



مدرسة جيمس كامبردج العالمية أبوظبي
GEMS Cambridge International School
ABU DHABI

Key Stage 4 Curriculum Information Booklet 2021 – 2022



GROWING BY
LEARNING



GLOBAL
CITIZENSHIP



PURSUING
EXCELLENCE



LEADING THROUGH
INNOVATION



High
Performance
Learning



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Dear Parents,

Key Stage 4 – Years 10 & 11 at Cambridge International School

Our aim at GEMS Cambridge International School is to provide each and every one of our learners with a broad and balanced KS4 curriculum that is tailored to the individual's needs and contains a range of possibilities and opportunities for their education Post-16 and beyond.

The Key Stage 4 courses and the way in which they are taught at CIA are designed to best equip your child for their future. We have provided a variety of choice to give a broad and balanced offer of subjects resulting in internationally recognised qualifications.

The purpose of this booklet is to provide you with the information you need about the exciting range of courses your child could study in Years 10 and 11 (Key Stage 4). We hope you will find it not only interesting, but also a useful reference tool throughout the two years of study. It will show you at a glance the various subjects on offer; the areas of study and key skills in need of development for each and how each course is structured and assessed. Some subjects are of course compulsory, these include: Arabic subjects, English, mathematics, science and core P.E.

The programme we have developed to assist learners in choosing Options, including this booklet and our Parents' Evenings on **Monday 1 February and Tuesday 2 February**, will answer many of your questions about this important stage in your child's life. However, if you still have queries or wish to have further information, then do not hesitate to contact the Curriculum Leader for the subject or Mrs Critchlow, Head of Year 9 (c.critchlow_cia@gemsedu.com), Mrs Wood - Deputy Head of Secondary (j.wood_cia@gemsedu.com) or myself (d.craggs_cia@gemsedu.com)

On behalf of all the staff at Cambridge International School, I would like to wish your son or daughter every success as they embark on this new and exciting phase of their education.

With kind regards

David Craggs
Head of Secondary



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The Key Stage 4 Curriculum

Cambridge International School is committed to the provision of a broad and balanced curriculum to meet the needs of all learners, allowing them to succeed at GCSE level and beyond into Post 16 education. We are committed to ensuring that all our learners acquire and develop the necessary skills and experience needed for university and the world of work.

As in previous years, we shall be offering a wide range of GCSE and IGCSE subjects for our learners in Years 10 and 11.

Compulsory Subjects

All learners study the following subjects:

- GCSEs in English Language and English Literature
- iGCSE mathematics
- iGCSE Biology, Chemistry and Physics
- physical education (Core PE)
- Islamic education or PSHE
- Arabic A or Arabic B
- Moral Education

During the two Core P.E. lessons per week learners participate in a number of activities, ranging from competitive sports to those promoting and developing health and fitness.

Muslim learners attend two lessons of Islamic Education per week and follow the Ministry of Education curriculum. All learners continue with their study of the Arabic language.

Optional Subjects

Learners are required to select two subjects that they would like to study. Learners need to choose one subject from each of the timetabled blocking groups to ensure that they study a broad and balanced curriculum. Subjects on offer are:

Art and design	History
Business studies	ICT
Computer science	Music
French	Physical education
Geography	Psychology

Courses and specifications outlined in this booklet are subject to change to meet learners' needs.

Making Your Choices

Before making your choices, you should consider the implications of your chosen subjects on your future career in education and beyond. For example, if you wish to go into the world of travel in some form or another, then a foreign language is a must, and not taking a language as an option choice now may hinder your career prospects at a later date.

You should also consider where you intend to study at Post 16 and University level if applicable. This is because the entry requirements differ from country to country and are changing all of the time. Whilst staff will be able to provide up to date information on Post 16 study at the school, and university study in the UK, it is up to each individual learner to research the requirements for study outside of these options.

At present the UK government are encouraging learners to take at least five so called 'Facilitating Subjects'. These include English Literature, Mathematics, Biology, Physics, Chemistry, Geography, History and Modern Foreign Languages. This is because these are seen by the Russell Group Universities in the UK as robust qualifications which show a learner is capable of succeeding in higher level study.

Shahadat Al-Thawasiya Al-Amma

The Shahadat Al-Thawasiya Al-Amma or ‘**Secondary School Leaving Certificate**’ is a learner’s evidence that they have successfully completed secondary schooling in the UAE.

How do you achieve the Shahadat Al-Thawasiya Al-Amma?

In order to achieve the Shahadat Al-Thawasiya Al-Amma a learner must satisfy the following criteria:

- a. Achieve at least **5 GCSEs (at Grade D(3) or above)** from the prescribed list of 21 subjects. **AT** least 4 of these subjects **MUST** come from Core (English, Mathematics / Science).
- b. Achieve (again from the specified list of 21 subjects) either;
 - Pass 2 Advanced Subsidiary (AS) Levels in Year 12 at Grade D or better or;
 - Pass 2 Advanced (A) Level in Year 13 at Grade D or better
 - Pass the UAE Ministry of Education Arabic Studies examination in Year 13. This can be taken as either Native Arabic Studies (for learners of Arab Nationality as shown on their passport) or as Non-Native Arabic Studies (for learners of non-Arab Nationality as shown on their passport).

In addition to the 3 sections above, there is a 4th section which is only applicable to Muslim learners:

- Pass the UAE Ministry of Education Islamic Studies exam in Year 13. This can be taken as either Native Islamic Studies (for learners of Arab Nationality as shown on their passport) or as Non-Native Islamic Studies (for learners of non-Arab Nationality as shown on their passport).

