

THE FUTURES SCHOOL



CURRICULUM HANDBOOK

GCSE

2022 - 2023

EMBRACING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



gemsmetropoleschool-dubai.com



INTRODUCTION

Dear Parents and Students,

A warm welcome to you from the staff and community of Metropole School. I do hope that the information contained within this GCSE course choice booklet will help to introduce you to the happy, safe and inclusive community-based environment of our school, where every child is valued as a unique individual.

Metropole School provides excellent education for students from Foundation Stage 1 (age 3) to Year 13 (age 17), offering a variety of GCSE, BTEC and A Level qualifications. The school also supports growth in Heritage subjects linked to the Ministry of Education subjects of Arabic, Islamic, Social Studies and Moral Education. These subjects help our students develop an understanding of the local and regional heritage, learn about the language of the country and its values.

As a National Curriculum for England School, our current Year 9 students have been following the broad and balanced curriculum that has been designed to inspire them to grow, develop and succeed. As students move into Year 10, the next stage of their learning journey to excellence and global citizenship requires them to make a number of decisions around the subjects that will define their learning journey for the next two years. We recognise that this is an important time for you and your child, and this booklet has been created to support you through the process.

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.

VOCATIONAL PATHWAYS

Offering iBTEC at Level 2 is a relatively new curriculum development at Metropole School and one that 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. You will also find further information on iBTEC qualifications and how they match up to GCSE qualifications within this booklet.





INTRODUCTION

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.

Students in the Futures School (Years 10-13) are prepared for their future lives, through encouraging self-sufficiency and confidence to work successfully within society. Students continue to strive for higher qualifications through tailored academic pathways and have the opportunity to learn new vocational and life skills. Work experience plays a very important part of the Futures School, allowing students to put existing skills into practice and develop new ones. With established university links, the Futures School embraces new concepts which give students the chance to embrace progression opportunities, further enhanced through our strong alumni network. Students in the Futures School feel equipped for the demands of real life, and leave school in a position to stand-out from students from other schools as exceptional, well-prepared, and eager for the next step.

Metropole School is a warm and welcoming school which is happy to invite any prospective parents and students to visit the school and to meet the staff and students. Education is about making a real positive difference, providing every opportunity for all learners to be successful, helping them to achieve beyond their potential and developing life-long learning skills. We would be privileged to have you join our exciting journey.

Yours sincerely,


Ms. Daniella Aschettino
Secondary Headteacher

SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino
Secondary Headteacher



Ms. Sinead McElhone
Deputy Headteacher



Ms. Lauren East
Deputy Headteacher



Ms. Kelly Lohe
Assistant Headteacher



Mr. Kevin Conlon
Assistant Headteacher



Mr. Martin Boother
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE HEAD OF YEAR 10

Dear Parents,

My name is Mr. Clarke and I am a Physical Education teacher and Head of Year 10.

We have a fantastic Year 10 LEAD team this year who will be your child's first point of contact and they are extremely excited to meet the returning students and new starting students. Year 10 is a really exciting year as the students begin their journey into Senior School in which they begin their GCSE subjects, which is hugely exciting for our students as well as for parents.

The Year 10 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 over the summer, and for the new starters, will be setting up systems to ensure they feel right at home within the first few days with friends and support networks available, addressing worries/concerns and answering any questions that they may have about GCSE's, Senior School, anything that may be on their minds. We want to create an open environment where students can talk about their concerns and work together to resolve them.

Within my role as Head of Year 10, having guided this year group through Year 9 and the GCSE Selection process, I feel confident in liaising with pupils, staff members and parents regarding any issues that may arise, including academic, pastoral and behavioural issues. I fully accept responsibility for leading the Year 10 cohort, their wellbeing and progress throughout the year, and I look forward to seeing them continuing their journey as they further develop and mature into young adults ready to make their unique and positive impact upon society.

Personally, I am entering my fifth year at Metropole School and I am really looking forward to beginning the new year as Head of Year 10, and excited to see what opportunities and success stories we can achieve together as we dive into another academic year.

Yours sincerely,

Mr. Conor Clarke
Head of Year 10



WELCOME FROM THE HEAD OF YEAR 11

Dear Parents,

My name is Mr. Humphreys and I am the Head of Year 11. I would like to take this opportunity to welcome all of our new and returning students to Metropole School and to the start of their Year 11 journey. This will be the most important year of the students' academic journey to date. It will require hard work, perseverance and resilience from every single student and my team and I are very much looking forward to guiding and supporting the students throughout this journey.

