many free and paid apps are also available.

The following are also recommended for building GCSE vocabulary and skills:

- www.arabicsp.com
- 'Mastering Arabic, Book 1' by Wightwick, J and Mahmoud, G (Palgrave Macmillan).
- 'My Little World' (Arabic Made Easy series – Foundation 1) Chatterbox! (Arabic Made Easy – Foundation 2)
- 'Carnival 1' and 'Carnival 1 Workbook' (Carnival pre-GCSE series)
- 'Talk with Me' – Arabic pre-GCSE

Art, Craft and Design

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, Art and Design is a great choice.

The skills you gain make it a great complement to other subjects. Art and Design is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

The Edexcel GCSE course encourages pupils to:

- Actively engage with Art, Craft and Design.
- Develop creative skills, through learning to use imaginative & intuitive abilities when exploring and creating images and artefacts that are original and of value.
- Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions.
- Actively engage with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, and of media and technologies in historical and contemporary contexts, societies and cultures.
- Develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical, and expressive skills to develop as effective and independent pupils and as critical and reflective thinkers with enquiring minds.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Syllabus Overview

Specification: Edexcel – 1AD0
- [View Here](#) (Internet Required)

Pupils will be introduced to a variety of materials, techniques, and processes through the delivery of short workshops in drawing, photography, painting, print making and sculpture. They will investigate a given theme, researching work by artists, and making contextual links. They will be guided through the project by the teacher and set specific tasks for prep.

As the year progresses, they will be taught to think more independently, using their skills in analysis, recording observations, exploring ideas, experimenting, and developing. They will begin a final piece that is in their chosen material. They will plan and develop their work taking it in their own direction with the guidance and support of the teacher. By the end of the course the pupils should understand the assessment objectives, enabling them to complete their examination unit confidently and successfully.

To meet the four assessment objectives pupils will be:

- Generating and developing ideas informed by primary and contextual sources
- Refining their ideas through experimenting with media, and developing and applying skills
- Researching, recording, analysing and reviewing their own and others' work
- Selecting, creating, realising and presenting personally developed outcome(s)

Prep

Pupils will be required to spend 2-4 hours a week on independent work in Year 10 and 4-6 hours in Year 11. Pupils will have access to the Art Studio during break, lunch, and afterschool.

Assessment & Examinations

Edexcel's GCSE Art, Craft & Design is made up of two units:

Component 1 Portfolio: produce a sustained project and a selection of further work that represents the course of study. This is worth 60 % of your overall marks.

Component 2 Externally set assignment: there is a separate externally set task paper. You get preparation time, plus ten hours of supervised time. This is worth 40 % of your total mark.



Beyond GCSE

Pupils could progress to Advanced GCE in Art and Design and then onto a related degree course in which they will produce a range of different styles of work and create their own portfolio. If you do not want to take your art and design studies any further, the transferable skills you gain will still be valuable. You will develop problem solving, creative thinking, investigation, research, communication, and teamwork skills, and gain the ability to develop, refine and present ideas. Employers and universities regard all these highly.

For employment there are lots of exciting careers:

- Fashion design, Graphic design, Theatre designer, Interior design, Product design, Textiles design
- Animator, Video Game Designer, Illustrator
- Museum Curator, Photographer, Architecture
- Ceramics, Advertising, Publishing, Fashion, and Media Journalism
- Hair and Make-Up Design, Retail design, Exhibition design, Jewellery design, Artist, Visual media.

Studying Art and Design helps to create a broad and balanced curriculum, which is an excellent foundation for whatever you want to do afterwards.

Supporting the Course

Tips for parents to help with their pupil's study: It is recommended that pupils should regularly visit galleries, museums, and Art events. The Abu Dhabi Art Fair (November) and Art Dubai (March) are excellent Art events that take place in the UAE. Pupils are encouraged to collect, documents and record when travelling to support ideas and skills beyond the classroom.

www.nyuad-artgallery.org
www.louvreabudhabi.ae
www.abudhabiart.ae
www.manaratalsaadiyat.ae/en/
www.studentartguide.com
www.tate.org.uk/visit/tate-modern
www.npg.org.uk
www.nationalgallery.org.uk
www.royalacademy.org.uk

Biology

GCSE Biology provides the basis for studying A-Level Biology, or a general background for those wanting to specialise in one or more separate sciences.

The course will provide the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both interlinked, and are of universal application.

The course will encourage pupils to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile program of study. We will encourage pupils to develop their curiosity about the living world and provide insight into and experience of how science works. We will enable pupils to engage with biology in their everyday lives and to make informed choices about further study in biology and related disciplines and about career choices.

There are no previous learning requirements; however, the course allows a natural progression from the 13+ and Key Stage 3 specifications, studied in Years 7 and 8.

Syllabus Overview

Specification: AQA – 8461
- [View Here](#) (Internet Required)

This is a linear qualification. In order to achieve the award, pupils must complete all assessments at the end of the course and in the same series.

GCSE exams in Biology include questions that allow pupils to demonstrate:

- Their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills.
- Their ability to apply mathematical and practical skills to areas of content they are not normally developed in.

Their ability to draw together different areas of knowledge and understanding within one answer. The range of questioning is designed to allow pupils to be assessed through three main Assessment Objectives (AO).

- **AO1: Demonstrate knowledge and understanding of:** scientific ideas; scientific techniques and procedures - 40% of overall weighting in exams.
- **AO2: Apply knowledge and understanding of:** scientific ideas; scientific enquiry, techniques and procedures. - 40% of overall weighting in exams.
- **AO3: Analyse information and ideas to:** interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures - 20% of overall weighting in exams.

Working Scientifically

Throughout the GCSE course pupils will need to develop scientific enquiry skills and carry out ten required experiments which they may be questioned on in the GCSE exam papers. These are:

1. Use a light microscope to observe, draw and label a selection of plant and animal cells.
2. Investigate the effect of antiseptics or antibiotics on bacterial growth using agar plates and measuring zones of inhibition.
3. Investigate the effect of salt or sugar solutions on the mass of plant tissue.
4. Use qualitative reagents to test for a range of carbohydrates, lipids and proteins.
5. Investigate the effect of pH on the rate of reaction of amylase enzyme.
6. Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.
7. Plan and carry out an investigation into the effect of a factor on human reaction time.
8. Investigate the effect of light or gravity on the growth of newly germinated seedlings.
9. Measure the population size of a common species in a habitat.
10. Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change.

Each of these experiments will allow pupils to develop their use of apparatus and techniques, mathematical skills as well as work scientifically. Working scientifically is an integral part of the course as it is the sum of all the activities that scientists do, be it investigating, observing, experimenting or testing out ideas and reflecting on them.

As a result, we will endeavor to develop knowledge and understanding through opportunities for working scientifically.

What will you study?

In Year 9 you will have studied Biology based on the following topics: Cell biology and Cellular Organisation.

In Year 10 you will study Biology based on the following topics: Disease, Bioenergetics and Homeostasis

In Year 11 you will study Biology based on the following topics: Inheritance, Variation, Evolution and Ecology. In addition, a significant period of time towards the end of Year 11 will be allocated to examination preparation and revision.

Sensitive material: Please be advised that certain sensitive topic areas are included in this specification and thus will be taught as part of the course. These topics include:

- Human reproduction, female hormones, the menstrual cycle and fertility.
- The effects and dangers of recreational drugs.
- The theory of natural selection and evolution.
- Genetics, genetic engineering and stem cell research.

Tips for parents to help with their child's study: There is a significant emphasis towards encouraging pupils to use scientific terminology. As such significant examination weighting is placed on using key terminology, it is good practice for pupils to produce key term lists/cards and post-it notes to aid revision. It is also important the pupils regularly review previous topics and relevant exam questions. Resources are readily available online and via Teams and OneNote.

Prep

Prep will be given weekly and usually take between 30 and 40 minutes to complete. Preps will be a mixture of assignments and past paper questions.

Assessment & Examinations

There will be two examination papers:

Paper 1 - Cell Biology; Organisation; Infection and response and Bioenergetics

- Written exam: 1 hour 45 minutes, 100 marks
- 50% of the total GCSE
- Multiple choice, structured, closed short answer and open response.

Paper 2 - Homeostasis and response; Inheritance, variation and evolution and Ecology

- Written exam: 1 hour 45 minutes, 100 marks
- 50% of the total GCSE
- Multiple choice, structured, closed short answer and open response.