Why do you need the Shahadat Al-Thawasiya Al-Amma?

Any learner who has studied in the UAE for his/her final secondary school years (Year 10 onwards) is advised to make all appropriate efforts to achieve the Shahadat Al-Thawasiya Al-Amma, unless they can answer ‘No’ to all of the following statements:

- 1) Do you intend to study in the UAE after the age of 18?
- 2) Do you intend to study in another Arabic country (eg. Jordan, Lebanon and Egypt) after the age of 18?
- 3) Do you intend to work in the UAE at any point after the age of 18?

For some learners, it will be their intention to study at University in a non-Arab country, such as the UK, Canada or the USA. It is clear that for these learners, points 1 & 2 (above) do not apply, and some learners may have already decided that they intend to work overseas after finishing University. However, a learner who has studied beyond Year 10 in the UAE may still be asked to produce their Shahadat Al-Thawasiya Al-Amma many years later if they choose to apply for employment in the UAE or another Arab country. Learners who do not have the Shahadat Al-Thawasiya Al-Amma will be at a distinct disadvantage in future years when applying for employment in the UAE. Federal law dictates that all Federal employees (ie those working in the armed forces or Ministry Departments such as Labour, Interior or Education) must have the Shahadat Al-Thawasiya Al-Amma.

An Introduction to GCSE and IGCSE



GCSE is the acronym for the General Certificate of Secondary Education. IGCSE is the acronym for International General Certificate of Secondary Education. This qualification is equivalent to the GCSE. At Cambridge International School we encourage the development of a global awareness for all our learners. The iGCSE Programme offers an international perspective and at the same time retains the qualities of its UK equivalent. It is an excellent route to the IB Diploma, A' Levels and other vocational qualifications providing learners with a solid base for advanced study.

GCSEs and iGCSEs are undertaken over the two years of Key Stage 4, which is Years 10 and 11. There are some exceptions where the subjects start in Year 9 such as English, science and mathematics.

New Grading System for IGCSE and GCSE

Both iGCSEs and GCSEs are designed to examine all ability ranges. Learners will receive a mixture of 'traditional' grades ranging from G to A* (A* is the highest level of attainment) and also grades in the form of numbers ranging from 1 to 9, with 1 being the lowest and 9 the highest. Grade 4 will be equivalent to a current Grade C and Grades 8 and 9 will split the current Grade A* into two groups.

Learners will be entered for their examinations during the early part of Year 11. Further details regarding the timings and cost of these examinations will be provided as soon as the information becomes available but parents should be aware that examinations run from Monday to Friday and cannot be changed. The approximate cost of examinations is 500.00 AED per subject. There may be further charges for some subjects where a moderator is needed but this will be communicated to you.

Please be aware that Geography learners will be expected to complete a field trip as part of their course, this has an additional charge. Please check the details on the Geography page.

The chart illustrates the mapping between the new GCSE grading structure (grades 1-9) and the current GCSE grading structure (grades A*, A, B, C, D, E, F, G, U). It also includes information about 'GOOD PASS (DIE)' and 'AWARDING' for the new grades.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DIE): 5 and above = top of C and above

AWARDING: 4 and above = bottom of C and above

5+ GCSEs at grade A*-C

5 GCSEs at grades A* - C are often used as a benchmark of reasonable attainment for learners of average ability, with an expectation that English Language and Mathematics are included. We set aspirational and realistic targets with our learners which ensure that the vast majority achieve well in excess of average attainment.

Controlled Assessment

Many GCSE and IGCSE courses have an element of coursework or internal assessment known as Controlled Assessment which is prepared in class and at home but completed under examination conditions in school. Tasks are marked by our teachers then externally moderated by the examination board. All controlled assessments must be completed before examinations can be undertaken. These pieces of work must be completed under direct supervision and cannot be taken home. Although the amount of coursework varies from subject to subject, all of it requires learners to work independently over a period of time. It is essential that learners manage their time effectively from the start of their GCSE courses to avoid a build-up of coursework deadlines.

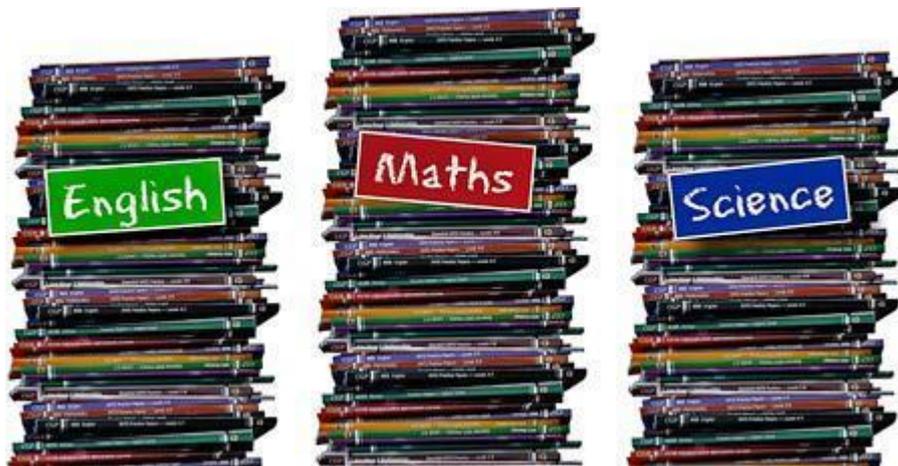
Careers and Options Advice

Please find below a list of useful websites. Cambridge International School uses GL assessments to help guide learners in their options choices. CATs (Cognitive Ability Tests) give a clear indication of particular strengths and are used to set targets.

