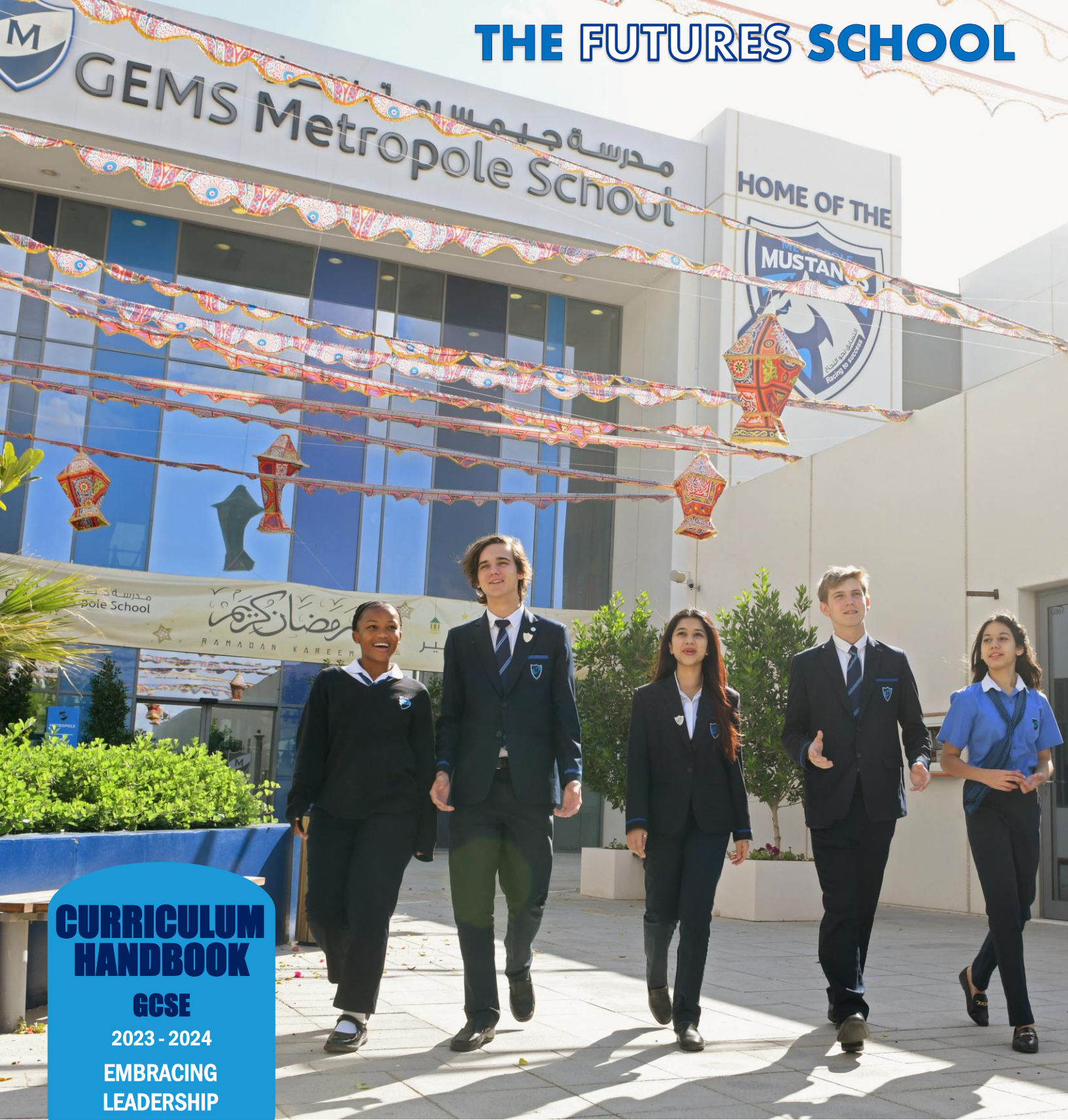


THE FUTURES SCHOOL



CURRICULUM HANDBOOK

GCSE

2023 - 2024

EMBRACING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



INTRODUCTION

Dear Parents and Students,

At Metropole School we believe in fostering a nurturing and inclusive learning environment that enables our students to grow academically, socially, and emotionally. Our dedicated teachers are committed to supporting students and cultivating their talents and interests. As we embark on this journey together, I encourage all our students to embrace curiosity, be open to new ideas, and challenge themselves to reach their full potential. Our school offers a rich and diverse curriculum that not only focuses on academic excellence, but also emphasises the development of essential life skills, critical thinking, and creativity.



This booklet has been produced to inform you about your child's learning at Metropole School during this academic year; it is intended to give a broad overview of the learning journey students will undertake. It's an important tool for developing and maintaining our partnership with you - the more information you have about how your child is learning and what they are learning, the more you are able to support and enhance their progress. The booklet provides information regarding the iGCSE and iBTEC Level 2 courses that we provide at Key Stage 4. It provides you with information on the examination subjects that are being offered to you, some specification information and how each subject is assessed. Each subject being offered has a full page of information in this booklet.

Offering iBTEC at Level 2 allows us to broaden our curriculum further in the choices we offer our students. BTEC is a very popular applied learning qualification that gives students a clear route to employment or university. 95% of universities in the UK now accept BTEC Level 3 qualifications as entry into higher education universities and these courses are very popular with employers looking for candidates that are work-ready candidates who have the practical knowledge and technical skills that you get from a BTEC course. The majority of BTEC courses are assessed through assignments, whilst a small proportion of the course may contain some unit tests. This style of assessment may prove suitable to certain students who prefer continuous coursework throughout in place of end of year high stake exams. We are delighted that we can now offer these opportunities to our students and see this is a major improvement in the curriculum choices we offer our students.



INTRODUCTION *continued*

Whilst I believe that academic success helps to give every child the best opportunities in life, I also believe there is a responsibility to help students develop strong character, apply skills learnt in school life to the wider world, and embrace leadership qualities to help prepare them for their future aspirations. Our aim is to engage and inspire all students to excel in their learning, to encourage and develop independent, inquisitive, resilient young minds, and to prepare our students to become eloquent, knowledgeable and responsible global citizens. Our curriculum is not about 'delivering' knowledge, but encouraging students to develop learning competences to resolve problems for themselves. We hope that you, as parents, will support both the teaching staff and your children in this challenging but exciting journey.

We are very much committed to growing leaders at Metropole School, and so our curriculum has been designed to provide students with ample opportunities to develop skills and gain accreditations related to leadership. Throughout the Senior School, students will be encouraged to establish their leadership and embrace leadership opportunities! We ensure that the education we offer facilitates progression to 6th Form and into university and employment.

I look forward to a year filled with exciting learning opportunities, memorable experiences, and remarkable achievements. Together, let us make this academic year at Metropole School a truly exceptional one.

Yours sincerely,

Ms. Daniella Aschettino
Secondary Headteacher

SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino
Secondary Headteacher



Mr. Sean Dennis
Head of Seniors



Ms. Sinead McElhone
Deputy Headteacher



Ms. Kelly Lohe
Deputy Headteacher



Mr. Greig Barnes
Assistant Headteacher



Mr. Simon Humphreys
Assistant Headteacher



Mr. Martin Boother
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 10

Dear Year 10 Students,

Welcome to a new and exciting chapter in your educational journey! It is with great pleasure and warmest greetings we welcome you back to embark on your Year 10 experience.

This year is a crucial time in your academic and personal development, where you will face new challenges, expand your knowledge, and discover your unique talents and interests. We are here to support and guide you every step of the way, ensuring that you have a fulfilling and enriching year ahead.

At GEMS Metropole, we believe in fostering a positive and inclusive learning environment that values diversity, promotes critical thinking, and encourages active participation. As Year 10 students, you will have the opportunity to explore a wide range of subjects, delve deeper into areas of interest, and begin shaping your future career paths. Our dedicated teachers are committed to providing you with the highest quality education and inspiring you to reach your full potential.

Throughout this academic year, you will encounter a variety of academic and co-curricular activities that aim to enhance your skills, broaden your horizons, and foster teamwork. Engaging in sports and the Mustangs Squads, ECA clubs and community initiatives such as The Duke of Edinburgh Award will not only help you develop valuable life skills but also create lasting memories and friendships.

As you navigate Year 10, I encourage you to maintain a positive mindset, embrace challenges as opportunities for growth, and strive for excellence in all your endeavors. Remember that your teachers, mentors, and support staff are always here to guide and assist you. Don't hesitate to reach out to us whenever you need advice, clarification, or a helping hand.

I also urge you to take an active role in your own learning. Set goals, manage your time effectively, and engage in self-reflection to identify areas of improvement. Embrace a curious mindset, ask questions, and participate actively in class discussions. Remember that the more you invest in your education, the greater the rewards will be.

I am confident that the Year 10 experience will be transformative for you, equipping you with the skills and knowledge necessary to face future challenges with confidence and resilience. Embrace this opportunity, cherish the friendships you make, and enjoy the learning adventures that await you.

Once again, a warm welcome to Year 10! I look forward to witnessing your growth, accomplishments, and successes throughout this academic year.

Sincerely,

Ms. Heather Scott
Head of Year 10



WELCOME FROM THE HEAD OF YEAR 11

Dear Parents,

My name is Mr. Alan Traynor and I am the Head of Year 11 for academic year 23/24. I would like to take this opportunity to welcome all of our returning students to Metropole as they continue onto the final step of their GCSE journey.

As always, we have a fantastic LEAD team this year who will be your child's first point of contact. We also have many of the LEAD team continuing with their group from Year 10 which provides lots of consistency for the students. Year 11 is a really fantastic year as the students approach the latter stage of their Secondary school journey which is hugely exciting for our students as well as for parents.

The Year 11 LEAD teachers will be setting time aside during induction in the first few weeks to give the students an opportunity to talk about their experiences from the previous year, addressing worries/concerns and answering any questions that they may have about the year ahead. We want to create an open environment where students can talk speak freely about any worries especially with the pressure of exams. We want to ensure that the students feel supported throughout the year.