Beyond GCSE

A level Biology expands on the Biology topics studied at GCSE and focuses specifically on Biology and disease, the variety of living organisms, populations and the environment and control in cells and in organisms. A-Level science also continues to develop and assess pupils understanding of practical science and how science works. A-Level Biology is essential for any university courses in Applied and other Biological sciences; it is very helpful for any other Science-based courses as well as Sports and Physical Education based subjects. Biology as with all pure sciences is considered a high-level, academic, problem-solving A-Level.

Supporting the Course

All pupils will be provided with a digital AQA GCSE Biology textbook. The textbook contains all the content required for the course, practical guides, examiners tips and practice questions. Additional materials are readily available online and via Teams.

The department will also provide access to Doodle, which includes PowerPoint presentations and activities for pupils to use as part of their revision: www.doddlelearn.co.uk

The BBC has a very useful, education site. This site includes detailed content, interactive examples and mini tests all specific to the course: www.bbc.co.uk/schools/gcsebitesize/science/aqa

The AQA website includes the specification, past examination papers and mark schemes: www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources

Business

Businesses are part of our everyday lives, providing us with the products we need, communicating with us through marketing activities and advertising, providing employment and inventing new products and services that transform how we live.

In the Business department, we strive to make the learning of Business relevant and engaging. By taking pupils beyond the constraints of the syllabus we aim to develop their critical thinking skills and creativity in preparation for the rigours of A level and beyond.

Syllabus Overview

Specification: Edexcel GCSE Business (9-1) – 1BS0
- [View Here](#) (Internet Required)

Pupils will start in Year 10 by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? Pupils will learn how to develop an idea, spot an opportunity and turn it into a successful business. Pupils will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Pupils will then move on to investigating business growth. How does a business develop beyond the start-up phase? They will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. Pupils will learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and they will explore how the wider world impacts the business as it grows.

Prep

Pupils are given one prep a week, which is designed to supplement and build upon the work completed in lessons, not simply repeat it. The work itself will take a myriad of guises; from examination questions to independent research and presentations.

Assessment & Examinations

The qualification will be assessed in two equally weighted examination papers. There is no coursework. Please find details below.

Paper 1 - Theme 1: Investigating Small Business

- Written exam: 105 minutes, 90 marks
- 50% of the total GCSE
- Multiple choice, calculation, short-answer and extended writing questions.
- There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Sections B and C are based on real life, relevant business contexts and examples.

Paper 2 - Theme 2: Building a Business

- Written exam: 105 minutes, 90 marks
- 50% of the total GCSE
- Multiple choice, calculation, short-answer and extended writing questions.
- There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
- Sections B and C are based on real life, relevant business contexts and examples.

Beyond GCSE

GCSE Business is the ideal preparation for the A level Business or Economics course. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include banking, accountancy, insurance, teaching, law and, of course, GCSE Business is ideal preparation for budding entrepreneurs.



Supporting the Course

Books:

The Everything Store: Jeff Bezos and the Age of Amazon - Brad Stone

You're It: Crisis, Change, and How to Lead When It Matters Most, by Leonard J Marcus, Eric J McNulty, Joseph M Henderson, Barry C Dorn

Anyone Can Do It: Duncan Bannatyne

Alpha Girls: The Women Upstarts Who Took On Silicon Valley's Male Culture and Made the Deals of a Lifetime, by Julian Guthrie

The Ethical Leader: Why Doing the Right Thing Can be the Key to Competitive Advantage, by Morgen Witzel

Bad Blood: John Carreyrou's - FT Business Book of the Year

The Making of a Manager: What To Do When Everyone Looks At You, by Julie Zhuo

Brave New Work: Are You Ready to Reinvent Your Organization?, by Aaron Dignan,

Lost and Founder: A Painfully Honest Field Guide to the Startup World, by Rand Fishkin

Podcasts:

50 things that made the modern economy by Tim Harford (available on BBC World Service and Spotify)

Understand the economy by Tim Harford (available on BBC and Spotify)

Informative Websites:

BBC Bitesize business revision:
www.bbc.co.uk/schools/gcsebitesize/business

The Guardian newspaper's Business section:
www.theguardian.com/uk/business

Chemistry

Chemistry is the study of matter and energy and the interaction between them.

It is the study of the structure and properties of substances that are all around us and by studying Chemistry we can gain a better understanding of ourselves and our environment. Chemistry plays a role in everyone's lives as it is essential for meeting all our basic needs. Chemical technologies enrich our quality of life by providing fresh solutions to health, materials, and energy. Thus, studying Chemistry is useful in preparing pupils for the real world. For better or for worse, everything is chemical.

Learning Chemistry means learning how to be objective, how to reason and to solve problems. Pupils will become flexible and inquisitive, learning how to confidently reach conclusions from gathered evidence. A central science such as Chemistry will equip pupils with the necessary skills to succeed in this ever-changing environment.

GCSE Chemistry provides a firm foundation for progression to AS and A level Chemistry, or a solid scientific background for those intending on studying a science-based university degree. It is a modern course in which pupils will be encouraged to develop skills, knowledge and understanding of how science works. These skills will be developed through investigative work and a 'practical enquiry' approach will be adopted to the teaching of many topics. There is a natural progression from the general science syllabus in Years 8 and 9.

Syllabus Overview

Specification: AQA – 8462
- [View Here](#) (Internet Required)

The following topics will be covered in the course:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Throughout the course pupils will develop their skills with regards working scientifically, mathematical requirements as well as use of apparatus and techniques.

Prep

Pupils are given one prep a week, which is designed to supplement and build upon the work completed in lessons, or as a flipped learning exercise. The work itself will take a myriad of guises, from research to calculations or from posters to past exam questions.

Assessment & Examinations

GCSE exams in Chemistry include questions that allow pupils to demonstrate:

- Their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills.
- Their ability to apply mathematical and practical skills to areas of content they are not normally developed in.
- Their ability to draw together different areas of knowledge and understanding within one answer.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. Extended response questions will allow pupils to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Extended responses may be in written English, extended calculations, or a combination of both, as appropriate to the question.

This is a linear qualification; therefore, all pupils will sit their examinations at the end of the course.

Beyond GCSE

CAs previously mentioned, GCSE Chemistry provides a firm foundation for progression to AS and A level Chemistry. With this qualification there are many possibilities for further study, including courses in Chemistry, Medicine, Pharmacology, Toxicology, Biochemistry, Forensic Science and Patent Law. The skills acquired from A level Chemistry are also adaptable to less obvious courses such as Engineering or Economics.

Supporting the Course

The standard textbook that will be provided to the pupils is GCSE Chemistry is 'AQA GCSE Chemistry' by Lawrie Ryan. There are also many resources available online to supplement pupils' learning in Chemistry, including resources on OneNote.

A website which provides pupils with a basic summary of the course and has interactive elements to supplement learning is: www.bbc.co.uk/schools/gcsebitesize/Chemistry

A more comprehensive website that also includes useful tests and summary sheets is: www.s-cool.co.uk/gcse/Chemistry.

A website is excellent for encouraging pupils to read around the course and encourage their general scientific interest is: www.nationalstemcentre.org.uk

Tips for parents to help with their child's study:

Practising examination technique and being familiar with the style of examination questions is essential for success in GCSE Chemistry. Pupils are encouraged to not only make comprehensive revision notes in a style that they are comfortable with but to also practise past paper questions, available from the teacher and online.



Computer Science

IGCSE Computer Science enables pupils to become discerning computer users, able to make informed decisions regarding hardware, software, storage, memory, networks and programming. It allows them to acquire and apply creative and technical skills, knowledge and understanding of computers and computer programs in a range of contexts.

They will develop an understanding how computer systems work and improve their understanding of current technologies and trends towards the future. Along with developing their understanding of the legal, social, economic, ethical and environmental issues that arise in this digital age.

Computer Science requires pupils to demonstrate knowledge and understanding of:

- How computer systems work, including the functions of their individual components.
- Methods of storage and their suitability for different tasks.
- Types of memory and their functions.
- The functions of operating systems and utility programs.
- How the Internet and other communication networks function.
- The relevance of different number systems in computing.
- The legal, social, economic, ethical and environmental implications of computer use.
- Current and emerging technologies.

Syllabus Overview

Specification: Cambridge – 0478
- [View Here](#) (Internet Required)

The below outlines the topics covered in this qualification:

Paper 1 - Computer Systems:

- Topic 1 – Data Representation
- Topic 2 – Data Transmission
- Topic 3 – Hardware
- Topic 4 – Software
- Topic 5 – The Internet & Its Uses
- Topic 6 – Automated & Emerging Technologies

Paper 2 - Algorithms, Programming & Logic:

- Topic 7 – Algorithm Design & Problem Solving
- Topic 8 – Programming
- Topic 9 – Databases
- Topic 10 – Boolean Logic

Prep

Pupils are encouraged to solve a variety of programming challenges throughout the entirety of the course alongside more traditional prep ranging from research, past exam questions and note taking.

