

Key Stage 4 Options Booklet

Jebel Ali School Secondary

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A Note From The Principal



Dear Students,

This booklet is designed to support you with the GCSE and BTEC option choices you need to make over the next six months.

You will receive plenty of information at the events planned by the Secondary team throughout the year and your teachers are there to guide you through this process. We have created a selection process that ensures breadth and balance and keeps your options open for the future. Discussing the options carefully with your parents will also help you feel well-equipped to make your final choices.

Considering choices and making decisions is an important part of becoming an adult. You will make more choices at 16 about which A-levels and Level 3 BTECs you wish to study and at 18, you'll decide whether to carry on learning at University or start work. These are exciting times, so take your time, make good use of all the information available and use your parents and teachers to carefully discuss and weigh up your decisions.

Yours faithfully,

Simon Jodrell
Principal

Introduction

Making subject choices for Key Stage 4 is an important milestone in every student's journey at Jebel Ali School. It marks the beginning of a more personalised academic pathway, giving students the opportunity to take greater ownership of their learning and future aspirations.

Throughout Year 9, students will be supported as they explore the range of subjects available and consider the choices that best reflect their strengths, interests and ambitions. We hope that the information contained within this booklet will help both students and parents navigate the options process with confidence.

Within this booklet, you will find information about our Key Stage 4 courses, guidance on how to make informed subject choices, subject summaries, and details about the options and ambitions support available. We encourage both students and parents to read the booklet carefully and refer back to it throughout the decision-making process.

Choosing subjects for the right reasons is essential. Students should consider which subjects they enjoy, where their strengths lie, and which learning experiences motivate and inspire them. Success at Key Stage 4 is built upon engagement, commitment and a genuine interest in the subjects being studied.

We strongly encourage students and parents to take advantage of the opportunities available throughout Terms 1 and 2 to discuss subject choices with teachers, pastoral staff and our Options and Ambitions Advisor. The GCSE taster sessions, guidance programme and information events are designed to help students make well-informed decisions about their future pathways.

Our Options Information Evening will provide a valuable opportunity to learn more about the courses on offer, ask questions and confirm potential choices. Following the event, students will complete their option selections through the online Options Form.

We look forward to working in partnership with you throughout this exciting stage of your child's educational journey and supporting every student to make choices that will enable them to thrive, achieve success and realise their future ambitions.

I wish you every success as you embark upon the next exciting phase of your education here at Jebel Ali School.

Yours faithfully,

E. Wade

Mrs Eleanor Wade

Secondary Headteacher

JAS Timeline and Key Dates

Below is an overview of the GCSE options process for Year 9, along with some key dates for your diary.

Timeline	Event	Attendees
October/November	Careers/Unifrog sessions	Tutors and Students
November	GCSE taster sessions	Students within school timetable
November	Year 9 Options Evening	Parents and Students
November/December	Interim Reports Shared	Parents and Students
November/December	Blocks shared for draft selections in January	Parents and Students
January	Form Tutor options coaching	Tutors and Students
January/February	Final Options Deadline	Parents and Students

**Throughout Year 9 students will take part in workshops and activities run by the Options and Ambitions Advisor and form tutors focusing on self-awareness of skills, strengths, preferences and ambitions for the future.*

We will also hold a Community Careers related event during one of our Thrive sessions that will draw on personal work experience and pathway considerations from our Alumni and professionals linked to the Jebel Ali School community.

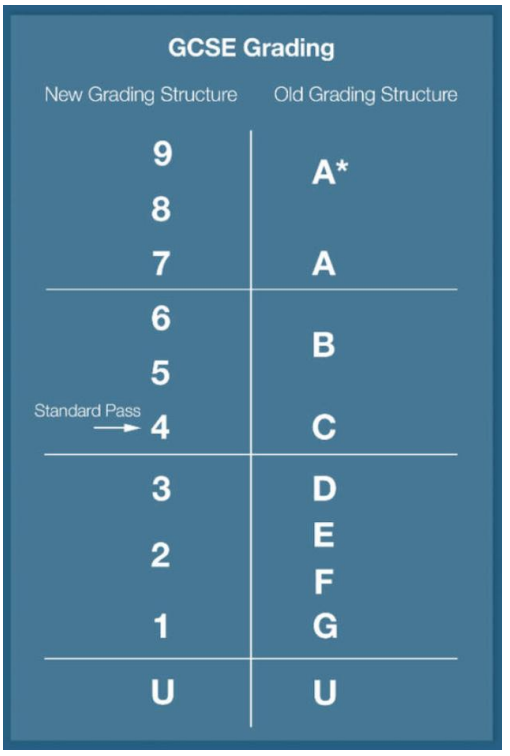


An Introduction to the 9-1 GCSE

In July, Year 9 students will reach the end of the National Curriculum Key Stage 3. The General Certificate of Secondary Education (GCSE) is a two year programme and is the principal means of assessing student attainment through examinations at the end of Key Stage 4 (Year 11). It marks an important step in the academic pathways of students, as the GCSE results can impact subject choice at A Level and options beyond.

The subject choices for Year 9 students are presented within this handbook. At Jebel Ali School we aim to offer a broad and balanced curriculum for all. This curriculum includes several compulsory subjects, which all students in Years 10 and 11 will take, as well as a diverse range of optional subjects which can be selected by the student. This handbook provides detailed information about the JAS Curriculum and its links to the JAS Profile.

As you may be aware, GCSEs have recently undergone a change which involved, in part, the introduction of a new grading system. Following its staggered introduction in 2017, all GCSE qualifications are no longer graded from A*-G but 9-1 (with a 'U' signifying 'unclassified' in both cases). Amongst other things, this new grading system allows for greater differentiation between students and between subjects.



For a more detailed introduction and a more in-depth explanation of the new GCSE, please view the following which clarify and summarise the changes that have now come into effect.

https://university.which.co.uk/advice/gcse-choices-university/gcse-shake-up-what-the-changes-mean-for-you
(Which? University)

https://www.youtube.com/watch?v=pgZYx_fycrM
(Ofqual, the UK Office of Qualifications and Examinations Regulation)

Significance and Expectations of KS4 Study

GCSE grades play an important role in a student's academic pathway. Whether they continue to progress onto Key Stage 5 at school or enter vocational training and the workplace, GCSE grades remain with a student for life and are a requirement of many applications. It is our aim to ensure that all students progress towards their ambitions, achieving their full potential in all subjects and selecting pathways best suited to their individual skill set and ability.

As a student progresses up the school, so too does the expectation and capacity for work and independent study. A Year 10 student should expect an increase in homework volume and an increase in the emphasis placed on self-motivation, responsibility and organisation. Almost all students require some form of assistance with this change and we have several systems in place to provide them with guidance and support whenever it is needed.