On a personal note, I am very excited to take over as Head of Year 11. I have been a teacher at Metropole for 6 years and Head of Year at the school for the past 3 years. I feel I can offer a huge amount of support and guidance to the students and parents throughout the year and in the lead up to their GCSE exams. I look forward to formally introducing myself to the students when they return to school on August 29th.

Yours sincerely,

Mr. Alan Traynor
Head of Year 11



STUDENT LEADERSHIP

Student Leadership is visible in all aspects of Metropole life. It is embedded within our curriculum and there are many opportunities to develop personal leadership skills within various leadership roles and our broad skills programme.

At GEMS Metropole School, we provide all students with the opportunity to *Discover Leadership*. We believe that student leadership develops confidence, resilience and responsibility. Through a wide-ranging leadership programmes, our students are becoming creative thinkers, problem solvers and more effective communicators, which is an integral part of lifelong learning.

We have student leaders across all phases of the school, representing key areas such as;

Wellbeing

Eco

Global Cultural Leaders

Curriculum

Innovation

Girls Up Committee

Incorporating Student Voice

Student leadership without student voice is not effective. Student voice is important in student leadership programme in two ways.

Firstly, those students holding positions of leadership should be able to speak openly to key members of staff in the school in order to discuss ideas and strategies they would like to initiate.

Secondly, student leadership programmes should include a student voice structure that reaches all students in the student body. In this way student leaders represent the student body as well as carry out key roles in the school. This in turn provides the student leaders with credibility and students with representation.



Ms. Vanessa White
Student Leadership Lead

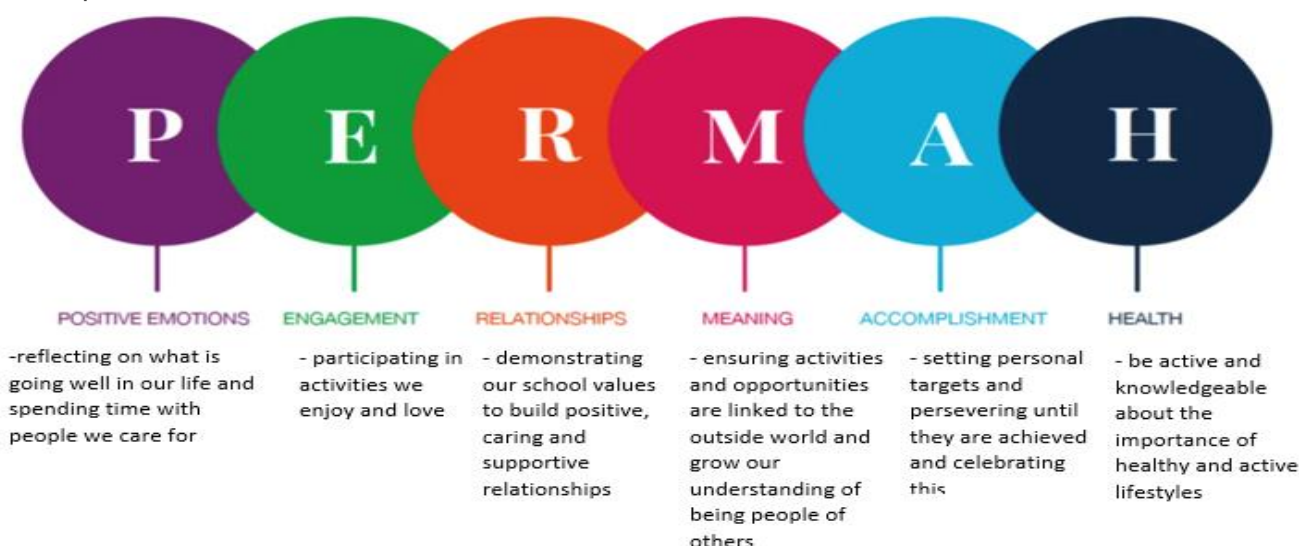
STUDENT WELLBEING

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4 school model we have here at GEMS Metropole.



Ms. Clare Maclean
Student Wellbeing Lead

ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we always like to hear from the parents of the students we teach. In order for us to deal with any comments, concerns or questions quickly and effectively, please direct these to the relevant members of staff as listed below.

Academic Concerns: Any academic concerns about your child's progress should, as a first point of call, be shared with your child's LEAD Teacher. Broader questions about how the curriculum is organised should be addressed to the Heads of Department, or the class teachers of your son/daughter. Email addresses will be shared on GEMS Connect.

Subject	Head of Department
English	Sarah Halforty
Maths	Emma Flanagan
Science	Stuart Wilson
Physical Education	Gary Saunt
Islamic Studies (Muslim students)	Hala Eld
Arabic A	Nofa Alqra
Arabic B	Rima Wehbi
Humanities (History, Geography)	Sarah Burns
Modern Foreign Languages	Brendan Eveleigh
ICT & Computing	Sharna Lynn Yarde
Art	Tahir Ali
Performing Arts (Drama, Music, Dance, Media)	Helen Kermath
Moral, Social, and Cultural Studies (MSC)	Sarah Burns
Psychology/Sociology	Stevie Tynan
Business Studies	Pamela McCann
Extra-curricular Activities	Simon Humphreys (Prep) Joseph Gannon (Seniors)
Study Skills (Non-Muslim students)	Sinead McElhone

Pastoral Concerns: Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year

Heads of Year & Assistant Heads of Year			
The Prep School			
Head of Year 7	Samuel Heald	Assistant Head of Year 7	Vanessa White
Head of Year 8	Serena Walker	Assistant Head of Year 8	Alison Norris
Head of Year 9	Emma Youds	Assistant Head of Year 9	Gavin Warke
The Senior School			
Head of Year 10	Heather Scott	Assistant Head of Year 10	Rukhsana Saleem
Head of Year 11	Alan Traynor	Assistant Head of Year 11	Lorraine De Souza
Head of Year 12 & 13	Jack Luffman & Chris Waldron		



CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 10 and 11 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	5	300
Physical Education	1	60
Islamic Studies (Muslim students)/ Study Skills (Non-Muslim students)	1	80
Arabic	3	160
Option 1	3	180
Option 2	3	180
Option 3	3	180
Moral, Social & Cultural Studies (MSC)	1	60

KEY INFORMATION

ENGLISH NATIONAL CURRICULUM SECONDARY EDUCATION

Key Stage 4:	Years 10 and 11	Introduction of personalised pathways in GCSE, iGCSE and IBTEC (Level 2) certificated courses
Key Stage 5:	Years 12 and 13	Focused career pathways in A-Level and IBTEC (Level 3) certificated courses

GENERAL CERTIFICATE IN EDUCATION (GCSE)

There are different exam boards offering certificated courses in both GCSEs and International GCSEs. As an international school we have the opportunity to present students for either course from the range of exam boards.

Staff have carefully analysed course content and exam requirements to ensure that the selected board and course are right for our students, our school and our international context. As a result, we are currently presenting students for a mixture of GCSE and IGCSE exams with AQA and Edexcel exam boards.

As with all National Curriculum Courses the GCSE / iGCSE courses are undergoing change especially in light of the worldwide pandemic that we find ourselves in. For many families that are new to the English curriculum the grading system is one of the first things that is unfamiliar to parents and students. The diagram below from gives a comparison of the two grading systems.

G	F	E	D	C	B	A	A*	
1	2	3	4	5	6	7	8	9

GCSEs at Grade A* - C or 9 - 4 are often used as a benchmark for comparisons and entry into Key Stage 5, with many expecting English and Mathematics to be included.

Each GCSE/IGCSEs course is unique and has its own course requirements and examination procedures. Many require the submission of coursework, in the form of independent work or as a controlled assessment. Students cannot be presented for the final examination if the course work or controlled assessment has not been completed in the set time.

In some subjects students are entered for a "tier". The Foundation tier targets grades 5 to 1 and the Higher tier grades 9 – 4. The decision about the appropriate tier for assessment will take into consideration class work, assessment results and student ability. Pupils and parents will be made aware of the level of presentation when decisions are made.

Examinations will take place at the end of year 11. In a normal academic year, (Co-vid permitting) we are required to follow the UK examination timetable, which may result in GCSE exams on Fridays and during religious celebrations. Results will be published in August.



KEY INFORMATION *continued*

COMPULSORY SUBJECTS

Physical Activity is extremely important in supporting our students and keeping them healthy and in a good state of mind. All Year 10 and Year 11 students will have 1 lesson of Physical Activity per week. This will be increasingly important in Key Stage 4, where academic demands on students are far greater than lower down in the school. Students interested in this subject can also select GCSE Physical Education as an option.

During MSC, Arabic MOE and Islamic Studies, students will be studying the ministry approved Curriculum. This is a requirement from the KHDA. All students who hold an Arabic passport must study Arabic MOE as this is compulsory.

All Muslim students have to study Islamic. Non-Muslim students will use this time for Career's enrichment to help support decisions further in their education.

KEY STAGE 4 IN GEMS METROPOLE SCHOOL

We understand that creating a focused curriculum at this early stage in education can be a difficult process. In MTS we believe that a broad and balanced education is still important in KS4 to prepare students for future studies in whichever system of education or career path they enter. We find that many students will change their career focus as they continue through education and want them to keep a variety of options open. We are proud to offer a wide range of courses to meet the interests and needs of our students.

To ensure breadth and balance and to meet UAE requirements all students will study the following core subjects:

- GCSE English – Language, or Language and Literature (depending on suitability), or 2nd Language English
- GCSE Mathematics – Foundation or Higher
- GCSE Science – Double, Triple, or Single Science Award (depending on suitability)
- Arabic A & B students will study the MOE course with the option of taking iGCSE examination in Arabic
- Physical Education - core subject
- Islamic Studies for Muslim students
- MSC (Moral, Social and Cultural Studies) are compulsory MOE subjects.



