



**THE ENGLISH COLLEGE**  
D U B A I



# GCSE Options

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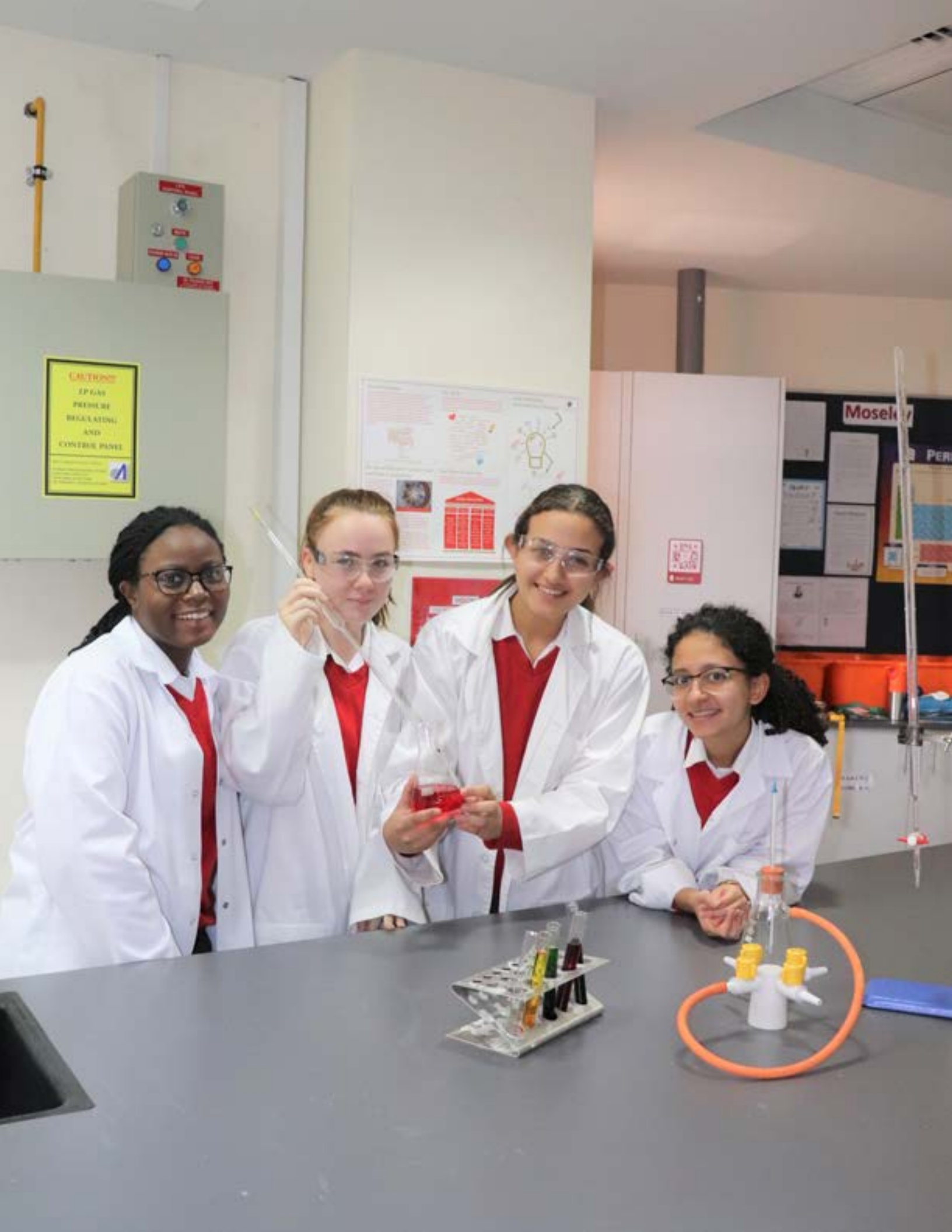
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# MAKING CHOICES FOR THE FUTURE

For the first time in their academic career students have some choice in what they are studying at school. This is an exciting and important decision.

## What are GCSEs?

The General Certificate for Secondary Education or 'GCSE' is the standard 2 year qualification offered at the age of 16 in the British Curriculum. Students will be assessed through a range of Controlled Assessment and examinations. The GCSE uses a 9-1 grading scale, with 9 being the top level for exceptional performance. Where performance is below the minimum required to pass a GCSE, pupils will get a U.

## GCSE Examinations and Controlled Assessments

The proportion of Controlled Assessment and examinations varies in each subject. All examinations are completed in the Summer of Year 11 as all courses are linear. Some subjects offer tiers (foundation tier 1-5 and higher tier 4-9), the entrance to a specific tier will be decided by teachers in collaboration with parents and students. Full details are included in this booklet.

## International GCSE

The IGCSE or International GCSE is a qualification equivalent to the GCSE. We currently offer the IGCSE in Mathematics where students will be awarded 9-1.

## How do I choose the correct GCSE?

Students need to choose subjects that they enjoy and so are more likely to be successful. The better their results at GCSE the more options they have post-16. Although some A levels specify that the GCSE must have been studied to enter the course, most will look to results in similar GCSEs.

For example, Psychology will look to Sociology or English results. We would strongly recommend students take a broad range of subjects to ensure a balanced curriculum. Many 13 and 14 year olds have no fixed idea about what they want to do as a career, even if they do, it is still advisable to be flexible. Minds are often changed! With these points in mind the options blocks have been created to allow for a wide variety of subjects to be chosen including Ebacc\* combinations as well as more focused pathways concentrating on routes such as the Arts or Sciences.

*\*The EBacc is not a qualification in itself. It is a recognition of students achievement across a core of selected academic subjects. The English Baccalaureate will cover achievement in English, Mathematics, Sciences, a Language and a Humanities subject.*

*\*As a British curriculum school the GCSE qualifications offered at the English College are predominantly aimed at preparing students for British universities. It is the responsibility of parents and students to research specific qualification requirements for university education outside of the United Kingdom. For example, German universities require students to study a language until Y12.*

## Examinations and Fees

Fees for examinations are published on our website and vary for each subject.

The school opens for a results day in August and some exam boards publish results online, logins and passwords will be issued by the exams officers.

# KS 4 CURRICULUM OVERVIEW

The following tables set out:

- Subjects which are compulsory for all students or compulsory for certain students
- Subjects which are available as options within option blocks (option blocks will be shared as an additional document).

