



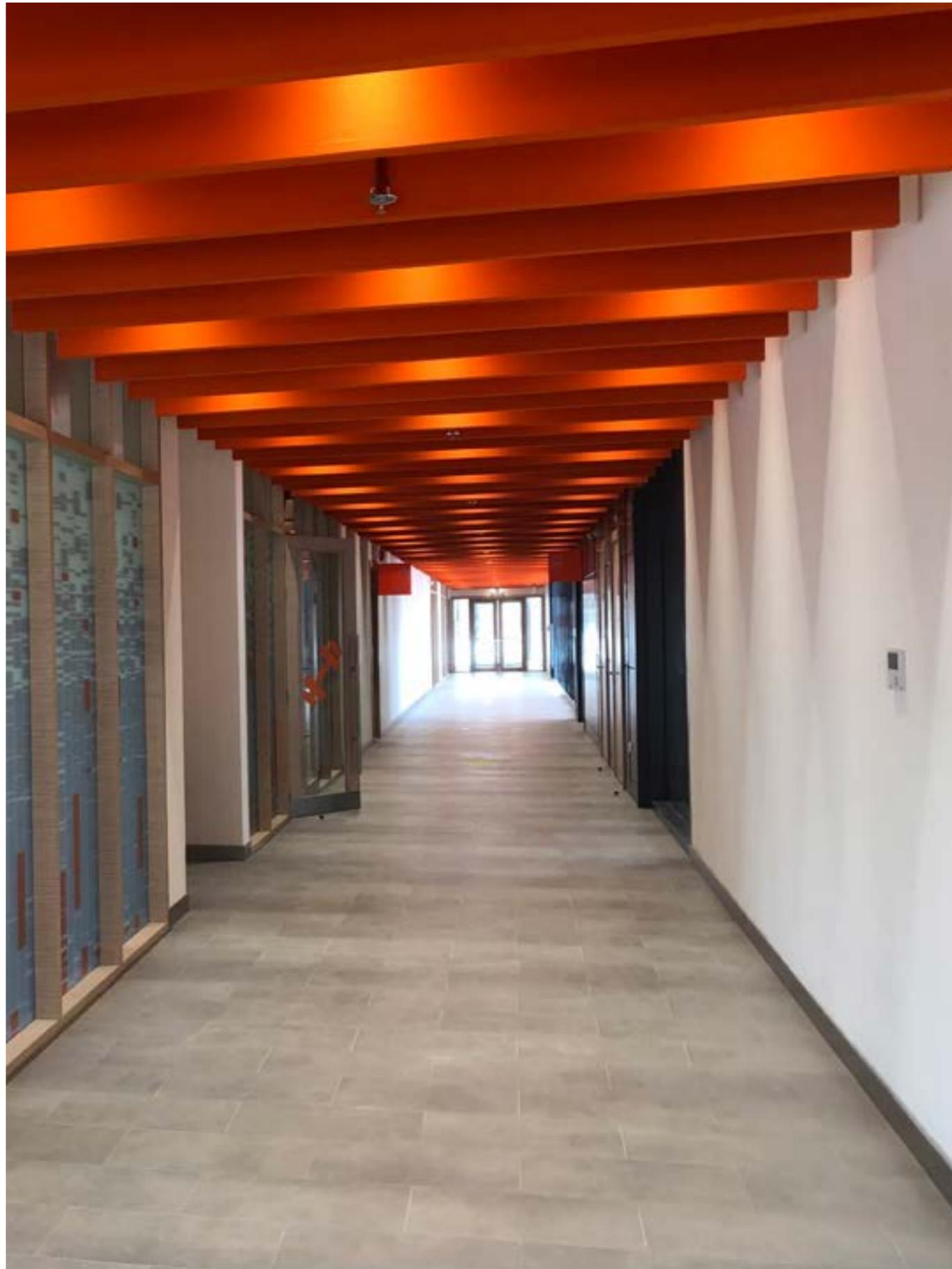
**THE ENGLISH COLLEGE**  
**D U B A I**



# GCSE Options

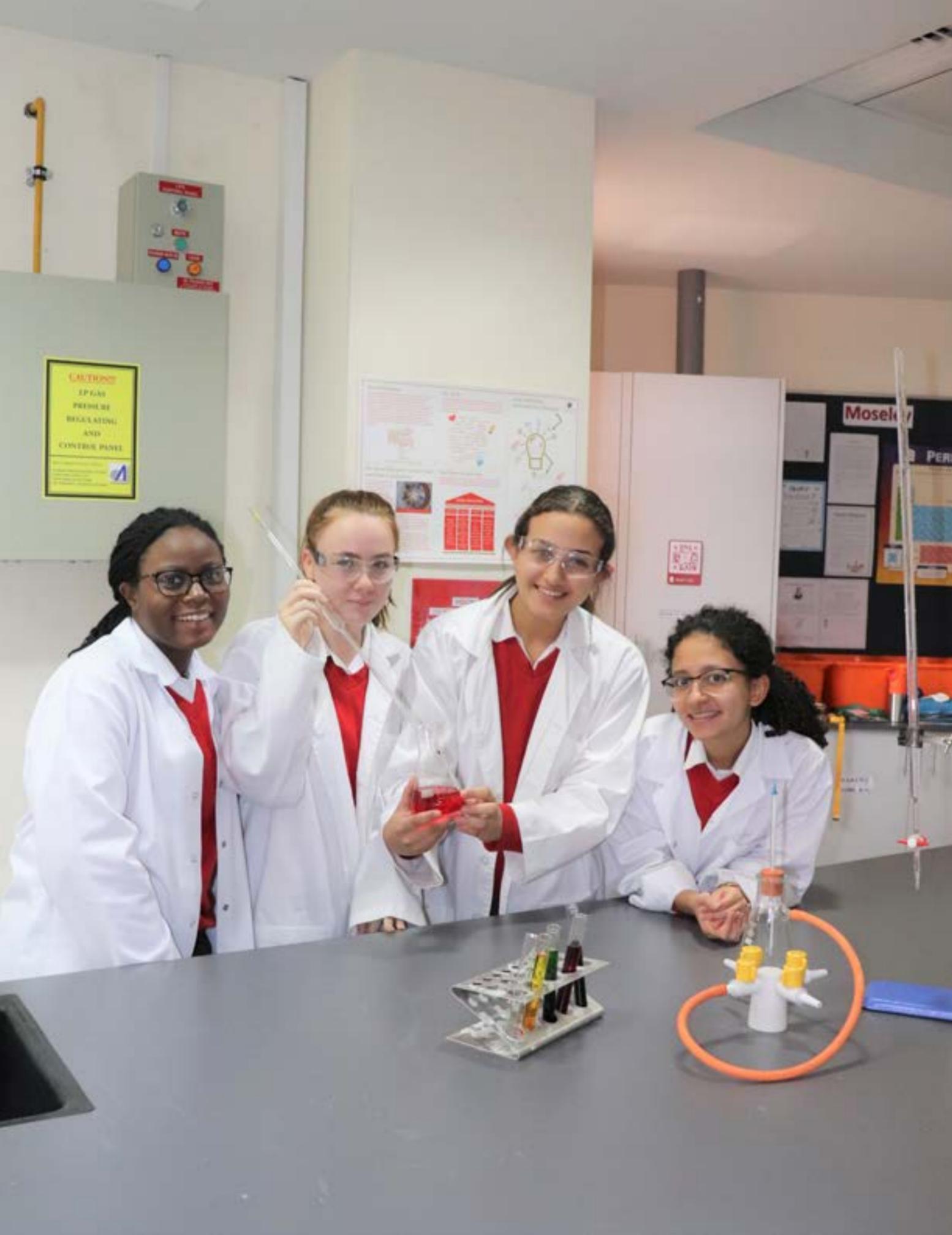
---

2021/22



# TABLE OF CONTENTS

Information	
1. Making Choices for the Future	3
2. How do I choose the right GCSE option?	3
3. Guidance on GCSEs	4
3.1 What are GCSE and how are they assessed?	4
3.2 How is the curriculum structured?	5
3.3 Overview of the curriculum	5
4. Provisional Option Blocks	6
5. The process	6
6. Care, guidance and support	7
7. Information about the subjects	8
7.1 Head of Department contact details	8
<b>7.2 Compulsory subjects</b>	
English Language	9
English Literature	10
Mathematics	11
Science	12
Arabic	14-15
Islamic Studies (compulsory for Muslim students)	16
Physical Education (Recreational)	17
Moral Education	18
Social Studies	19
<b>7.3 Optional subjects</b>	
Art and Design	20
Business	21-22
Computer Science	23-24
Drama	25
Economics	26
French	27
Geography	28
History	29
Media Studies	30
Music	31
Physical Education (Academic)	32-33
Sociology	34
Spanish	35