Whilst KS4 study represents a shift in academic maturity for students, it is also a time of social and emotional development. Teaching, therefore, continues to run alongside the Moral Education and Social Studies courses as we aim to foster a global outlook, with students being exposed to critical thinking and debate as well as moral awareness and responsibility. Guidance and support for choices which will lead to KS5 study and pathways beyond is provided by both form tutors and the Options and Aspirations Advisor, who will be running workshops and information sessions starting in Year 9.

In addition to their examination subjects, KS4 students will continue to enhance their personal profiles through extra-curricular and vocational opportunities. As educators we will remain committed to these facets of our students' education and all will be encouraged to continue to get involved around the school. These experiences of learning beyond the classroom will come in the form of clubs run by almost every teaching department, student societies, trips around the UAE and abroad, as well as compulsory work experience at the end of Year 10. Awards such as The Duke of Edinburgh's International Award (https://www.intaward.org/) will be offered with students beginning their Bronze Award in Year 10 and being encouraged to go on to complete the Silver and Gold awards in Years 11 and 12.

Access Arrangements

Access arrangements are agreed prior to an assessment or examination for students who are on the SEND register or have temporary injuries or are experiencing significant events that may inhibit their ability to access the task.

Access arrangements allow students to show what they know and can do without changing the demands of the assessment. A reasonable adjustment is seen as one that does not give a student an unfair advantage over others. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the awarding examination bodies to make any adjustment to the assessment objectives being tested in an assessment. Strict criteria must be met before access arrangements are allocated and the awarding bodies have the final decision for external examinations. Where access arrangements have been granted, they will apply to all assessments and examinations, internal and external.

In line with the requirements of the examination bodies, the students who do not use the access arrangements as the normal way of working may have them withdrawn.

BTEC, GCSE and IGCSE Examination Fees

Examination fees are payable upon confirmation of the examinations being taken by the student. Parents will be invoiced by the school with Year 11, Term 3 fees, during their son/daughter's final year in KS4 (Year 11). Variation in the fee structure is dependent on the nature of the GCSE course and is controlled by the examining body. Practical subjects that include external moderation are often more expensive. Jebel Ali School commits to working with other Dubai schools to share international moderators and hence try to keep the cost down.

An examination fee invoice can range but will generally be approximately in the area of 5,000AED depending on the GCSE subjects your son/daughter has elected to study.

BTEC fees range from 1,500 to 2,500 dirhams per subject. Registration fees for the BTEC courses are paid in full at the beginning of Year 10 for the full duration of the two-year course. The fee charged will cover the entry fees for the course. Any resit of units within the course does not incur additional charges over and above the original fee paid. Once enrolled in the BTEC course, students are obligated to fulfil the associated financial responsibilities, including the payment of fees, irrespective of whether they decide to discontinue the course prematurely.

The JAS Curriculum

In addition to the compulsory subjects taken by all students, Jebel Ali students will be offered a range of optional subjects from which to construct their own personal pathway through Key Stage 4, a pathway which will best reflect their strengths, their interests and their ambitions.

As we support students throughout Year 9 towards making their final option choices, we aim to instil in them curiosity, self-awareness and the courage to be ambitious. We will encourage students to keep doors open and to follow a broad and balanced curriculum whilst pursuing the subjects that best reflect their ability.

Compulsory Subjects (taken by all Year 10 and Year 11 students)

English	**EITHER** English Language and English Literature **OR** English Language Only
Mathematics	Higher or Foundation Mathematics and Certificate Level 2 Further Mathematics
Science	Combined Science, Separate Sciences or BTEC International Level 2 Certificate in Applied Science
Physical Education	School Course: non-examination
Moral Social Cultural Studies	School Course: non-examination
Arabic A **Arabic B**	MOE Course with GCSE Examination Compulsory Year 10, selected students GCSE Examination

Optional Subjects (students will select four options)

Subjects
Arabic GCSE
Art and Design
Business Studies
Computer Science
Design and Technology
Drama
Economics
Food Preparation and Nutrition
French
Geography
Graphic Communications
History
Media
Music
Photography
GCSE Physical Education
Psychology
Sociology
Spanish

Students will be given the opportunity to pick up to 4 optional subjects. Based on subject demand and combinations of subjects 4 options blocks will be created.

Students that have previously been offered Directed Studies may continue this option with 3 GCSE picks.

Arabic A students must choose Arabic A as one of their options.
Arabic B is a KHDA mandatory subject in Year 10 only and will take place during Period 1 lessons.

GCSE and BTEC Subjects

From these optional subjects, students will be encouraged to pursue a broad curriculum and include a language, a social science, at least one creative subject and a final option of their choice, totalling nine GCSEs, or a combination of GCSE and BTEC subjects. Through this balance we are able to ensure that our students develop a range of skills and grow in line with the JAS Profile, namely that they are creative, compassionate and adaptable learners who show imagination, innovation and energy. The selection of subjects allows us to offer our students every opportunity to achieve their goals whilst also satisfying the National Curriculum requirements.

We must be aware that many students at this stage continue to explore and develop their own strengths and interests. It is, therefore, essential that they are guided towards options that will not limit their future choices and aspirations. As part of the Moral Education and PSHE (Personal Social and Health Education) programme this year, Year 9 will be exploring their own skills, likes and dislikes and gaining a clearer idea of their own strengths and interests. They will begin to consider pathways including future study, vocations and the world of work. They will be developing techniques to allow them to make independent and informed choices for Key Stage 4.

The following table is a summary of the subjects offered at Jebel Ali School, please refer to the individual Subject Summary pages for more detailed information.

GCSE Subject Summary	Page
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Food Preparation and Nutrition	23
French	24
Geography	25
Graphic Communication	26
History	27
Mathematics	28
Certificate Level 2 Further Mathematics	29
Media Studies	30
Music	31
Photography	32
GCSE Physical Education	33
BTEC International Level 2 Certificate in Sport	34
Psychology	35
Science (Combined)	36
Science (Separate)	37
BTEC International Level 2 Certificate in Applied Science	38
Sociology	39
Spanish	40

The JAS Profile

What is Jebel Ali School actually trying to do?

Obviously we aim to support and encourage each student to reach their individual potential. This certainly means their academic potential, but also potential in the broader sense. We must equip students with the skills of life to navigate the opportunities and challenges of this exciting and amazing 21st century. Our students and entire teaching staff discussed these skills at length and developed what we call the JAS Profile. This is a set of skills which we will be developing with the students from FS1 right through to Y13. These are obviously not the only skills, but they form the essential core which will be regularly revisited. These skills will form a toolbox sitting alongside academic grades.