## CORE / COMPULSORY SUBJECTS

- English Language
- English Literature
- Mathematics
- Science
- Arab Ministry of Education Programme (compulsory for students holding Arab passports)
- Islamic Studies Ministry of Education Programme (compulsory for Muslim students)
- Physical Education (Recreational)
- Moral Education
- Social Studies

## GCSE OPTION SUBJECTS

- Art and Design
- Business
- Computer Science
- Drama
- Economics
- French
- Geography
- History
- Further Mathematics
- Media Studies
- Music
- Physical Education (Academic)
- Sociology
- Spanish
- Triple Science

# THE PROCESS

## GCSE Options Process

To assist students with their choices we have created GCSE options processes for internal and external applicants.

### Internal Applicants/Students

1. Launch assembly to students.
2. Taster sessions where students get to try their preferred GCSE subjects.
3. One-to-one guidance meeting. Students will be offered the opportunity to have a one to one meeting with a member of the Middle and Senior team to help guide them in their choices.
4. Options Evening with parents. Students and parents will have the opportunity to meet with Heads of Department as well as members of the Middle and Senior team to answer any final questions about GCSE options.
5. Final Options Submission. Students will be asked to electronically pick their final GCSE subjects.

### External Applicants/Students

1. Must first submit an application
2. Complete an entrance assessment.
3. Options Evening with parents. Students and parents will have the opportunity to meet with Heads of Department as well as members of the Middle and Senior team to answer any final questions about GCSE options.
4. Final Options Submission. Students will be asked to pick their final GCSE subjects and submit a completed GCSE Options form to the Registrar.
5. Offers of places will be confirmed in writing.





# CARE, GUIDANCE & SUPPORT

Inclusive education lies at the heart of The English College. We strive to do the very best by the pupils we have.

Where pupils come to us with a low CAT mean score of 85, we plan for them to be placed on the K register. This starts the process of pupils being monitored and tracked by the Special Education Needs and Disability Coordinator. There is regular dialogue between parents, the SENDCO and teaching and non-teaching staff.

The primary aim for the Learning Support Department is to prevent pupils from failing or falling behind. The aim is to help pupils cope with and overcome problems that arise because of learning difficulties. At The English College, we support pupils with additional needs to develop self-confidence and independence, and to reach their potential.

The SENDCO works closely with the class teachers to support curriculum adaptation and modern teaching methods to meet individual needs. The SENDCO would record pupils progress and analyse data at each check-point with regular dialogue between the Heads and Deputy Heads of the schools.

In order to provide pastoral support to the pupils, the SENDCO would support parents and pupils by putting them in touch with key outside agencies such as therapists, psychologists and counsellors.

In order to support access to the curriculum, the SENDCO may withdraw pupils for 1:1 intense interventions for a period of time. This time would be limited to half a term or a term. The time allocated would be used to focus on the need at the time and may follow one of the two routes- academic or pastoral.

To support pupils with academics, the SENDCO would work with pupils in groups or one-to-one. This would involve planning and implementing effective teaching strategies, liaising with the subject specialists and other relevant professionals.

In addition to the above, the SENDCO would support pupils with organisation, meeting deadlines and keeping on track. Some pupils may need to be referred to the counsellor which would be done by the SENDCO after gaining consent from the parents.

With regards to the admissions, applications from students with additional learning needs are analysed on a case by case basis. The student may be required to sit the NGRT reading test in addition to CATs test followed by an interview with the SENDCO.

We would ask the parents to clearly mark on the form if the student has had any Learning support input as well as hand us any reports and contact from previous/ current schools in order for us to make an informed decision.

In order for pupils to have exam provisions

# CARE, GUIDANCE & SUPPORT

## Access Arrangements

In order for pupils to have exam provisions in place, pupils need to have an Access Arrangement Test no earlier than the end of Y9 or beginning of Y10. This test would check for reading accuracy, reading speed, writing and typing speed as well as processing speed.

Pupils with additional needs are required to undergo the assessment if they have a learning need that would put them at a considerable disadvantage to their peers and they have a significant need. This must be their normal way of working. If you require further information about Access Arrangements, please get in touch with the SENDCO on the following details:  
Rabia Ahmed rahmed@englishcollege.ac.ae +971 4 394 3465 ext: 635

## Head of Department Contact Details

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English	Charles Dusse	cdusse@englishcollege.ac.ae
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# ENGLISH LANGUAGE

**EXAMINATION BOARD:** EDEXCEL

## **BRIEF DESCRIPTION OF COURSE**

In GCSE English Language, students take part in a variety of activities to improve their reading, writing, speaking and listening skills for a range of purposes. They develop their skills in Functional English by understanding and comparing non-fiction texts. Additionally, they read quality examples of extended fiction and experiment with the creative use of language. Finally, a spoken language component provides an opportunity for students to be assessed on their oral communication skills. The course is assessed entirely through external examinations.

The preparation and assessment of Spoken Language is a compulsory requirement of the course of study. It will be reported on as part of the qualification, but it will not form part of the final mark and grade.

Since September 2019, there are no longer any graded internal assessments associated with this course.

## **METHODS OF ASSESSMENT**

1. EXTERNAL EXAMINATION 2 papers (100%)
  - Component 1: Fiction & Imaginative Writing 105 mins (40%)
  - Component 2: Non-fiction & Transactional Writing 120 mins (60%)
2. SPOKEN LANGUAGE ASSESSMENT
  - internally assessed (0%)

## **ENTRY INFORMATION**

All students at The English College are required to take GCSE English Language. All students sit the same examination where they can obtain a grade from 1-9, with 9 being the highest.

## **CAREERS**

A sound knowledge of English is essential for virtually all career choices.

*A certificate in English Language GCSE is essential for students who are seeking university entrance.*

# ENGLISH LITERATURE

**EXAMINATION BOARD:** EDEXCEL

## **BRIEF DESCRIPTION OF COURSE**

In GCSE English Literature, students develop skills in exploring texts from a range of genres and eras. The course is assessed entirely through External Examination. Over two papers, students study Shakespeare, Poetry, a Modern Text and Literature from 19th Century. They learn how to analyse and compare literature and are tested on their ability to respond to both taught and unseen texts.

Since September 2019, this examination is closed book.

Since September 2019, there are no longer any internal assessments associated with this course.

## **METHODS OF ASSESSMENT**

1. EXTERNAL EXAMINATION 2 papers (100%)

- Component 1: Shakespeare and Post-1914 Literature 105 mins (50%)
- Component 2: 19th Century Novel and Poetry since 1798 135 mins (50%)

## **ENTRY INFORMATION**

The majority of students at the English College will be expected to sit GCSE English Literature, however there is an option to withdraw from the Literature course and only sit GCSE English Language. This decision will be made through joint consultation between pupils, parents, the Head of Department and the Head of Year. All students who study English Literature sit the same examination where they can obtain a level from 1-9, with 9 being the highest.

