

GCSE OPTIONS FOR ACADEMIC YEARS 2024/2026



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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 PERMA programme and this feeds into the options process which includes; assemblies, GCSE taster sessions, a parent information evening and if our

students wish, a one-to-one guidance meeting 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 TO CHOOSE

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.*

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 and Economics where students will be awarded grades 9-1.

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 on page 5 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.



3. GUIDANCE ON GCSEs

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">- English Language- English Literature- Mathematics- Science- Arabic Ministry of Education Programme<ul style="list-style-type: none">• for Arabic as a first language (Arabic A, for students with an Arab passport) studied in Y10 and Y11• for Arabic as a second language (Arabic B) studied in Year 10 only.- Islamic Studies Ministry of Education Programme (compulsory for Muslim students)- Physical Education (Recreational)- Moral, Social and Cultural Studies

GCSE OPTION SUBJECTS
<ul style="list-style-type: none">- Art and Design- Business- Computer Science- Drama- Economics- French- Geography- History- Media Studies- Music- Physical Education (Academic)- Sociology- Spanish- Triple Science

4. THE 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 17th January 2024.
- Final Options Submission. Students will be asked to electronically pick their final GCSE subjects - Deadline Friday 26th January 2024.

Option Blocks will be shared with parents and students during the Options Evening. We create blocks based on their pre-options form and their taster session. If your child's combination cannot be met, please let us know via the options form.

External Applicants:

- All applicants must first submit an online application and indicate preferred GCSE subject options.
- All applicants must complete an entrance assessment.
- For applications received prior to January 2024, applicants will be invited to attend an Options Evening with parents - Wednesday 17th January 2024.
- Offers of places will be confirmed in writing. NB. Offers made prior to January 2024 will include provisional subject option choices which will be confirmed once GCSE option blocks have been finalised.
- All other queries related to Year 10 admissions should be directed to ecadmissions@englishcollege.ac.ae.



5. CARE, GUIDANCE AND SUPPORT

Inclusive education lies at the heart of The English College. We strive to do the very best by our students.

Where students are identified as needing additional support, this starts the process of pupils being monitored and tracked by the Inclusion Department. There is regular dialogue between parents, the Inclusion Manager and teaching and non-teaching staff.

The primary goal for the Inclusion Department is to prevent pupils from failing or falling behind. We aim 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, to reach their potential.

With regard to admissions, applications from students with additional learning needs are analysed on a case by case basis. The student may be required to complete further diagnostic testing in addition to the CAT4, followed by an interview with the Inclusion Manager.

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. This allows us to make an informed decision.

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 Head of Inclusion on the following details: Tom Cash tcash@englishcollege.ac.ae.



6. INFORMATION ABOUT THE SUBJECTS

6.1 Subject Leads Contact Details

Subject	Subject Lead	Email
English	Andrew Hopper	ahopper@englishcollege.ac.ae
Mathematics	Emma Doherty	edoherty@englishcollege.ac.ae
Science	Christopher Ray	cray@englishcollege.ac.ae
Arabic	Mohamed Khairy	mkhairy@englishcollege.ac.ae
Islamic Studies	Douaa Nejmah	dnejmah@englishcollege.ac.ae
Moral, Social & Cultural Studies	Charlotte Seery	cseery@englishcollege.ac.ae
Art and Design	Sita Shah	sshah@englishcollege.ac.ae
Business	Stanislav Larskiy	lsarskiy@englishcollege.ac.ae
Computer Science	Anthony Moran	amoran@englishcollege.ac.ae
Drama	Samantha Green	sgreen@englishcollege.ac.ae
Economics	Stanislav Larskiy	lsarskiy@englishcollege.ac.ae
French	Sully Sautron	ssautron@englishcollege.ac.ae
Geography	Kirsty Roberts	kroberts@englishcollege.ac.ae
History	Kirsty Roberts	kroberts@englishcollege.ac.ae
Media	Daniel Harrison	dharrison@englishcollege.ac.ae
Music	Samantha Green	sgreen@englishcollege.ac.ae
PE	Sean Price	sprice@englishcollege.ac.ae
Sociology	Charlotte Seery	cseery@englishcollege.ac.ae
Spanish	Sully Sautron	ssautron@englishcollege.ac.ae

6.2 COMPULSORY SUBJECTS



ENGLISH LANGUAGE

EXAMINATION BOARD: EDEXCEL

BRIEF DESCRIPTION OF COURSE

In GCSE English Language, students engage 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, analysing and comparing fiction and non-fiction texts. Additionally, they read quality examples of extended fiction and non-fiction and experiment with the creative use of language. Finally, a Spoken Language Endorsement 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.