Useful Websites

www.aqa.org.uk	AQA Examination Board
www.edexcel.org.uk	Edexcel Examination Board
www.wjec.co.uk	WJEC Examination Board
www.cie.org.uk	CIE Examination Board
www.ucas.com	UK University Applications
www.connections-direct.com	Jobs4u - Careers Database
www.isco.org.uk	Careers service
www.hotcourses.com	Courses guide
www.careers-uk.com	General careers site
www.bbc.co.uk/radio1/essentials/	General advice site
www.careerswales.com	Careers Wales web site
www.nationalcareersservice.direct.gov.uk	National Careers service

CORE SUBJECTS



English First Language

“Knowledge of languages is the doorway to wisdom” – Roger Bacon

Course Information

English GCSE is a compulsory core subject which is studied over two years by all learners. Through the study of this subject learners will develop the ability to communicate clearly, accurately and effectively when writing. The course will also develop reading skills allowing learners to competently demonstrate: analysis, synthesis, inference and the ability to order facts and present opinions effectively.



Year 10

Learners will continue to develop fundamental reading skills taught throughout KS3 and will focus predominantly on studying the required poetry, prose and drama texts for English Literature. These skills will be required for the First Language examination.

All learners taking First Language and Literature will sit practice examinations within class throughout the year and whole cohort mock examinations at the required time.

Year 11

There will be a predominant focus on preparing for the English Language examination throughout Year 11 where learners will have the opportunity to sit three mock examination papers within a formal context. Following each examination, an analysis of what learners need to do to improve will be completed so that teaching can be focused on ensuring all learners are well prepared for the final examination the summer.

Internal Assessment

Half-termly in class assessments.
End of year examination in Year 10
A series of mock examinations in year 11.

External Assessment

Reading Exam (50%)
Directed Writing and Composition (50%)

Course Title

Exam Board

Specification Code

Website

English First Language iGCSE

Cambridge

0500 BS

www.cie.org.uk

Next Steps

Learners can go on to study English Literature or General English at A Level as part of their KS5 studies studies.

Director of English: Mrs Lucy Harwood

email: l.harwood_cia@gemsedu.com

English Literature (iGCSE)

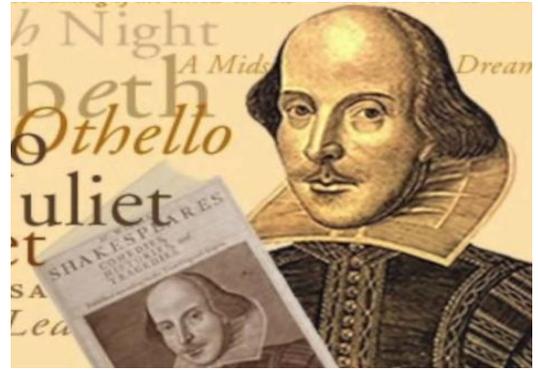
We know what we are, but know not what we may be.

- William Shakespeare

Course Information

English Literature iGCSE is a compulsory core subject which is studied over two years. The course enables learners to read, interpret and evaluate texts through the study of literature in English. The study of English Literature enriches the ability of learners to understand the world around them and to develop critical thinking and understanding.

The course allows for a two tier entry: extended and core (higher and foundation).



Year 10

Early in Year 10 learners will be exposed to a range of text types in order to develop their approach to analytical reading. They will be encouraged to read critically and will demonstrate this learnt knowledge in a series of essays throughout the year.

The texts comprise of 15 poems by Carol Ann Duffy, 10 short stories as chosen by the examination board and Journey's End by R. C. Serriff.

All texts for the Literature course will be studied in Year 10.

Year 11

Most of Year 11 is spent revising the skills for the First Language iGCSE but appropriate revision time will be given to the Literature texts throughout the year.

Internal Assessment

Half-termly in class assessments.
End of year examination in Year 10
A series of mock examinations in year 11.

External Assessment

Poetry and Prose Exam (50%)
Drama (25%)
Unseen (25%)

Course Title	Exam Board	Specification Code	Website
English Literature	Cambridge	0475	www.cie.org.uk

Next Steps

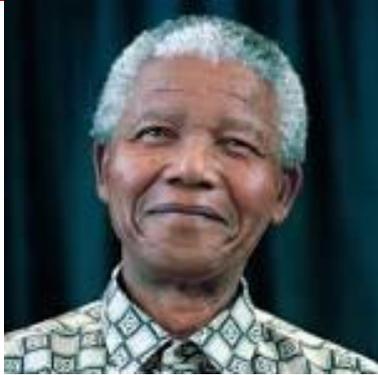
Learners can go on to study English Literature or General English at A Level as part of their KS5 studies studies.