Our students will be given the opportunity to be:

- Critical Thinkers (creating risk takers and innovators)
- Problem Solvers (creating resilience and creativity)
- Effective Communicators
- Computer literate
- Team Workers/Collaborators
- Independent (creating 'humble confidence')
- Adaptable
- Empathic/ to develop social manners / to have a positive and general outlook



Options and Aspirations

Starting in Year 9, Jebel Ali students will participate in workshops and activities that aim to support them towards this first and future decision making. Subject choice and the combination of subjects is important as our students work towards Post-16 education and beyond. The role of the Options and Aspirations Advisor and tutors within the school is to provide the tools to allow students to guide themselves towards making decisions that are both ambitious and sensible, maintaining a breadth of learning whilst developing and refining individual skill sets. These members of staff will be working with students from Term 1 of Year 9, throughout KS4 and KS5 and it is their aim to promote a curiosity and love of learning rather than to allow students to become overly concerned with option choices at this early stage.

How important are option choices when it comes to university?

GCSE and BTEC qualifications are an important indicator for many Higher Education Institutions and employers. It is key to remember, however, that the subjects that are of most interest in many applications are those that are compulsory: English, Science and Mathematics. These core GCSEs offer a skill range that can support the vast majority of pathways moving forward and thus, students can be comforted in the knowledge that they are gaining a solid foundation from KS4 study before they have even selected options. The aim of KS4 education is for students to gain a range of transferable skills which will enable them to discover the type of person they are, their strengths and ultimately, a route forward that is best for them.

As you may well be aware, the Post-18 landscape is changing rapidly. With university placements decreasing, the alternative options of vocational training and apprenticeship positions are increasing and a growing number of students are entering the workplace directly. Our focus at Jebel Ali, therefore, will not solely be on progression to university and we know that different pathways suit different learners. Many alternative routes require good pass grades and are less concerned by the individual subject choices at GCSE or A Level. Many universities around the world do not require specific GCSE or A Level subjects for entry onto purely academic courses: all but the most competitive institutions in the USA, Canada, Europe, South Africa, Australia and New Zealand will look at the level of attainment with little regard of the optional subjects. A large number of courses offered at UK universities will not require a specific combination of A Levels either. It is vital, therefore, that students pursue what they are best at, which is often what they also enjoy the most.

Options and Aspirations

The ultimate aim of KS4 education is to equip students with skills, skills that will be transferable, useful and in demand as they navigate their way through the multitude of jobs and positions that are represented by a modern and flexible career path. When it comes to selecting the optional GCSE and BTEC subjects, our advice to students is to simply pursue what they love, and pursue what they are good at. Students should take the subjects that will best showcase their skills and strengths and allow them to continue with the subject into KS5 study and possibly beyond. In some cases, forethought is required. If a student has not gained the GCSE qualification in a subject, they may not be able to progress onto the associated A Level and this may affect their Post-18 choices. Similarly, vocational courses and career paths may require a more specific set of subjects and these will be discussed with students. Students are very young when they select their options and the vast majority of them will have no idea what they would like to do when they leave school. Of the handful that do, their ideas may change. We will promote choices for all students that maintain a diverse range of subjects, which we feel will keep their options open, allowing them to develop and discover their own pathways as we progress towards KS5. We will work with the students to ensure that they are making informed decisions whilst safeguarding their futures by keeping doors open.

For further information on the importance of GCSEs and BTEC option choices, a look at future choices Post-18 and the range of pathways available please visit the following websites:

https://www.careerpilot.org.uk/information/your-choices-at-18
(Careerpilot)

https://university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university
(Which? University)

https://www.ucas.com/
(Universities and Colleges Admissions Service – UK only)

Technology

All students will need a laptop for their GCSE studies. Students in Year 9 who need to replace their iPad may purchase a laptop via guidance from subject teachers as some subjects may prefer a Macbook over a laptop. Work will be assigned through the Microsoft Teams platform.

Student Choice

As a school, we aim to instill a love of learning in all students, to support them in developing into reflective learners who are eternally curious and show courage in their ambitions and pursuits. When it comes to selecting options for study, if you don't enjoy it, you are unlikely to excel at it.

Student choice is just that. The options that our students select will be the options that best reflect their ability, their strength and their interests. As guardians of their own future, it is up to them to carve out a niche that is unique and appropriate to suit their style and learning. As teachers and parents we will support and advise, but we must remain aware of our own aspirations, and those of our students. Wherever possible we will encourage students to pursue their personal interests and to fulfil their individual ambitions.

Choosing the Right Subjects

The following list of considerations will form the basis of many conversations with students and we encourage them to discuss these with family members, friends, teachers and tutors.

1. What subjects do you like and why?
2. What subjects do you dislike and why?
3. What are you good at?
4. What have you been recommended to do by teachers?
5. What do you need? How far ahead have you looked? Is your choice flexible?

Why you should NOT choose a subject:

Student should not generally allow themselves to be influenced by:

a. Whether they like or dislike their current teacher in a particular subject
b. What their friends are choosing (since their interests and plans for the future may be quite different)

Click on the following link to watch a short video showing different people reflecting on their option choices and how their choices influenced their future direction.

https://www.youtube.com/watch?v=Q-AuuIxr0Ro
(iCould Choosing Your GCSE Options)



GCSE and BTEC Options

Subject Information

Arabic (Edexcel - 1AA0)

Summary:

The Edexcel GCSE Arabic specification covers all four language skills - listening, reading, writing and speaking. A very broad range of topics divided into five themes:

- **Identity and culture**
- **Local area, holiday, travel**
- **School**
- **Future aspirations, study and work**
- **International and global dimension**

Subtopics; tourism and industry, everyday life, traditions and communities, work, careers and school life, relationships with family and friends, childhood, environmental issues and the power of media, shopping and healthy lifestyles.

"Learning Arabic will open up a whole world of job opportunities as well as establish a deep connection with cross-cultural friends."

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Listening and Understanding**	**Written Examination:** 35 minutes (Foundation) 45 minutes (Higher)	25%
Component 2: **Speaking**	**Internal Assessment:** 7-9 minutes 10-12 minutes	25%
Component 3: **Reading and Understanding**	**Written Examination:** 50 minutes (Foundation) 65 minutes (Higher)	25%
Component 4: **Writing**	**Written Examination:** 75 minutes (Foundation) 85 minutes (Higher)	25%

Useful Links for Additional Information:

- GCSE Arabic Specification

Art & Design (Edexcel - 1FA0)

Summary:

The Edexcel GCSE in Art and Design has immense value as a GCSE subject. Students can develop work in at least one of the following areas of study:

- **Drawing**
- **Installation**
- **Lens-/light-based media**
- **Mixed media**
- **Land art**
- **Printing**
- **Painting**
- **Sculpture**

> **Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject.**

This course will give students the skills to enjoy, engage with and produce visual arts throughout their life. It is really important that students have a passion for the subject and a desire to know more about historical and contemporary art.