We have a fantastic Year 11 LEAD team who will be the first point of contact for students and parents. The majority of the LEAD team are carrying the students forward from year 10 into year 11. This continuity is important for us to ensure that the students and parents continue with these pre-established relationships. We must make sure that the wellbeing of our students takes priority, this is why it is so important that everybody continues to adhere to the health and safety guidelines that have been put in place, together with the other policies that have already been shared with you. It is essential that we hit the ground running, and in order to do this effectively it is important that we get the basics right. Uniform should be correct so that the students represent their school with pride. Attendance and punctuality should be exemplary so that there are no gaps in knowledge and understanding and the students feel prepared and confident for their final exams. Communication should be open so that we identify students who require additional support quickly and effectively, this will allow us to keep all of our learners happy, healthy and engaged. I trust that you share this aspirational vision and that you will work closely with myself and the lead team to achieve it.

The Year 11 students will begin with an induction process where they are introduced to the year ahead. This will enable all of our learners to understand the standards and expectations of the school, the support that is available to them and where they can access it, and key information about well-being so that they can remain happy and healthy learners. I will of course keep you updated via my weekly email where I will share key messages and information every Friday.

I am highly motivated and enthusiastic about the year ahead and I am very much looking forward to working with you in the best interests of our students.

Yours sincerely,

Mr. Simon Humphreys
Head of Year 11





KEY INFORMATION

ENGLISH NATIONAL CURRICULUM SECONDARY EDUCATION

Key Stage 3:	Years 7, 8 and 9	Broad and balanced curriculum provided to all pupils
Key Stage 4:	Year 10 and 11	Introduction of personalised pathways in GCSE, iGCSE and iBTEC (Level 2) certificated courses
Key Stage 5:	Year 12 and 13	Focused career pathways in AS, 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 in Metropole 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 2 lessons 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.

All students who hold an Arabic passport must study Arabic MOE as this is compulsory.

During Moral Education, Arabic MOE and Islamic Studies, students will be studying the ministry approved Curriculum. This is a requirement from the KHDA.

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 Metropole 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 Award or Triple Science Award
- Arabic A & B students will study the MOE course with the option of taking iGCSE examination
- Physical Education - core subject
- Islamic Studies for Muslim students
- UAE Moral and Social Studies are compulsory subjects

OPTIONAL SUBJECTS

Students are required to select 3 additional courses, which must include UAE Ministry of Education (MOE) Arabic A for all Arabic passport holders. 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.



KEY INFORMATION *continued*

The option subjects we offer are:

- | | |
|----------------------------------|--|
| 1. Arabic A iGCSE | 12. History |
| 2. Arabic B GCSE | 13. ICT |
| 3. Art, Craft and Design | 14. Modern Foreign Languages - French |
| 4. Computer Science | 15. Modern Foreign Languages - Spanish |
| 5. Business Studies | 16. Music |
| 6. Double Science | 17. Physical Education |
| 7. Dance | 18. Psychology |
| 8. Drama | 19. Sociology |
| 9. Economics | 20. IBTEC Sport (Level 2) |
| 10. Food Preparation & Nutrition | 21. IBTEC Business (Level 2) |
| 11. Geography | 22. IBTEC Travel and Tourism (Level 2) |
| | 23. IBTEC ICT (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 (First Language iGCSE)	Arabic A* iGCSE Arabic B* GCSE ASDAN Curriculum*	Drama	Dance	Music
English Language (Second Language iGCSE)		French	Geography	Computer Science*
Maths (iGCSE)		Spanish	History	ICT*
Moral Education		Psychology	BTEC Travel & Tourism	BTEC ICT
UAE Social Studies		Sociology	Business Studies*	Economics*
PE (Core)		Triple Science	BTEC Business	Business Studies
Arabic A&B (MOE)		Food & Nutrition (20)	Triple Science	Art,Craft & Design (20)
Islamic A&B (MOE)		Art,Craft & Design (20)	PE	Psychology
Double Award Science (2x iGCSE)		Business Studies*	BTEC Sport	Media
		Media	Drama	

- Students are able to take three option subjects
- Triple Science students must be approved by the Head of Science
- Please ensure that you have read the eligibility criteria for each subject shared with the options booklet and letter, as not all students will be eligible for every course
- Students are discouraged from taking GCSE Business Studies and GCSE Economics as a combination. The same applies for IT and Computer Science. This will be at the discretion of the Head of Department.
- All students will study GCSE English Language , GCSE Literature, GCSE Maths, GCSE Science, Moral Education (MoE), Social Studies (MoE) Arabic A or B and Islamic Studies (Muslim Students) in line with ministry guidelines.
- Students can take a maximum of two BTEC courses at a time
- All subjects at GCSE/BTEC are for the duration of 2 years and early entry is not permitted



KEY INFORMATION *continued*

EXAMINATION FEES AND PAYMENT

Our school will be an independent examination centre for the British examination boards of Edexcel, AQA and Oxford 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.