# MAKING CHOICES FOR THE FUTURE

## 1. 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.

Our options choice process aims to equip both students and parents with the knowledge they need to make informed decisions. Planning for the future is a key component of our PSHCE programme and this feeds into the options process which includes; assemblies, GCSE taster sessions, a parent information evening and one-to-one guidance meetings with our staff. Our curriculum is designed to allow students the freedom to engage in a broad range of disciplines across the sciences, arts, humanities, social sciences and technologies or, if they so choose, pursue a focused pathway. This flexibility allows our students to create their own tailored curriculum meeting their passions, needs and aspirations.

## 2. How do I choose the correct "option" subject GCSEs?

Students need to choose subjects that they enjoy and so are more likely to be successful in. 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 A level will look at GCSE 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. \*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. \*\*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. \*\*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.

# GUIDANCE ON GCSEs

## 3. Guidance on GCSEs

### 3.1 What are GCSEs and how are they assessed?

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. 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 which awards grades 1-5 and higher tier which awards grades 4-9), the entrance to a specific tier will be decided by subject departments in collaboration with parents and students. Full details are included in this booklet. The IGCSE or International GCSE is a qualification equivalent to the GCSE. We currently offer the IGCSE in Mathematics where students will be awarded grades 9-1.



# CURRICULUM OVERVIEW

## 3.2 How is our curriculum structured?

Within the GCSE curriculum at The English College, some subjects are compulsory and all students are required to study these subjects. A list of compulsory subjects can be found below where we provide an Overview of the curriculum. Our curriculum also gives the students an opportunity to pick subjects of their own choice. All students have 4 option subject slots on their timetable. For native Arabic speakers (Arab passport holders) Arabic must be one of their choices, therefore these students study Arabic and 3 further option subjects. For non-native Arabic speakers (non-Arab passport holders) they are able to study 4 option subjects. The provisional Option Blocks for 2021/22 can be found on 6.

## 3.3 Overview of the curriculum

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.

CORE / COMPULSORY SUBJECTS	
<ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Mathematics</li> <li>• Science</li> <li>• Arabic Ministry of Education Programme                             <ul style="list-style-type: none"> <li>- for Arabic as a first language (Arabic A, for students with an Arab passport) studied in Y10 and Y11</li> <li>- for Arabic as a second language (Arabic B) studied in Year 10 only.</li> </ul> </li> <li>• Islamic Studies Ministry of Education Programme (compulsory for Muslim students)</li> <li>• Physical Education (Recreational)</li> <li>• Moral Education</li> <li>• Social Studies</li> </ul>	
GCSE OPTION SUBJECTS	
<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Business</li> <li>• Computer Science</li> <li>• Drama</li> <li>• Economics</li> <li>• French</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• History</li> <li>• Media Studies</li> <li>• Music</li> <li>• Physical Education (Academic)</li> <li>• Sociology</li> <li>• Spanish</li> </ul>

# OPTION BLOCKS 2021/22

**Provisional Option Blocks 2021/22:** Please note that these blocks are only indicative and may be subject to change.

Block A	Block B	Block C	Block D
Art and Design Business Economics Geography Media Sociology	Arabic A ( <i>native speakers</i> ) Business Computing French Sociology Spanish	Art and Design Business Computing History Music Physical Education ( <i>Academic</i> )	Drama Economics Geography History Media Sociology

## GCSE Options Process

To assist students with their choices we have created a GCSE options process for our internal students:

- Options launch assembly to students.
- Subject taster sessions where students get to try their preferred GCSE option subjects.
- Options Evening with parents - Wednesday 6th January 2021.
- Final Options Submission. Students will be asked to electronically pick their final GCSE subjects - Deadline Thursday 14th January 2021.

## External Applicants:

- Must first submit an application to the admissions team.
- Complete an entrance assessment.
- Options Evening with parents - Wednesday 6th January 2021.
- If an application is submitted post the Options Evening then students and parents are asked to review the Options Booklet and liaise with the admissions team.*
- Final Options Submission. Students will be asked to pick their final GCSE subjects and submit a completed GCSE Options form to the Registrar.
- 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 modest CAT mean score of 85 they are identified as a student who may benefit from additional monitoring, support and intervention. This starts the process of pupils being monitored and tracked by the Special Educational 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 and to develop their resilience. 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 ensure teaching methods to meet individual needs. The SENDCO would record pupils progress and analyse data at each check-point with regular dialogue between the Head and Deputy Head of the school.