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Personal Portfolio**	**Internal Assessment:** Students will produce a portfolio of work based on tasks agreed with the teacher.	60%
Component 2: **Externally Set Assignment**	**Internal Assessment:** Students will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.	40%

Useful Links for Additional Information:

- GCSE Art & Design Specification
- GCSE Art & Design Pathways
- BBC Resources

Business (Edexcel - 1BS0)

Summary:

The Pearson Edexcel GCSE in Business qualification enables students to develop an interest in and enthusiasm for the study of business. Students will develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context.

Studying Business can lead into a wide range of careers such as marketing, HR, finance and law. Choose this subject if you want a qualification that truly lends itself to any chosen career bath and equips you for the 'world of work'

Component 1: Investigating Small Business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Component 2: Building a Business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1**	**Written Examination:** 105 minutes	50%
Component 2: **Paper 2**	**Written Examination:** 105 minutes	50%

Useful Links for Additional Information:

- GCSE Business Specification
- GCSE Business Pathways

Computer Science – AQA (GCSE) - 8525

Summary:
AQA GCSE Computer Science is a linear qualification assessed through two written examinations at the end of the course. Students develop computational thinking, programming and problem-solving skills alongside an understanding of computer systems, data, networks, cyber security, databases and the wider impact of digital technology.

Paper 1: Computational Thinking and Programming Skills
This paper assesses computational thinking, code tracing, problem-solving and programming concepts, including the design, writing, testing and refinement of code. Students will develop practical programming skills throughout the course and apply them in the examination.

Key content
- Fundamentals of algorithms
- Programming
- Data representation
- Computer systems
- Computer networks
- Cyber security
- Relational databases and SQL
- Ethical, legal and environmental impacts of digital technology

Computing jobs are among the highest paid and have the highest job satisfaction. Computing is very often associated with innovation, and developments in computing tend to drive it. This, in turn, is the key to national competitiveness.

Paper 2: Computing Concepts
This paper assesses the wider theoretical content of Computer Science, including data representation, computer systems, networks, cyber security, relational databases and SQL, and the ethical, legal and environmental impacts of digital technology.

Course Structure	Assessment Type	Weighting
Paper 1: Computational Thinking and Programming Skills	Written Examination 2 hours 90 marks	50%
Paper 2: Computing Concepts	Written Examination 1 hour 45 minutes 90 marks	50%

What students can expect:
Assessment is entirely through two written examinations. There is no separate coursework, NEA or major project component. Programming remains a significant part of the course, with students required to design, write, test and refine programs during their studies.
First teaching: September 2025 | First examinations: May/June 2027 onwards | Grading: 9–1

Useful Links for Additional Information:
GCSE Computer Science Specification
GCSE Computer Science Pathways

Design Technology (Edexcel - 1DT0)

Summary:

Design Technology is assessed through two components, one written and one project based assessment(NEA).

Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. It helps you to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Component 1: Written Examination

The paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the specialist material area.

- **Metals**
- **Papers and boards**
- **Polymers**
- **Systems**
- **Textiles**
- **Timbers**

Component 2: A Major Project

This non-examined assessment allows students to show their understanding of the key stages of the design process: Investigate, Make, Design & Evaluate in an engaging and practical project. The theme for the NEA is issued by Edexcel a year in advance of assessment.

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Core and Material Categories**	**Written Examination:** 90 minutes	50%
Component 2: **NEA**	**Internal Assessment:** Investigate (16 marks), Design (42 marks), Make (36 marks) and Evaluate (6 marks)	50%

Useful Links for Additional Information:

- GCSE Design Technology Specification
- GCSE Design Technology Pathways
- "Why should you choose Design Technology" #1
- "Why should you choose Design Technology" #2

Drama (AQA - 8261)

Summary:

Component 1: Understanding Drama

Students are assessed on their knowledge and understanding of how drama and theatre is developed and performed. Students will study and analyse a set play and evaluate the live theatre work of others.

Component 2: Devising Drama

Students are practically assessed on their ability to create and develop ideas from a given stimulus, to communicate meaning for performance.

Component 3: Texts in Practice

Students are practically assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. Students perform two key extracts from a professional play text.

Students may specialise in performing, lighting, sound, set, costume and/or puppets.

"Learning to work as a team and seeing what we could accomplish was so rewarding!"

"The drama room is our safe space"

"Drama gave me the confidence to express myself in any setting."

"GCSE Drama pushed me to take creative risks and find my voice."

- JAS Drama Alumni

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Understanding Drama**	**Written Examination:** 105 minutes	40%
Component 2: **Devising Drama**	**Internal Assessment:** Devising log and devised performance.	40%
Component 3: **Texts in Practice**	**Internal Assessment:** Performance of Extract 1 and Extract 2.	20%

Useful Links for Additional Information:

- GCSE Drama Specification
- GCSE Drama Pathways

Economics (Edexcel IGCSE - 4XEC1) Modular

Summary:

This course studies Microeconomics and Business Economics in year 10 and Macroeconomics and The Global Economy in year 11. Paper 1 will be sat at the end of Year 10 and paper 2 sat at the end of Year 11.

Economics is appropriate for international students, building understanding and awareness of economic theory and testing concepts in realistic contexts. It develops students' ability to participate effectively in global society as citizens, producers and consumers.

Component 1: Microeconomics and Business Economics

The Market System- The economic problem, Economic assumptions, Demand, supply and market equilibrium, elasticities, the mixed economy and externalities.

Business Economics -Production, Productivity and division of labour, Business costs, revenues and profit, Business competition, The labour market and Government intervention.

Component 2: Macroeconomics and the Global Economy

- **Government and The Economy**

Macroeconomic objectives, Government policies and Relationships between objectives and policies.

- **The Global Economy**

Globalisation, International trade and Exchange rates

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Microeconomics and Business Economics**	**Written Examination:** 90 minutes	50%
Component 2: **Macroeconomics and the Global Economy**	**Written Examination:** 90 minutes	50%

Useful Links for Additional Information:

- IGCSE Economics Specification
- IGCSE Economics Pathways
- Great Reasons to Study Economics
- Introduction to Economics

English Language A (Edexcel IGCSE - 4EA1)

Summary:

Component 1:

Non Fiction Texts and Transactional Writing

This unit is based on the contemporary non-fiction texts from Part 1 of the Pearson Edexcel International GCSE English Anthology. Text types studied will include:

- Non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts.
- Literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing.

These lists are not exhaustive

Studying English Language will help you become a confident communicator, read critically and use words with precision and purpose. These skills will support you in every subject and whichever career you choose.

Component 2:

Poetry and Prose Texts and Imaginative Writing

This unit is based on the poetry and prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology.