Assessment & Examinations

The College currently teaches the IGCSE provided by Cambridge International Education (CIE) with a course code of 0984. The information below outlines how learners will be assessed across two compulsory papers.

Paper 1 - 50% - Computer Systems:

- Topics 1-6 of the specification
- 1 Hour 45 Minutes
- 75 Marks
- Written Paper - Externally Assessed
- Short answer & structured questions
- All questions are compulsory
- No calculators are permitted

Paper 2 - 50% - Algorithms, Programming & Logic:

- Topics 7-10 of the specification
- 1 Hour 45 Minutes
- 75 Marks
- Written Paper - Externally Assessed
- Short answer & structured questions & a Scenario Based Question
- All questions are compulsory
- No calculators are permitted

Pupils will no longer achieve A* - E grades. Instead, learners will be graded under the new 9-1 system followed by all UK exam boards.

Beyond IGCSE

Computer Science requires pupils to demonstrate the ability to: think creatively, innovatively, analytically, algorithmically, logically and critically. The subject encourages learners to:

- Show that they can follow a brief to meet requirements.
- Use computational thinking to design, create and develop their own programming solution to a problem.
- Use abstraction to model, decompose and generalise.
- Detect errors in computer programs and correct them.
- Manipulate data, sequence instructions, test designs and explore ideas.
- Adopt safe, secure and responsible practice when using computers.
- Evaluate and improve systems they have created as well as those of others.
- Develop safe and secure systems using professional standards and communicate effectively both orally and in writing.

In effect they will be better prepared for further education, training or employment.

Supporting the Course

To help assist in the development of these skills, learners are encouraged to access the Microsoft Office 365 Stream Application which is part of their school Microsoft Office account. This application has a library of over 3,000 video tutorials which in+ itself, demonstrates only a fraction of the subject's depth but includes a wealth of variety to capture the curiosity of an intellectual mind.

To complement this library learners should also access the following:

www.bbc.com/bitesize/subjects/z34k7ty
www.teach-ict.com/gcse_computing.html
www.csunplugged.org
www.computer.howstuffworks.com
www.cs4fn.org
www.computingatschool.org.uk
www.quizlet.com/subject/computing
www.mrfraser.org/resources
www.igcseict.info

Drama

In GCSE Drama pupils will learn about Drama as a process, which is all about working with ideas, distilling information and being reflective practitioners. They will also learn about Drama as a Performing Art, developing confidence and creativity.

Pupils will explore many different situations and characters, developing their understanding of the world around them. They will have the opportunity to create their own work and learn about the devising process, encouraging strong collaborative and creative skills. Additionally, they will also study and perform scripted pieces by established playwrights, learning textual analysis and character development which will support their learning in English lessons.

The GCSE Drama course has as its core the key aim of teaching pupils a wide range of creative and reflective practises; these will make them confident drama practitioners but also enable them to carry forward these important skills into their future lives and careers.

The life skills that pupils learn through perusing a course of study in Drama are significant. Committed Drama pupils display heightened levels of confidence, self-awareness, compassion, and empathy. The process of creating theatre also develops the ability to compromise, recognise useful ideas and to see work through to a finished product

Lessons are formatted to allow the pupils double lesson periods, which facilitates the creation and reviewing of significant pieces of work, which form the backbone of the assessment calendar.

Units of work	Marks	% of overall qualification
Devised practical performance	20	10
Scripted practical performance	40	20
Written coursework	60	30
Final written examination	80	40



Syllabus Overview

Specification: AQA – 8261
- [View Here](#) (Internet Required)

Prep

Pupils will receive both written and practical preps. The written will include examination prep and also written coursework. The practical will include learning lines and script writing. It is a highly exciting and engaging course!

Assessment & Examinations

Assessments during GCSE Drama are split between practical and written. There is an end written examination, a piece of written coursework, and two practical performances.

In Year 10, the pupils will complete the devised performance assessment, in addition to starting their written coursework.

During Year 11, pupils will finish their coursework, perform in the scripted unit performance, and lastly prepare for their written examination.



Practical performances are recorded live and then posted to the examination board in the UK. The written coursework is internally marked, moderated and then also sent to the UK for further moderation.

Beyond GCSE

We are a holistic department, and as such Drama GCSE pupils join a family of performers. All year groups attend the Performance Evenings for other year groups; indeed, such evenings are some of the highlights of the calendar. There are annual workshops, live Theatre visits and overseas trips, which all offer a brilliant opportunity to experience Drama and Theatre and to form different perspectives, but also for pupils in different year groups to mix and get to know each other.

Supporting the Course

There are a few websites and books that we recommend:

- AQA Drama – GCSE, by Kerboodle education – ISBN 978-2-4085-0410-9
- ‘Blood Brother’s’ by Willy Russell
- ‘The Improvisation Game’ by Chris Johnstone
- ‘Anything’ by William Shakespeare
- ‘Theatre Games’, by Clive Barker

Design and Technology: Timbers

Design and Technology encourages pupils to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain an insight into related sectors, such as manufacturing and engineering, and prepares pupils to make informed decisions about further learning opportunities and career choices.

Pupils are encouraged to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. Packaging, labelling and instructions are also developed as part of the complete design proposal, whilst marketing tools, such as advertising and points of sale, can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

Why choose this GCSE?

The uniqueness of this subject, where pupils are challenged to design and make their own final product, can be challenging but it is also extremely rewarding. The satisfaction of seeing their design as a final made product is something they will take away with them and remember for years to come. The subject teaches so much more than just using tools and drawing; it teaches too the aesthetics of design, the history of design, planning, keeping to deadlines, patience and team work as well as many other skills.

Syllabus Overview

Specification: Edexcel – 1DT0
- [View Here](#) (Internet Required)

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also other factors such as proportions, adhesives, colour, structures and materials through practical work.



In Year 10 you will study:

1. The impact of new and emerging technologies.
2. How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.
3. How energy is generated and stored in order to choose and use appropriate sources to make products and power systems.
4. Developments in modern and smart materials, composite materials and technical textiles.
5. The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces.
6. How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs.
7. The use of programmable components to embed functionality into products in order to enhance and customise their operation.
8. The categorisation of the types, properties and structure of ferrous and non-ferrous metals.
9. The categorisation of the types, properties and structure of papers and boards.
10. The categorisation of the types, properties and structure of thermoforming and thermosetting polymers.
11. The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles.
12. The categorisation of the types, properties and structure of natural and manufactured timbers.
13. All design and technological practice takes place within contexts which inform outcomes.
14. Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making.
15. Investigate and analyse the work of past and present professionals and companies in order to inform design.

16. Use different design strategies to generate initial ideas and avoid design fixation.
17. Develop, communicate, record and justify design ideas, applying suitable techniques.

In Year 11 you will focus mainly on the final Design and Make project:

18. Design: Their Design Portfolio will be the complete design process from Brief to Final Evaluation covering such topics as Primary research, Initial Designs, CAD, Ergonomics, Anthropometrics, material analysis and Product evaluation.
19. Make: Pupils will then make the product their have design either as a prototype, scaled model or the actual final piece.

Prep

Examination techniques will be developed and past papers will be assigned according to content taught. You will be provided with an Edexcel revision guide that will help you keep track of your revision and help guide you with revision tips. You will also be required to complete independent research to aid your portfolio.

Assessment & Examinations

Design and Technology GCSE is broken down into two Units:

Unit 1: Written paper, representing 50% of the final marks available.

Unit 2: Design and Making Practice, providing 50% of the final marks available.

Beyond GCSE

A-Level Design and Technology is becoming an increasingly more popular choice for pupils to study. The subject lends itself to a vast range of future employment opportunities from Architecture to Engineering, and from Interior Design to Film Set Design.

Supporting the Course

Be supportive and ask your child what he or she is doing and help them evaluate and develop their work. There is always room for them to improve on their Design and Technology prep. The Essentials of GCSE Design and Technology: Product Design Real World Technology Resistant Materials.

Design and Technology: Textiles

Design and Technology Textiles encourages pupils to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It allows them to gain an insight into related sectors, such as industrial manufacturing and construction, and prepares pupils to make informed decisions about further learning opportunities and career choices.