## **CAREERS**

Knowledge of English Literature demonstrates analytical thinking skills and a high-level of understanding of the English Language, therefore a certificate in GCSE English Literature is highly regarded by employers and universities alike.



# MATHEMATICS

**EXAMINATION BOARD:** EDEXCEL

## **BRIEF DESCRIPTION OF COURSE**

This course aims to develop mathematical knowledge, oral, written and practical skills in a manner which encourages confidence. There is emphasis at all levels on the relationship of Mathematics to the real world.

## **METHODS OF ASSESSMENT**

Formal examination: 2 papers at the end of Year 11 (each paper equally weighted). A calculator is necessary for both papers. Each paper is 2 hours long and is worth 100 marks.

## **ENTRY INFORMATION**

Examination entry is based on two tiers, with candidates taking three written examinations. Students will be entered for the appropriate tier, based on their performance throughout the course. The table below indicates the tier level and matching examination grades:

Level	Examination Papers	Grades Possible
Foundation	1F 2F	1 - 5
Higher	1HR and 2HR	4 - 9

## **CAREERS**

Mathematics is an essential requirement for many occupations and Higher Education courses. It develops a wide range of useful skills for those who wish to pursue a career as an Accountant, Computer Programmer, Actuary, Engineer, Doctor, Psychologist, Radiographer, Teacher and in many other fields.

GCSE at Grade 4 or above is required for entry into many UK university courses.

# SCIENCE

**EXAMINATION BOARD:** PEARSON EDEXCEL

## **BRIEF DESCRIPTION OF COURSE**

It is compulsory for all students to take Science at the English College. At the end of their GCSEs they will gain the Combined Science award which is the equivalent of 2 GCSEs. This qualification covers all three Sciences, so students will study Chemistry, Physics and Biology. Science encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. They provide insight into, and experience of how Science works, stimulating students' curiosity and encouraging them to engage with Science in their everyday lives and to make informed choices about further study and career choices. This course is designed to follow on directly from the materials covered during KS3 and will allow access to post-16 Science programmes, provided a grade 8 or above is obtained, as well as a grade 7 in GCSE Mathematics and a grade 6 in GCSE English. At the end of the course the students will be awarded two GCSE grades. Some exceptional Scientists will choose to expand their knowledge even further.

Those students may opt to also take Triple Science as an option block subject. Please see the Triple Science subject page for more information.

## **METHODS OF ASSESSMENT**

The course is assessed with external examinations at the end of Year 11. Each paper will have a higher (levels 4-9) and foundation (levels 1-5) option, but all the papers must be written in the same tier. As such students will be unable to mix and match higher and foundation papers. Final grades will be an average of all 6 papers for GCSE Science. There is no longer a coursework component as part of the new 9-1 GCSE syllabus.

	SCIENCE
Number of Papers	6 papers
Mark Allocation	60 per paper
Time Allocation	70 min per paper
% Weighting	17% per paper

## **CAREERS**

A high grade in Science GCSEs allows access to careers such as medicine, dentistry, nursing, engineering, computer science, forensics, laboratory based work and research. We are finding that more and more universities now look at Science GCSE grades as well as A level grades when considering students for non-science courses. The problem solving and logical thinking skills that a science qualification develops are also highly valued in many fields of employment outside of the subject.



# ARABIC: A (Compulsory for Arab Passport holders)

**EXAMINATION BOARD:** THE MINISTRY OF EDUCATION

## BRIEF DESCRIPTION OF COURSE

The Dubai Ministry of Education syllabus covers the topics identified below and is intended for all Arabic native speakers to further their knowledge and understanding of the Arabic language. In Year 12, students will also have the opportunity to study further topics which are essential to pass the Ministry of Education examination. These topics will be presented to students entering Year 12 at The English College.

### Topics covered:

#### Year 10

Science in Islam (Qur'an)	Men in the Sun
Summer Trip	Earthquakes
Techniques in Our Life	Beauty in Nature
Body Defence	Prophet's Talk
Information Revolution	Old Literature
Scenes from Nature	Hunting Trip to the Empty Quarter
Poetry (Nazek Al Mla'ikah)	Dictionaries in Language

#### Year 11

Unit 1	Unit 2
Forgiveness and Justice	Traditions and Habits
Poem (Ali Khalifah)	Poetry (Qurait Bin Onaif)
Public Narratives (Al Daher Baibers)	Journeys Literature: - A Trip to Damascus (Bin Jubair) - Jokes and Rarity
Language Concepts: - Al Badal - Rhetoric	Grammar: Adverb of Place and Adverb of Time
Language Skills: - Writing Reports - Limit the Rhetorical Articles	Language Concepts: - Metaphor - Simple metre
	Language Skills: - Briefing a Text - Writing a Report

# ARABIC: A (Compulsory for Arab Passport holders)

## METHODS OF ASSESSMENT

Arabic is internally assessed in each of the Years 10, 11 and 12 with the final Ministry examination taking place at the end of Year 12. The internal assessment involves:

- Class work and assessment throughout the year 50%
- End of year examination 50%

The final examination in Year 12 will be attested by the Ministry of Education and this certification can then be used to verify that the student has followed the statutory course as required for employment and attendance at universities throughout the Middle East.

## ENTRY INFORMATION

The Ministry of Education requirement is that students who are native speakers of Arabic follow the Ministry syllabus until they sit a formal examination at the end of Year 12. This is essential for all native Arabic speakers who wish to work and attend university in the Middle East as they will be provided with an attestation that they have followed the course and achieved the appropriate standards.

*Please note that those students taking Arabic A have the option of completing the GCSE examination. Specific details and eligibility need to be discussed with the Head of Arabic.*





# ISLAMIC STUDIES (Compulsory for Muslim students)

**EXAMINATION BOARD:** THE MINISTRY OF EDUCATION

## BRIEF DESCRIPTION OF COURSE:

The Islamic curriculum at The English College, which follows the 12 years Ministry of Education Curriculum, has several objectives with the prevailing goals to be able to understand the language of the Qur'an and Islam as well as having a good understanding of Islamic history and what constitutes Islamic character. It is also important to note that Arab passport holders must study and sit examinations in Islamic Studies in Arabic.

## ENTRY INFORMATION

This course is compulsory for all Muslim students who are directed by the Ministry of Education to follow a course in Islamic Studies. The college will enter students through the Ministry of Education procedures which will be explained to students and parents prior to entry. The final examination will be set by the college but must be approved by the Ministry of Education.