Director of English: Mrs Lucy Harwood

email: l.harwood_cia@gemsedu.com

English Second Language (iGCSE)

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."
 - Nelson Mandela

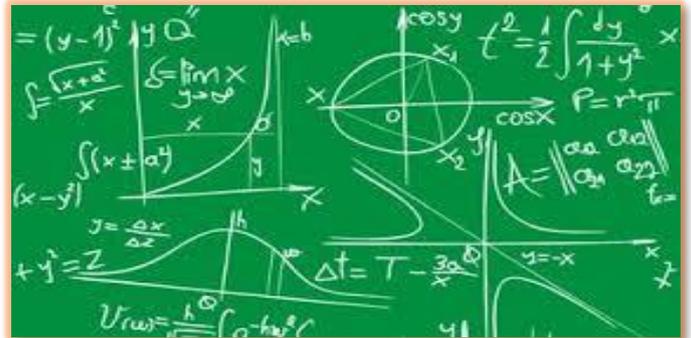
Course Information			
<p>English as a Second Language is an English course designed for non-native speakers who choose not to study First Language and Literature.</p> <p>It is specifically designed to test the ability to communicate in the English Language. This covers four modes of assessment: Speaking, Listening, Reading and Writing.</p>			
Year 10		Year 11	
<p>Throughout Year 10, learners will continue to study a range of novels like Holes, Kensuke's Kingdom, Of Mice and Men, A Monster Calls and I am Malala. This is to ensure that they still have the opportunity to access reading for pleasure, but the assessment foci are on reading comprehension and writing skills needed for the iGCSE Second Language examination.</p>		<p>Most of Year 11 is spent revising the skills for the English as a Second Language iGCSE with appropriate revision time.</p> <p>This includes Speaking practice, practice examinations every 6 weeks with continuous feedback focusing on target setting and how to reach the next grade.</p>	
Internal Assessment		External Assessment	
<p>6 weekly in class assessments. End of year examination in Year 10 A series of mock examinations in year 11.</p>		<p>Reading and Writing (50%) Listening (50%)</p>	
Course Title	Exam Board	Specification Code	Website
English as a Second Language iGCSE	Cambridge	0500	www.cie.org.uk
Next Steps			
Learners can go on to study General English at AS Level as part of their KS5 studies studies.			
Director of English: Mrs Lucy Harwood		email: l.harwood_cia@gemsedu.com	

Mathematics

“It’s not that I’m so smart it’s just that I stay with problems longer.”-Albert Einstein

Course Information

Mathematics iGCSE is a compulsory core subject. Learners at GEMS CIA start their iGCSE course in Year 9, as such the learners may already be familiar with some of the challenges that mathematics presents. Learners can study either Higher Tier (9-4 grades) or Foundation Tier (5-1 grades). Some learners will be offered the opportunity to enter their GCSE mathematics examination in January of Year 11.



Year 10

Learners in each group follow specific programs tailored to their ability with formal assessments every half term. Learners can expect regular homework and all learners sit an end-of-year examination under formal conditions. Learners who enter for the Year 11 January examination can move onto study Further mathematics which acts as a bridge between GCSE mathematics and A’ Level mathematics.

Year 11

Learners continue to follow specific schemes of work and have regular half-termly assessments as well as unit tests at the end of each topic. Learners all sit a formal mock examination in November and January before being entered for either higher or foundation tier iGCSE. There are focused intervention programs and revision sessions for learners throughout Year 11.

Internal Assessment

Unit tests at the end of each module of work.
Formal assessments are half-termly, and an end-of-year examination.

External Assessment

There are two formal iGCSE examinations at the end of Year 11; both are calculator papers.
Each paper is two hours in duration.

Exam Board	Course Title	Specification Code	Website
Edexcel	iGCSE mathematics A (2016)	4MA1	www.edexcel.com

Next Steps

Learners can go on to study A level Mathematics and Further Mathematics.

Head of Faculty: Mr Aonghus Hanna

email: a.hanna_cia@gemsedu.com

Triple Science - Biology, Chemistry and Physics

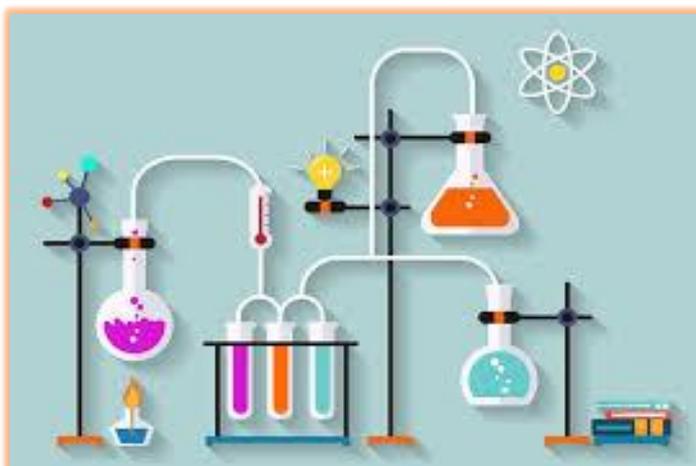
“In questions of science, the authority of a thousand is not worth the humble reasoning of a single individual” - Galileo

Course Information

Biology, Chemistry and Physics iGCSEs are compulsory core subjects. Learners at GEMS CIA start their iGCSE courses in Year 9, as such the learners may already be familiar with some of the content of the three sciences.

Learners will follow the syllabus, provided by Edexcel, for the iGCSE separate sciences of Biology, Chemistry and Physics to cover the expectations of the National Curriculum for England and the examination board.

Learners will receive a separate examination certificate for each science.



Year 9

Learners will develop upon the learning that takes place in their core science lessons and extend this with the extra content required for the separate subjects: Biology, Chemistry and Physics.

Learners will undertake core practical as part of their learning. Learners can expect regular homework to practice and reinforce new learning as well as constant revision.

Year 10 & 11

Learners continue to follow specific schemes of work based on their setting and again have regular topic based assessments as well as the formal assessments based on the school calendar.