Pupils are encouraged to design and make textiles products with creativity and originality in a variety of practical activities, using a range of materials and techniques.

Why choose this GCSE?

The uniqueness of this subject, where pupils are challenged to design and make their own final product, can be challenging but it is also extremely rewarding. The satisfaction of seeing their design as a final made product is something they will take away with them and remember for years to come. The subject teaches so much more than just using sewing and drawing; it teaches too the aesthetics of fashion, the history of trends, planning, keeping to deadlines, patience and team work as well as many other skills.

Syllabus Overview and Specification

Specification: Edexcel – 1DT0
- [View Here](#) (Internet Required)

Design and Technology Textiles is a practical subject area which requires the application of knowledge and understanding when working to a brief, developing ideas, planning, producing products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also other factors such as proportions, construction, patterns and materials through practical work.



In Year 10 you will study core content of the wider ethos of design and all material areas. Such as:

1. The impact of new and emerging technologies.
2. How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment.
3. How energy is generated and stored in order to choose and use appropriate sources to make products and power systems.
4. Developments in modern and smart materials, composite materials and technical textiles.
5. The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces.
6. How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs
7. The use of programmable components to embed functionality into products in order to enhance and customise their operation
8. The categorisation of the types, properties and structure of ferrous and non-ferrous metals
9. The categorisation of the types, properties and structure of papers and boards
10. The categorisation of the types, properties and structure of thermoforming and thermosetting polymers
11. The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles
12. The categorisation of the types, properties and structure of natural and manufactured timbers
13. All design and technological practice takes place within contexts which inform outcomes
14. Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
15. Investigate and analyse the work of past and present professionals and companies in order to inform design

16. Use different design strategies to generate initial ideas and avoid design fixation
17. Develop, communicate, record and justify design ideas, applying suitable techniques

In Year 11 you will focus mainly on the final Design and Make project and Textile exam content:

1. Design: Their Design Portfolio will be the complete design process from Brief to Final Evaluation covering such topics as Primary research, Initial Designs, CAD, Ergonomics, Anthropometrics, material analysis and Product evaluation.
2. Make: Pupils will then make the product their have design either as a prototype, sample techniques or the actual final garment or product.

Assessment & Examinations

Design and Technology Textiles GCSE is broken down into two Units:

Unit 1: Written paper, representing 50% of the final marks available.

Unit 2: Design and Making Practice, providing 50% of the final marks available.

Beyond GCSE

A-Level Design and Technology is becoming an increasingly more popular choice for pupils to study. The subject lends itself to a vast range of future employment opportunities from Stylist to Illustrator, and from Fashion designer to Film Set Design.

Supporting the Course

Be supportive and ask your child what he or she is doing and help them evaluate and develop their work. There is always room for them to improve on their Design and Technology Textiles prep.

Reading Materials

Visual Thinking: Empowering People and Organisations through Visual Collaboration

The Complete Photo Guide to Perfect Fitting

Ultimate Illustrated Guide to Sewing Clothes: A Complete Course on Making Clothing for Fit and Fashion (Landauer)
Installing Zippers, Using Notions, Slopers, Patterns, Tailoring, Alterations, and More

English Language and English Literature

English Language and English Literature are designed to be studied as a double award and will therefore be taught concurrently in English lessons.

Edexcel IGCSE English Literature

The aims and objectives of this qualification are to enable students to:

- Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- Develop an appreciation of the ways in which writers achieve their literary effects
- Develop the skills needed for literary study
- Explore, through literature, the cultures of their own and other societies
- Find enjoyment in reading literature and understand its influence on individuals and societies.

Edexcel IGCSE English Language A

The aims and objectives of this qualification are to enable students to:

- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

Syllabus Overview

English Literature IGCSE

Specification: Edexcel English Literature – IGCSE - 4ET1
- [View Here](#) (Internet Required)

Course Texts:

- A selection of poetry from writers including Rudyard Kipling, William Blake, Robert Browning and Christina Rossetti
- An Inspector Calls by J. B. Priestley
- Romeo and Juliet by William Shakespeare
- A modern prose text

English Language A IGCSE

Specification: Edexcel English Language A IGCSE - 4EA1
- [View Here](#) (Internet Required)

Course Texts:

Pupils can expect to study a variety of texts from the Pearson Edexcel IGCSE English Anthology, including:

- Non-fiction texts from writers such as Chimamanda Ngozi Adichie, Benjamin Zephaniah and George Alagiah
- Poetry and prose texts from writers such as Wilfred Owen, Robert Frost, Maya Angelou and Rose Tremain.

Prep

Pupils will be expected to complete weekly prep to support their study of the course. This will take a variety of forms as befits the material being covered in class time, and may also include independent work on coursework pieces.

Assessment & Examinations

Edexcel IGCSE English Literature:

Component 1: Poetry and Modern Prose (external examination at the end of Year 11) - 60%

- Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.
- Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.
- Section C – Modern Prose: one 40-mark essay question from a choice of two on the set text.

Component 2/3: Modern Drama and Literary Heritage Texts - 40%

- Section A – Modern Drama: one 30-mark essay question on set text.
- Section B – Literary Heritage Texts: one 30-mark essay question on set text.

Edexcel IGCSE English Language A:

Component 1: Non-fiction Texts and Transactional Writing (external examination at the end of Year 11) - 60%

- Section A: Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks.
- Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Component 2/3: Poetry and Prose Texts and Imaginative Writing (coursework) - 40%

- Section A: Reading - one 30-mark essay question on poetry and/or prose texts from Part 2 of the Pearson Edexcel IGCSE English Anthology.
- Section B: Imaginative Writing – one 30-mark imaginative writing task.

Beyond IGCSE

English Language and English Literature are vitally important in the development of your child as an analytical, intelligent and insightful thinker, writer and speaker. Success and determination in this course will demonstrably affect achievement in other subjects spanning Years 10 and 11 - and beyond.

There are opportunities for pupils to continue their studies at A-Level, and numerous pupils have gone on to study English Literature and related subjects at Russell Group universities.

Supporting the Course

Supporting Material:

Pupils may wish to use study guides for the texts studied and any textbook which is appropriate for the specifications above. Textbooks will not be used in lessons per se; however, staff will advise pupils on the suitability of certain texts if consulted.

Tips for parents to help with their child's study:

There is much to remember during this course; perhaps most important to acknowledge is that pupils will be continuously assessed throughout the two years. Although the final exams for each GCSE carry the entire weighting, nearly every half-term there will be an assessment which will enable the tracking of progress on the English Language or English Literature IGCSE grade. Moreover, as units of study and lessons are taught with a skills-based approach in mind, success in the final examinations will be dependent on the application and progress pupils make over the two years.

As always, reading suitable material should be a natural accompaniment to this course as it will develop numerous skills necessary for success at IGCSE. Pupils will be encouraged to read texts beyond those on the curriculum.

Parents who read the selected texts will also be supporting their child. Further discussion of issues, themes and ideas at home would be an invaluable stimulation for analytical thinking.

French

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE French is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written French and develop their own spoken and written language skills.
- Learn about countries where French is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

It is presumed that pupils will have studied some French before.

Syllabus Overview

Specification: AQA – 8652
- [View Here](#) (Internet Required)

In this new specification, pupils will build up their skills in all four language areas over the course of two years, including translation skills, dealing with authentic texts and speaking with spontaneity. The GCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes. There will be three main Themes, each broken down into four Topics, making a total of twelve Topics to study during the course.

The three Themes will be: Theme 1: People and lifestyle. Theme; 2: Popular culture; Theme 3: Communication and the world around us. Extended vocabulary and grammar are introduced throughout the course allowing pupils to reach their own linguistic potential. A wide range of grammar is covered in line with the GCSE specification requirements.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

Pupils will take separate assessments in the four skills of Listening, Reading, Speaking and Writing. Each of these will be formal assessments sat at the end of Year 11 and each examination represents 25 % of the final GCSE French grade.

Beyond GCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE French means pupils will:

- Be able to study the A level French course.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest.

Supporting the Course

'AQA GCSE French Higher' is used as a core textbook but is supplemented with a wide range of other resources. A small English-French / French-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.

The following are recommended for building GCSE vocabulary:

www.quizlet.com
(An excellent vocabulary builder)

www.wordreference.com
(An online dictionary)

<https://www.languagenut.com/en-gb>
(a vast range of interactive activities to practise GCSE vocabulary and grammar as well as the 4 components of the examination: Listening, Reading, Writing and Speaking)

www.languagesonline.org.uk
(for vocabulary & grammar practice)

www.kerboodle.com
(AQA GCSE)

www.languageguide.org/french/vocabulary
(for vocabulary learning)

www.educationperfect.com
(GCSE practice)

<https://www.aqa.org.uk/subjects/languages/gcse/french-8652/assessment-resources>

www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources

The AQA examination board also offers past papers in all skills and examination advice for GCSE French.