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Non Fiction Texts and Transactional Writing**	**Written Examination:** 135 minutes	60%
Component 2: **Poetry and Prose Texts and Imaginative Writing**	**Written Examination:** 90 minutes	40%
English Language Only route **Component 2** **Poetry and Prose Texts and Imaginative Writing**	**Coursework** 1 essay on poetry and prose 1 piece of imaginative writing	40%

Useful Links for Additional Information:

- English Language Specification
- GCSE English Pathways

English Literature (Edexcel IGCSE - 4ETI)

Summary:

Component 1

Poetry (Edexcel Anthology Poems) and

Modern Prose (Of Mice and Men)

This component of the course is broken down into two separate units. For the Modern Prose text, students will study John Steinbeck's 'Of Mice and Men'. For the Poetry texts, students will study the EdExcel anthology poems (for details of the poems covered, see specification).

Component 2:

Modern Drama (An Inspector Calls) and

Literary Heritage Texts (Macbeth)

This component of the course is broken down into two sub-units. For the Modern Drama text, students will study J.B. Priestley's 'An Inspector Calls'. For the Literary Heritage text, students will study Shakespeare's Macbeth.

Studying GCSE English Literature will develop your ability to explore characters, themes and the power of a writer's choices. Through novels, plays and poetry, you will learn to look beyond first impressions and build thoughtful, convincing interpretations.

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Poetry and Modern Prose**	**Written Examination:** 120 minutes	60%
Component 2: **Modern Drama and Literary Heritage**	**Written Examination:** 90 minutes	40%

Useful Links for Additional Information:

- English Literature Specification
- GCSE English Pathways

Food Preparation and Nutrition (AQA-8585)

Summary:
The AQA Food Preparation and Nutrition GCSE is integrated into the following 5 sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

The range of skills developed:
General practical skills
Knife skills
Preparing fruit and vegetables
Use of the cooker
Use of equipment
Cooking methods
Preparing, combining and shaping
Sauce making
Tenderising and monitoring
Dough
Raising agents
Setting mixtures

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Course Structure	Assessment Type	Weighting
AO1	**-Written Examination- 105 minutes**	20%
AO2	**-Written Examination- 105 minutes** **-Non-Exam Assessment**	30%
AO3	**-Non-Exam Assessment**	30%
AO4	**-Written Examination- 105 minutes** **-Non-Exam Assessment**	20%

Useful Links for Additional Information:

- aqa.org.uk/food-preparation-and-nutrition

French (AQA- 8652)

Summary:

The AQA GCSE French specification covers all four language skills - listening, reading, writing and speaking. A very broad range of topics divided into three themes:

> **Learning French will open up a whole world of job opportunities as well as establish a deep connection with cross-cultural friends.**

Theme 1 -People and lifestyle

- **Topic 1: Identity and relationships with others**
- **Topic 2: Healthy living and lifestyle**
- **Topic 3: Education and work**

Theme 2- Popular culture

- **Topic 1: Free-time activities**
- **Topic 2: Customs, festivals and celebrations**
- **Topic 3: Celebrity culture**

Theme 3- Communication and the world around us

- **Topic 1: Travel and tourism, including places of interest**
- **Topic 2: Media and technology**
- **Topic 3: The environment and where people live**

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Listening**	**Written Examination:** Foundation - 35 minutes Higher - 45 minutes	25%
Component 2: **Speaking**	**Externally Assessed:** Foundation - 7-9 minutes Higher - 10-12 minutes	25%
Component 3: **Reading**	**Written Examination:** Foundation - 45 minutes Higher - 60 minutes	25%
Component 4: **Writing**	**Written Examination:** Foundation - 70 minutes Higher - 80 minutes	25%

Useful Links for Additional Information:

- GCSE Specification
- GCSE French Pathways

Geography (Edexcel IGCSE - 4XGE1) Modular

Summary:

This course studies both Physical and Human Geography. This is a modular course with **1 exam at the end of Year 10** and **1 exam at the end of Year 11.**

Select GCSE Geography if you have a keen interest in the world around you, how it is changing and what our future world will look like.

Component 1: Physical Geography

Physical geography and people-environment processes and interactions. The paper is divided into two sections:

Section A: Study two of three topics: river environments, coastal environments and hazardous environments.

Section B: Geographical investigation involving fieldwork and research, in one natural environment.

Component 2: Human Geography

Human geography and people-environment processes and interactions. It is divided into three sections:

Section A: Study two of three topics from: economic activity and energy, rural environments and urban environments.

Section B: Geographical investigation, involving fieldwork and research, in one human environment.

Section C: Choose one of three questions from: fragile environments and climate change, globalisation and migration, and development and human welfare.

Course Structure	Assessment Type	Weighting
Component 1: **Physical Geography**	**Written Examination:** 70 minutes Exam is sat at the end of Year 10	40%
Component 2: **Human Geography**	**Written Examination:** 105 minutes Exam is sat at the end of Year 11	60%

Useful Links for Additional Information:

- GCSE Geography Specification
- GCSE Geography Pathways

Graphic Communication (Edexcel – 1GC0)

Summary:

The Edexcel GCSE in Graphic Communication has immense value as a GCSE subject. Students can develop work in at least one of the following areas of study:

- **Advertising**
- **Communication Graphics**
- **Design for Print**
- **Illustration**
- **Interactive Design (web, app and game)**
- **Multi-media**
- **Package Design**
- **Signage**
- **Typography**

> **"Design is intelligence made visible."**
>
> **Alina Wheeler**

This course will give students the skills to enjoy, engage with and produce visual arts throughout their life. It is really important that students have a passion for the subject and a desire to know more about historical and contemporary graphic communication.

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Personal Portfolio**	**Internal Assessment:** Students will produce a portfolio of work based on tasks agreed with the teacher.	60%
Component 2: **Externally Set Assignment**	**Internal Assessment:** Students will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.	40%

Useful Links for Additional Information:

- GCSE Graphic Communication Specification
- GCSE Graphic Communication Pathways
- BBC Resources

History (Edexcel IGCSE - 4XHI1) Modular

Summary:

Component 1:

- **Germany: development of dictatorship, 1918-45**

The establishment of the Weimar Republic and its early problems. The recovery of Germany, 1924–29. The rise of Hitler and the Nazis to January 1933. Nazi Germany 1933-45. Germany and the occupied territories during WWII.

- **A World Divided: superpower relations 1943-72**

Reasons for the Cold War. Early developments of the Cold War 1945-49. The Cold War in the 1950s. Three Crises: Berlin, Cuba and Czechoslovakia. The Thaw and moves towards Détente 1963-72.

People who study history are fearless explorers of the past. They investigate past politics, societies, cultures, languages, health, art, education, money, conflicts and more.

Component 2:

- **The USA, 1918-41**

The Roaring 20s. Increased social tensions in the 1920s. The USA in Depression 1929-33. Roosevelt and the New Deal, 1933-4. The Opposition to the New Deal.