In the rare instance that students require further support and intervention the SENDCO and Learning Support Department may offer 1:1 intense interventions by withdrawing pupils from class. 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.

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. With regards to 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 the CAT 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. The Head of School would make the final decision about whether we can responsibly meet the needs of a student.

## 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 the 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:  
Mrs Rabia Ahmed, E: rahmed@englishcollege.ac.ae T: +971 (0)4 394 3465 ext: 635

# INFORMATION ABOUT THE SUBJECT

## SUBJECT LEADS CONTACT DETAILS

SUBJECT	SUBJECT LEAD	EMAIL
English	Doug Kane	mkane@englishcollege.ac.ae
Mathematics	Fiona Davidson	fdavidson@englishcollege.ac.ae
Science	Peter Haagenzen	phaagenzen@englishcollege.ac.ae
Economics	Jill Duncan	jduncan@englishcollege.ac.ae
Business	Jill Duncan	jduncan@englishcollege.ac.ae
Media	Daniel Harrison	dharrison@englishcollege.ac.ae
Geography	James Blocksidge	jblocksidge@englishcollege.ac.ae
Art	Adrienne Beacon	abeacon@englishcollege.ac.ae
Psychology	Hodan Mohamed	hmohamed@englishcollege.ac.ae
Computer Science	Anthony Moran	amoran@englishcollege.ac.ae
Physical Education	Ryan Beasant	rbeasant@englishcollege.ac.ae
Music	Mary Garvey	mgarvey@englishcollege.ac.ae
Drama	Samantha Green	sgreen@englishcollege.ac.ae
Arabic	Laith Al Mualla	almualla@englishcollege.ac.ae
History	Kirsty Roberts	kroberts@englishcollege.ac.ae
Spanish	Lisa Volcere	lvolcere@englishcollege.ac.ae
French	Lisa Volcere	lvolcere@englishcollege.ac.ae
Islamic Studies	Douaa Nejmah	dnejmah@englishcollege.ac.ae
Moral Education	Glenda Clark	gclark@englishcollege.ac.ae
Social Studies	Farah Khan	fkhan@englishcollege.ac.ae
Sociology	Hodan Mohamed	hmohamed@englishcollege.ac.ae

# 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.

From September 2019, there will no longer be any graded internal assessments associated with this course.

### METHODS OF ASSESSMENT

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

### FURTHER STUDY AND CAREERS

A sound knowledge of English is essential for virtually all career choices. *A certificate in English Language GCSE at Grade 4 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.

## **METHODS OF ASSESSMENT**

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%)

From September 2019, this examination will be closed book.

From September 2019, there will no longer be any internal assessments associated with this course.

## **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 Faculty and if appropriate a member of the Senior School team, taking into consideration a culmination of evidence such as class work, home work, assessments as well as the overall well-being of the student. All students who study English Literature sit the same examination where they can obtain a level from 1-9, with 9 being the highest

## **FURTHER STUDY AND 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 (IGCSE)

## **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. Students will be entered for the appropriate tier, based on their performance throughout the course. Below indicates the tier level and matching examination grades:

Foundation: Examination Paper 1F and 2F, Grades 1 to 5.

Higher: Examination Paper 1H and 2H, Grades 4 to 9.

## **FURTHER MATHEMATICS**

Throughout the IGCSE Mathematics course students will be presented with challenges from the AQA Level 2 Certificate in Further Mathematics. At the end of year 11, students who have shown a strong understanding of the Further Maths course content will have the opportunity to sit the Further Mathematics exam and be awarded an additional certificate for their outstanding Mathematical ability.

## **FURTHER STUDY AND 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 either gain the Combined Science award which is the equivalent of 2 GCSEs, or the 3 separate GCSEs in Biology, Chemistry and Physics. Both qualifications cover all three Sciences, so students will study Biology, Chemistry and Physics throughout the two years, however Triple Science has a lot of additional content to cover.

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.