KEY INFORMATION *continued*

OPTIONAL SUBJECTS

Students are required to select 3 additional courses ensuring that they meet the entry requirements. They should select 1 subject from each option column. We will strive to meet the requests of students however there are limited spaces in each subject and option subjects will only run if there is sufficient uptake. The option subjects we offer are:

The option subjects we offer are:

- Art, Craft and Design
- Business Studies
- Computer Science
- Drama and Theatre
- Economics
- Food & Nutrition
- Further Mathematics
- Geography
- History
- ICT
- Mathematics - Statistics
- Media Studies
- Modern Languages – French
- Modern Languages – Spanish
- Physical Education
- Psychology
- Sociology
- iBTEC Business (Level 2)
- iBTEC Sport (Level 2)
- iBTEC Travel and Tourism (Level 2)

In choosing a subject at GCSE students should think carefully about the following points:

- What subjects do you enjoy?
- What subjects are you good at?
- Have I selected a broad range of subjects?
- Which subjects are important for my chosen career path?
- How do I prefer to be assessed? (BTEC students will be assessed continuously with no final examinations)

Key Stage 4 students will be expected to take full responsibility for their choices and learning. Throughout the two-year courses there will be great demands and expectations placed on students. To reach success, pupils have to be disciplined and committed to their courses. Submission deadlines will have to be met or qualifications will be at risk.



KEY INFORMATION *continued*

Compulsory Subjects	Additional & Alternative Courses	Option 1 (Pick 1 subject)	Option 2 (Pick 1 subject)	Option 3 (Pick 1 subject)
English Language	Arabic A iGCSE Arabic B GCSE ASDAN Curriculum	Art, Craft & Design	BTEC Business	*BTEC Sport
English Literature		*Business Studies	Art, Craft & Design	*Physical Education
Double Award Science (Triple Science selected by the department)		*Economics	*Business Studies	Art, Craft & Design
Physical Education		Food and Nutrition	*Computer Science	Drama and Theatre
Islamic Studies (Muslim students)		*Further Maths	History	French
Arabic (A or B)		Geography	*ICT	*ICT
Maths		History	Media Studies	*Mathematics - Statistics
Skills in School (Non- Muslim students)		*ICT	Psychology	Media Studies
Moral, Social & Cultural Studies (MSC)		Media Studies	Sociology	Sociology
		Psychology	Food and Nutrition	Spanish
		BTEC Travel & Tourism		Food and Nutrition
* Subjects with Asterisk cannot be chosen together				

- All students will take the compulsory subjects, English first and/or Second language which will be based on teacher recommendation in consultation with families.
- *Entry to English Literature iGCSE and Arabic A & B iGCSE will be based on student ability and the decision will be made by the student's teachers.
- Students will pick 1 option from each option block (with a maximum of 3 options)
- Subjects require pre-requisites to be considered for the courses.
- Students cannot do both Computer Science and ICT
- If opting for Business and Economics a meeting with the Head of Business and Careers Counsellor is needed due to subject overlap.
- All iBTECs will be offered at Level 2 which is equivalent to a GCSE. Level 1 iBTEC also available where suitable.
- Courses will only be run where there is sufficient student uptake. Please consider back up options in each option block.
- The course choice structure may be subject to change at any time – full information will be given about this.
- Final decisions about options will be made after Options Evening and following an interview with a member of the Secondary Leadership Team and the student.



KEY INFORMATION *continued*

EXAMINATION FEES AND PAYMENT

Our school will be an independent examination centre for the British examination boards of Edexcel and AQA. We must follow the examination board regulations which will require our students to follow the Monday to Friday schedule and timings, even if this falls during Ramadan.

Students will be entered for course examinations at the end of the two year period, unless the exams are modular. Families are expected to meet the costs of all examinations. Examination costs are published in prior to the examination series following release by the respective examination boards. All fees will be collected by our school cashier before students are entered for any examinations. **This will be the responsibility of each family to ensure that all examinations are paid for and up to date.**

Levels of presentation will be decided before entries are made. This decision will be made by teachers based on evidence gathered throughout the course and preliminary grades.

BTEC FEES

Like all external exams and qualifications that our students undertake, each qualification has an entry/registration fee. Although our iBTEC students do not sit examinations, they still need to be registered for their coursework assessment, and a fee will need to be paid to Pearson Edexcel to register each student.

Registration is required so that Pearson Edexcel can award each student with their iBTEC qualifications and certificates at the end of their two year course. These qualifications will allow students to move onto Higher Education and will be used throughout their future career. Payments are requested early in the academic year from the examinations' officer at the beginning of the two year course.

FURTHER ADVICE

Students should make the most of opportunities to speak with their subject teachers, heads of departments, LEAD teacher, family and friends in order to gain a range of suggestions and support. Read through each course description, considering the course content and examination requirements. Consider all of the options and chose a combination that is right for you.

Links for further information:

Edexcel Examination Board www.edexcel.org.uk

UK University Applications www.ucas.com

AQA Examination Board www.aqa.org.uk

Career support <http://www.careers-gateway.co.uk>

Curriculum support - bbc bitesize www.bbc.co.uk/bitesize

Please note that exam boards are reviewed at the end of every academic year as part of our quality assurance process and may be subject to change.

KEY INFORMATION *continued*

Minimum Entry Requirements – GCSE/BTEC based on Year 9 data

Subject	Minimum GCSE/BTEC Requirement
Art, Craft and Design:	<ul style="list-style-type: none"> Must have a talent for Art To be decided by the Art Department
Business**	<ul style="list-style-type: none"> Minimum level of 3- in Maths (Year 9, Term 2a) Minimum level of 3- in English (Year 9, Term 2a) Students cannot select both Business and Economics as options without HOD approval
Business BTEC	<ul style="list-style-type: none"> Minimum level of 2- in Maths (Year 9, Term 2a) Minimum level of 2- in English (Year 9, Term 2a) Keen interest in career linked with Business Self-motivated, ability to work independently Must understand how BTEC works
Computer Science	<ul style="list-style-type: none"> Minimum level of 4+ in Maths (Year 9, Term 2a) Self-motivated, ability to work independently Students cannot select both ICT and CS as options
Dance	<ul style="list-style-type: none"> Minimum level of 3- by the end of Term 2a Prior experience is required (Audition may be required to assess technique)
Drama and Theatre	<ul style="list-style-type: none"> Minimum level of 3+ by Term 2a Prior experience of Drama needed (an audition may be required to assess technique)
Economics**	<ul style="list-style-type: none"> Minimum level of 4- in Maths (Year 9, Term 2a) Minimum level of 4- in English (Year 9, Term 2a) Students cannot select both Business and Economics as options without HOD approval
French	<ul style="list-style-type: none"> Keen interest in the language Minimum level of 3= at the end of term 2a in Year 9. Must have studied French in KS3 Native speakers should not choose GCSE French as an option choice. French speakers will have the chance to sit the exam a year early*, allowing them to achieve an extra qualification. (*Subject to an initial assessment)
Geography	<ul style="list-style-type: none"> Must be interested in the subject Level 2+ at the end of year 9 term 2a
Food & Nutrition	<ul style="list-style-type: none"> Must be interested in the subject Minimum level of 2+ in Science Minimum level of 2+ in English
History	<ul style="list-style-type: none"> Must be interested in the subject Level 2+ at the end of year 9
Information Communication Technology	<ul style="list-style-type: none"> Minimum level of 2+ in Maths (Year 9, Term 2a) Minimum level of 2+ in English (Year 9, Term 2a) Students cannot select both ICT and CS
Media	<ul style="list-style-type: none"> Minimum level 2+ in English by Term 2a Keen interest in Media topics.
Music	<ul style="list-style-type: none"> Must be able to play an instrument or be a singer OR have a keen interest in wanting to learn an instrument/singing. (An audition may be required to assess performance level) Minimum level 3- by the end of term 2a
Physical Education	<ul style="list-style-type: none"> Keen interest in Sports Strong Science and English capability Must represent Mustangs in at least 1 sport



KEY INFORMATION *continued*

Minimum Entry Requirements – GCSE/BTEC Sep 2023 Entry *continued*

Subject	Minimum GCSE/BTEC Requirement
Sport BTEC	<ul style="list-style-type: none"> Must represent Mustangs in at least 1 sport Keen interest in pursuing a career in Sport Minimum Level 2 = in English (Term 2a) Parental meeting to explain BTEC and what the two year course entails.
Psychology	<ul style="list-style-type: none"> Minimum of a level 3- in English and Maths at the end of term 2a A keen interest in science, in particular Biology
Sociology	<ul style="list-style-type: none"> Minimum of a level 3- in English at the end term 2a A keen interest in politics and the way society works
Spanish	<ul style="list-style-type: none"> Keen interest in the language Minimum level of 3= at the end of term 2a in Year 9. Must have studied Spanish in KS3 Native speakers should not choose GCSE Spanish as an option choice. Spanish speakers will have the chance to sit the exam a year early*, allowing them to achieve an extra qualification. (*Subject to an initial assessment)
Information Technology BTEC	<ul style="list-style-type: none"> Minimum level of 2- in English (Year 9, Term 2a) Keen interest in career linked with ICT Students can only select one option within the department
Travel & Tourism BTEC	<ul style="list-style-type: none"> Keen interest in career linked with travel & tourism Able to meet deadlines Able to self study effectively as this is coursework based Level 2+ in English at the end of Term 2a
Statistics	<ul style="list-style-type: none"> Minimum grade 4= in Maths (Term 2a) Minimum grade 4- in English (Term 2a)
Further Maths	<ul style="list-style-type: none"> Minimum grade 5= in Maths (Term 2a)

* These are guidelines for enrollment, individual cases will be taken into consideration but not guaranteed*

** If students wish to select both Business and Economics, this needs approval as we do not recommend both cases**

***Only one BTEC or GCSE pathway for subjects such as PE, Business, ICT)

****Further Maths and Statistics cannot be considered as combination)

WANTING MORE HELP?

Please speak to our dedicated career guidance counsellor if you require more help and support about courses and access to university/further study. Ms Rajone Karmarkar is happy to support all Senior Students through the careers process: r.karmarkar_mts@gemsedu.com

IGCSE ARABIC FIRST LANGUAGE (ARABIC A) Pearson Edexcel 4AR0

COURSE DESCRIPTION

All Arabic A pupils will sit the MOE credited exam. This is an additional Arabic A course which will work towards an IGCSE qualification. This is an optional extra. The Edexcel IGCSE in Arabic (First Language) qualification enables students to:

- Develop their ability to read, understand and respond to material from a variety of sources
- Develop their ability to communicate accurately in writing, matching style to audience and purpose
- Develop their understanding of the structure and variety of language
- Further their personal development, and an understanding of themselves and the world around them
- Appreciate the richness, beauty and diversity of the Arabic language .