Pupils will be entered for course examinations at the end of the 2-year period. 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. Once paid for, exams payments cannot be refunded.

GEMS Metropole School reserves the right to withdraw students entries should parent/carers fail to settle any outstanding school fees.

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

AQA Examination Board - www.aqa.org.uk

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

UK University Applications - www.ucas.com

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.

ADDITIONAL CURRICULUM INFORMATION

EXTRA-CURRICULAR

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" 'التسابق نحو 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 during lunchtimes and after the school day. Students may also be invited to intervention sessions during this time to support their academics, and to help students achieve at least their target grades. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our additional provision. We are very excited about our growing number of extra-curricular activities on offer, which we will continue to grow and develop.

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

SKILLS IN SCHOOL

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.



ADDITIONAL CURRICULUM INFORMATION

continued

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 Highfield qualifications. These qualifications cover a broad range of areas of interest to the students. Please note that these courses are not mandatory and will come at an additional cost to parents/guardians should students wish to take them.

All resources and information covered during the 'Leading to Learn' 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.

GCSE ART, CRAFT & DESIGN

Pearson Edexcel 1AD0

COURSE DESCRIPTION

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) 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 1: Personal Portfolio	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 10 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	2-hour written examination (Paper 1)	All units
	38.9% of the total International GCSE	1-hour and 15-minute (Paper 2)	

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, 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%	Exam 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 consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 1. 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 10 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	2-hour written examination (Paper 1)	All units
	38.9% of the total International GCSE	1-hour and 15-minute (Paper 2)	

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?

Unit	Weighting	Assessment Information
Paper 1: Principles of Computer Science	The paper is weighted at 50% of the qualification and is out of 80 marks	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
Paper 2: Application of Computational Thinking	The paper is weighted at 50% of the qualification and is out of 80 marks	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

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.



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 8 at IGCSE.

Students will need to consider career ideas when deciding on whether to take Double or Triple Science

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?

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.



GCSE DRAMA

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/projects that will help extend their range as dramatists.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Devising	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	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	40% 60 marks	Written examination of 1hour 45 minutes	Bringing text to life: 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 an and A-Level qualification, BTEC or extended Level 3.

IGCSE ECONOMICS

Pearson Edexcel 4EC1

COURSE DESCRIPTION

A new, 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 LITERATURE (9-1) OXFORD AQA 9275

COURSE DESCRIPTION

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	Section A: Prose Fiction: Students will answer one question on their set text. There will be a choice between an essay style question and a passage-based question Section B: Drama: one question on their set text. There will be a choice between an essay style question and a passage-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	Section A: Poetry - Students will answer one question from a choice of two on the Oxford AQA Exams poetry anthology, 'People and Places' Section B: Unseen Poetry – Students will answer one question on a previously unseen poem Section C: Unseen Prose - Students will answer one question on a previously unseen prose passage

FURTHER OPPORTUNITIES

On successful completion of this course, students can continue their study of Literature by undertaking the two year International A Level English Literature course. The prerequisite for this course is a Grade 6 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 LANGUAGE OXFORD AQA 9270

COURSE DESCRIPTION

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 utilize 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 International A Level English Language course from September 2023. The prerequisite for this course will be a Grade 6 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 AS A SECOND LANGUAGE (ESL) OXFORD AQA 9280

COURSE DESCRIPTION

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? *continued*

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	<p>The teacher makes a recording of the assessment which is then submitted to be marked by the examiner.</p> <p>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.</p>

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 PREPARATION 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 have been grouped to help you teach the specification, but these are not intended as a route through the specification, you can teach the content in any order. The topics are:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. 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%	Task 1: Written (1,500-2,000 words) with photographic evidence Task 2: Written or electronic portfolio with photographic evidence	Task 1 – Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. 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.

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 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 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? *continued*

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 – role play, questions and 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. 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.