## **METHODS OF ASSESSMENT**

The course is assessed with external examinations at the end of Year 11. Each paper will have a higher (grades 4-9) and foundation (grades 1-5) option, but all the papers must be written in the same tier - students will be unable to mix and match higher and foundation papers. Final grades will be an average of all 6 papers for GCSE Combined Science. Triple Science students will sit 2 papers per Science and receive 3 separate GCSEs. There is no longer a coursework component as part of the new 9-1 GCSE syllabus.

Combined Science

Number of Papers: 6  
Mark Allocation: 60 per paper  
Time allocation: 70 min per paper  
% Weighting: 17% per paper

Triple Science

Number of papers: 6 papers (2 per Science)  
Mark Allocation: 100 per paper  
Time Allocation: 105 min per paper  
% Weighting: 50% per paper (per Science)

## **FURTHER STUDY AND CAREERS**

Both Combined Science and Triple Science courses allow access onto A Level Biology, Chemistry and Physics courses. Thinking beyond A levels, 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 (Arab Passport holders)

# ARABIC: B (non native speakers)

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

#### *Year 11*

Unit 1  
Forgiveness and Justice  
Poem (Ali Khalifah)  
Public Narratives (Al Daher Baibers)  
Language Concepts: Al Badal, Rhetoric  
Language Skills: Writing Reports, Limit the

Rhetorical Articles  
Unit 2  
Traditions and Habits  
Poetry (Qurait Bin Onaif)  
Journeys Literature: A Trip to Damascus (Bin Jubair), Jokes and Rarity  
Grammar: Adverb of Place and Adverb of Time  
Language Concepts: Metaphor, Simple metre  
Language Skills: Briefing a Text, Writing a Report

## **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.

## **FURTHER STUDY AND CAREERS**

Arabic 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.

**EXAMINATION BOARD:** THE MINISTRY OF EDUCATION

## **BRIEF DESCRIPTION OF COURSE**

Non-Arab students are expected to follow the curriculum standards and expectations set in the updated MoE framework for Arabic as an additional language from year 2 until year 10. In Arabic B, students focus on the acquisition of accurate Arabic Language through listening, speaking and preparing the student for reading and writing. Students will study across a variety of contexts relevant to their age in line with the a Ministry Framework and will develop a greater awareness of the culture of Arabic-speaking communities and Culture. By the End of year 10 (9 years of study) students are expected to:

In Speaking: talk about familiar topics and usual experiences and events in a clear and detailed manner using various tenses. The speaker can also express his view point while discussing with others a number of issues.

In Listening: understand the main idea and most supporting details in texts about various personal, general and professional topics and in extended narrative and descriptive texts.

In Reading: understand the main idea and supporting details on a variety of familiar and unfamiliar topics. The reader can understand narrative and descriptive texts in multiple paragraphs having different tenses

In writing: can write on a wide range of academic, specialized, and general topics.

The writer can also express experiences and events using different tenses, using extensive and coherent, well-organized paragraphs

## **METHODS OF ASSESSMENT:**

Students will be assessed on all four skill Listening, Reading, Speaking and Writing continuously throughout the Academic year in one of three levels (depending on the ability and years of study of each student).

Themes and topics:

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

The key themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.
6. part time jobs
7. Music types
8. The Internet
9. Shopping
10. My Town

## **ENTRY INFORMATION**

The Ministry of Education requirement is that all students who are non-native speakers of Arabic follow the Ministry syllabus until they sit a formal examination at the end of Year 10.

## **FURTHER STUDY AND CAREERS**

Having skills in any language is attractive skills to employers and universities alike, it can open opportunities for employment across a wide range of countries as well as equip students with excellent speaking and listening skills as well as enhancing memory skills.

Please note, due to the Government reforms, this course information is subject to change

# 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.

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 Wa-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%

Memorisation and reading of the Qur'an assessed through in class recital - 20%

Independent research project - 20%

**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.

**FURTHER STUDY AND CAREERS**

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.

**METHOD OF ASSESSMENT**

There is no formal assessment or examination in Physical Education (Recreational).

**ENTRY INFORMATION:**

This is a compulsory subject for all students.

**FURTHER STUDY AND 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 nurturing the development of transferable skills such as collaboration, leadership, problem solving and organisational skills.



# MORAL EDUCATION

**EXAMINATION BOARD:** MINISTRY OF EDUCATION

**BRIEF DESCRIPTION OF COURSE:**

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:**

Instead of one end of year examination students are assessed through 4 end of unit assessments across the year. The assessments comprise of short and long answer questions, as well as practical assessments including group work and presentations which test students' knowledge, skills of explanation, analysis and evaluation.