Key features and benefits are:

- Assessment through two compulsory written papers
- The choice of writing tasks in Paper 2 allows students to demonstrate a range of writing styles
- That the qualification encourages reading of both contemporary and classical Arabic, fiction and nonfiction language awareness and usage assessed through grammatical exercises.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1	70%	Externally Assessed. 2 hours 15 minutes, which includes 10 minutes' recommended reading time.	Reading, Writing, and Grammatical Usage.
Paper 2	30%	Externally Assessed. 1 hour 30 minutes	Two pieces of continuous writing.

FURTHER OPPORTUNITIES

Students attaining an IGCSE will gain an additional qualification certificate than can enhance University application.

GCSE ART, CRAFT & DESIGN

Pearson Edexcel 1AD0

COURSE DESCRIPTION

The Pearson Edexcel in Art and Design consists of two internally assessed and externally moderated components. Component 1: Personal Portfolio (internally set) Component 2: Externally Set Assignment.

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations, and creating outcomes which fully realise their personal intentions.

Areas of study: Students undertaking the Art, Craft and Design title are required to create work associated with areas of study chosen from at least two of the five endorsed titles for Component 1. For Component 2, Art, Craft and Design students are required to create work associated with at least one area of study. This ensures that in the qualification as a whole, there is a breadth and flexibility in content and approach commensurate in demand with other titles.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Personal Portfolio	60%	Final outcome(s) produced during a 10-hour period of sustained focus	In Component 1, students must work within at least two of the endorsed titles. Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills. Students investigate and develop their ideas through sketchbook work. Through exploration of materials and techniques pupils develop and refine their ideas, creating a final outcome(s).
Component 2: Externally Set Assignment	40%	Practical Exam of 10 hours	In Component 2 students must work within at least one of the endorsed titles. Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills. Students investigate and develop their ideas through sketchbook work. Through exploration of materials and techniques pupils develop and refine their ideas, creating a final outcome(s).

FURTHER OPPORTUNITIES

This course will prepare students who wish to pursue a career in the arts. Progression from GCSE into Art and Design A Level, apprenticeships, further and higher education



IGCSE BIOLOGY

Pearson Edexcel 4BI1

COURSE DESCRIPTION

This International GCSE qualification prepares students for further study in biological sciences and provides a thorough grounding in the practical skills needed to be a working scientist. Students undertaking this qualification will study aspects of:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

The course starts in Year 9 and continues through to Year 11. The course covers all work students have learned since Year 7.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Biology	61.1% of the total International GCSE 38.9% of the total International GCSE	2-hour written examination (Paper 1) 1-hour and 15-minute (Paper 2)	All units

FURTHER OPPORTUNITIES

Students attaining a GCSE grade 7 or above can progress on to A Level Biology in Year 12.



IGCSE BUSINESS STUDIES

Pearson Edexcel 4BS1

COURSE DESCRIPTION

The Edexcel International GCSE in Business Studies qualification enables students to:

- develop an interest in, and enjoyment of, business subjects that will be sustained in later life
- use relevant terminology, concepts and methods to understand the business world.
- develop and apply knowledge and understanding in a wide range of appropriate international and UK contexts.

The course will cover 5 units

1. Business activity and influences on business
2. People in business
3. Business finance
4. Marketing
5. Business operations

Pupils will undertake a number of practical projects and will be continuously assessed as part of the course. Pupils will sit end of year and mock examinations before the final exam.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Investigating small businesses	50%	Exam of 1 hour and 30 minutes	Paper 1 will focus on a small business of up to 49 employees that has a local/national market.
Paper 2: Investigating large businesses	50%	Examination of 1 hour and 30 minutes	Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market.

Both papers consist of four compulsory questions, each worth 20 marks – a total of 80 marks on Paper 1 and Paper 2. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

FURTHER OPPORTUNITIES

It has been designed to give students a wider understanding and appreciation of a broad range of business specialisms. You will develop the skills needed to move onto A Level Business Studies.



IGCSE CHEMISTRY

Pearson Edexcel 4CH1

COURSE DESCRIPTION

The Chemistry qualification includes key concepts allowing students to gain a sound base of knowledge and develop scientific skills through investigation style practical work and research activities. Students will cover:

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

The course starts in Year 9 and continues through to Year 11. The course covers all work students have learned since year 7.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Chemistry	61.1% of the total International GCSE 38.9% of the total International GCSE	2-hour written examination (Paper 1) 1-hour and 15-minute (Paper 2)	All units

FURTHER OPPORTUNITIES

Students attaining a GCSE grade 7 or above can progress onto A-level Chemistry in Year 12



IGCSE COMPUTER SCIENCE

Pearson Edexcel 4CP0

COURSE DESCRIPTION

- The aims and objectives of this qualification are to enable students to:
- Understand and apply fundamental principles of computer science, including abstraction, decomposition, and logic, algorithms, and data representation
- Understand, write and debug a range of coding languages
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science.

HOW WILL THE COURSE BE ASSESSED?

Paper number and unit title	Assessment information	Weighting
Paper 1: Principles of Computer Science	Assessed through a 2 hour examination set and marked by Pearson. This paper consists of multiple-choice, short open-response, open-response and extended open-response answer questions	The paper is weighted at 50% of the qualification and is out of 80 marks
Paper 2: Application of Computational Thinking	Assessed through a 3 hour practical examination set and marked by Pearson. The paper consists of multiple-choice, short open-response, open-response, extended open response answer and task-based questions. The task-based questions will be carried out using a computer system under supervision. All other questions requiring a written response will be answered in the paper	The paper is weighted at 50% of the qualification and is out of 80 marks

FURTHER OPPORTUNITIES

Computer Science is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Pupils who want to go on to higher study and employment in the field of computer science will find it provides a good stepping stone. This subject provides a good foundation for those pupils who wish to choose a computing A-Level such as Software Systems Development.



GCSE DANCE

AQA 8236

COURSE DESCRIPTION

GCSE Dance helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of nonverbal communication, and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities. Covering multiple styles of dance allows students to create a skill base of movement that has logical progression routes including AS and A- level. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

HOW WILL THE COURSE BE ASSESSED?

Students must complete both assessment components.

Unit	Weighting	Assessment	Content
Component 1: Performance and choreography	60% Practical	Performance: 30% of GCSE 40 marks Choreography: 30% of GCSE 40 marks Non-exam assessment (NEA) marked by the centre and moderated by AQA.	Performance Set phrases through a solo performance (approximately one minute in duration) Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
Component 2: Dance appreciation	40% Theory	Written exam 1 hour 30 minutes 80 marks	Knowledge and understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works Questions Based on students' own practice in performance and choreography and the GCSE Dance anthology.

FURTHER OPPORTUNITIES

GCSE Dance offers clear, logical progression to AS and A Level.

USEFUL WEBSITES

<https://www.moovbank.com/>

<https://www.rambert.org.uk/performance-database/>

<https://www.onedanceuk.org/resource/>

<https://candoco.co.uk/take-part/schools-colleges/>

<https://learning-platform.roh.org.uk/ballet/>

IGCSE DOUBLE AWARD SCIENCE

Pearson Edexcel 4SD0

COURSE DESCRIPTION

The Pearson Edexcel International GCSE in Science (Double Award) comprises of three externally assessed papers: Biology Paper 1 - Chemistry Paper 1 - Physics Paper 1
The course starts in Year 9 and continues through to Year 11.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Biology Paper 1	33.3% of the total International GCSE	2-hour written examination	All units
Chemistry Paper 1	33.3% of the total International GCSE	2-hour written examination	All units
Physics Paper 1	33.3% of the total International GCSE	2-hour written examination	All units

FURTHER OPPORTUNITIES

Upon successful completion of this course Students may continue their study of the Sciences by undertaking the 2 Year A Level Courses of Biology, Chemistry and Physics. The prerequisite for these courses is a Grade 7 at IGCSE.



GCSE DRAMA AND THEATRE

Pearson Edexcel 1DR01

COURSE DESCRIPTION

Drama students will learn how to apply their own knowledge, understanding and experience to a range of tasks around devising, rehearsing, refining, performing and critiquing pieces of theatre. They will explore popular performance texts in both written and performance form whilst working on their own theatrical offering. These tasks make use of applied skills that require a strong base of knowledge in theatre conventions as well as a solid grasp of social, cultural, and historical contexts. Drama students will aim to develop a range of theatrical skills and apply them to the creation and critique of a range of performances. They will develop as creative, effective, independent, and reflective students developing the confidence to perform, with collaboration skills to work effectively with others to produce and refine work.

Students may complete Components 1 and 2 as a performer, designer, or a combination of both whilst ensuring they are able to conscientiously document their creative process in an extensive portfolio/project that will help extend their range as dramatists.

HOW WILL THE COURSE BE ASSESSED?

Component	Weighting	Assessment	Content
Devising 1DR0/01	40% 60 marks 45 marks portfolio 15 marks devised performance/ realisation	Performance or Design. Portfolio and performance are internally assessed, externally moderated.	Create and develop a devised piece of theatre from a stimulus. Performance of this devised piece or design realisation (costume, lighting, set or sound). A portfolio of evidence is required between 1500-2000 words. This can be hand written/typed/recorded.
Performance from text 1DR0/02	20% 48 marks	Performance or Design. Externally assessed.	Perform and/or design for 2 key extracts from a published and performed text. 24 marks for each key extract
Theatre Makers in Practice 1DR0/03	40% 60 marks	Written examination of 1 hour 45 minutes	<u>Bringing text to life</u> : unseen extract from a class studied text. 45 marks Theatre evaluation: analysis and evaluation of a live theatre performance they have seen 15 marks

Progression:

Students can progress from this qualification to A-Level qualification.