Learners will sit formal mock examinations in each of the three subjects in order to assess their progress and then provide further support where required.

Internal Assessment

End of topic assessments as well as calendared termly assessments.

External Assessment

There are six formal GCSE examinations at the end of Year 11; two each for Biology, Chemistry and Physics. This will lead to three separate grades.

Course Title

iGCSE Biology, Chemistry or Physics.

Exam Board

Edexcel

Specification Code

4BI1
4CH1
4PH1

Website

www.edexcel.com

Next Steps

Learners can go on to study A level sciences if they achieve a grade 6 or higher for Biology and Chemistry and a 7 or higher for Physics. In each case a minimum grade 5 in Mathematics will also be required.

Head of Faculty: Mrs Nadia Qureshi

email: n.qureshi_cia@gemsedu.com

OPTION SUBJECTS



Art & Design

“Art speaks where words are unable to explain.” - Maithole

Course Information

IGCSE Art and design is a practical-based course designed to stimulate personal enrichment and enjoyment through artistic exploration and conceptual thinking. This popular course aims to develop learners’ understanding of art and design and encourages creative and critical thinking. They learn about the world of art and design through exploration, experimentation and the development of a wide range of media and techniques.

During the two years studying Art & Design at IGCSE level, the learners will learn a range of Fine Art techniques, emphasising drawing, painting, photography & Photoshop, sculpture, textiles and printmaking. They will learn to develop their ideas by learning from other artists and being inspired by the world around them. For assessment, they will complete two components: Coursework and examination. Both components will be externally assessed against the 4 assessment objectives.



Year 10

At the start of the academic year, learners will be introduced to the four assessment objectives and will work in a range of 2D media, including drawing and painting, printmaking and digital media and develop their skills of observational drawing.

Learners will then produce one extended collection of work, or project, developing design work from primary and secondary sources on their chosen theme. The learners will be researching on the theme and artists who have worked on similar topics and with experiment with a range of 2D and 3D media along with exploring and developing a variety of ideas. Learners can expect regular homework.

Coursework

Coursework assignment (Portfolio of work -Externally assessed) - 50% of the total marks and marked out of 100. This will include projects completed in Year 10 and the first term of Year 11. Project will be assessed half-termly and at the end of each project.

Year 11

Art coursework- Learners work within the four assessment objectives to complete work for the set extended project on a topic of their choice. They will refine, select, mount and annotate the final portfolio before they start the external examination.

The final project is an **externally set examination** where learners have to develop their ideas and prepare their supporting studies over eight weeks while responding to artists and other contextual sources.

External Assessment

Externally set assignment (Externally assessed) - 50% of the total marks and marked out of 100. Set by the CIE exam board. Learners respond to their chosen theme from the examination paper.

Exam Board	Course Title	Specification Code	Website
CIE	Art and Design	0400	www.cie.org.uk

Next Steps

Candidates who are awarded grades A* to B in Cambridge IGCSE Art and Design are well prepared to follow courses leading to Cambridge International AS and ‘A’ Level Art and Design, or the equivalent.

For those thinking further ahead to follow a creative pathway in the future, university courses to study include Fine Art, Illustration, Architecture, Graphic Design, Photography, and Art History/Journalism, to name just a few.

Head of Faculty: Mrs. M Bajaj

email: m.bajaj_cia@gemsedu.com

Business Studies

“An organization, no matter how well designed, is only as good as the people who live and work in it.” - Dee Hock

Course Information

This popular course aims to develop learners understanding of business and encourages creative thinking and decision making. They learn about the world of business through research and investigation as well as practical tasks.

Learners are not expected to have a knowledge of business but should be interested in learning about the world around them, how businesses are set up and what it is that makes someone a great entrepreneur.



Year 10

Learners in each group follow specific programs tailored to their ability with formal assessments every half term. Learners can expect regular homework and all sit an end-of-year examination under formal conditions.

They will cover 3 sections throughout the year which includes 15 chapters.

Year 11

Learners continue to follow specific schemes of work based on their setting and again have regular half-termly assessments as well as an extra assessed piece of homework each half-term. Learners all sit a formal mock examination before winter break. There are focused intervention programs and revision sessions for learners during Year 11. They will cover all 6 Sections of the syllabus.

Internal Assessment

Half-termly, plus end-of-year examinations.

External Assessment

80 marks for each paper.
Externally assessed.

Paper 1 (50%) – 1 hour 30 minutes

Written examination consisting of four questions requiring a mixture of short answers and structured data responses.

Paper 2 (50%) 1 hour 30 minutes

Written examination consisting of four questions based on a case study, provided as an Insert with the paper.

Exam Board

CIE

Course Title

Business Studies

Specification Code

0450

Website

www.cie.org.uk

Next Steps

Candidates who are awarded LEVEL 9 to 5 in Cambridge IGCSE Business Studies are well prepared to follow courses leading to Cambridge International AS and A Level Business Studies, or the equivalent.