- **Changes in Medicine, c1848–c1948**

Changes in medical treatment and in understanding the cause of illness. Improvements in public health provision. Changes in surgery. The changing role of women in medicine. The impact of war and science and technology on medicine.

Assessment:

Course Structure	Assessment Type	Weighting	Exam Dates
Component 1: **Paper 1**	**Written Examination:** 90 minutes	50%	Summer 2028 (End of Year 10)
Component 2: **Paper 2**	**Written Examination:** 90 minutes	50%	Summer 2029 (End of Year 11)

History is a content-heavy course that requires consistent effort, independent reading, and dedication beyond the classroom to achieve strong results.

Useful Links for Additional Information:

- GCSE History Pathways
- IGCSE History Specification
- Why study History

Mathematics (Edexcel IGCSE - 4MA1)

Summary:

Number:

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra:

- Use letters as equivalent to numbers and as variables.
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry:

- Use properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics:

- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.

- Shakuntala Devi

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1** **(Foundation or Higher)**	**Written Examination:** 120 minutes	50%
Component 2: **Paper 2** **(Foundation or Higher)**	**Written Examination:** 120 minutes	50%

Useful Links for Additional Information:

- GCSE Maths Specification
- GCSE Maths Pathways

Certificate Level 2 Further Mathematics (AQA - 8365)

Summary:

This qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, therefore preparing them fully to maximise their potential in further studies at Level 3. It offers the opportunity for stretch and challenge that builds on the Key Stage 4 curriculum and is intended as an additional qualification to the GCSE Mathematics, rather than as a replacement. The content assumes prior knowledge of the Key Stage 4 Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is an un-tiered Level 2 linear qualification for learners who:

either already have, or are expected to achieve, grades 8 and 9 in GCSE mathematics
are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

Subject Content:

1. **Number**
2. **Algebra:**
3. **Coordinate Geometry**
4. **Calculus**
5. **Matrix Transformations**
6. **Geometry**

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1** **(Non-Calculator)**	**Written Examination:** 105 minutes	50%
Component 2: **Paper 2** **(Calculator)**	**Written Examination:** 105 minutes	50%

Useful Links for Additional Information:

- GCSE Maths Specification

Media Studies (AQA - 8572)

Summary:

GCSE Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

"Whoever controls the media, controls the mind"

- Morrison

Component 1: Media One

Section A: Media Language and Media Representations, including: magazines; advertising and marketing; newspapers; online, social and participatory video and media games.

Section B: Media Industries and Media Audiences, including: radio, music video, newspapers, online, social and participatory video and media games; film (industry only).

Component 2: Media Two

Section A: Close Study Products and theoretical framework

Section B: newspapers, or online, social and participatory video and media games, and any other area of the framework

Component 3: Non-examined Assessment (coursework)

Creating a media product, assessing: application; knowledge and understanding of the theoretical framework, and an ability to create media products.

Course Structure	Assessment Type	Weighting
Component 1: **Media One**	**Written Examination:** 90 minutes	35%
Component 2: **Media Two**	**Written Examination:** 90 minutes	35%
Component 3: **Non-examination Assessment**	**Internally Assessed:** Creating a media product for an intended audience	30%

Useful Links for Additional Information:

- GCSE Media Studies Specification
- GCSE Media Studies Pathways

Music (AQA - 8271)

Summary:

In AQA GCSE Music, students explore a wide range of musical styles through listening, performing and composing, from the Western Classical Tradition and contemporary pop to Caribbean and African fusions. This highly practical course encourages students to rehearse and perform alongside their peers, developing their collaboration, communication and confidence as musicians.

Component 1: Appraising

Section A: Listening questions based on unfamiliar music from a range of styles and traditions. Students will be asked to describe the music they hear and identify key musical features.

Section B: Extended response questions based on the two set works covered in the course: Beethoven's 'Symphony No. 1, Movement 1', and selected tracks from Queen's album 'A Night at the Opera'.

Component 2: Performing

Students record a minimum of four minutes of music on their preferred instrument; one (or more) solo piece(s), and one ensemble piece.

Component 3: Composing

Students compose two compositions of at least three minutes combined duration; one composition to a brief set by AQA, and one free choice composition.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything"

- Plato

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Appraising**	**Written Examination:** 90-minutes	40%
Component 2: **Performing**	**Internally assessed, externally Moderated:** 4-minute performance	30%
Component 3: **Composing**	**Internally assessed, externally Moderated:** 2 compositions	30%

Useful Links for Additional Information:

- GCSE Music Specification
- GCSE Music Pathways
- Careers in the Music Industry

Photography (Edexcel - 1PY0)

Summary:

Personal Portfolio:

Students develop a personal portfolio of work through a variety of projects. The personal portfolio contains evidence of idea development, planning for a photoshoot, reference to the work of other photographers; through demonstrating how these photographers have influenced their ideas, contact sheets and finished coursework photographs.

Skill Development:

Technical skills will be developed through learning about the functions of the DSLR camera, leading into how to use Adobe Photoshop to enhance and manipulate images.

Aesthetic skills will be developed through an understanding of the elements of Design; Composition, Unity, Harmony, Proportion and Scale, Balance, movement and repetition.

Students use DSLR cameras and mobile phones to digitally capture their photographs either in our Photography studio or the local environment.

Photography is more than a medium for factual communication of ideas. It is a creative art.

- Adams

Course Structure	Assessment Type	Weighting
Component 1: **Personal Portfolio**	**Internal Assessment:** Students will produce a portfolio of work based on tasks agreed with the teacher.	60%
Component 2: **Externally Set Assignment**	**Internal Assessment:** Students will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.	40%

Useful Links for Additional Information:

- GCSE Photography Specification
- GCSE Photography Pathways
- GCSE Photography BBC Bitesize

GCSE Physical Education (Edexcel - 1PE0)

GCSE PE will not only offer learning, guidance and advice on how to lead a healthy, active lifestyle but it will also be a great step into sports psychology, physiotherapy, teaching and/or coaching.

Summary:

Component 1: Fitness and Body Systems

Applied anatomy and physiology, movement analysis, physical training and use of data.

Component 2: Health and Performance

Health, fitness and well-being, sport psychology, socio-cultural influences and use of data.

Component 3: Practical Performance

Students must perform three activities; one team, one Individual and one team or individual sport. The list of accepted activities can be found in the specification.

Component 4: A Personal Exercise Plan

Students will be required to to plan, monitor and evaluate their own exercise plan focused towards sporting performance.

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Fitness and Body Systems**	**Written Examination:** 90 minutes	36%
Component 2: **Health and Performance**	**Written Examination:** 60 minutes	24%
Component 3: **Practical Performance**	**External Moderation:** 3 sports; 1 team, 1 individual and 1 team or individual	30%
Component 4: **Personal Exercise Plan**	**Internally assessed and externally moderated** Coursework (1500 words)	10%

Useful Links for Additional Information:

- GCSE PE Specification
- GCSE PE Pathways

BTEC Sport (Pearson BTEC International level 2 award in Sport)

Summary:

This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of sport would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels. Three units, of which one is mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%). Please see some example units below.