Tips for parents to help with their child's study:

- Little and often is best... French is not a subject that a pupil can cram the night before the examination. 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a pupil and the pupil can give the French. This could be while your child is having dinner, in the car or even on the school bus with a friend.
- Encourage pupils to keep a word diary of words that they are going to learn for the week.
- Encourage pupils to complete specimen papers. For extra practice, pupils can also access a range of past/specimen papers from other Boards such as EDEXCEL or OCR.
- Download any useful apps you can find.
- Watch favourite DVDs with French subtitles or dubbing.

Geography

Geography IGCSE is for pupils who want to appreciate the relevance of our changing world, the importance of people and environments from local to global.

Geography provides us with a unique understanding of our natural world and human environment, whether it be how our cities and population have rapidly grown, human impact on the world, including global warming, or how countries manage hazards, for example earthquakes.

Geography helps us develop our 21st century skills such as communication, teamwork, decision-making, problem-solving as well as data handling and enquiry skills.

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes.

“The study of Geography is more than mesmerising places on a map. It is about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it’s about using all that knowledge to help bridge divides to bring people together.”

(Barack Obama)

Syllabus Overview

The iGCSE covers all aspects of geography. Beginning with the Physical topics of Hazards and the Changing Coastal Landscapes along with a fieldwork aspect on coastal environments. Two of the Human topics of Economic Activity and Energy, Urban Environments, or Rural Environments are studied, along with an Urban fieldwork investigation. Finally, a Global Issue is covered, Development, Migration or Fragile environments.

Prep in geography could consist of preparing for upcoming lessons, an investigation into a section of the topic or an exam style question. All to further and support learning.

Assessment & Examinations

The specification contains two units:

Paper 1: Physical geography. 1 hour and 10 minute examination in two sections.

Paper 2: Human geography. 1 hour and 45 minute examination in three sections. Question types consist of multiple-choice, short answer, data-response, and open-ended questions.

Beyond IGCSE

Pupils are encouraged to attend some of the many lectures throughout the year which are held at NYUAD, keep up to date with current affairs and utilise the many documentary programmes and podcasts about Earth that are on TV. There are many excellent books and websites to help pupils understand the mysteries of the world around us (for example Prisoners of Geography and <https://www.nationalgeographic.com/>).

Supporting the Course

Pearson Edexcel International GCSE (9-1) Geography Student Book is the main core class text book. Many other resources will be used throughout the year. This will include essential and basic map work skills. The following websites are useful for pupils to use:

- www.bbc.co.uk/schools/gcsebitesize/geography
- www.edexcel.com/Subjects/Geography
- www.geographypods.com



German

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE German is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written German and develop their own spoken and written language skills.
- Learn about countries where German is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Although not always essential, it is presumed that they will have studied some German before.

Syllabus Overview

Specification: AQA – 8662
- [View Here](#) (Internet Required)

In this new specification, pupils will build up their skills in all four language areas over the course of two years, including translation skills, dealing with authentic texts and speaking with spontaneity. The GCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes. There will be three main Themes, each broken down into four Topics, making a total of twelve Topics to study during the course. The three Themes will be: Theme 1: People and lifestyle. Theme; 2: Popular culture; Theme 3: Communication and the world around us. Extended vocabulary and grammar is introduced throughout the course allowing pupils to reach their own linguistic potential. A wide range of grammar is covered in line with the GCSE specification requirements.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

Pupils will take separate assessments in the four skills of Listening, Reading, Speaking and Writing. Each of these will be formal assessments sat at the end of Year 11 and each examination represents 25 % of the final GCSE German grade.

Beyond GCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE German means pupils will:

- Be able to study the A level German course.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest

Supporting the Course

“AQA German Higher” is used as a core textbook but is supplemented with a wide range of other resources. A small English-German / German-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.

The following are recommended for building GCSE vocabulary:

www.quizlet.com

(An excellent vocab-builder)

www.wordreference.com

(An online dictionary)

<https://www.languagehut.com/en-gb>

(a vast range of interactive activities to practise GCSE vocabulary and grammar as well as the 4 components of the examination: Listening, Reading, Writing and Speaking)

www.languagesonline.org.uk

(for vocabulary & grammar practise)

www.bbc.co.uk/languages/german

(German practice from the BBC)

www.languageguide.org/german/vocabulary

(for vocabulary learning)

www.lerndeutsch.org.uk (a vast range of interactive activities to practise vocabulary & grammar)

<https://www.aqa.org.uk/subjects/languages/gcse/german-draft-8662/assessment-resources>

The AQA exam board also offers past papers in all skills and examination advice for GCSE German.

Tips for parents to help with their child's study:

- Little and often is best...German is not a subject that a pupil can cram the night before the examination. 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a pupil and the pupil can give the German. This could be while they are having dinner, in the car or even on the school bus with a friend.
- Encourage pupils to keep a word diary of words that they are going to learn for the week.
- Encourage pupils to complete specimen papers. For extra practice, pupils can also access a range of past/ specimen papers from other Boards such as EDEXCEL or OCR.
- Watch favourite DVDs with German subtitles or dubbing.

History

Apart from being very interesting, History is useful for a host of different careers, and life too! In fact, History is very practical and teaches you vital skills that employers want, because it involves:

- Learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.
- Learning to locate and sift facts – In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop.
- Handling evidence to make informed decisions – to identify truth and recognise myth and propaganda.
- Communicating your ideas and thoughts in a way that makes sense to others – whether that be verbally or in essays, graphs or illustrated reports – and having the confidence to defend your findings. These skills are vital for arguments and presentations in a range of careers.
- Learning about countries, societies and cultures – so many of today's conflicts and alliances have their roots in the past; how can you understand, trade successfully with, or report on a country if you know nothing of its culture or history?

Syllabus Overview

The aims and objectives of this qualification are to enable pupils to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience.
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.

- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
- Develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

The IGCSE History content comprises the following elements:

Paper 1: 2 Depth Studies: The Changing nature of warfare and international conflict, 1919 - 2011. 1924 - 53, A World Divided: Superpower Relations, 1943 - 72.

Pupils will:

- Gain knowledge and understanding of the key features and characteristics of historical periods
- Develop skills to analyse and evaluate historical interpretations in the context of historical events studied Develop skills to analyse and evaluate historical interpretations in the context of historical events studied.
- Develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts

Paper 2: Investigation and Breadth Studies

Breadth study: Germany: development of dictatorship, 1918 - 45.

Historical Investigation: The Vietnam Conflict, 1945 - 75.

Pupils will:

- Gain knowledge and understanding of the key features and characteristics of historical periods.
- Develop skills to explain, analyse and make judgements about historical events and periods studied, using

second-order historical concepts.

- Learn how to use a range of source material to comprehend, interpret and cross-reference sources.
- Develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

Prep

Prep is set weekly and consists of reading/research for upcoming lessons, practice exam questions or group work in preparation for presentations and projects.

Assessment & Examinations

Paper 1 - Externally assessed Written examination:

- 1 hour 30 minutes, 60 marks
- 50% of the qualification
- Pupils are assessed through an examination based on their selected depth studies. Students answer two questions, one on each of the depth studies they have studied.

Paper 2 - Externally assessed Written examination:

- 1 hour 30 minutes, 60 marks
- 50% of the total GCSE
- Students are assessed through an examination based on their historical investigation and breadth study in change. Students answer two questions, one question on their historical investigation and one question on their breadth study in change.

Beyond IGCSE

With a subject like History, it may be harder for you to identify a clear career path. However, History is a useful and often necessary subject for a wide range of careers – not just the obvious ones. Many historians go on to study subjects such as History, Politics, Law or International Relations at University and are found in a wide range of careers including the professions, business and management, National and Local Government, Civil Service and Diplomatic Service, Media and Journalism, Law and Police and Armed Forces.

However, there are a wide range of other careers that History can support. Have you ever thought about some of the other doors that a qualification in history can open?