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

FURTHER OPPORTUNITIES

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

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

The course covers the following content headings:

- Number
- Ratio
- Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics
- Probability

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Calculator	50%	Written exam 2 hours	<ul style="list-style-type: none"> ▪ 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 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 01st September of Year 11.
- **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 Year 11 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 Year 11.

HOW WILL THE COURSE BE ASSESSED?

Composing	Listening & Appraising	Performance
Portfolio – 2 original pieces to be composed	Written exam (at the end of Year 11)	Recorded Performance (recorded in the March of Year 11, without an audience, on school site)
Coursework – completed on school site 30% of the GCSE 60 marks	40% of the GCSE 80 Marks	30% of the GCSE 60 marks

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.



GCSE PE

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	2-hour written examination (Paper 1)	All units
	38.9% of the total International GCSE	1-hour and 15-minute (Paper 2)	

FURTHER OPPORTUNITIES

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



GCSE PSYCHOLOGY

AQA 8182

COURSE DESCRIPTION

GCSE Psychology encourages learners to be inspired and moved by following a broad, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. GCSE Psychology encourages learners to develop a personal interest in, and enthusiasm for, investigating human nature and prepares them to make informed decisions about further learning opportunities and career choices. The specification encourages candidates to engage in the process of psychological enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Students will develop an awareness of why psychology matters, acquire knowledge and understanding of how psychology works and its essential role in society.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit One: Cognition and Behaviour	50% of GCSE	Written exam: 1 hour 45 minutes 100 marks	Memory Perception Development Research methods
Unit Two: Social Context and Behaviour	50% of GCSE	Written exam: 1 hour 45 minutes 100 marks	Social influence Language, thought and communication Brain and neuropsychology Psychological problems

FURTHER OPPORTUNITIES

Psychology enables students to develop their critical thinking, analysis and evaluation skills, which can be transferred to everyday life. Psychology is an excellent avenue into careers such as Sport Psychology, Education, Marketing, Counselling, and many more. Studying Psychology at GCSE provides a good foundation for students who wish to complete an A-Level in the subject.

GCSE SOCIOLOGY

AQA 8192

COURSE DESCRIPTION

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: The sociology of families and education	50% of GCSE	Written exam: 1 hour 45 minutes 100 marks	<ul style="list-style-type: none"> The sociology of families The sociology of education Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>Section A has two multiple choice questions followed by a range of short and extended responses. Section B has two multiple choice questions followed by a range of short and extended responses.</p>
Paper 2: The sociology of crime and deviance and social stratification	50% of GCSE	Written exam: 1 hour 45 minutes 100 marks	<ul style="list-style-type: none"> The sociology of crime and deviance The sociology of social stratification Relevant areas of social theory and methodology <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>Section A has two multiple choice questions followed by a range of short and extended responses. Section B has two multiple choice questions followed by a range of short and extended responses.</p>

FURTHER OPPORTUNITIES

By studying sociology, students will develop transferable skills including how to:

- Investigate facts and make deductions
- Develop opinions and new ideas on social issues
- Analyse and better understand the social world



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? *continued*

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

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. 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.



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 Industry 2. Customer Service in Travel and Tourism Organisations 3. 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)	150 (including 90 Guide Learning Hours (GLH))
Minimum qualification value (NLH/10)	15000%
Assessment	This qualification is internally assessed
Unit grading information	Pass / Merit / Distinction
Overall qualification grading information	Pass / Merit / Distinction / Distinction*

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
1. Business Processes 2. Business Organizations 3. TBC*3	Each Unit is worth 33.3% of the total grade	Continuous Assessments for all Units	All Units

Unit 3 will be selected from a range of options during the course of 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 EXTENDED CERTIFICATE 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 Nutrition
- Planning and leading sports events
- Sports Nutrition
- 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