- **Principles of Fitness and Fitness testing**
- **Practical sport**
- **Anatomy and physiology for sport**
- **Nutrition for sports performance**
- **Psychology for sports performance**
- **Business skills in sport**

The Pearson BTEC International Level 2 qualifications in Sport are designed for learners in the 14–19 age group who wish to pursue a career in sport via Level 3 and then to higher education or through junior sport employment.

Assessment:

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Useful Link for Additional Information:

https://qualifications.pearson.com/content/dam/pdf/btec-international-level-2/sport/2022/specification-and-sample-assessments/sport-specification.pdf

Psychology (AQA - 8182)

Summary:

Component 1: Cognition and Behaviour

There are four compulsory topics covering multiple choice, short open and extended essay questions. There is one extended essay. Section D includes data handling.

- **Topic 1: Memory**
- **Topic 2: Perception**
- **Topic 3: Development**
- **Topic 4: Research Methods**

Component 2: Social Context and Behaviour

There are four compulsory topics covering multiple choice, short open and extended essay questions. There is one extended essay. Section D includes data handling.

- **Topic 5: Social Influence**
- **Topic 6: Language, Thought and Communication**
- **Topic 7: Brain and Neuropsychology**
- **Topic 8: Psychological Problems**

"Studying Psychology will equip you to understand yourself and others better, as well as develop your critical thinking skills. Any career path you could possibly choose to pursue incorporates aspects of Psychology."

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1**	**Written Examination:** 1 hour 45 minutes	50%
Component 2: **Paper 2**	**Written Examination:** 1 hour 45 minutes	50%

Useful Links for Additional Information:

- GCSE Psychology Specification
- GCSE Psychology Pathways

Science (Combined) (Edexcel - 1SC0)

All of the advances of the modern world can trace their origin back to individuals learning about sciences as students. You will develop problem solving and critical thinking skills as you gain knowledge about the smallest microbe one day, and the whole universe the next.

Summary:

This is a **two** GCSE qualification with teaching starting in Year 9. The Combined Science GCSE has topics from biology, chemistry and physics.

- **Biology**

Nine topics looking at cellular biology and biochemistry, anatomy, physiology, botany, zoology and ecology. In addition to the practical work associated with the content, students will also carry out and be examined on eight Core Practicals.

- **Chemistry**

Eight topics looking at organic and inorganic chemistry, rates of reaction, energy changes and earth science. In addition to the practical work associated with the content, students will also carry out and be examined on seven Core Practicals.

- **Physics**

Fifteen topics looking at force and motion, energy, light, radioactivity, electricity and magnetism, particles and matter. In addition to the practical work associated with the content, students will also carry out and be examined on eight Core Practicals.

Assessment:

There will be two Biology, two Chemistry and two Physics examinations, a total of six papers.

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1 x 3** **(Bio, Chem, Phys)**	**Written Examination:** 70 minutes	50%
Component 2: **Paper 2 x 3** **(Bio, Chem, Phys)**	**Written Examination:** 70 minutes	50%

Useful Links for Additional Information:

- GCSE Combined Science Specification
- GCSE Combined Science Pathways
- GCSE Combined Science Parent Summary

Science (Separate) (Edexcel - 1BI0/1CH0/1PH0)

Summary:

Each Edexcel GCSE Science leads to one GCSE qualification. All three courses will be taken together so that students come out with one GCSE in Biology, one GCSE in Chemistry and one GCSE in Physics.

Studying the separate disciplines of Biology, Chemistry and Physics will allow you to delve deeper into topics and develop a passion for your subject.

The GCSE Separate Sciences pathway is not suitable for all – ideally those who are expected to achieve grades 8 and 9, and by invitation only. It will be fast paced and only recommended for the most able and enthusiastic scientists who intend to follow heavily science-based careers, such as medicine or dentistry. Students will be advised by the department on whether this is a good option for them.

Assessment:

For each separate science there will be two externally assessed examinations. There will be two Biology papers, two Chemistry papers and two Physics papers.

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1 x3 (Bio, Chem, Phys)**	**Written Examination:** 105 minutes	50%
Component 2: **Paper 2 x3 (Bio, Chem, Phys)**	**Written Examination:** 105 minutes	50%

Useful Links for Additional Information:

- GCSE Biology Specification
- GCSE Biology Pathways
- GCSE Chemistry Specification
- GCSE Chemistry Pathways
- GCSE Physics Specification
- GCSE Physics Pathways

BTEC International Level 2 Certificate in Applied Science (Edexcel)

Summary:

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education. Students studying the Level 2 BTEC Applied Science will be awarded a Pass, Merit or Distinction and the qualification is equivalent in size to two International GCSEs.

The BTEC Applied Science course is not a suitable option for students wishing to study a Science at A Level, but the qualification can be used towards entry into the Sixth Form.

Assessment:
Students will have no external examinations to complete but must ensure they have covered the recommended hours of study and will complete internal assessments at regular intervals.

Students study eight units, of which five are mandatory and two units are assessed by a Pearson Set Assignment. Mandatory content (25%).

Year of study	Topics Studied	Assessment Type
10	Principles of Science Chemistry and Our Earth Energy and Our Universe Biology and Our Environment	**Internal Assessments**
11	Science Skills One Biology option One Chemistry option One Physics option	**Internal Assessments**

Useful Links for Additional Information:

- BTEC specification

Sociology (Oxford AQA - 9292)

Summary:

‘Sociology is to reveal that which is hidden’ (Bourdieu). Sociology enables students to be curious about the world around them and seek to unpack the way institutions are structured and the impact these structures can have on their lives and communities they are part of.
Through studying sociology, students are invited to challenge their assumptions and develop a deeper understanding of the life chances of different social groups in society, to see the world with tolerance and empathy which will enable them to become positive pillars of any community they become part of. Furthermore, they will consider a variety of investigative methods that can be used to deepen their understanding of the world we are living in.

Paper 1:

- **Section A: Families**
- **Section B: Education**
- **Section C: Research methods**

Paper 2:

- **Section A: Differences and inequalities**
- **Section B: Socialisation and social control**
- **Section C: Research methods**

Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Paper 1**	**Written Examination:** 90 minutes	50%
Component 2: **Paper 2**	**Written Examination:** 90 minutes	50%

Useful Links for Additional Information:

- http://www.oxfordaqa.com/qualifications/new-international-gcse-sociology-9292/
- https://www.britsoc.co.uk/what-is-sociology/sociologist-careers/

Spanish (AQA - 8692)

Summary:

The AQAl GCSE Spanish specification covers all four language skills - listening, reading, writing and speaking. A very broad range of topics divided into three themes:

Learning Spanish will open up a whole world of job opportunities as well as establish a deep connection with cross-cultural friends.