## COURSE OUTLINE

The Islamic Studies course covers six areas of study:

1. 'Aqeedah (Islamic Doctrine): Students learn about the six articles of faith.
2. Al Qur'an wa Oloomih (The Noble Qur'an and its Sciences): Students learn to recite Qur'an along with the rules of Tajweed in depth as they move on to higher levels so that they could recite and understand Qur'an independently.
3. Fiqh-ul-Ibaadaat Wal-Muamalaat (Worship and Dealings Jurisprudence): Students learn about

the five pillars of Islam with some details and reflecting on their real life on one or two of its pillars each year.

4. Seerah Wa Taareekh (The Islamic History): Students learn stories of the prophets as well as some other stories mentioned in the Qur'an. Students study in detail the life of Prophet Mohammed (Peace Be Upon Him) as well as the thirty years that followed his death, known as the rightly guided Caliphate.

5. Akhlaaq (Manners and Morals): Students learn about the Islamic code of morals, manners and ethics. Students are also instructed on wrong actions to be avoided, for example, backbiting, boasting, jealousy and miserliness. Reading and studying stories are an important component of this part of Islamic studies. Duas (supplications) are also part of the curriculum: students memorize daily duas and recite them at the appropriate times.

6. Al-Hawya al-Wattanya wa Al-Qadaya al-Muaserah (National Identity and Contemporary Issues)

## METHODS OF ASSESSMENT

- Class work and assessment throughout the year - 60%
- The continuous examination - 40%

The final examination is in Year 12 and will be attested by the Ministry of Education; this certification can then be used to verify that the student has followed the statutory course as required for employment and attendance at universities throughout the Middle East.

# PHYSICAL EDUCATION (Recreational)

**EXAMINATION BOARD:** Not Assessed

## BRIEF DESCRIPTION OF COURSE

Physical Education (Recreational) will see students continue to develop a range of different skills in order to continue to lead a healthy active lifestyle. Through the teaching of a variety of different activities students will improve their ability to work as individuals and in teams. The subject develops concepts of fairness and of personal and social responsibility. Students are given opportunities to take on different roles including leadership, coaching and officiating. As well as developing their ability to be an effective competitor for those who chose it. We aim to instill that PE isn't just about being the best it's taking part and realising the benefits of exercise on the body and the mind.

## ENTRY INFORMATION

This is a compulsory subject for all students.

## CAREERS

Physical fitness and good teamwork which come from an interest in physical education and playing sports can be useful in many different careers including leisure, sport and tourism, construction, education and training, armed forces, security and uniformed services, management, as well as animals, agriculture, plants and land and nurturing the development of transferable skills such as collaboration and leadership.



# MORAL EDUCATION

**EXAMINATION BOARD:** MINISTRY OF EDUCATION

## BRIEF DESCRIPTION OF COURSE

The Level 2 Certificate for IT User Skills The Moral Education Program (MEP) covers four pillars of teaching and learning: character and morality; the individual and the community; civic studies; and cultural studies. The program blends academic content with an exploration of character and ethics. The ultimate outcome of Moral Education 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 and active 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

## METHODS OF ASSESSMENT

End of unit assessments comprise of short and long answer questions as well as creative and project based assessments. Testing students knowledge as well as skills of explanation, analysis and evaluation.

## ENTRY INFORMATION

This is a compulsory subject for all students.

## CAREERS

The transferable skills developed will help them with a variety of different occupations. The study of international organisations and awareness of world cultures can naturally lead students into professions linked to diplomacy, politics, public relations and non-government organisations to name a few.

# SOCIAL STUDIES

**EXAMINATION BOARD:** MINISTRY OF EDUCATION

## BRIEF DESCRIPTION OF COURSE

The subject is taught through 4 units; national education, history, geography and economics. The taught content aligns with UAE Ministry of Education National Social Studies Standards. The curriculum emphasizes links and relationships between groups of people through change, communications, diversity, science and society. The subject encourages students to be responsible citizens and residents of the UAE and the world.

## METHODS OF ASSESSMENT

End of unit assessments are and comprise of short and long answer questions. As well as practical assessments including group

work and presentations. Testing students' knowledge as well as skills of explanation, analysis and evaluation.

## ENTRY INFORMATION

This is a compulsory subject for all students.

## CAREERS

Employers value employees that are critical thinkers, able to articulate complex arguments and work effectively in a team. Therefore, Social Studies equips students with the soft skills required in all types of professions.





**EXAMINATION BOARD:** EDEXCEL

**BRIEF DESCRIPTION OF COURSE**

The Art and Design course will encourage students to explore different media and approaches to work in this area.

Drawing skills will be developed and will form a strong thread running through the two-year programme of study, thereby increasing the individual's confidence to externalise his/her ideas and feelings. Opportunities to work in painting, print-making, graphic design, textiles, ceramics and sculpture will arise and be developed depending on the individual student's interest and strengths. Students will be required to relate their own work to that of other artists, designers and cultures in both contemporary and historical contexts. Work outside of the classroom is of great importance and students extend their interest through a work journal, taking the initiative in its development.

**COURSEWORK**

Students are required to complete a portfolio of coursework. The portfolio will fully cover all assessment objectives. This will include a body of research, supporting searches and developmental work leading to one or more outcomes. Students must produce work from disciplines such as painting, sculpture, print-making or textiles. Both Unit 1 and Unit 2 should include a minimum of one work journal.

**METHODS OF ASSESSMENT**

The course will lead to a ten hour controlled test which will be assessed at the same time as the presentation of coursework.

Personal Portfolio	60%
Externally set assignment	40%

**ENTRY INFORMATION**

This is an open entry subject with no higher/lower tiers. All students will be required to take the controlled test with its 'open' style of questions and differentiation will be achieved by outcome.

**CAREERS**

This course would form an excellent foundation to further study at GNVQ, GCSE A level and beyond. It would be of benefit to students who may wish to pursue careers in areas such as Fashion, Set Production, Graphic Design, Photography, Video/Film Production, Architecture, Teaching and Design in all of its forms.

**EXAMINATION BOARD:** EDEXCEL

**BRIEF DESCRIPTION OF COURSE**

Students are encouraged to think and act as business men and women as they develop the ability to understand business activity and the environment in which they operate. The course introduces the concept of enterprise and the characteristics needed to run and grow a successful business. The curriculum covers starting up a business to expanding and running a successful international business, granting students valuable business knowledge and understanding. This involves finding out how to develop an idea, spot an opportunity and turn it into a profitable business. Managing each function of a business and understanding the economic influences are also key factors to be explored.