Head of Faculty: Dr Shahid Sayed

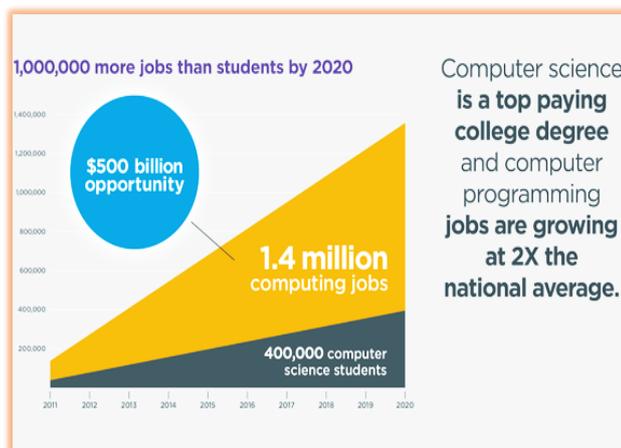
s.sayed_cia@gemsedu.com

Computer Science

“Everybody in this country should learn to program a computer...because it teaches you how to think.” - Steve Jobs, co-founder and CEO of Apple (1955-2011)

Course Information

Cambridge IGCSE Computer Science syllabus aims are to develop computational thinking that is considering what can be computed and how, and includes consideration of the data required. Learners will develop their understanding of the main principles of solving problems by using computers as well as their understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems. In addition, learners will gain greater knowledge of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people. Finally, learners will develop the skills necessary to apply understanding to solve computer-based problems using a high-level programming language.



Year 10

Learners can expect regular tests at the end of each topic and all learners sit a mid year mock examination and a end-of-year examination under formal conditions.

Year 11

Learners continue to follow specific schemes of work based on their setting and will undertake regular end of topic assessments. There will be particular focus on examination practice and learners will prepare for the pre-release . There are focused intervention programmes and revision sessions for learners during Year 11.

Internal Assessment

Half-termly and an end-of-year examination. All assessments are based on the schemes of work derived from the IGCSE syllabus.

External Assessment

There are two formal IGCSE examinations at the end of Year 11: One theory and one problem solving & programming. Each paper is **1 hour 45 minutes**.

Paper 1(60%): This written paper contains short-answer and structured questions. All questions are compulsory.

Paper 2(40%): This written paper contains short-answer and structured questions. All questions are compulsory, 20 of the marks for this paper are from questions set on the pre-released material.

Course Title	Exam Board	Specification Code	Website
Computer Science	CIE	0478	www.cie.org.uk

Next Steps

Learners can pursue Cambridge International AS and A Levels which are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide.

Head of Faculty: Mr Islam Ashraf

email: i.ashraf_cia@gemsedu.com

French

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart. — Nelson Mandela

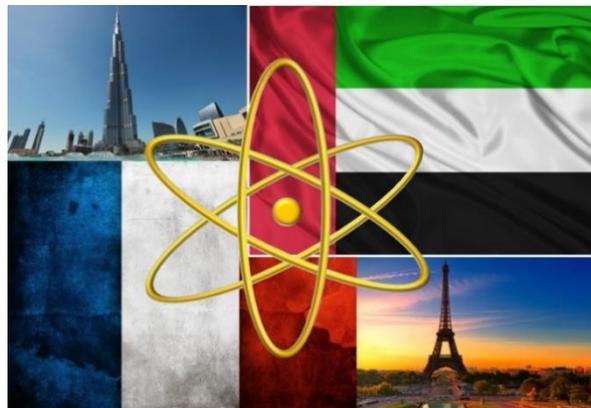
Course Information

Our French language qualification is specifically intended for learners whose first language is not French. The topics and related texts used in the reading and writing paper are engaging and suitable for all learners. They are based on contexts that learners are likely to encounter and are diverse in their content. Culturally sensitive and authentic reading and listening texts are used throughout.

Learners will select their own picture as part of the speaking examination. This empowers them to confidently prepare for a topic of their choice, and personalise one element of their examination.

Question papers are clear and accessible for all learners of all ability and learning styles. Marks scheme are straightforward so the assessment requirements are clear.

Learners develop the ability to: read for gist and details; to write in response to a situation; to listen to a complex argument or discussion; to understand the overall message and to identify attitudes and opinions; and to participate in extended discussions.



Year 10

Term 1 Topic A - Home and Abroad:

Life in town and rural life/directions/services/holidays/tourist information/everyday life/traditions.

Term 2 Topic B – Education and Employment:

School life and routine/school rules/pressures at school/school trip/school events/school exchanges/work and careers/volunteering/future plans

Term 3 Topic C – Personal life and relationship:

House and Home/ Daily routine / Helping at home/ Role models/preparation for the speaking/ friends and family/ childhood.

Year 11

Term 1 Topic D –The world around us

Environment issues/weather and climate/travel and transport/the media/information and communication technology.

Term 2 Topic E – Social activities, fitness and Health.

Hobbies and interests/sports and exercises/Special occasions/shopping and money matters/accidents, injuries, common ailments/healthy eating/food and drink.

Term 3 All topic revision

Internal Assessment

Learners will have regular opportunities in class to practice their listening, reading, writing and speaking skills. We will also organise mock examinations in order to allow them to practice and get used to the format of the examination.

External Assessment

Paper 1 Listening: 30 minutes – 40 marks - 25%.

Paper 2 Reading and Writing: 1 hr 45 – 80 marks - 50%

Paper 3 Speaking: 8 to 10 minutes – 40 marks - 25%

Exam Board

Course Title

Specification Code

Website

Edexcel

International GCSE French

4FR1 (French)

www.edexcel.com

Next Steps

A levels in MFL subjects, university courses in MFL, employment in areas such as business, travel and education.

Head of Faculty: Mr. Foued Mahouachi

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Geography

“Geography is about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” - Barack Obama

Course Information

Geography is not only up-to-date and relevant, it is also one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems are explained with geography, as such there is a need for geographers of the future to help us understand them. The structure of iGCSE Geography allows our learners to delve into these problems. There is also a **compulsory requirement to complete a minimum of 2 days fieldwork** to develop understanding and skills. We offer an exciting opportunity to visit several Emirates on a **3 day residential fieldtrip**.