Supporting the Course

Great books to read relating to the Year 10 and 11 topics:

Cold War: The Spy Who Came in from the Cold – John Le Carre, 1984 – George Orwell, The Crucible – Arthur Miller, The Lord of the Flies – William Golding, One Minute to Midnight – Michael Dobbs

Inspirational websites:

Edexcel International GCSE History (2017) | Pearson qualifications

www.historyhit.com

www.alphahistory.com

www.bbc.co.uk/bitesize/examspecs/zw4bv4j

www.spartacus-educational.com

Mandarin

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Mandarin is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written Mandarin and develop their own spoken and written language skills.
- Learn about countries where Mandarin is spoken
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Prior knowledge: to begin this course, pupils should have a knowledge of about 200 words and should be able to write 50-100 characters.

Syllabus Overview

Specification: AQA – 8673
- [View Here](#) (Internet Required)

GCSE Mandarin is an accelerated language course; pupils cover topics quickly and revise them regularly. Extended vocabulary and grammar are introduced throughout the course allowing pupils to reach their potential. A wide range of grammar is covered in line with the GCSE specification requirements. There will be three distinct themes: a) Identity and culture b) Local, national, international and global areas of interest, and c) Current and future study and employment. These themes apply to all four question papers. Pupils are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Chinese is spoken.

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

Pupils will take separate assessments in the four skills of Listening, Reading, Speaking and Writing. Each of these will be formal assessments sat at the end of Year 11 and each examination represents 25 % of the final GCSE Mandarin grade.

Beyond GCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Mandarin means pupils will:

- Be able to study the A level Mandarin course.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest.

Supporting the Course

'GCSE Chinese' is used as a core textbook but is supplemented with a wide range of other resources. A small English-Mandarin / Mandarin-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.

The following are recommended for building GCSE vocabulary:

Real Chinese - www.bbc.co.uk/languages/chinese/real_chinese

www.mandarintools.com - This website contains a compendium of tools for learning Chinese language and culture. Tools include how to write Chinese characters, how to add pinyin, Chinese flashcards, how to play Chinese chess, on-line abacus, get a Chinese name.

<https://www.aqa.org.uk/subjects/languages/gcse/chinese-spoken-mandarin-8673/specification-at-a-glance>
The AQA examination board also offers past papers in all skills and examination advice for GCSE Mandarin.

The course is aligned to the new specification of Mandarin Chinese GCSE and is designed with the requirements of non-heritage learners in mind. The course covers all four skills and is designed to increase the confidence of learners.

In Year 10 you will study: Topics: Me, my family and friends; Free-time activities; Home, town, neighborhood and region and Education. Throughout the year pupils will have the opportunity, where possible, to complete Specimen Papers in each of the four skills, to build up examination technique and core examination vocabulary.

In Year 11 pupils will look at the following challenging language topics: Technology in everyday life; Social issues and Jobs and Career choices and ambitions. Term3 will be given over to Revision and examination techniques, leading to the GCSE examinations. Grammatical structures will also be developed and extended.

Tips for parents to help with their child's study:

- Little and often is best...Mandarin is not a subject that a pupil can cram the night before the examination. 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarizing themselves with the core vocabulary from the exam board, using word lists and past papers.
- Encourage pupils to complete past papers. They can start with the Foundation level and build up to Higher level. Many examination papers are available on the Edexcel website for extra practice.
- Watch favourite DVDs with Mandarin subtitles or dubbing.

Mathematics

The IGCSE Mathematics (Higher Tier) is the course we anticipate will be taken by all pupils.

The examination is not language biased and the syllabus is challenging but fair to all ability levels. It prepares the pupils well for further study in the subject and gives an excellent indicator of ability in its results.

Syllabus Overview

Specification: Edexcel IGCSE (9-1) Mathematics - 4MA1 - [View Here](#) (Internet Required)

Pupils are required to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra

- Use letters as equivalent to numbers and as variables.
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry

- Use properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

In Year 10 you will study: The Core material that is needed for a solid foundation in Mathematics will be covered by all, and some topics will stretch to grade 9 work. If a pupil has been invited to follow an accelerated programme, they will be working on Year 11 work with the intention to sit the external exam at the end of Year 10 and completing the

AQA Level 2 Further Mathematics qualification at the end of Year 11.

In Year 11 you will study: Pupils will complete the IGCSE course including the extended content up to grade 9 and prepare for the examinations in June. A mock examination will be sat mid-year and all pupils will undertake extensive Past Paper revision from April.

Prep

Pupils are assigned prep on a weekly basis to consolidate what they have learned in class. This may be in the form of some extension questions, past examination questions, revision, posters or researching before the start of a new topic. This would be an addition to their standard online Sparx homework.

Assessment & Examinations

Two written examinations are taken at the end of Year 11: each examination is 2 hours long and worth 50% of the final mark.

Beyond IGCSE

Mathematics IGCSE grade is highly valued by all employers and Mathematics A level is considered to be very desirable by all university academic faculties. A level Mathematics is a very challenging course and a minimum of a Grade 7 at IGCSE is the standard that is expected for further studies.

Supporting the Course:

We recommend using the Maths Watch website to which all Brighton College pupils have access; Save My Exams and others such as www.bbc.co.uk/bitesize are excellent. The calculator recommended is the Casio FX-991EX ClassWiz. All of our GCSE pupils are assigned a textbook (Edexcel International GCSE (9-1) Mathematics Student Book Third Edition) for the duration of the course.

Tips for parents to help with their child's study: Continuous revision is the key to success in Mathematics, and practice, practice, practice is vital. We have subscribed to excellent websites, such as mathswatch.co.uk and pupils can get support and further practice from there with parental encouragement.

Learning Platforms pupils will regularly access for revision and prep are:

[MathsWatch](#)

[DrFrost](#)

[Sparxmaths](#)

Further Mathematics

Important Note

Further Mathematics is **not available as an option**, instead pupils will be selected onto the course by the Mathematics department. This is a challenging course, and our priority is for the vast majority of our pupils to focus on their IGCSE Mathematics qualification.

The Further Mathematics course offers a pathway for high achieving students, by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies.

It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the IGCSE Mathematics, rather than as a replacement. The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument, and problem-solving skills. It also introduces calculus and matrices and develops further skills in trigonometry, functions and graphs.

Syllabus Overview

Specification: AQA Certificate Level 2 Further Mathematics – 8365 - [View Here](#) (Internet Required)

Pupils are required to demonstrate application and understanding of the following:

1. Number
2. Algebra
3. Coordinate Geometry (2 dimension only)
4. Calculus
5. Matrix Transformations
6. Geometry

Prep

Pupils are assigned prep on a weekly basis to consolidate what they have learned in class. This may be in the form of some extension questions, past examination questions, revision, posters or researching before the start of a new topic.

Assessment & Examinations

Two written examinations are taken at the end of Year 11: each examination is 1 hour 45 minutes long (one non-calculator and one calculator) and worth 50% of the final mark.

Beyond Year 11

Further Mathematics lends itself very well to the A-Level Mathematics course. It provides a head start to A-Level as it covers many of the topics that will be studied later. It does not, however, guarantee entry onto the Further Mathematics A-Level course.

Supporting the Course

Dr Frost provides excellent resources for studying Level 2 Further Mathematics. The calculator recommended is the FX-991EX ClassWiz. All of our pupils are assigned a textbook for the duration of the course.

Tips for parents to help with their child's study:

Continuous revision is the key to success in Mathematics, and practice, practice, practice is vital. We have subscribed to excellent websites, such as mathswatch.co.uk and pupils can get support and further practice from there with parental encouragement.

Music

Pupils who study Music at GCSE demonstrate a wealth of skills to universities and future employers.

In listening and appraising they show critical thinking, historical knowledge and understanding, analytical skills and attention to detail. In performing and composing they show musicianship, creativity and performing and presenting skills. If you enjoy composing and performing music, learning an instrument or singing, learning about all types of music, including classical, popular and world then GCSE Music is the ideal subject for you.

You have already gained many of the basic skills needed for this course in your Music lessons in the Prep and Senior Schools. You have been introduced to creating music of your own in class and this is developed in the GCSE course as you write two pieces to submit as composition coursework. To take this course, you must be able to offer at least one instrument/or voice and it is suggested that you be at least grade 3 level when you select your GCSE options in Year 9. You will be asked to perform for the Head of Music in advance of selecting Music for GCSE.

Syllabus Overview

Specification: Edexcel – 1MU0
- [View Here](#) (Internet Required)

Unit 1: Performing music 1MU0/01 (30% the total GCSE)

You will record one solo piece which can be in any style or genre, with or without accompaniment as appropriate to the style of music. You will also record a piece as part of an ensemble performance. This must be an un-doubled part within the ensemble (this means that there should be no other pupil playing or singing your part).