Useful Websites

<https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

<http://essentialdrama.com/practitioners/>

<https://www.knowitall.org/photo/learning-about-stage-acting-areas-diagram-artopia>



IGCSE ECONOMICS

Pearson Edexcel 4EC1

COURSE DESCRIPTION

Two-paper model: To ensure the assessment meets the standard required for the new International GCSEs, the assessment has been split into 2 papers. The two papers are identical in structure and provide more opportunity for students to demonstrate their knowledge, understanding, analysis and evaluation skills. It mirrors the Edexcel IAL and A level Economics assessment

Students will:

- Read sources to interpret and evaluate economic information.
- Write extended responses.
- Respond appropriately to a range of question types, including multiple-choice, short-answer, data response and extended writing questions.
- Develop an understanding of economic concepts and apply these concepts to real-life situations
- Pupils will undertake a number of practical projects and will be continuously assessed as part of the course. Pupils will sit end of year and mock examinations before the final exam.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content	
Paper 1: Microeconomics and Business Economics	50%	Examination of 1 hour and 30 minutes,	The Market system <ul style="list-style-type: none"> • The economic problem • Economic assumptions • Demand, supply and market equilibrium • Elasticity • The mixed economy • Externalities 	Business Economics <ul style="list-style-type: none"> • Production • Productivity and division of labour • Business costs, revenues and profit • Business competition • The labour market • Government intervention
Paper 2: Macroeconomics and the Global Economy	50%	Examination of 1 hour and 30 minutes,	Government and the economy <ul style="list-style-type: none"> • Macroeconomic objectives • Government policies • Relationships between objectives and policies 	The Global Economy <ul style="list-style-type: none"> • Globalisation • International trade • Exchange rates

FURTHER OPPORTUNITIES

This course prepares students for further study in AS and A Level Economics. As well as obvious careers in economics, this course can also support careers in finance, business, politics and public relations. Pupils with an interest in how economies work, and the social impact will enjoy going on to study IAL Economics. This opens doors in the future for working in the financial world as well as for governments looking at policy and markets.

IGCSE ENGLISH LANGUAGE

Pearson Edexcel (specification A) 4EA1

COURSE DESCRIPTION Year 10

First teaching of this course with first examinations in 2025

- 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
- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Non-fiction texts and transactional writing	60% of the total	Exam of 2 hours and 15 minutes Clean copy of Anthology text provided	<ul style="list-style-type: none"> • Section A: reading – a mixture of short- and long-answer questions related to a non-fiction text from part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total 45 marks. • Section B: transactional writing – one 45-mark writing task, from a choice of two involving a given audience, form and purpose.
Component 3: Poetry and prose texts and imaginative writing	40% of the total	Internally assessed – non-examined assessment (NEA)	<ul style="list-style-type: none"> • Assignment A: poetry and prose texts – one 30-mark essay question based on any two poetry or prose texts from part 2 of the Pearson Edexcel International GCSE English Anthology, including a 6-mark commentary on why these texts were selected. • Assignment B: imaginative writing – one 30-mark imaginative writing task.

FURTHER OPPORTUNITIES

On successful completion of this course, students can continue their study of Language by undertaking the two year A Level English Language course. The prerequisite for this course is a Grade 7 at IGCSE English Language. Students who have studied English Language may go on to study and work in fields such as law, journalism, marketing, performing arts, media and social services due to their critical thinking faculties, their practised ability to build alternative arguments and an empathetic approach to the human condition.



IGCSE ENGLISH LANGUAGE

OXFORD AQA 9270

COURSE DESCRIPTION Year 11

Last teaching of this course with examination in 2024

This specification is designed to extend students' knowledge of English language by broadening and deepening their skills through a range of engaging texts that include extracts from a range of literary non-fiction. The texts studied are suitable for all students, and include a diverse range of writers enabling them to develop the ability to:

- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
- listen to and understand spoken language, and use spoken Standard English effectively.

This is a two-year, linear course: students will be formally assessed at the end of Year 11 through an external examination (60%) and an internally assessed (and externally moderated) NEA component (40%).

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Literary non-fiction and composition	60%	Exam of 2 hours	<ul style="list-style-type: none">• Section A: literary Non-Fiction (Reading) – Students will be given a single text for close study. The text will be divided into sections with questions. At least one question will relate to the whole text.• Section B: Composition (Writing) – There will be three tasks from which students choose one: descriptive, imaginative, argumentative and/or discursive
Component 2: Non-exam assessment project	40%	Internally assessed with external moderation	<ul style="list-style-type: none">• NEA: Students will carry out independent research and utilise their findings for a written task in which audience, purpose and form are specified. This will be assessed alongside a commentary produced by the student. Both reading and writing skills will be assessed in this project.

FURTHER OPPORTUNITIES

On successful completion of the English as a First Language course, and providing that there are enough students interested in the further study of English Language, students will be able to undertake the two year A Level English Language course from September 2023. The prerequisite for this course will be a Grade 7 at IGCSE English as a First Language.

Students who have studied English Language may go on to study English Language and work in fields such as translation services, copywriting, proof reading and campaigning due to their critical thinking faculties, eye for detail and sensitivity to the power and impact of language.



IGCSE ENGLISH LITERATURE

Pearson Edexcel 4ET1

COURSE DESCRIPTION Year 10

First teaching of this course with examination in 2025

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
- to 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.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Poetry and Modern Prose	60% of the total	Exam of 2 hours Closed book Clean copy of Anthology poems provided	<ul style="list-style-type: none"> • Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in a poem. • Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from 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: Modern drama and Literary Heritage texts	40% of the total	Exam of 1 hour and 30 minutes Open book – prescribed editions of the set texts are allowed in the examination	<ul style="list-style-type: none"> • Section A – Modern Drama: one 30-mark essay question from a choice of two on the set text. • Section B – Literary Heritage Texts: one 30 -mark essay question from a choice of two on the set text.

FURTHER OPPORTUNITIES

On successful completion of this course, students can continue their study of Literature by undertaking the two year A Level English Literature course. The prerequisite for this course is a Grade 7 at IGCSE English Literature. Students who have studied English Literature may go on to study and work in fields such as law, journalism, marketing, performing arts, media and social services due to their critical thinking faculties, their practised ability to build alternative arguments and an empathetic approach to the human condition.

IGCSE ENGLISH LITERATURE

OXFORD AQA 9275

COURSE DESCRIPTION Year 11

Last teaching of this course with examination in 2024

This two-year linear course is designed to developing students' comprehension, critical reading and comparison skills, as well as their ability to produce clear and coherent writing using accurate Standard English. The set poetry, prose and drama texts are engaging, popular and suitable for all learners, and include a diverse range of writers and poets.

This course will help 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 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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Prose and Drama	40% of the total	Exam of 1 hour, 30 minutes Closed book	<ul style="list-style-type: none">Section A - Prose Fiction: Students will answer One question on their set text. There will be a choice between an essay style question and an extract-based questionSection B - Drama: one question on their set text. There will be a choice between an essay style question and a extract-based question
Paper 2a: Poetry and Unseen Texts	60% of the total	Exam of 2 hours and 15 minutes Open book – Poetry anthology to be provided	<ul style="list-style-type: none">Section A: Poetry - Students will answer one question from a choice of two in the Oxford AQA Exams poetry anthology, 'People and Places'Section B: Unseen Poetry – Students will answer one question on a previously unseen poemSection C: Unseen Prose - Students will answer one question on a previously unseen prose extract

FURTHER OPPORTUNITIES

On successful completion of this course, students can continue their study of Literature by undertaking the two year A Level English Literature course. The prerequisite for this course is a Grade 7 at IGCSE English Literature. Students who have studied English Literature may go on to study and work in fields such as law, journalism, marketing, performing arts, media and social services due to their critical thinking faculties, their practised ability to build alternative arguments and an empathetic approach to the human condition.



IGCSE ENGLISH AS A SECOND LANGUAGE (ESL)

Pearson Edexcel 4ES2

COURSE DESCRIPTION Year 10

Current year 10: first teaching of this course with examination in 2025

This two-year course is for students for whom English is not their first language. It has been designed to engage international learners and give them an opportunity to extend their skills in language learning - skills which will support their progression to further study, work or travel.

Topics have been selected both to engage learners and to equip them to use their language proficiency in a range of real-life situations, from socialising and travelling to education and employment. Each of the four key language skills (reading, listening, writing, and speaking) are assessed separately and are equally weighted. The course aims to extend learners' knowledge by broadening and deepening skills by providing them with the skills to:

- read for both gist and detail
- listen to an argument or discussion, understand the overall message and identify attitudes and opinion
- write in response to a given situation
- deliver a topic talk, as well as participate in extended discussion.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Reading	25 % of the total	Exam of 1 hour	50 marks are available on this paper. Students will read and respond to a range of extracts from a broad range of text types: information texts, narrative texts and opinion-based pieces.
Paper 2: Listening	25% of the total	Exam 45 minutes	50 marks available on this paper. Students will listen and respond to a range of extracts, including: information requests, explanations, opinions, monologues, dialogues and narration.
Paper 3: Writing	25% of the total	Exam of 1 hour 15 minutes	50 marks available on this paper. Students will be assessed on spelling, punctuation and grammar. Students will be expected to write a range of text types including: informative texts, explanatory texts, discussions of opinions written and advantages and disadvantages. There will also be a written summary task.
Paper 4: Speaking	25% of the total	Approximately 22-23 minutes	50 marks available on this paper. Students will be assessed on their spontaneity, fluency and pronunciation. There will be a pre-prepared task where students will be expected to talk on their chosen topic, alongside tasks which will prompt students to use a range of speaking styles.

FURTHER OPPORTUNITIES

International GCSEs enable successful progression onto level 3 qualifications (such as A Levels) and beyond in other subjects, as well as further study in English.



IGCSE ENGLISH AS A SECOND LANGUAGE (ESL)

OXFORD AQA 9280

COURSE DESCRIPTION Year 11

Last teaching of this course with examination in 2024

This two-year course is designed for students for whom English is not their first language. The aim of the Oxford AQA International GCSE in English as a Second Language (ESL) is to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring, as far as possible, that the assessments and texts are accessible to the full range of students. They will develop the skills they need to read, understand and analyse a variety of texts, styles and topics covering a wide range of subjects, including factual and literary texts. It will also give students the ability to be able to write and communicate clearly, coherently and accurately using a range of vocabulary and sentence structures.