Year 10

Paper 1 Physical Geography:

- Coasts environments (including fieldwork)
- Hazardous environments

Paper 2 Human Geography:

- Urban Environments (including fieldwork)

Year 10 includes **compulsory residential (overnight and mixed gender) stay within the UAE. Approximately 1700 AED. Please be aware current COVID restrictions impact this trip.**

Year 11

Paper 2 Human Geography:

- Economic activity and energy
- Global issues (Fragile environments and climate change or Globalisation and migration)

Internal Assessment

Unit tests are conducted at the end of each module and sub-topic of work. Formal assessments are half-termly, plus an end-of-term examinations.

External Assessment

Paper 1 (40%) - 1 hour and 10 minutes
Paper 2 (60%) - 1 hour and 45 minutes

Exam Board

Course Title

Specification Code

Website

Edexcel

International GCSE Geography (9–1)

4GE1

www.edexcel.com

Next Steps

Choosing geography at school can open the doors to a university degree, either specifically in geography or by combining geography with other A Levels to gain a place on a degree program in another subject. An A' Level in geography is recognised for its academic robustness and most importantly, it also helps young people into the world of work.

Head of Faculty: Mrs. Sarah Kinderman

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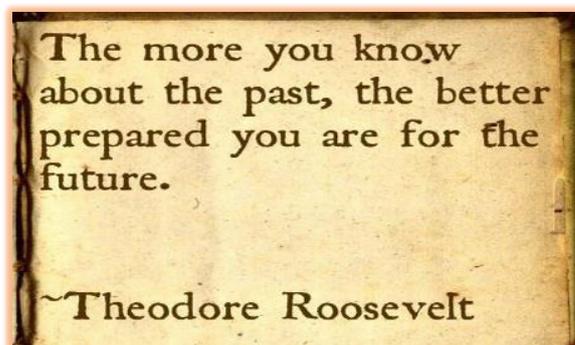
History

“History is the witness that testifies to the passing of time; it illumines reality, vitalises memory, provides guidance in daily life and brings us tidings of antiquity.”
– Cicero

Course Information

The History GCSE course allows learners to engage with the past and understand how the events have influenced the present. The structure of the course ensures that learners delve into history from a range of time periods and across geographical locations. Studying History helps learners develop valuable skills such as: analysis, critical thinking as well as written communication.

Learners will be examined at the end of Year 11 on a single tier basis.



Year 10

Thematic study and historic environment:
 Crime and punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing and the inner city

British depth study:
 Anglo-Saxon and Norman England, c1060-88

Year 11

Period study:
 British America, 1713-83: empire and revolution

Modern depth study:
 Russia and the Soviet Union, 1917-41

Internal Assessment

Unit tests are conducted at the end of each module and sub-topic of work. Formal assessments are half-termly, plus an end-of-term examination.

External Assessment

There are three formal GCSE examinations at the end of Year 11.

Paper 1: 1 hour and 15 minutes
 Section A: historic environment
 Section B: thematic study

Paper 2: 1 hour and 45 minutes
 Section A: period study
 Section B: British depth study

Paper 3: 1 hour and 20 minutes
 modern depth study

Exam Board

Course Title

Specification Code

Website

Edexcel

History (9-1)

1H10

www.edexcel.com

Next Steps

Learners could go on to study A' level History. At degree level, learners may consider courses in history, law, journalism, teaching, archaeology and museum studies.

Head of Faculty: Mrs. Sarah Kinderman

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ICT

“Education should prepare young people for jobs that do not yet exist, using technologies that have not yet been invented, to solve problems of which we are not yet aware.” - Richard Riley

Course Information

The study of ICT supports the development of skills and attitudes that increase candidates' ability to address the social and ethical issues of technological advancements. Many aspects of society have been influenced by the ICT revolution. ICT is having a profound impact on the world of work, affecting both the jobs that people do and how they do them. New media for communication and social networking are having a significant impact on the relationships that people form. Candidates and teachers are finding new ways to learn through the medium of technology.



Year 10

Theory Sections 1-6 of the syllabus including hardware and software, networks and effects of ICT.

Practical – Document Production, Presentations, Databases

Year 11

Theory Sections 7-12 of the syllabus including systems life cycle, e-safety, ethical and moral implications

Practical – Website Authoring, Presentations

Internal Assessment

Learners can expect regular tests at the end of each topic and all learners sit a mid year mock examination and a end of-year examination under formal conditions.

External Assessment

Paper 1 – 2hr (40%): **Theory** Written paper based on Chapter 1 - 12

Paper 2 - 2 hr 30 min (30%): **Practical** Document Production, Data Manipulation and Presentations

Paper 3 – 2hr 30min (30%): **Practical** Data Analysis and Website Authoring

Course Title

Exam Board

Specification Code

Website

IGCSE ICT

Cambridge International

0417

www.cie.org.uk

Next Steps

Future careers in the field of ICT include: database administrator, systems analyst, web designer, network manager, archivist, cartographer or computer engineer to name a few. IGCSE Information and Communication Technology is an ideal foundation for further study at A Level and the skills learnt can also be used in other areas of study and in everyday life.

Head of Faculty: Mr Islam Ashraf

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Music

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything” - Plato



Course Information

The Edexcel GCSE qualification will inspire the next generation of learners in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Learners 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.