**ENTRY INFORMATION:**

This is a compulsory subject for all students.

**FURTHER STUDY AND 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:**

Instead of one end of year examination students are assessed through 4 end of

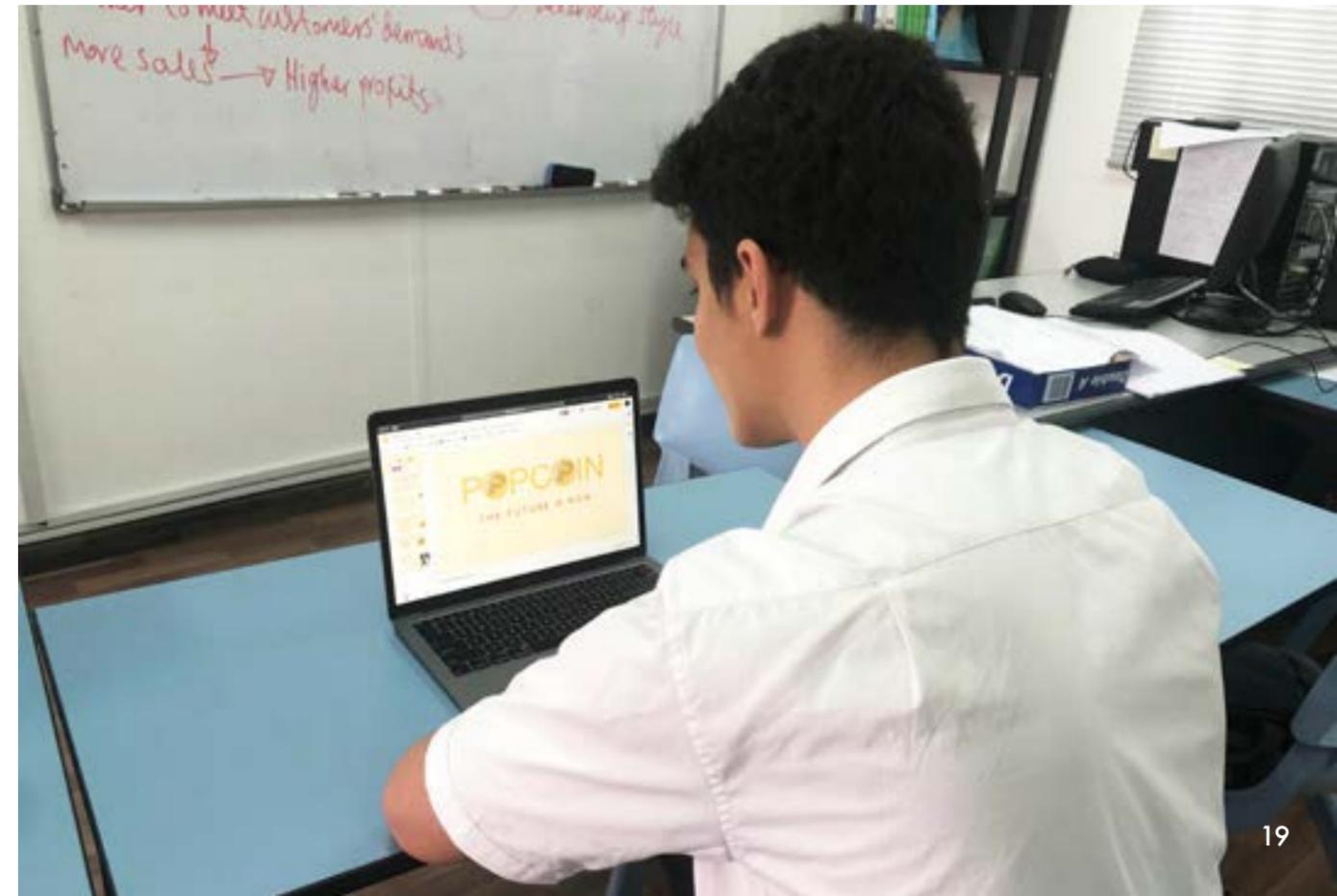
unit assessments across the year. The assessments comprise of short and long answer questions, as well as practical assessments including group work and presentations which test students' knowledge, skills of explanation, analysis and evaluation.