Students will be expected to communicate formally and informally in a range of contexts, and to understand a wider range of texts, styles and registers than they can produce themselves. Reading, writing and listening skills are tested through two examination papers.

The qualification recognises the importance students place on verbal communication in English, which is why 20% of the qualification focuses on the assessment of speaking skills.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper: Reading	30 % of the total	Exam of 1 hour, 15 minutes	<p>Section A: Reading – This paper assesses students' understanding and ability to respond to different types of written language.</p> <ul style="list-style-type: none"> The paper will be comprised of Short answer Questions and multiple choice questions in response to written passages – 60 marks Students are required to identify and understand the overall message, key points, details and purposes from items such as emails, instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites Students will also be required to collate relevant information across a text and draw inferences, make deductions, and recognise implicit meaning from a variety of written text
Paper: Writing	30 % of the total	Exam of 1 Hour 15 minutes	<p>There are four tasks which test a range of writing skills. The tasks increase in level of challenge, as do the marks awarded. Three writing tasks:</p> <ul style="list-style-type: none"> A short descriptive task based on a photograph A letter writing tasks for a specific audience An extended piece of writing in a particular form which may vary, e.g. diary or a blog entry, report, article An extended piece of writing with a specific purpose, eg. to explain, inform, persuade, etc.



IGCSE ENGLISH AS A SECOND LANGUAGE (ESL)

OXFORD AQA 9280 *continued*

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper: Listening	20% of the total	Exam of 45 minutes	Students will be asked to listen to and answer questions on a range of spoken texts. Each task includes 5 minutes reading time before the listening stimulus is played.
Paper: Speaking	20% of the total	Approximately 10 minutes plus preparation time	The teacher makes a recording of the assessment which is then submitted to be marked by the examiner. The assessment is split into two parts: Part 1: immediately before the exam a student is provided with a photocard to study and make notes to support the conversation that it inspires for the exam. This section will take 3-4 minutes. Part 2: general conversation 6-7 minutes on a pre-prepared theme.

FURTHER OPPORTUNITIES

International GCSEs enable successful progression onto level 3 qualifications (such as A Levels) and beyond in other subjects, as well as further study in English.

GCSE FOOD AND NUTRITION

AQA 8585

COURSE DESCRIPTION

The qualification is linear. Linear means that students will sit their exam and submit all their non-exam assessment at the end of the course.

The GCSE Food Preparation and Nutrition specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

The majority of the specification should be delivered through preparation and making activities. Students must be able to make the connections between theory and practice to apply their understanding of Food and Nutrition to practical preparation.

Topics and themes that can be taught in any order:

1. Food Science
2. Food safety
3. Food choice
4. Food provenance

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Food preparation and nutrition	50%	1 hour 45 minutes	<ul style="list-style-type: none">• Multiple choice questions (20 marks)• Five questions each with a number of sub questions - (80 marks)
Component 2: Non-exam assessment project	50%	<p>Task 1: Written (1,500-2,000 words) with photographic evidence</p> <p>Task 2: Written or electronic portfolio with photographic evidence</p>	<p>Task 1 – Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>Task 2 – Food preparation assessment (70 marks) Students' will prepare, cook and present a final menu of three dishes within a single period no more than three hours, planning in advance how this will be achieved.</p>

FURTHER OPPORTUNITIES

Students can access careers such as Food Technologist, Dietetics and Sports Nutrition, Hotel and Catering Management, Retailing, as well as the many careers related to Food Production and Health and Fitness, Chef, Product Developer.



GCSE FRENCH

Pearson Edexcel 1FR0

COURSE DESCRIPTION

French consists of four externally examined papers based on the skills of listening, speaking, reading and writing. Students will complete their speaking assessment by April/May. The use of dictionaries is not permitted. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.

Themes and topics - Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holidays and travel
- School
- Future aspirations, study and work
- International and global dimensions

All themes and topics will be studied in the context of both the students' home country and that of countries and communities where French is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where French is spoken. Students may also refer to the culture of French communities in the speaking and writing papers.

Students will be exposed to materials relating to French-speaking countries throughout the course.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Listening and understanding	25%	Written exam Foundation and Higher Tier	Listening to standard spoken French by one or more speakers in a range of public and social settings. Multiple choice and short answer questions paper. Each exam includes 5 minutes reading time before the listening stimulus is played.
Reading and understanding	25%	Reading exam with questions in English and French	Understanding of written French across a range of different tests including advertisements, email, letters, articles and literary texts.



GCSE FRENCH

Pearson Edexcel 1FR0 *continued*

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Writing	25%	Written exam including sentences, short passage, translation and essay	Writing in different purposes and audiences. They are required to produce responses to express ideas and opinions in French.
Speaking	25%	Oral examination carried out in school, externally marked	Speaking in French for different purposes and in different settings – photocard description, role play, and general conversations. Foundation 8-10 minutes Higher 10-12 minutes

FURTHER OPPORTUNITIES

Learning an additional language supports a variety of careers, especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. Modern Foreign Languages are also desirable for candidates looking to work in education, fashion, business, law or sports management. Combining a language with other degree subjects can also enable access to degree courses at prestigious Russell Group Universities.

USEFUL WEBSITES

www.linguascope.com

www.pearsonactivelearn.com

www.quizlet.com

www.languagesonline.org.uk

www.wordreference.com

<https://en.pons.com/translate>

www.educationperfect.com



IGCSE FURTHER MATHEMATICS

Pearson Edexcel (4PM1)

COURSE DESCRIPTION

The Pearson Edexcel International GCSE in Further Pure Mathematics requires students to demonstrate application and understanding of the following:

Number

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

Algebra and Calculus

- Use algebra and calculus to set up and solve problems.
- Develop competence and confidence when manipulating mathematical expressions.
- Construct and use graphs in a range of situations.

Geometry and Trigonometry

- Understand the properties of shapes, angles and transformations.
- Use vectors and rates of change to model situations.
- Use coordinate geometry.
- Use trigonometry.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Calculator	50%	Written exam 2 hours 100 marks	1: Logarithmic functions and indices 2: The quadratic function 3: Identities and inequalities 4: Graphs 5: Series 6: The binomial series 7: Scalar and vector quantities 8: Rectangular Cartesian coordinates 9: Calculus 10: Trigonometry
Paper 2: Calculator	50%	Written exam 2 hours 100 marks	

FURTHER OPPORTUNITIES

The Further Pure Mathematics International GCSE is intended to cater for pupils who would like to study Mathematics at A Level. Due to the challenging nature of this course, we can only accept students who meet the entry requirements.

Recommended resources

Students may find it beneficial to purchase the Pearson Edexcel GCSE (9-1) Further Pure Mathematics textbook.



GCSE GEOGRAPHY

AQA 8035

COURSE DESCRIPTION

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

- travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs).

Topics of study include:

- climate change
- poverty
- deprivation
- global shifts in economic power and the challenge of sustainable resource use

Students are also encouraged to;

- understand their role in society by considering different viewpoints, values and attitudes.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Living with the physical environment	38%	1 hr 30minutes	The challenge of natural hazards, The living world, Physical landscapes in the UK, Geographical skills
Paper 2: Challenges in the human environment	38%	1 hr 30minutes	Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills
Paper 3: Geographical applications	24%	1 hr	Issue evaluation, unseen fieldwork questions, Geographical skills

FURTHER OPPORTUNITIES

Students can access careers such as Environmental consultant, Town planner, Geographical information systems officer, Conservation officer, Teacher/lecture.



IGCSE HISTORY

Pearson Edexcel 4HI1

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students 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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Depth Studies	50% of the total International GCSE	Written examination 1 hr 30 min	Topic 1: Germany: development of dictatorship, 1918-45 Topic 2: A divided union: civil rights in the USA, 1945-74
Paper 2: Investigation and Breadth Studies	50% of the total International GCSE	Written examination 1 hr 30 min	Topic 3: The Vietnam conflict, 1945-75 Topic 4: Changes in medicine, c.1848-c.1948

FURTHER OPPORTUNITIES

Students can access careers such as Law, Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive.



IGCSE INFORMATION COMMUNICATION TECHNOLOGY

Pearson Edexcel 4IT1

COURSE DESCRIPTION

This course is an opportunity for your child to:

- acquire and apply ICT skills
- gain knowledge and understanding of ICT in a range of contexts
- develop ICT-based solutions to address challenges and solve problems
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Written Paper	50%	Assessed through a 1 hour 30 minutes written examination set and marked by Pearson. The examination comprises a mixture of multiple-choice, short- and long-answer questions	Topic 1: Digital Devices Topic 2: Connectivity Topic 3: Operating online Topic 4: Online Goods and Services
Paper 2: Practical paper	50%	Assessed through a three-hour practical examination, set and marked by Pearson.	Topic 5: Applying Information and Communication Technology Topic 6: Software Skills

FURTHER OPPORTUNITIES

By studying ICT, you will develop skills that are highly sought after, you will gain hands on experience in a wide range of career linked skills, which support progression to the workplace or further education. The qualification is designed to help you develop personal skills in the areas of team working, career planning, communication and problem solving.



IGCSE MATHEMATICS

Pearson Edexcel 4MA1

COURSE DESCRIPTION

The Pearson Edexcel International GCSE in Mathematics qualification enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques
- Acquire a foundation of mathematical skills for further study in the subject or related areas
- Enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- Appreciate the importance of mathematics in society, employment and study

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1 Calculator	50%	Written exam 2 hours	Number Ratio, proportion and rates of change Algebra Geometry and measures Probability Statistics
Paper 1 Calculator	50%	Written exam 2 hours	

FURTHER OPPORTUNITIES

On successful completion of this course, students can continue their study of Mathematics by undertaking the two year International A Level Mathematics course, the prerequisite for this course is a Grade 7 at IGCSE.

Students who have studied Mathematics may go on to study and work in fields such as engineering, statistics, financial markets, research, teaching and Economics due to their strong understanding of number and acquired problem solving skills.