UNITS	METHOD OF ASSESSMENT
<p>Theme 1 – Investigating small businesses This unit concentrates on the key business concepts, issues and skills involved in starting and running a small business.</p> <p>Theme 2 – Building a business This unit examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on marketing, operations, finance and human resources. Students also consider the impact of the wider world on the decisions a business makes as it grows.</p>	<p>Both units are externally assessed by examination Theme 1 is worth 50% of overall grade. Theme 2 is worth 50% of overall grade. Both papers consist of calculations, multiple choice, short answer and extended writing questions. Questions in Sections B and C will be based on business contexts given.</p>

Areas of study include:

<ul style="list-style-type: none"> <li>• Enterprise and entrepreneurship</li> <li>• Spotting a business opportunity</li> <li>• Putting a business idea into practice</li> <li>• Making the business effective</li> <li>• Understanding external influences in business</li> </ul>	<ul style="list-style-type: none"> <li>• Growing the business</li> <li>• Making marketing decisions</li> <li>• Making operational decisions</li> <li>• Making financial decisions</li> <li>• Making human resource decisions</li> </ul>
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# BUSINESS

## ENTRY INFORMATION

This is an open entry subject with no higher/lower tiers. All students are welcome to apply, especially those who feel they are interested in the business world, have a passion for enterprise and/or are seeking a career in business. The content of the course includes a basic level of maths which includes simple addition, subtraction, multiplication and division. Students are able to use a calculator within the exam.

## CAREERS

Business helps students to develop an understanding of the world of work and, as such, is of value in any career choice. Some of the more obvious careers benefiting from Business include: Marketing, Hotel Management, Catering, Retail Management, Personnel Management as well as Banking and Finance.

FAQ: "What is the difference between Economics and Business"

These subjects are from the same academic arena and are, therefore, complementary subjects. However, the key difference is the focus; Business focuses on the business, i.e. how to run a business, whereas Economics focuses on a wider perspective i.e. how to run a country. Students typically choose which subject they feel they would be more interested in. However, the content of Economics tends to be more complex.



# COMPUTER SCIENCE

**EXAMINATION BOARD:** EDEXCEL

## BRIEF DESCRIPTION OF COURSE

Computing is of enormous importance to the economy. With an ever increasing number of jobs being automated the understanding of Computer science is already, and more increasingly so, becoming a skill that will enable students to succeed in a number of different professions. This GCSE specification encourages candidates to explore how computers work and communicate in a variety of contexts. There is ample opportunity for students to apply and consolidate their knowledge of computer programming by carrying out practical tasks that will develop their capacity for imaginative, innovative thinking, creativity and independence. They will develop the skills of design and evaluation, and they will test and problem-solve.

## OVERVIEW OF CONTENT

Learn how to use Computers to

- Communicate
- Solve problems
- Design and imagine
- Share, store, retrieve or manipulate information

## METHODS OF ASSESSMENT

Unit	Method	Duration	Weighting	Assessment
Unit 1: Principles of Computer Science	Written Examination	1h: 40min	50% of the marks	A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.
Application of Computational Thinking	Written Examination	2h	50% of the marks	A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.
Unit 3: Non - Examination Assessment	Controlled Assessment	20h	The coursework is mandatory to ensure students can demonstrate a suitable level of application in programming. However this will not impact on final grade.	The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem.

# COMPUTER SCIENCE

## ENTRY INFORMATION

Computer Science is one of the four science subjects which contribute towards the EBacc qualification. It is suitable for students who have followed the KS3 Computing programme of study.

## CAREERS

Computer Science opens the doors to many subjects such as: Health, Fashion, forensics, Computing, Engineering, Science, Digital Media, Design Technology, Medicine, Law, Psychology, Sociology, Arts and Music. Computing jobs are flexible because they let you work in any industry in any part of the country. Women in computing occupations are on an average more satisfied with their jobs than women in other occupations, job openings are plentiful and salaries are high.

Often Computing related jobs offer some of the best working environments as a result of the huge demand of men and women with skills in computer science.



# DRAMA

## EXAMINATION BOARD: EDEXCEL

## BRIEF DESCRIPTION OF COURSE

GCSE Drama students follow a practical and theoretical programme that will introduce them to the working practices of the 21st century theatre. The course gives students the opportunity to create their own original piece of theatre through research, collaboration and performance. Year 10 students are equipped with a 'toolkit' of new and traditional storytelling devices. By gaining a thorough knowledge of historical and current methodologies such as Commedia dell'Arte and Frantic Assembly our young people take authorship of original work. Year 11 will work as performers, designers and directors to realise a set text for a live audience. Our candidates consistently achieve outstanding grades as well as cultivate social, political and historical understanding and use the power of the theatre to change the world.

**Component 1** – Devising 40% (Practical and Written): Students are responsible for the realisation and performance of an original piece of theatre. Working as an ensemble group, they will devise drama, consider design elements and perform in front of a live audience. They also produce a portfolio of evidence that analyses and evaluates the process and final performance.

**Component 2** – Performance from Text 20% (Practical): The students perform two extracts from a published performance text to a live audience and a visiting examiner from the UK.

**Component 3** – Theatre Makers in Practice 40% (Written exam)  
Section A Bringing Texts to Life - A written directorial showing an awareness of

performance and design elements and an understanding of Arthur Miller's *The Crucible* and his intentions for the play  
Section B Live Theatre Evaluation - A deconstruction of theatrical elements and mediums based on a play seen by the students. This includes visiting a working professional theatre at least once during the course.

## ENTRY INFORMATION

This is an open entry subject with no higher or lower tiers. Students should enjoy acting and performing and be willing to work collaboratively with other students.

## CAREERS

Transferable skills such as creativity, passion, independence, resilience, risk taking and leadership qualities as well as technical acting and world theatre knowledge are gained over the two-year course. The subject is well received by top universities and we are proud of our 100% pass rate for 7-9 students last academic year. Studying drama goes beyond preparing students for the stage, careers pathways include; film and television production, television floor manager, theatre manager, stage director, arts consultant, set design, script writing, arts therapy. Alumni include law and business students, teachers, journalists as well as art, drama and creative media professionals.