**ENTRY INFORMATION:**

This is a compulsory subject for all students.

**FURTHER STUDY AND 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.

## **METHODS OF ASSESSMENT**

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.

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.

## **FURTHER STUDY AND CAREERS**

This course would form an excellent foundation to further study. 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.

**Theme 1** – Investigating small businesses  
This unit concentrates on the key business concepts, issues and skills involved in starting and running a small business.

**Theme 2** – Building a business  
This unit examines how a business develops beyond the start-up phrase. 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.

Areas of study:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences in business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

## **METHODS OF ASSESSMENT**

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.

## **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.

# BUSINESS

## FURTHER STUDY AND 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 1:** Principles of Computer Science  
Written Examination, 1 hr 30 min, 50% of the course

This exam is a mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.

**Unit 2:** Application of Computational Thinking  
Onscreen examination, 2 hr, 50%  
This practical paper requires students to design, write, test and refine programs in order to solve problems. Python will be the language used.



# COMPUTER SCIENCE

## 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 how computers work, have a passion for problem solving and/or are seeking a career in computer programming.

## FURTHER STUDY AND 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 women and men 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.

## METHODS OF ASSESSMENT

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.

## FURTHER STUDY AND 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 our 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. One of our pupils has said that "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

**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.

## METHODS OF ASSESSMENT

The course consists of two units:

**Paper 1:** How markets work, 50% of marks (1 hour 45 mins)

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.

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, 50% of the marks (1 hour 45 mins)

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

## ENTRY INFORMATION

There are no entry requirements for this course, however the content of Economic tends to be more complex than Business. 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.

## FURTHER STUDY AND CAREERS

Economics helps preparation in careers from 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

**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

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

## ENTRY INFORMATION

The study of French in KS3 is important as the GCSE builds upon this learning.

## FURTHER STUDY AND 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.

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.

## 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

## ENTRY INFORMATION

This is an open entry subject with no higher or lower tiers. Good literacy and reading skills are beneficial and a passion and interest in the subject is essential.

## 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.

## METHODS OF ASSESSMENT

**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.

**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

The exam consists of multiple choice questions assessing breadth of knowledge, short answer questions assessing in-depth knowledge and an extended response question assessing in-depth knowledge.

**Paper 2** Written exam: 1 hour 30 minutes, 84 marks, 35% of GCSE

The exam consists of 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  
This work is assessed by teachers and 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.

## FURTHER STUDY AND 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.

**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.

## METHODS OF ASSESSMENT

**Component 1** - Performing, 30% NEA, 60 marks

Two Performances : Solo and Ensemble

**Component 2** - Composing, 30% NEA, 60 marks

Two Compositions: One set to a brief and one free composition

**Component 3** - Appraising 40% Exam, 80 marks, 1 hr 45 min

Four areas of study with two set works:  
Instrumental Music 1700-1820, Vocal Music, Music for stage and screen, Fusions

## 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.

## FURTHER STUDY AND 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**

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

**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.

## **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 2023.*

**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 2023 unless they are sent off as video evidence. 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. Evidence for this can be collected from the start of the course in August 2021.

# PHYSICAL EDUCATION (Academic)

**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.

## **ENTRY INFORMATION**

This is an open entry subject with no higher/lower tiers though students will benefit from having an active lifestyle and participate in physical and sporting activities.

## **FURTHER STUDY AND CAREERS**

GCSE PE is about more than sport, it helps students understand health, psychology, society as well as develop key transferable skills such as leadership, collaboration, problem solving, organisation, critical analysis and more. A qualification in GCSE PE can pave the way for opportunities in university and careers in fields such as physiotherapy, occupational therapy, sports science, coaching, education and criminology to name a few.



# SOCIOLOGY

**EXAMINATION BOARD:** AQA

**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 individual life chances.

**METHODS OF ASSESSMENT:**

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 application questions. There is no coursework in this subject.

**ENTRY INFORMATION:**

This is an open entry subject with no higher/ lower tiers though students who enjoy writing may consider it most. 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**

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.

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

**ENTRY INFORMATION**

The study of Spanish in KS3 is important as the GCSE builds upon this learning.

**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.

# NOTES



THE ENGLISH COLLEGE  
D U B A I



 @infoECDubai  @InfoECDubai  @englishcollege\_dubai

T +971 (0)4 394 3465 | E info@englishcollege.ac.ae | www.englishcollege.ac.ae