GCSE MEDIA STUDIES

AQA 8572

COURSE DESCRIPTION

About Media Studies

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. You will study lots of different media forms, such as:

- Television Online Media
- Advertising and Marketing
- Film Marketing
- Magazines
- Music Video
- Newspapers
- Radio
- Social and Participatory Media
- Video Games

There's also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more. In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products.

HOW WILL THE COURSE BE ASSESSED?

Assessment will consist of a mixture of examinations and non-examined assessment.

Media 1: Written examination: 1 hour 30mins, 35% of qualification

Media 2: Written examination: 1 hour 30mins, 35% of qualification

Component 3: Non-exam assessment: Media Production, 30% of qualification

What skills will I develop?

Media Studies will help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more. You will also develop technical skills using industry-leading software applications.

FURTHER OPPORTUNITIES

Media Studies will prepare you for a host of further opportunities including a wide range of undergraduate degree programmes such as Advertising, Marketing, Journalism, Creative Design and Media/Film Production.



GCSE MUSIC

Pearson Edexcel 1MU0

COURSE DESCRIPTION

GCSE Music at MTS follows the Edexcel specification. The GCSE course is focused on the three following areas:

- **Composing**

For the course students will compose at least 2 original pieces of music that will be submitted as part of their composition portfolio. One of these will be a 'free choice' where students can compose in any style they choose, and the other comes from a set brief which is released on 1st September of Yr11.

- **Listening & Appraising**

In this course students' study 8 pieces of music, set by the exam board. These come from 4 areas of Music history. These set works are then examined at the end of YR11 in a listening and appraising exam.

- **Performance.**

It is expected that students will work on their performance portfolio both in and out of school. They will work with their instrumental teacher (*if they have lessons on an instrument or voice, this is advised for GCSE Music*) and will be asked to perform at events in school during the academic year. Performance recitals will take place over the course, and these will be a mixture of informal and formal performances. Students will record their final recitals in March of YR11.

HOW WILL THE COURSE BE ASSESSED?

Composing	Listening & Appraising	Performance
<p>Portfolio – 2 original pieces to be composed</p> <p>Coursework – completed on school site.</p> <p>30% of the GCSE 60 marks</p>	<p>Written exam (at the end of Yr11)</p> <p>40% of the GCSE 80 Marks</p>	<p>Recorded Performance (recorded in the March of Yr11, without an audience, on school site)</p> <p>30% of the GCSE 60 marks</p>

FURTHER OPPORTUNITIES

Studying Music opens an array of different opportunities as students develop key characteristics that can be applied to higher education courses, a-level courses and jobs. These include but are not limited to; risk taking, decision making, creativity, problem solving, confidence building, cooperation and many other skills.

Students who have studied Music have pursued careers in Medicine, Engineering and the Arts Industry to name a few.

USEFUL WEBSITES

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://support.apple.com/garageband>

https://www.youtube.com/channel/UCDwZYHEpHBU_phq0Ue0mJEw



GCSE PHYSICAL EDUCATION

Pearson Edexcel 1PE0

COURSE DESCRIPTION

Pupils will be taught about the benefits of leading a healthy active lifestyle. They will learn about the key influences that have an impact on them.

The following two topics will be covered:

Exercise and fitness as part of your healthy, active lifestyle. This will involve learning about the components of health and skill related fitness.

Physical activity as part of your healthy, active lifestyle. This involves learning about the different methods and principles of training. Fitness testing, heart rates and training thresholds, aerobic and anaerobic activity.

The course will include the following:

- Applied anatomy physiology
- Use and application of data
- Health, fitness and wellbeing
- Movement analysis
- Sports psychology
- Practical performance
- Physical training
- Socio-cultural influences
- Performance analysis and evaluation

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Fitness and Body Systems 01	36%	Written Exam 1hr 45mins	Applied anatomy and physiology, movement analysis, physical training, use of data
Health and Performance 02	24%	Written Exam 1hr 15mins	Health, fitness and well-being, sport Psychology, socio-cultural influences, use of data
Practical Performance	30%	Internally assessed and externally moderated	Assessed in - 1 team, 1 individual and 1 additional activity. Assessment will be of skills in isolation and in a competitive / formal situation.
Personal Exercise Programme	10%	Submitted and internally assessed	Report should include an aim and planning analysis, a program carried out and monitored and an evaluation.

FURTHER OPPORTUNITIES

Students can progress onto University to study in subjects such as Sports Science, Physiotherapy and Strength and Conditioning.



IGCSE PHYSICS

Pearson Edexcel 4PH1

COURSE DESCRIPTION

The Physics qualification includes key concepts from Physical Science allowing students to gain a sound base of knowledge and develop scientific skills through investigation style practical work and research activities. The GCSE course includes:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

The course starts in Year 9 and continues through to Year 11. The course covers all work students have learned since year 7.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Physics	61.1% of the total International GCSE 38.9% of the total International GCSE	2-hour written examination (Paper 1) 1-hour and 15-minute (Paper 2)	All units

FURTHER OPPORTUNITIES

Students attaining a GCSE grade 7 or above can progress on to A-level Physics.



GCSE PSYCHOLOGY

AQA 8182

COURSE DESCRIPTION

The AQA GCSE Psychology course is designed to give students an introduction to the science of the mind and human behavior. Throughout the course, students will explore a range of topics including social influence, memory, attachment, psychopathology, and research methods.

HOW WILL THE COURSE BE ASSESSED?

The AQA GCSE Psychology course is assessed through two written exams, each lasting 1 hour and 45 minutes. Both exams are worth 50% of the overall grade. The exams consist of a mixture of multiple-choice, short answer, and extended writing questions.

Paper 1	Paper 2
Memory Perception Development Research Methods	Social Influence Language Thought and Communication Brain and Neuropsychology Psychological Problems

FURTHER OPPORTUNITIES

After completing the GCSE Psychology course, students may choose to continue their study of psychology at A-level or degree level. A-level Psychology is a popular choice for students who wish to further their understanding of psychology and gain a deeper insight into the subject. Psychology degrees are available at many universities and can lead to a range of careers in areas such as clinical psychology, educational psychology, and forensic psychology.

Overall, the AQA GCSE Psychology course provides students with a solid foundation in the study of psychology and prepares them for further study in the subject. It is an interesting and engaging course that encourages students to develop their analytical and critical thinking skills.



GCSE SPANISH

Pearson Edexcel 1SP0

COURSE DESCRIPTION

Spanish consists of four externally examined papers based on the skills of listening, speaking, reading and writing. Students will complete their speaking assessment by April/May. The use of dictionaries is not permitted. The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade. A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9.

Themes and topics - Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

All themes and topics will be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where Spanish is spoken. Students may also refer to the culture of Spanish communities in the speaking and writing papers. Students will be exposed to materials relating to Spanish-speaking countries throughout the course.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Listening and understanding	25%	Written exam Foundation and Higher Tier	Listening to standard spoken Spanish by one or more speakers in a range of public and social settings. Multiple choice and short answer questions paper. Each exam includes 5 minutes reading time before the listening stimulus is played.
Reading and understanding	25%	Reading exam with questions in English and Spanish	Understanding of written Spanish across a range of different tests including advertisements, email, letters, articles and literary texts.



GCSE SPANISH

Pearson Edexcel 1SP0 *continued*

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Writing	25%	Written exam including sentences, short passage, translation and essay	Writing in different purposes and audiences. They are required to produce responses to express ideas and opinions in Spanish.
Speaking	25%	Oral examination carried out in school, externally marked	Speaking in Spanish for different purposes and in different settings – role play, questions and conversations. Foundation 8-10 minutes / Higher 10-12 minutes

Learning an additional language supports a variety of careers, especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion, business or law. Combining a language with other degree subjects can also enable access to degree courses at prestigious Russell Group Universities.

USEFUL WEBSITES

www.linguascope.com

www.pearsonactivelearn.com

www.quizlet.com

www.languagesonline.org.uk

www.wordreference.com

<https://en.pons.com/translate>

www.educationperfect.com



GCSE SOCIOLOGY

AQA 8192

COURSE DESCRIPTION

AQA GCSE Sociology is a course that introduces students to the study of human society, culture, and behavior. It aims to develop students' critical thinking skills and their ability to analyse social issues and concepts. The course is divided into two units:

Unit 1 - Studying Society, and Unit 2 - Understanding Social Processes.

In Unit 1, students will learn about topics such as socialization, culture, and identity, as well as research methods used in sociology.

In Unit 2, students will explore issues such as social inequality, crime, and deviance, as well as the role of institutions such as education and the family in society.

HOW WILL THE COURSE BE ASSESSED?

Assessment for the AQA GCSE Sociology course is through two written exams, each lasting 1 hour and 45 minutes. Each exam is worth 50% of the final grade. Both exams consist of a mix of short-answer and extended-writing questions, and will assess students' knowledge and understanding of the course content, as well as their ability to apply sociological theories and concepts to real-world issues.

FURTHER OPPORTUNITIES

Students who enjoy studying sociology at GCSE level may wish to consider continuing their studies at A-level or degree level. A-level sociology builds on the concepts and skills developed at GCSE level, and offers students the opportunity to explore more complex sociological ideas in greater depth. A degree in sociology can lead to a range of career paths, including social research, social policy, education, and the media.

GCSE STATISTICS

Pearson Edexcel (1ST0)

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae, and building on prior knowledge

Content overview:

1. The collection of data
2. Processing, representing and analysing data
3. Probability

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Calculator	50%	Written exam 1 hour and 30 minutes 80 marks	1. The collection of data 2. Processing, representing and analysing data 3. Probability
Paper 2: Calculator	50%	Written exam 1 hour and 30 minutes 80 marks	

FURTHER OPPORTUNITIES

One of the most versatile areas of maths, Statistics gives students the skills to collect, analyse, interpret and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to the biological sciences.

Due to the challenging nature of this course, we can only accept students who meet the entry requirements.

Recommended resources

Students may find it beneficial to purchase the Pearson Edexcel GCSE (9-1) Statistics textbook.