## PUPIL VOICE

*"Drama has really helped me come out of my shell and get better at working with others, public speaking as well as my confidence. GCSE Drama is a unique and creative experience; from the Devised piece to the set study of *The Crucible* I would definitely recommend it"* **CHRISTIANE MARRIOTT**



# ECONOMICS

**EXAMINATION BOARD:** AQA

**BRIEF DESCRIPTION OF COURSE**

Economics is a social science that studies how individuals, governments, firms and nations make choices on allocating scarce resources to satisfy their unlimited wants. The course focuses on the individual (microeconomics) and the whole country (macroeconomics). The rigour of this course is more academically challenging than Business. Through studying Economics, students gain a greater understanding of the wider working world, the decisions that each individual makes and the effect these have on the wider economy. Students also learn about what makes an economy/country successful and how to try and manage a country to improve the standard of living for the population. The course consists of two units:

**Paper 1:** How markets work

Students will look at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. Students will also look at how resources are allocated using a market mechanism.

**METHODS OF ASSESSMENT**

Written paper 1: How markets work	50% of marks (1 hour 45 mins)
Written paper 2: How the economy works	50% of marks (1 hour 45 mins)

**ENTRY INFORMATION**

There are no entry requirements for this course, however the content of Economic tends to be more complex than Business. We we anticipate our students have a passion and interest in the world around us, international current affairs and reads/watches the news on a regular basis.

Topics covered:

- Investigation of how prices are determined, introducing concepts of supply and demand, intermarket relationships and price elasticity
- Consideration of the significance of costs, revenue and profit for producers, leading to an understanding of the concepts of production, productivity and economies of scale
- Exploration of the moral, ethical and sustainability issues that underpin economic decision making and economic activity

**Paper 2:** How the economy works

- Students are introduced to the wider economy from the perspective of the main economic groups: consumers, producers and government. Students explore the significance of interest rates including their impact on saving, borrowing and spending.
- Topics covered:
- Government objectives and their role in managing the economy
  - Why countries trade and the significance of a global economy, including free trade agreements
  - Role of money and significance of the financial markets in modern economies

**CAREERS**

Economics is a traditional and well received subject which is used as either a qualification and/or in preparation for careers in a wide variety of fields due to its application to the world that we live in. Examples of careers are: Management, Business, Politics, Insurance, Retailing and Investment and International Finance.

# FRENCH

**EXAMINATION BOARD:** AQA

**BRIEF DESCRIPTION OF COURSE**

This course focuses on developing practical and useful skills which enable the student to communicate in French across a range of topic areas. This course enables the student to build on their KS3 study and helps prepare students for the wider world. The topic areas include interesting and relevant issues that affect young people in the world today such as leisure, education and lifestyle. The course also encourages students to be able to understand and express opinions and ideas.

The AQA Examination Board has designed the course to encourage students to:

- Develop an understanding of French in a variety of contexts
- Develop a knowledge of French and language learning skills
- Develop the ability to communicate effectively in French
- Develop awareness and understanding of countries and communities where French is spoken

**METHODS OF ASSESSMENT**

This qualification is linear. Linear means that students will sit all their exams at the end of the course. Students will complete four papers in Listening, Reading, Speaking and Writing. GCSE French has a Foundation Tier

(grades 1–5) and a Higher Tier (grades 4–9). Students must take all four papers at the same tier and each paper equates to 25% of the overall grade. All question papers must be taken in the same series.

**CORE CONTENT**

Students study all of the following themes on which the assessments are based.  
 Theme 1: Identity and culture  
 Theme 2: Local, national, international and global areas of interest  
 Theme 3: Current and future study and employment

**CAREERS**

Having a GCSE in French means that you are a rare gem. You instantly stand out from others as you have taken the time and put in the effort to learn someone else's language. You may continue on to study A-Level French. Language graduates can follow careers including interpreting, translating, international relations, humanitarianism, education, foreign language intelligence. The transferable skills developed in languages such as; effective oral and written communication, presentation skills, critical thinking, confidence in analysing and assessing information as well as an appreciation of culture and diversity are desirable to many employers.



# GEOGRAPHY

**EXAMINATION BOARD:** AQA

## **BRIEF DESCRIPTION OF COURSE**

Geography literally means to study the earth, and it attempts to explain how natural processes and the impact of people have shaped the world around us. In GCSE Geography, students will study a broad range of topics allowing them to understand more about the world, the challenges it faces and their place within it. Students will investigate issues at a range of levels, from those challenges facing our planet regarding sustainable development to local environmental issues explored through their geographical investigation. By using a variety of teaching techniques and resources, students will develop key transferable skills which will be invaluable in their further education. Throughout the course students will learn to use, interpret and construct a variety of graphs, charts and maps as well as develop their ability to recognise and describe distributions and patterns. As a subject, Geography sees the bigger picture and is unique in bridging the social and natural sciences.

## **METHODS OF ASSESSMENT**

**Paper 1: Living with the physical environment.** How it's assessed; Written exam: 1 hour 30 minutes, Total: 88 marks (including 3 SPaG) 35% of GCSE

**Paper 2: Challenges in the human environment.** How it's assessed; Written exam: 1 hour 30 minutes, Total: 88 marks (including 3 SPaG) 35% of GCSE

**Paper 3: Geographical applications.** Section A – Issue evaluation (34 marks) Section B – Fieldwork (36 marks) where questions based on unfamiliar resources, questions based on students' fieldwork How it's assessed; Written exam: 1 hour Total: 76 marks (including 6 SpaG) 30% of GCSE

## **HOW THE COURSE IS TAUGHT**

A heavy emphasis is placed on student participation, presentation, research and independent learning. Group work, decision making, mysteries, mind mapping, video making, quizzes, presentations and cake eating are all part of the package! The Geography department is well-resourced and encourages you to work independently to gain the skills necessary to further your knowledge and understanding. The School Library contains a range of resources and the department also have the use of tablets.

## **FURTHER STUDY AND CAREERS**

This qualification leads on to AS/A2 level as well as IB level Geography and contains all the knowledge, skills and understanding necessary for further study. Geography has one of the highest rates of graduate employability and a GCSE in Geography is a stepping stone to a whole range of future opportunities. The knowledge gained from studying the subject will allow students to enter a career directly related to its content such as that found in tourism, development or environmental consultancy. Alternatively, like many Geography graduates, it will be possible to transfer into a career which uses a geographers' wide range of transferable skills, for example, Finance, Marketing, Research and Industry.

# HISTORY

**EXAMINATION BOARD:** EDEXCEL

## **BRIEF DESCRIPTION OF COURSE:**

Historians are trained to look for bias and prejudice in all the evidence they study. They know that human beings often have strong views on many subjects, which may affect the statements they make. There is no other subject that deals so well with sorting out what is useful and reliable evidence and what must be sifted out than history. Imagine believing everything you read in the papers, or believing every statement that politicians make. History helps you to make decisions about other people and to decide if you trust what they say.