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



TERM 1	
Wednesday 7th September	Curriculum Information Evening: Years 10-13
Thursday 8th September	Curriculum Information Evening: Years 7-9
Friday 9th September	Metropole Innovation Launch
Thursday 15th September	Parent Webinar: Student Expectations
Thursday 29th September	Staff INSET Parent Coffee Morning: University and Careers
Friday 30th September	House Colour day
Monday 10th October	Staff INSET
Monday 10 th October – Tuesday 11th October	Student Leadership Inauguration
Thursday 13th October	Pink Day
Monday 24th October	Year 10 Parent-Teacher Consultation Evening
Monday 31st October	Parent Webinar: Sixth Form
Tuesday 1st November	Flag Day Parent Workshop: Secondary Assessment
Monday 7th November	Year 9 School Trip: Absolute Adventure
Thursday 10th November	Gifted and Talented Students: Parent-Teacher Consultation Evening
Tuesday 15th November	Staff INSET
Wednesday 16th November	Year 12 Parent-Teacher Consultation Evening
Friday 18th November	Parent Webinar: Meet the Heads of Year (Years 8 and 9)
Tuesday 22nd November	Careers Day: Year 9
Monday 21 st November – Friday 25th November	School Photos
Friday 25th November	Parent Coffee Morning: University and Careers
Monday 28th November	Sixth Form Team Building Day
Monday 28 th November – Wednesday 30th November	House Winners Activity Afternoon
Tuesday 29th November	National Day Celebrations
Thursday 1st December	Winter Performance
Monday 5 th December – Thursday 8th December	Celebration Assemblies
Tuesday 6th December	Year 11 Parent-Teacher Consultation Evening
Wednesday 7th December	IMG World of Adventure School Trip: Years 7-13
Thursday 8th December	Year 13 Parent-Teacher Consultation Evening
Friday 9th December	Winter Jumper Day Last day of Term 1

TERM 3	
Monday 10th April	Term 3 Starts
Wednesday 12th April	Parent Webinar: Supporting Your Child Through Their Exams
Wednesday 19th April	Senior School Careers Fair: Years 9-13
Tuesday 25 th April – Thursday 27th April	Year 13 Enrichment Days
Saturday 29th April	Annual Inclusion Conference
Wednesday 3rd May	Staff INSET
Friday 5th May	Last Day for Year 11 and Year 13 students
Saturday 6th May	Museum of the Future School Trip: Years 7-9
Monday 8th May	PSHE Drop-Down day
Friday 12th May	Parent Coffee Morning: Meet the Secondary Leaders
Thursday 18th May	Annual Safeguarding Conference
Thursday 25th May	Parent Wellbeing Session
Tuesday 30th May	Art Gallery School Trip: Year 10 Art students
Wednesday 7th June	Year 9 Project Exhibition
Friday 9th June	Parent Coffee Morning: Emirati Parents
Thursday 15th June	Sports Awards Evening Student Led Conferences: Years 7-10
Sunday 18th June	FS and Year 13 Graduation Ceremonies
Wednesday 21 st June – Friday 23rd June	Year 12 Enrichment Days
Saturday 24th June	Sixth Form Prom
Monday 26 th June – Tuesday 27th June	House Winners Activity Afternoon
Wednesday 28th June	Ferrari World School Trip: Years 7-13
Monday 3 rd July – Thursday 6th July	End of Year Celebration Assemblies
Friday 7th July	End of the School Year

TERM 2	
Monday 2nd January	Term 2 Starts
Tuesday 3rd January	Year 9 Parent-Teacher Consultation Evening
Wednesday 11th January	Motion Gate Theme Park School Trip Year 9
Thursday 19th January	Staff INSET
Monday 23rd January	Parent Coffee Morning: Meet the Secondary Leaders
Wednesday 25th January	Options Evening: Year 9 (GCSE) and Year 11 (A-Level/BTEC)
Thursday 26 th January – Friday 27th January	Sports Day
Friday 27th January	Parent Coffee Morning: University and Careers
Wednesday 1st February	Year 8 Parent-Teacher Consultation Evening French Library school Trip: Year 9
Thursday 2nd February	Year 9 Student Interviews Start for GCSE Option Subjects
Wednesday 8th February	Spanish Restaurant School Trip: Year 9
Thursday 9th February	International Day Celebrations
Monday 13 th February – Friday 17th February	Half Term
Friday 24th February	Parent Coffee Morning: Emirati Parents
Saturday 25th February	Farmers Market Great British Street Party
Friday 3rd March	World Book Day
Monday 6th March	Year 11 Student Interviews Start for A-Level/BTEC Option Subjects
Wednesday 8th March	International Women's Day
Thursday 9th March	PSHE Drop-Down Day
Tuesday 14th March	Staff INSET
Wednesday 15th March	Emirati Children's Day
Thursday 16th March	Year 11 Parent-Teacher Consultation Evening
Monday 20th March – Friday 24th March	Secondary Celebration Assemblies
Tuesday 21st March	Year 13 Parent-Teacher Consultation Evening
Wednesday 22nd March	Bounce School Trip: Years 7-13
Friday 24th March	Parent Coffee Morning: University and Careers
Monday 27th March – Friday 7th April	Spring Break

KEY DATES
FOR YOUR
DIARY