BTEC INTERNATIONAL LEVEL 2 EXTENDED CERTIFICATE IN TRAVEL & TOURISM

Pearson Edexcel 21056

COURSE DESCRIPTION

Travel and tourism has become an important part of how we live today. Most people travel regularly for work and leisure, and the world of travel and tourism is of interest to the majority of people. This interest has been stimulated through the media and in particular the many travel and tourism-related television programmes screened over the last few years. There has been rapid growth across all component industries of the sector and a rise in passenger and visitor numbers and those working within the industries. It is now one of the largest sectors in the world in terms of employment and income generation.

The Pearson BTEC International Level 2 (GCSE) Award in Travel & Tourism focuses on particular aspects of employment in the Travel & Tourism sector. It is a qualification that offers learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The course will include the following:

Mandatory Unit	Optional Unit
<p>There are 3 mandatory units;</p> <ol style="list-style-type: none">1. The Travel and Tourism Industry2. Customer Service in Travel and Tourism Organisations3. Travel Planning	<p>Learners must also complete at least 1 optional unit. Class teachers will select one from the following list;</p> <ul style="list-style-type: none">▪ Development of the Travel & Tourism Industry▪ Exploring Marketing in Travel & Tourism▪ Customer Service Skills, processes and Digital Technologies in Travel & Tourism▪ Your Country as a Tourist Destination▪ Exploring Airports and Airlines▪ Working as a Tour Guide▪ Hospitality in the Travel & Tourism Industry

HOW WILL THE COURSE BE ASSESSED?

- Internally assessed
- Pass/ Merit/ Distinction grading

FURTHER OPPORTUNITIES

This qualification prepares students for progression to Pearson BTEC National Level 3 in Travel and Tourism or the Pearson BTEC National Level 3 in Aviation Operations.

Students can progress to further education, university, apprenticeship or employment in a related industry. Employment directly related to this area of study include travel agency manager, hotel manager, holiday representative, air cabin crew, tour manager, tourism officer, conference centre manager.

BTEC INTERNATIONAL LEVEL 2 EXTENDED CERTIFICATE IN BUSINESS

Pearson Edexcel 19325

COURSE DESCRIPTION

The Pearson BTEC International Level 2 Certificate qualifications in Business have been designed to address the needs of Level 2 learners (GCSE) in key areas, including interpersonal skills and customer service. They are specialist work-related qualifications, combining practical learning with subject and theory content.

Specialist areas include:

- Finance, both personal and business, together with bookkeeping, which supports development of basic financial principles
- Working in business teams and team leading
- Business support or administration, which supports development of practical administration skills including office systems and equipment, meeting support and filing systems
- Personal selling, which helps learners to understand the personal selling process
- Aspects of business online and how this can support businesses to develop opportunities
- Aspects of retailing such as promoting, branding and visual merchandising
- Consumer rights
- Business ethics

KEY INFORMATION

Pearson BTEC International Level 2 Certificate in Business	
Minimum total Notional Learning hours (NLH)	240 GLH Equivalent in size to two International GCSEs. At least six units, of which four are mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).
Minimum qualification value (NLH/10)	240
Assessment	This qualification is internally assessed
Unit grading information	Pass / Merit / Distinction
Overall qualification grading information	Pass / Merit / Distinction / Distinction*



BTEC INTERNATIONAL LEVEL 2 EXTENDED CERTIFICATE IN BUSINESS

Pearson Edexcel 19325 *Continued*

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
1. Business Processes 2. Business Organizations 3. Financial Forecasting for Business 4. The Marketing Plan 5. Optional Unit 6. Optional Unit	Each Unit size 30	Continuous Assessments for all Units.	All Units

Two optional units will be selected from a range of options during the two years by the BTEC Team.

FURTHER OPPORTUNITIES

This qualification is designed for learners who wish to explore a work-related vocational qualification or specific industry area. International Level 2 BTEC offers learners the knowledge, understanding and skills that they need to prepare for employment. On successful completion of a Pearson BTEC International Level 2 qualification, learners can progress to continued study in the same or related vocational area and/or within employment. Students will gain experience in real business that can lead to apprenticeships and internships within businesses.

BTEC INTERNATIONAL LEVEL 2 AWARD IN SPORT

Pearson Edexcel 19343

COURSE DESCRIPTION

BTEC International Level 2 Award in Sport. First being taught in September 2022.

The Pearson BTEC International Level 2 qualifications in Sport have been designed to support initial progression to roles in sport, for example, sports coaching, fitness training and testing, sports nutrition, planning and leading sports events. In addition to the sector-specific content available in these qualifications, the requirements mean that learners develop the transferable skills needed to progress to further education or employment.

The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.

HOW WILL THE COURSE BE ASSESSED?

There are 2 mandatory units, which includes 1 internal unit and 1 set assignment unit. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 1 optional unit.

Unit Number	Unit Title	GLH	Type	How Assessed
Mandatory units - learners compete and achieve all units				
1	Principles of Fitness and Fitness Testing	30	Mandatory	Set assignment
5	Practical Sport	60	Mandatory	Internal
Optional Units - learners must complete 1 optional unit				
2	Training for Personal Fitness	30	Optional	Set assignment
7	Anatomy and Physiology for Sport	30	Optional	Internal
8	Sports-related Injuries and illness	30	Optional	Internal

FURTHER OPPORTUNITIES

These qualifications support progression to further study in sport, for example, courses in:

- Sports coaching
- Sports Nutrition
- Fitness training and testing
- Planning and leading sports events



BTEC INTERNATIONAL LEVEL 2 AWARD IN INFORMATION TECHNOLOGY

Pearson Edexcel

COURSE DESCRIPTION

This course is designed for learners who are interested in the study of information technology, with a view to progressing further within the IT industry. Learners will have exposure to a wide range of IT topics that will enhance their progression to higher education in this sector and ultimately lead to employment.

HOW WILL THE COURSE BE ASSESSED?

Title	Size and Structure	Summary Purpose
Pearson BTEC International Level 2 Award in Information Technology	120 GLH Equivalent in size to 1 International GCSE. Two units, of which one is mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).	The qualification supports progression to further study at Level 3 education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International GCSEs.

Units covered

Unit 1: Using IT to Support Information and Communication in Organisations

Unit 2: Data and Spreadsheet Modelling

FURTHER OPPORTUNITIES

The Pearson BTEC International Level 2 qualifications in Information Technology (IT) are designed either for learners who wish to pursue a career in IT via Level 3 and then to higher education or through junior IT employment.

These qualifications support progression to further study in IT, for example: Pearson BTEC International Level 3 qualifications in Information Technology. In the BTEC International Level 2 units, there are opportunities to give learners practice in developing transferable skills such as

- cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation
- intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development



ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR ACTIVITIES

As a school we value the importance of a healthy and active lifestyle, and here at Metropole we have in place a comprehensive extra-curricular programme with a range of enjoyable activities on offer for our students to choose from. Engagement in sport and a wide range of squads that are led by teachers, PE staff and outside sports agencies are very popular with students. Metropole is developing a reputation for competitive sport and our students participate in a range of fixtures and competitions each year.

Our sports' squads are known as the Metropole Mustangs and our motto is "Racing to success" (السباق إلى النجاح). Metropole competes in both national and international competitions including DASSA, GEMS Sports Series and The World School Games, with over 70 Squads across a range of sports. The major sports at Metropole are athletics, basketball, football, netball, and swimming. Metropole also competes in aquathlon, badminton, gymnastics, rounders, tennis, cross-country and water polo.

In addition to physical activities, it is also important to offer activities that stimulate our students' minds. We design our activities to spark student imagination. We inspire them to try something new and to learn about leadership and teamwork. The talents and interests we cultivate now will nourish them in the future.

Extra-curricular activities take place at lunchtime and after the school day, and offerings are updated every term. They may also be invited to intervention sessions during this time to support their academics, help students achieve their target grades or push them to achieve what they didn't believe possible. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our provision.

We are very excited about our growing number of extra curricular activities on offer, which we will continue to grow and develop.

MSC (Moral, Social & Cultural Studies)

Moral, Social and Cultural (MSC) education at Metropole is delivered weekly in a dedicated lesson, and is also integrated into all specific subject areas; assemblies, trips, projects and house competitions.

The ultimate outcome of MSC is to create a generation of citizens who:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy. • Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility.
- Encourage and enable students to become engaged members of their community. • Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world.
- Emphasise diversity in its social and cultural components.
- Deliver international content.
- Challenge and inspire students.
- Reinforce UAE vision Key concepts for Sustainable development.



ADDITIONAL CURRICULUM INFORMATION *continued*

SKILLS IN SCHOOL

In Year 10, students that do not study Islamic Studies will follow a 'Skills in School' programme at the same time our Muslim students attend their Islamic Studies lessons. This creative curriculum focuses on allowing students to consolidate their learning as well as providing opportunities that encourage them to engage in more cross-curricular ways. Students will undertake project-based learning to gain further accreditations and complete leadership qualifications to develop their skills for the future.

In these lessons, students will be working on a combination of different activities that support learning across their subjects:

1. **Project based cross-curricular work** - students will be involved in projects that encourage creativity, innovation and collaboration in the classroom. Many of these projects will be linked to MTS Talks, research projects, essay writing skills, presentation skills and many more.
2. **Self-directed study time** - students will have the opportunity to consolidate their learning, complete extra work on topics they find more challenging and to focus on organising their homework. This will be monitored by the teacher in the class.
3. **Team-building activities** – students will participate in group activities exploring the context of different countries. The activities aim to develop confidence, personal development, communication and problem solving. Students will build leadership and character skills and feel empowered to serve their communities.
4. **External accreditations** - students will be able to access external accreditations, such as Open University qualifications. These qualifications cover a broad range of areas of interest to the students. Please note that these courses are not mandatory and may come at an additional cost to parents/guardians should students wish to take them.

All resources and information covered during the 'Skills in School' programme will be uploaded to Phoenix Classroom in order for our students who attend Islamic Studies to access in their own time, if they wish. They can also enter the qualifications and receive guidance from teachers.

In Year 11, students that do not study Islamic Studies have the opportunity to consolidate their learning, complete extra work on topics that they find challenging and focus on organising their homework. These lessons are supervised and monitored by the teacher in the class.



Honsho Rd. Motor City, Dubai, United Arab Emirates



+971 4 550 7200



registrar_mts@gemsedu.com



gemsmetropoleschool-dubai.com