## **COURSE OUTLINE**

### **Paper 1: Thematic Study and Historical Environment**

Topic: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.  
Method of Assessment: Written examination 1 hour 15 minutes (30%)

### **Paper 2: Period Study and British Depth Study**

Topics: Henry VIII and his ministers, 1509–40  
Superpower relations and the Cold War, 1941–91  
Method of Assessment: Written examination 1 hour 45 minutes (40%)

### **Paper 3: Modern Depth Study**

Topic: Weimar and Nazi Germany, 1918–39  
Method of Assessment: Written examination 1 hour 20 minutes (30%)

## **ENTRY INFORMATION**

This is an open entry subject with no higher or lower tiers. However, due to the nature of the subject and the literacy skills required for the examination, it is not recommended that students studying English Language only choose this course.

## **FURTHER STUDY AND CAREERS**

History is a very academic and well respected discipline. Important abilities and qualities of mind are acquired through the study of History. The skills acquired are readily transferable to many occupations and careers.

## **STUDENT VOICE**

*"History is a great subject to take. The course is interesting, fun and challenging but in a way that helps you learn better. We study a wide range of subjects, all of which are easy to learn and fascinating. The lessons are equally creative and fun. You learn a lot about the many significant events of the past. But the best is when you learn of how they are all linked. Take history! GCSE History gives you an insight of what people of the past were like, and how things have changed since then."* Year 11 student 2019

# MATHEMATICS: FURTHER

**EXAMINATION BOARD:** AQA Level 2 (equivalent of a GCSE)

## BRIEF DESCRIPTION OF COURSE

Further Maths is a course designed to stretch and challenge high achieving mathematicians. It is equivalent to a full GCSE course, but it doesn't cover the full KS4 programme of study, which still must be covered by taking the Maths GCSE. It complements GCSE Maths by encouraging students' higher Mathematical skills, particularly algebraic reasoning. The course sees students develop higher order technical skills, problem solving skills and rigorous argument. Students are introduced to calculus and matrices, and develop further their skills in Trigonometry, graphs and functions. This is a widely recognised course and provides an excellent advantage for those wishing to pursue A level Mathematics.

## METHODS OF ASSESSMENT

The examination paper consists of two written

papers.

1. Written paper (Non-calculator), 50%, 1 hour 45 mins – 80 marks
2. Written paper (Calculator), 50%, 1 hour 45 mins – 80 marks

## ENTRY INFORMATION

Students in the top Mathematics sets will be identified by the department as a candidate for Further Mathematics.

## CAREERS

The Study of Further Mathematics gives students more thorough Mathematical skills and although it is rarely required to study Maths at degree level it does show a students advanced ability in Mathematics. Just like Mathematics it develops a wide range of useful skills for those who wish to pursue a career as an Accountant, Computer Programmer, Actuary, Engineer, Doctor, Psychologist, Radiographer, Teacher and in many other fields.

# MEDIA STUDIES

**EXAMINATION BOARD:** AQA

## BRIEF DESCRIPTION OF COURSE

In GCSE Media Studies you will investigate the fast-changing world of modern media. The course will equip you with the knowledge and skills needed to help you understand how you interact with the contemporary media as well as develop your skills to create your own media.

The topics for study include:

- Moving Image
- Advertising and Marketing
- Print/Web-based Media
- Promotion of Music
- Gaming

## METHODS OF ASSESSMENT

Assessment is through External Examination (70%) and Non-exam Assessment (30%)

### Paper 1 Written exam: 1 hour 30 minutes

- 84 marks
- 35% of GCSE Questions
- Multiple choice questions assessing breadth of knowledge.
- Short answer questions assessing in-depth knowledge.
- An extended response question assessing in-depth knowledge.

### Paper 2 Written exam: 1 hour 30 minutes

- 84 marks
- 35% of GCSE
- Multiple choice questions assessing breadth of knowledge of language
- Short answer questions assessing in-depth knowledge of language
- Stepped response questions assessing breadth of knowledge of language

- Extended response questions assessing in-depth knowledge of all elements of the media studies course

## Non-exam assessment: creating a media product

- 72 marks
- 30% of GCSE
- Assessed by teachers
- Moderated by AQA.

## ENTRY INFORMATION

This is an open entry subject with no higher/lower tiers. All students will attempt common examination papers, which will contain questions of graded difficulty requiring answers of varying length. Candidates for the course should be interested in developing an appreciation and critical understanding of the media and its role in their daily lives. Practical production skills for both audio-visual work such as music videos and film trailers, print work such as magazines and newspaper articles as well as web based work such as designing a web page.

## CAREERS

This course would form an excellent foundation to undertake further study BTEC Level 3 Diploma in Creative Media Production or A Level Media. It would be of great benefit to students who may wish to pursue careers in the creative industries e.g. Film, Television, Radio, Newspapers, Gaming and Web-Design.

# MUSIC

EXAMINATION BOARD: EDEXCEL

## BRIEF DESCRIPTION OF COURSE

The new GCSE music qualification will inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Component	Overview	Assessment
Comp 1 - Performing 30% NEA	Two Performances : - Solo - Ensemble	60 Marks total
Comp 2 - Composing 30% NEA	Two Compositions: - One set to a brief - One free composition	60 Marks total
Comp 3 - Appraising 40% Exam	Four areas of study with two set works: - Instrumental Music 1700-1820 - Vocal Music - Music for stage and screen - Fusions	Exam 1:45mins 80 Marks total

## ENTRY INFORMATION

The course is for students who have enjoyed and been successful in music lessons throughout KS3. Students who receive private vocal or instrumental lessons will naturally do well, but the course does require students to read musical notation at least to a basic standard and be confident performers. The music department will host GCSE music recital evenings and all students are expected to perform. GCSE music students should also play an active part in the music department of the school and be involved in an extra-curricular music club if one is suitable.

## CAREERS

Studying music can be for anyone, even if they have no plans for a career in music. It can give you a great mix of artistic, social, technical and business skills, which can all help in acquiring traits that define employability: Teacher, Musician, Entertainer, Soloist, Composer, Arranger, Sound Engineer, Producer, Agent, Music Therapist, Broadcasting, Arts Administrator, Event Organiser, Music Retailer, Instrument Design and Manufacture, Armed Forces Musician, Music Journalist, Critic and more.

# PHYSICAL EDUCATION (Academic)

EXAMINATION BOARD: EDEXCEL

## BRIEF DESCRIPTION OF COURSE

**Component 1-** Applied anatomy and physiology (structure and function of the muscular, skeletal, cardiovascular and respiratory system, aerobic and anaerobic exercise, the short and long term effects of exercise), movement analysis (lever systems, planes and axis of movement), and physical training (relationships between health and fitness, components of fitness, principles of training, how to prevent injuries and effective use of warm up and cool downs).