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 the English Language GCSE. 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, contexts and eras. The course is assessed entirely through External Examination. Over two papers, students study Shakespeare, Poetry, a Modern Text and Literature from the 19th Century. Students 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.

TEXTS STUDIED

'Macbeth' by William Shakespeare, 'An Inspector Calls' by JB Priestley,

Edexcel Conflict poetry cluster, 'A Christmas Carol' by Charles Dickens

ENTRY INFORMATION

Most students at The English College will be expected to sit GCSE English Literature. The skills that are taught and developed in English Literature align with those for the reading section of Paper 1 English Language which is why it is important for all students to complete English Literature alongside English Language. 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 & 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.

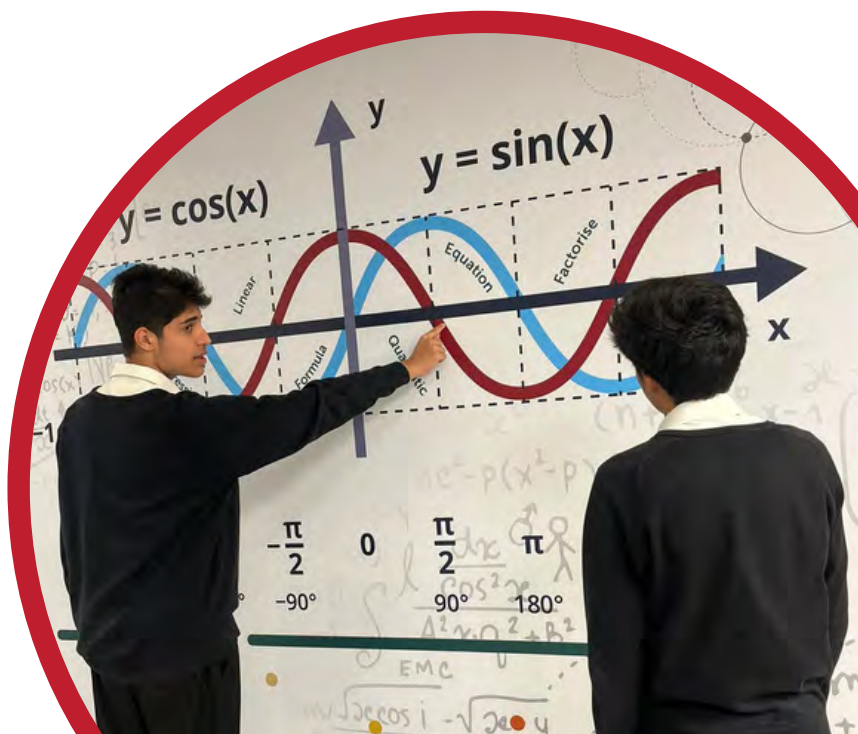
-Higher: Examination Paper 1H and 2H, Grades 4 to 9.

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 Mathematics 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 & 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.



COMBINED SCIENCE & TRIPLE 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 three years. It is important to note that Triple Science has a lot of additional content to cover and so one of your child's 4 option subject slots will be used to select Triple Science.

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. Combined Science students will receive 2 GCSEs that will either be the same number e.g. 7,7 or one number away from each other e.g. 7,6. 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 & 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)

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 13, 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 13 at The English College.

Arabic in y 10, 11, 12 and 13 for native speakers is compulsory and mandatory.

Topics covered:

Year 10

- In the noble morals - poetry
- The last lesson - a story
- Learned from Leisure - An Autobiography
- A future vision for the tourism sector - informational text
- Morphological balance - participle - grammar and morphology
- People and time - poetry
- Ibn Battuta's Journey - Travel Literature
- Train of the Future - Informational text
- Metaphor - rhetoric
- Abaya - story
- Old Literature
- Hunting Trip to the Empty Quarter
- Dictionaries in Language

Year 11

Unit 1

- Bread - a short story
- Writing a CV - Exaggeration Formulas
- Public Narratives (Al Daher Baibers)
- Bathroom lamp - a story
- If one is not defiled - poetry
- “Pan mixture”- poetry
- 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 13. The internal assessment involves:

- Class work and assessment throughout the year 20%
- End of year examination 80%

The final examination in Year 13 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 13

FUTURE STUDY & 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.

ARABIC B (NON-NATIVE SPEAKERS)

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.

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

METHODS OF ASSESSMENT

Students will be assessed on all four skills 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).

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.

FUTURE STUDY & 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.