The qualification aims and objectives are to enable learners to:

- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- Reflect on and evaluate their own and others’ music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Year 10

In Year 10 musicians will be introduced to the 3 main components of the course – **Performing, Composing** and **Appraising**. Linked to this they will utilise and develop their skills to use a variety of music technology applications (Garage Band, Bandlab, Logic Pro X) to record and produce their own work and scores.

Listening, aural and appraisal work will be centred initially around the **8 set works** and regular theory sessions will aid knowledge. In the summer term an examination for Performance and Appraising will take place and learners will complete their individual **Free Composition** coursework.

Year 11

Musicians in Year 11 will start to devise ideas for their Component 2 coursework -**Composing to a set brief**. Additionally they will continue to develop their knowledge and skills for Component 3 – the **Appraising** examination, a listening style paper centred around 8 set works.

Component 1 -**Performing**, both Solo and Ensemble, will be a clear focus with time being spent choosing appropriate repertoire under the guidance of the teacher and regular rehearsals taking place.

Internal Assessment

Component 1 + 2 – **Performing and Composing** are internally assessed and externally moderated.

External Assessment

Component 3 – **Appraising** is an externally assessed examination at the end of Year 11.

Course Title	Exam Board	Specification Code	Website
Music GCSE	Pearson	Edexcel GCSE Music (9-1) (1MU0)	www.pearson.com

Next Steps

Candidates who are awarded grades A* to B in GCSE Music are well prepared to follow courses leading to AS and ‘A’ Level Music.

Head of Performing Arts Faculty:

Mr Gavin Greenaway B.A (Hons) Music

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Physical Education

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” - Michael Jordan

Course Information

IGCSE Physical Education (P.E.) offers learners the opportunity to study practical and theoretical knowledge, skills and understanding across a range of physical activities. It is designed to encourage the enjoyment of sports and physical activity by providing learners with an opportunity to develop an understanding of effective and safe physical performance. In addition, to develop an appreciation for the understanding of the principles, practices and training that can improve performance and better health and well-being, mentally, physically and socially. Learners will be encouraged to develop their ability to: plan, perform, analyse, improve and evaluate physical activities.



Year 10

Learners will explore a wide range of sporting activities in order to focus on four sporting activities within Y11.

In theory learners will study the following topics and will deepen their understanding through their application to sport:

- 1: Anatomy and physiology
- 2: Health, fitness and training
- 3: Skill acquisition and psychology
- 4: Social, cultural and ethical influences

Learners will develop analytical skills in order to identify errors in their own and others' work and will be encouraged to suggest ways to improve within the given sport/activity.

Year 11

Learners will be taught and assessed across their four chosen sporting activities. They will be challenged to: deepen their understanding of the rules and regulations for successful game play; perform technical skills, tactics and strategies in order to effectively outwit an opponent and lead a warm-up and skill based activity relevant to each sport/activity.

Learners will re-visit all the theory content taught in the previous year and will work on examination techniques.

Internal Assessment

Practical assessment (50%) – Candidates undertake four physical activities from at least two of the seven categories listed.

Internally assessed / externally moderated.

External Assessment

Theory paper - 1hour 45mins – 50%

Learners will complete a written paper on the following topics:

- 1: Anatomy and physiology
- 2: Health, fitness and training
- 3: Skill acquisition and psychology
- 4: Social, cultural and ethical influences

Candidates answer all questions. 100 marks

Externally assessed.

Course Title

iGCSE PE

Exam Board

Cambridge iGCSE

Specification Code

0413

Website

www.cie.org.uk

Next Steps

IGCSE PE offers learners a variety of educational pathways and careers in sport and the expanding health and fitness industry. Candidates who are awarded grades C to A* in Cambridge IGCSE Physical Education are well prepared to follow courses leading to Cambridge International AS and A Level Physical Education, or the equivalent.

Head of Faculty: Mr Howell

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Psychology

“Human nature is not an object for curiosity merely. It is the source of all of our enjoyments, the sum of all our powers. It is the great artist to which poetry, eloquence, history, philosophy, and all the arts and sciences owe their existence. It is, in a word, that which makes us to be what we are. It is our very selves. The study of it, therefore, cannot be but deeply interesting”. John Gibson Macvicar.

Course Information

GCSE Psychology offers an engaging and effective introduction to psychology with fresh and modern content. There is opportunity to relate the content to every day life, in scenarios encountered by the learners.

Learners will learn the fundamentals of the subject and have the opportunity to learn how to analyse arguments and evidence, test hypotheses and make informed judgements – all of which are skills valued by higher education institutions and employers.



Year 10

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Learners will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Year 11

Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

Learners will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Internal Assessment

Learners sit an end of unit test at the end of each topic and also complete short examination based assessments throughout the year.

There will also be mock examinations in order to allow learners to practice and get used to the format of the exam.

External Assessment

Two written exams at the end of Year 11. Each paper is 1 hour 45 minutes in length. 100 marks and counts for 50% of the GCSE.

There is a range of questions: multiple choice, short answer and longer essay questions.

Course Title

Exam Board

GCSE Psychology

AQA

Specification Code

8182

Website

www.aqa.org.uk

Next Steps

Learners could go on to study A Level Psychology. Psychology opens the doors to a wide range of careers, such as Educational Psychology, Law and criminology, Sports Psychology, Human Resources and more!

Lead Teacher for GCSE: Roxanne Richards

email: r.richards_cia@gemsedu.com