**Component 2-** Health, fitness and wellbeing (physical, social and emotional health, sedentary lifestyle consequences, diet, nutrition and hydration) sport psychology (classification of skills, SMART targets, feedback on performance and mental preparation) and sociocultural influences (commercialisation of sport, ethical issues within in sport).

**Component 3-** Practical Performance- Skills during individual activities, skills during team activities.

**Component 4-** Evaluating and analysing of personal exercise plans, preparing and completing a personal exercise plan.

## HOW THE COURSE WILL BE TAUGHT

The course is taught over two years and split between theory and practical lessons accordingly.

## METHODS OF ASSESSMENT

**Component 1-** 36% of the qualification. A 90-mark exam paper lasting 1 hour and 45 minutes, six multiple choice exam questions, short mark answers and 2, 9 mark extended writing answers.

**Component 2-** 24% of the qualification. A 70-mark exam paper lasting 1 hour and 15 minutes, six multiple choice exam questions, short mark answers and two 9 mark extended writing answers. Components 1 & 2 are assessed May/June of 2021.

**Component 3-** 30 % of the qualification. Your child will choose three sports from a set list, one must be a team activity, one must be an individual activity and the final can be of choice. Pupils can be given a mark for each practical activity at any point in the two-year course, however they will be moderated by an external moderator in March/April 2021. Students will be required to demonstrate skills in an isolated/unopposed situation and demonstrate their skills in competitive situations while under pressure. All students will be required to submit video evidence of themselves performing in their three chosen activities. It is expected that each student who studies GCSE PE will represent the college **and** an external club in at least one of their chosen sports to support their practical grades.

**Component 4-** 10% of the qualification. The assessment consists of students producing a Personal Exercise Plan and analysing and evaluating their performance. The PEP is submitted in written format being, 1,500 words.



# SOCIOLOGY

**EXAMINATION BOARD:** AQA GCSE

## BRIEF DESCRIPTION OF COURSE

Sociology is the critical study of society and the exploration and understanding of the groups and social structures that make it up. Students will study a broad range of topics allowing them to understand more about different social groups, the societies in which they live and the challenges they face. We will cover contemporary issues such as crime and deviance, social inequality and the role of the mass media. We will explore notions of gender, ethnicity and social class and the impact that these factors and many more may have on life chances.

## METHODS OF ASSESSMENT

This is a linear course. The GCSE examination consists of two 1 hour 45 minute papers worth 100 marks each and weighted equally. Students will sit these at the end of year 11. This subject is 100% examination based and students will be assessed through a

combination of extended essays, multiple choice and knowledge of application questions. There is no coursework in this subject.

## ENTRY INFORMATION

This is an open entry subject with no higher/lower tiers. All students are welcome to apply, especially those who feel they are interested in the social world, have a passion for understanding society and people. The content of the course includes an ability to write extended answers as students will be required to write essays for the exam.

## FURTHER STUDY AND CAREERS

Students of Sociology go on to study a hugely diverse range of higher education courses such as degrees in Sociology and other Social Sciences. Students go on to work in areas such as criminal justice, Journalism, Business, Advertising, Law, Philosophy, teaching qualifications and Social work.



# SPANISH

**EXAMINATION BOARD:** AQA

## BRIEF DESCRIPTION OF COURSE

This course focuses on developing practical and useful skills which enable the student to communicate in Spanish across a range of topic areas. This course enables the student to build on their KS3 study and helps prepare students for the wider world.

The topic areas include interesting and relevant issues that affect young people in the world today such as leisure, education and lifestyle. The course also encourages students to be able to understand and express opinions and ideas. The AQA Examination Board has designed the course to encourage students to:

- Develop an understanding of Spanish in a variety of contexts
- Develop a knowledge of Spanish and language learning skills
- Develop the ability to communicate effectively in Spanish
- Develop awareness and understanding of countries and communities where Spanish is spoken

## METHODS OF ASSESSMENT

This qualification is linear. Linear means that students will sit all their exams at the end of the course. GCSE Spanish has a Foundation

Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier and each paper equates to 25% of the overall grade. All question papers must be taken in the same series.

## CORE CONTENT

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

## FURTHER STUDY AND CAREERS

Having a GCSE in Spanish means that you are a rare gem. You instantly stand out from others as you have taken the time and put in the effort to learn someone else's language. You may continue on to study A-Level Spanish. Language graduates can follow careers in interpreting, translating, international relations, humanitarianism, education, foreign language intelligence etc. Language study provides you with a wide range of transferable skills that will be a benefit to any employer.

**EXAMINATION BOARD:** Pearson Edexcel

## BRIEF DESCRIPTION OF COURSE

This course, which includes and extends upon the content from Combined Science, results in three GCSE grades, each linked to a specific Science. This workload makes the course very intense, but nevertheless rewarding. Students who study this course need to have the academic ability and resilience to deal with the rigours of this, and it is not suited to all students. Students who are invited to take this course should be intending to undertake post-16 study in one or more Sciences, with the intention of continuing this study at university level.

## METHODS OF ASSESSMENT

Number of Papers	6 papers
Mark Allocation	100 per paper
Time Allocation	105 min per paper
% Weighting	50% per paper / science

The mathematical component, at a Level 1(Higher) standard, of each Science will vary in the examinations with the following percentage of questions being expected:

Biology 10%, Chemistry 20% and Physics 30%. As such students invited to study Triple Science must have very solid mathematical skills.

## ENTRY REQUIREMENTS

Due to the intensity of the course it will only be offered to those students who meet the entry requirements set by the Science Faculty. Acceptance onto the course requires a grade 5+ or 6- in Science as well as a grade 4 to 6- in English at the end of Year 9. If you are not invited to take Triple Science this will not prevent you from opting for A Level Sciences in sixth form, as long as you meet the entry requirements of a grade 8 in GCSE Combined Science, a grade 7 in GCSE Mathematics and a grade 6 in GCSE English. Due to the extra workload students will be asked to assign one of their option choices to Triple Science

## FURTHER STUDY AND CAREERS

A high grade in Science GCSEs allows access to careers such as medicine, dentistry, nursing, engineering, computer science, forensics, laboratory based work and research. We are finding that more and more universities now look at Science GCSE grades as well as A level grades when considering students for non-science courses. The problem solving and logical thinking skills that a science qualification develops are also highly valued in many fields of employment outside of the subject.



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