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 can recite and understand Quran independently.
3. Fiqh-ul-Ibaadaat Wal-Muamalaat (Worship and Dealings Jurisprudence): Students learn about the five pillars of Islam with some details and reflect 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 important components 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.

FUTURE STUDY & 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

PHYSICAL EDUCATION

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 instil 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.

METHODS OF ASSESSMENT

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

ENTRY INFORMATION

This is a compulsory subject for all students.

FUTURE STUDY & 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, SOCIAL & CULTURAL STUDIES

EXAMINATION BOARD: THE 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.

The Social element is taught through 3 units; history, geography and economics. The taught content aligns with the UAE Ministry of Education National Social Studies Standards. The curriculum emphasises 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 6 end of unit assessments for Moral and 4 end of unit assessments for Social 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.

FUTURE STUDY & 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.

6.3 OPTIONAL SUBJECTS



ART AND DESIGN

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 should extend their interest through visiting museums and galleries, and attending art exhibitions.

METHODS OF ASSESSMENT

Component 1: Personal Portfolio (60%)

Students are required to complete a portfolio of coursework. The portfolio will fully cover all assessment objectives. This will include a body of research, developmental work leading to at least one outcome. Students must produce work from disciplines such as painting, sculpture, print-making or textiles.

Component 2: Externally Set Assignment

This component allows students opportunities to develop and explore ideas, research primary and contextual sources, experiment with media, materials, techniques and processes and present personal response(s) to the externally-set theme. This Component will lead to a ten hour controlled examination.

ENTRY INFORMATION

This is an open entry subject with no higher/lower tiers.

FUTURE STUDY & 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.



BUSINESS

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 phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an 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 the overall grade. Theme 2 is worth 50% of the 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 the 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.

FURTHER STUDY & 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% of the course.

This practical paper requires students to design, write, test and refine programs in order to solve problems. Python will be the language used.

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.

FUTURE 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 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 Brecht and Frantic Assembly our young people take authorship of original work. Year 11 will work as performers or, designers to realise a set text for a live audience as well as focus on the written examination. This consists of the study of set text *The Freeg* by Insook Chappell as well as a Live Review of a piece of theatre seen by the students. 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. Students can select to work as actors or designers in costume, set, lighting or sound. 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 or consider design elements for 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% (1 hour 45) written examination)

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.

FUTURE STUDY & 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. Studying drama goes beyond preparing students for the stage, careers pathways include; film and television production, television floor manager, theatre manager, stage manager, set design, script writing, arts therapy. The English College 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.

ECONOMICS

EXAMINATION BOARD: EDEXCEL (IGCSE)

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: Microeconomics and Business Economics, 50% of marks (1 hr 30 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 the market mechanism.

Topics covered:

- The economic problem
- Investigation of how prices are determined, introducing concepts of supply and demand, intermarket relationships and price and income 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
- The labour market
- Government intervention

Paper 2: Macroeconomics and the global economy, 50% of the marks (1 hour 30 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
- Government policies including fiscal, monetary and supply side policies
- Globalisation

ENTRY INFORMATION

There are no entry requirements for this course, however the content of Economics 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.

FUTURE STUDY & CAREERS

Economics helps prepare 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 Detailing and Investment and International 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.

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 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

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

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.

ENTRY INFORMATION

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

FURTHER STUDY & 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.

FUTURE STUDY & CAREERS

This qualification leads on to 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 prejudice in all pieces of evidence that they study. They know that human beings often have strong views on many subjects, which may affect the statements they make. Historians develop an understanding of the nature and process of change. Which involves understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across themes.

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.

FUTURE STUDY & CAREERS

This qualification leads on to AS/A2 level History and contains all the knowledge, skills and understanding necessary for further study. History has one of the highest rates of graduate employability and a GCSE in History 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 in law, politics, Broadcasting, museum curator, teacher or manage a historical building.



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

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.

FUTURE STUDY & 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%)

Two Performances : Solo and Ensemble

Component 2 - Composing, (30%)

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

Component 3 - Appraising (40% Written examination) 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 department and be involved in an extra- curricular club if one is suitable.

FUTURE STUDY & 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 2024.

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 2024 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 2022.

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.

PHYSICAL EDUCATION (Academic)

ENTRY INFORMATION

This is an open entry subject with no higher/lower tiers though it is recommended that students are playing a sport(s) either for the school or outside of school to ensure they have the potential to score well in component 3.

FUTURE STUDY & 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 sports marketing 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 and have a passion for understanding society and people. The content of the course includes the ability to write extended answers, as students will be required to write essays for the exam.

FUTURE STUDY & 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 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

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

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

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.

ENTRY INFORMATION

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

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.





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