The combined minimum duration of the two performances is 4 minutes. There is no minimum duration for either performance, but each piece should be of sufficient length and complexity to give adequate opportunity to showcase your abilities. You will be assessed on technical control, expression and interpretation and ensemble skills.

As a rough guide, pieces offered for GCSE should be of the length and complexity of repertoire found on the Grade 4 examination syllabus offered by the Associated Board of the Royal Schools of Music (ABRSM). However, there is no requirement that you should have taken a graded music exam and pieces offered for GCSE do not have to come from the graded exam syllabus. You must take private instrumental/singing lessons during the course either in school or outside school.

Unit 2: Composing music 1MU0/02 (30% the total GCSE)

In this unit you will develop your musical ideas in the form of compositions. You must submit two compositions: one free composition and one in response to a brief set by the exam board. The exam briefs will relate to the four areas of study from which you will select one. Each composition must be at least one minute in length and the combined duration must be at least three minutes. Each composition must be submitted as a traditionally notated score or a detailed written account and a recording (which can be produced electronically). Each composition is marked separately out of 30 and assessed on developing musical ideas, demonstrating technical control and composing with musical coherence.

Unit 3: Music Listening and Appraising 1MU0/03 (40% the total GCSE)

In this unit you will develop your listening and appraising skills through the study of music across a variety of styles and genres. The content for the unit is grouped into four areas of study each of which contains two set works. You will learn how to analyse music independently and compare and contrast the set works with unfamiliar music. You will use your knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study.

The areas of study are as follows:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions

This unit will be assessed through a 1-hour and 45-minute examination set and marked by Edexcel.

Prep

Much of your Music prep will involve working independently on your compositions and performances. Pupils are expected to develop these important pieces of coursework over an extended period of time with regular feedback from class and instrumental teachers to ensure that final submissions are as prepared and mature as possible. At the same time, the best music students are ones who listen widely to a large range of genres of music in their own time and demonstrate curiosity for unfamiliar works.

Assessment & Examinations

You will need to perform and record one solo piece and one ensemble piece (30% of the total GCSE). You will need to create two compositions (30% of the total GCSE). You will sit a 105 minute written paper with questions on your prescribed set works and unfamiliar music (40% of the total GCSE).

Beyond GCSE

The GCSE course is excellent preparation for the A level Music course, which is organised along the same lines of performing, composing and listening. By the end of the

GCSE course, pupils will be able to compose sophisticated pieces, perform at at least Grade 4 standard and have developed an wide repertoire of musical terminology with which to analyse the Set Works of the A level syllabus.

Supporting the Course

While the theory needed to approach the listening paper will be taught during the GCSE course, it would be useful to revise some general music theory topics. The website www.musictheory.net provides an excellent online resource. In addition, Terry, Paul. 'Step up to GCSE Music' Neville, Colin. Rhinegold, 2016 is highly recommended as an accessible and manageable but comprehensive preparation for starting the course.

It is absolutely vital that pupils maintain regular lessons with an instrumental specialist throughout the duration of the course, so that they have someone to advise them on technique and repertoire.



Photography

Photography may be defined as the creative journey through the process of lens- and light-based media.

This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, pupils should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Pupils will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills to liaise with clients and to promote themselves as photographers.

This GCSE Photography qualification requires pupils to develop the knowledge, understanding and skills pertaining to:

- The use of formal elements to communicate a variety of approaches
- The camera and its functions, including depth of field, shutter speed, focal points and viewpoints
- The application of observational skills to record from sources and communicate ideas
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- The use of digital and/or non-digital applications.

Areas of study:

- Documentary photography
- Photo-journalism
- Studio photography
- Experimental imagery
- Installation
- Moving image: film, video and animation.

Syllabus Overview

Specification: Edexcel – 1PY0
- [View Here](#) (Internet Required)

Pupils will be required to spend 2-4 hours a week on independent work in Year 10 and 4-6 hours in Year 11. Pupils will have access to the Art Studio during break, lunch, and afterschool.

Tips for parents to help with their child's study: It is recommended that pupils should regularly visit galleries, museums, and Art events. The Abu Dhabi Art Fair (November) and Art Dubai (March) are excellent Art events that take place in the UAE. Pupils are encouraged to collect, documents and record when travelling to support ideas and skills beyond the classroom.

Prep

Pupils will be required to spend 2-4 hours a week on independent work in Year 10 and 4-6 hours in Year 11. Pupils will have access to the Photography Studio during break, lunch, and afterschool.

Assessment & Examinations

Unit 1: Personal Portfolio (60% of the qualification)

Unit 2: Externally Set Assignment (40% of the qualification)

Both units are assessed using four Assessment Objectives. The units are marked out of 72.

Pupils will be introduced to a variety of techniques, processes and themes through the delivery of workshops in photography. They will investigate photography and film work, research artists and make contextual links. As the year progresses they will be taught to think more independently, using their skills in analysis, recording observations, exploring ideas, experimenting and developing to produce their final submissions.



In order to meet the four assessment objectives, the pupils will be able to:

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Equipment: Pupils will be required to have access to their own DSLR camera, tripod and SD cards in order to undertake the course. A full equipment list will be sent out towards the summer term.

Beyond GCSE

Pupils could progress to Advanced GCE in Photography and then onto a related degree course in which they will produce a range of different styles of work and create their own portfolio. For employment there may be opportunities to work in creative industries including photojournalism, fashion, film and documentary production, galleries, design offices, graphics, communications, as well as the chance to work as a commercial artist.

Physical Education

Pupils who enjoy participating or performing in a range of sports and have a keen interest in learning about topics such as Anatomy & Physiology, Health & Fitness and Sports Psychology, the GCSE in Physical Education is an excellent choice.

PE will offer pupils the opportunity to develop their individual skills and improve their performance in a wide range of sports and physical activities. Pupils will learn to develop skills through the process of planning, performing and evaluating. Pupils will learn about exercise, how the body works during exercise and how performance can be improved through training.

Syllabus Overview

Specification: Edexcel – 1PE0
- [View Here](#) (Internet Required)

The GCSE Physical Education course is split into two component areas: **Examination Content** and **Non-Examined Assessment** (Practical and Coursework).

Theoretical Component:

Pupils will study a range of different theoretical concepts. All theoretical topics taught will be linked to its impact to sport and sport performance. Throughout the theoretical component, pupils will study the following:

Fitness and Body Systems: To include - Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data

Health and Performance: To include - Health, fitness and wellbeing, Sports Psychology, Socio-cultural influences, Use of Data.

Practical Components

Pupils will study a range of different practical activities during the two years. Each candidate must offer one team activity, one individual activity and one activity of their choosing. An example of some of the options is below:

- Outwitting opponents (games i.e. football, netball, rugby, boxing)
- Accurate replication of movement (trampolining, gymnastic activities, diving)
- Exploring and communicating ideas (dance activities)
- Performing at maximum levels in relation to speed, height, accuracy, strength and distance (track and field athletics, swimming, golf)
- Identifying and solving problems (skiing, climbing)

Pupils will study activities that can be accommodated at school but can select other activities if they study these outside of school e.g. skiing or golf.

Prep

Homework in PE will cover both theory content and some non-examined assessment work. Theory homework will be set during pupils dedicated theory lesson and will usually be due in the following PE lesson. Practical work is often completed in after-school CCA's. We also encourage all pupils to compete in sporting activities outside of school to supplement their practical grade.

Assessment & Examinations

Pupils will be required to offer three activities for assessment and to complete a Personal Exercise Programme (Coursework) in one of these three activities. This will equate to 40% of the course mark and is commonly referred to as the Non-Examined Assessment.

The remaining 60% of the course is assessed through written examination, this will consist of two examination papers. The first paper (1hour 30minutes) will cover Fitness and Body Systems and the second (1hour 15minutes) will cover Health and Performance

Beyond GCSE

Pupils have the opportunity to engage in a range of sporting CCA's offered by the College, all of which prove beneficial to a GCSE PE pupil. Some of these CCA's can provide pupils with the opportunity to take part in Residential and International Sports Tournaments.

As well as being the ideal preparation for the A level Physical Education course, GCSE Physical Education also holds close links to subjects such as Biology, Psychology and Sociology.

GCSE PE can pave the way for pupils into career fields such as Sports Science, Coaching, Education, Nutrition, Physiotherapy, Sports Medicine, Sports Business Management and Marketing to name a few. It also provides pupils with essential transferrable skills that Universities and Employers are looking for such as problem solving, collaboration, team work and critical thinking.

Supporting the Course

www.edexcel.com/Subjects/Physical-Education-Sport
www.bbc.co.uk/schools/gcsebitesize/pe
www.thepeclassroom.com/
www.peresourcesbank.co.uk/

In addition to the academic support provided, and as the contribution of practical sports performances to the overall mark is significant. It is key that any pupils considering this option are competent in the three sports from the approved list.

Pupils are encouraged to participate competitively in at least two sports from the approved list and should be regularly attending supporting CCA's or outside clubs throughout both Year 10 and 11. In addition to this, all pupils will continue with Core PE lessons where they will follow a varied programme and the opportunity to participate in competitions from inter-house level through to international sports tournaments.



Physics

Physics GCSE covers a broad range of the Physics that pupils need to know to understand developments in Science.

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. The data to be used as evidence must be repeatable, reproducible and valid, as only then can appropriate conclusions be made. Pupils should know how to gather evidence like this, make conclusions and evaluate their methods and data and those of others.

A scientifically literate person should, amongst other things, be equipped to question, and engage in debate on, the evidence used in decision-making. A judgement or decision relating to social- scientific issues may not be based on evidence alone, as other societal factors may be relevant. Pupils should be able to evaluate decisions taken and give informed opinions on the motivation for such choices.

These ideas are central to science education. They constitute the 'thinking behind the doing' that is a necessary complement to the subject content of physics.

GCSE Physics provides a thorough grounding in the principles and techniques of classical Physics and is the basis for studying A level Physics, or a general background for those wanting to specialise in one or more separate sciences or science-based university courses. It is a modern course that will stimulate pupils' interest in how science works.

Pupils will need to have had some previous experience with Physics either at 13+, Key Stage 3 or a similar level.

Syllabus Overview

Specification: AQA – 8463
- [View Here](#) (Internet Required)

Prep

Pupils will receive some homework each week, expected to take between 30 and 40 minutes.

The homework could be past paper questions from the question packs, or it could be further reading. This will afford the opportunity to consolidate knowledge, and to practise applying skills gained in the classroom, as well/ or let pupils engage in more extended independent research. There is no set type of Physics homework, with the nature of tasks varying from one week to the next, depending on the nature of the topics studied, and teachers and pupils' interests.

Assessment & Examinations

Pupils will sit two examinations at the end of Year 11; each 100 marks, 1 hour 45 minute long and representing 50% of their total GCSE. Practical skills will be examined within these examinations.

- **Paper 1:** 100 marks (105 minutes) – Energy and Energy Resources, Electricity, Molecules and Matter and Radioactivity.
- **Paper 2:** 100 marks (105 minutes) – Forces, Waves, Electromagnetism and Space.
- **Course Outline:** Pupils in Year 9 study Energy and Energy Resources, Radioactivity and Molecules and Matter. In Year 10, they move on to Electricity, Waves and Electromagnetism. In Year 11, pupils study Forces and Space.

Beyond GCSE

A level Physics expands on the classical Physics learned at GCSE and introduces pupils to Quantum Physics, Engineering and Astronomy. An A level in Physics is essential for any university courses in Physics or Engineering and is very helpful for any other Science-based courses and, as it is considered a high-level, academic, problem-solving A level, is beneficial for many other courses e.g., Economics.



Supporting the Course

The standard textbook used for GCSE Physics is 'AQA GCSE Physics – Third edition' by Jim Breithaupt, and Gary Calder. Each pupil is issued a digital copy of the textbook at the beginning of Year 9.

These textbooks cover all the content covered in GCSE Physics and present many opportunities for pupils to practice questions testing their understanding and read further into the content of the course. These are supplemented in lessons and for prep with a range of supplementary resources including past-paper questions. There are also many resources available online to supplement pupils' learning in Physics.

The sites below are recommended in particular:

www.practicalphysics.org

www.bbc.co.uk/schools/gcsebitesize/physics

www.s-cool.co.uk/gcse/physics

www.darvill.clara.net/myon.htm

Tips for parents to help with their child's study:

You should encourage your son or daughter to read Physics-based, 'popular science' books as much as possible. There are many excellent books available on Amazon and in the science section of Kinokuniya World in Dubai Mall in particular. These give pupils a sense of the development of thought in Physics and allow them to see connections between the topics studied (and other sciences), essential for a true understanding of the subject.

Revision in Physics is best done by practicing problems and questions; a large range allows pupils to challenge themselves and gives them experience in looking at the content they learn from different angles. Past-paper question practise gives pupil's insight into the kinds of skills required and lets them develop examination strategies early on.

Spanish

For pupils who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying GCSE Spanish is an excellent choice.

During the course pupils will:

- Learn to understand spoken and written Spanish and develop their own spoken and written language skills.
- Learn about countries where Spanish is spoken.
- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

Although not always essential, it is presumed that they will have studied some Spanish before.

Syllabus Overview

Specification: AQA – 8692
- [View Here](#) (Internet Required)

Prep

The nature of the MFL prep is varied and unprescribed. It is valuable because it can give control to pupils, develop confidence, promote creativity, support differentiation, encourage pupil independence and provide pragmatic ways of lightening the burden of assessment. Regular learning of new words and structures is an essential part of making progress in a language.

Assessment & Examinations

Pupils will take separate assessments in the four skills of Listening, Reading, Speaking and Writing. Each of these will be formal assessments sat at the end of Year 11 and each examination represents 25 % of the final GCSE Spanish grade.

Pupils build up their skills in all four language areas over the course of two years, and the GCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes.

There will be five themes, each broken down into topics and sub-topics. The five themes will be: Theme 1: People and lifestyle. Theme; 2: Popular culture; Theme 3: Communication and the world around us. Extended vocabulary and grammar are introduced throughout the course allowing pupils to reach their own linguistic potential. A wide range of grammar is covered in line with the GCSE specification requirements.

Beyond GCSE

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Spanish means pupils will:

- Be able to study AS and A2 Spanish courses.
- Add an extra dimension to their personal skills profile which will impress anyone who reads their CV.
- Be in a stronger position to get a job in companies with international links or improve employability to work abroad.
- Learn a language that they will enjoy using for leisure, travel and personal interest.

Supporting the Course

‘AQA GCSE Spanish, Oxford’ is used as a core textbook but is supplemented with a wide range of other resources. A small English-Spanish / Spanish-English dictionary will be required for home use. Pupils are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for pupils to use independently and for prep, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available.



The following are recommended for building GCSE vocabulary:

www.wordreference.com
(An online dictionary)

<https://www.languagehut.com/en-gb>
(a vast range of interactive activities to practise GCSE vocabulary and grammar as well as the 4 components of the examination: Listening, Reading, Writing and Speaking)

www.languagesonline.org.uk/
(for vocabulary & grammar practice)

www.languageguide.org/spanish/vocabulary
(for vocabulary learning)

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-draft-8692/assessment-resources>
(The AQA examination board also offers past papers in all skills and examination advice for GCSE Spanish)

Tips for parents to help with their child's study:

- Little and often is best...Spanish is not a subject that a pupil can cram the night before the examination. 15-20 minutes at a time is best.
- Pupils need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a pupil and the pupil can give the Spanish. This could be while you are watching TV, having dinner, in the car or even on the school bus with a friend.
- Encourage pupils to keep a word diary of words that they are going to learn for the week.
- Encourage pupils to complete specimen papers. For extra practice, pupils can also access a range of past/specimen papers from other Boards such as Edexcel or OCR.
- Download any useful apps you can find.
- Watch favourite DVDs or Netflix with Spanish subtitles or dubbing.

Academic Enrichment

Academic Enrichment is not an examined GCSE Subject.

Pupils who choose this as one of their options will spend the curriculum time (seven periods per fortnight) in structured lessons dedicated to supporting progress in the core GCSE subjects: English, Mathematics and Science. Specialist teachers will help pupils review content covered earlier in the course, consolidate current learning and support improvement in key skills as appropriate to each discipline. During Year 11, some curriculum time will be dedicated to improving examination technique.

Higher Education establishments vary in their GCSE requirements for entry, but most require between five and eight passes at GCSE. Pupils who select Academic Enrichment as an option follow up to nine GCSE courses and are not disadvantaged in doing so.

Pupils who choose this option are likely to be those who would benefit from additional support in one or more core subjects as well as a slightly reduced timetable of GCSE subjects. Tutors, Housemasters/mistresses and the Academic Team will be able to advise pupils of their suitability for choosing this option on an individual basis. We may also suggest this option to some pupils for particular consideration as part of our on-going monitoring of progress and the support we can offer.





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