Theme 1 -People and lifestyle

- **Topic 1: Identity and relationships with others**
- **Topic 2: Healthy living and lifestyle**
- **Topic 3: Education and work**

Theme 2- Popular culture

- **Topic 1: Free-time activities**
- **Topic 2: Customs, festivals and celebrations**
- **Topic 3: Celebrity culture**

Theme 3- Communication and the world around us

- **Topic 1: Travel and tourism, including places of interest**
- **Topic 2: Media and technology**
- **Topic 3: The environment and where people live**

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Assessment:

Course Structure	Assessment Type	Weighting
Component 1: **Listening**	**Written Examination:** Foundation - 35 minutes Higher - 45 minutes	25%
Component 2: **Speaking**	**Externally Assessed:** Foundation - 7-9 minutes Higher - 10-12 minutes	25%
Component 3: **Reading**	**Written Examination:** Foundation - 45 minutes Higher - 60 minutes	25%
Component 4: **Writing**	**Written Examination:** Foundation - 70 minutes Higher - 80 minutes	25%

Useful Links for Additional Information:

- GCSE Specification
- GCSE Spanish Pathways



GCSE Options

Useful Links

Useful Web Links

The GCSE Qualification

https://university.which.co.uk/advice/gcse-choices-university/gcse-shake-up-what-the-changes-mean-for-you (An overview of the GCSE changes by Which? University)

https://www.youtube.com/watch?v=pgZYx_fycrM
(A concise video of the grading changes by Ofqual,
the UK Office of Qualifications and Examinations Regulation)

https://successatschool.org/advicedetails/508/What-are-my-GCSE-options%3F
(a comprehensive overview of the GCSE, compulsory and optional subjects
and the significance of GCSE qualifications for Post-16 progression)

How important are GCSEs?

https://university.which.co.uk/advice/gcse-choices-university/ how-important-are-gcse-choices-when-it-comes-to-university
(An overview of the importance of GCSE choices for university applications by Which? University)

How to choose your GCSEs

https://www.huffingtonpost.co.uk/2014/08/14/choosing-gcse-options-the-parentdish-guide_n_7334326.html?guccounter=1&guce_referrer_us=aHR0cHM6Ly93d3cuZ29vZ2xlLmFlLw&guce_referrer_cs=03EoA7xRo2ydTuS6ifgM9Q (
Choosing GCSES Options: A Parents' Guide)

https://www.youtube.com/watch?v=Q-AuuIxr0Ro
(A short video about choosing your GCSE Options by icould)

Post-18 Options and Pathways

https://www.ucas.com/ (Universities and Colleges Admissions Service – UK only)

https://www.careerpilot.org.uk/information/your-choices-at-18 (Careerpilot)



GCSE Options

Frequently Asked Questions



Frequently Asked Questions

Do I have to do English and English Literature?

It is expected that most of our students will complete both English Language and English Literature courses, achieving 2 GCSE grades. However, after discussion with the Department it is possible that some students will be advised to complete only GCSE English Language.

Do I have to do a Foreign Language?

No, we would still recommend that most students consider a language course to ensure they get a range of GCSEs, but it is no longer compulsory.

How many GCSEs will I be expected to do?

On average students may take nine GCSE courses. However, this number does vary from student to student and you can discuss this with your form tutor and subject teachers.

What is Directed Study?

Directed Study is time for the individual to manage his/her GCSE courses and seek help and support from the Learning Support Department. Only after discussion with your tutor and Head of Year will you be advised to select this option.

Do I have to do a Social Science or Creative subject?

No, the structure of the options process allows you full control of your options as long as they fit into the 4 options blocks.

If different examining groups set the examinations, will subjects clash on the final examination timetable?

Examining groups work together to draw up common examination timetables to avoid possible clashes for candidates taking subjects from different boards. On the odd occasion that a clash occurs, examinations for that particular student can be reorganised without compromising the security of the examination paper.

Frequently Asked Questions

Will students all do the same examination papers?

Some subjects offer alternative papers at different levels (known as tiers) and students will sit the paper according to their own ability. Papers are tiered so that students are exposed to questions that are set at an appropriate level of difficulty, encourage the more able to respond in depth and use appropriate language so as not to exclude students from accessing the information in the paper.

Are GCSE grades only based on the written exam at the end of Year 11?

No. Certain subjects will include elements of assessment that will take place during the course and which will count towards the final GCSE grade. Coursework and portfolios for more practical subjects, listening and oral skills for languages may not be examined by written examination. Please refer to the individual Subject Summaries for detail.

Are the final grades always accurate?

In general, the final scores and recording of grades are considered to be very accurate and very few inaccuracies have been noted over the years compared to the millions of subject entries. The system incorporates a thorough checking structure including impartial observers to monitor the procedures. However, there is an appeal system in place for cases where a mistake is believed to have occurred.

Will I do Combined Science or Separate Biology, Chemistry and Physics or BTEC Applied Science?

It is expected that most of our students will complete Combined Science, achieving 2 GCSEs. After some discussion it is possible that some students who are deemed strong candidates will be advised to take the separate GCSEs in Biology, Chemistry and Physics, resulting in 3 GCSEs by the end of Year 11. Where students find the demands of Combined Science too much, BTEC Applied Science is used as a personalised learning pathway.

I cannot select the 4 options from the blocks, what should I do?

The blocks are created by a computer software program to maximise the chances of everyone getting their preferred options. Unfortunately, this may not be possible for everyone. We ask that you are resilient and consider other options if this is the case. Once picked the blocks are fixed, but we are happy to meet with you to discuss your options and the best possible outcome for each student.

GCSE Glossary

Term	Definition
Key Stage 4 (KS4)	Years 10 and 11, when students study GCSEs, International GCSEs and other Level 2 qualifications.
GCSE (General Certificate of Secondary Education)	A subject qualification usually studied over two years and completed at the end of Year 11. GCSEs are graded from 9 (highest) to 1 (lowest), with U meaning unclassified.
International GCSE (IGCSE)	An international qualification comparable in standard to GCSE, with content and assessment designed for students studying internationally.
Core Subjects	Compulsory subjects studied by all students. Maths, English, Science, Islamic + Arabic (where relevant)
Option Subjects and Blocks	Options are the subjects students choose alongside their core subjects. Subjects are arranged into timetable blocks, with students normally selecting one subject from each block.
Examination Board	The organisation that sets the course requirements, produces examination papers and awards the qualification. Boards used at JAS include Pearson Edexcel, AQA and OxfordAQA.
Specification	The examination board's detailed guide to the content, skills and assessment requirements of a qualification.
Linear Structure	A course in which the main written examinations are taken at the end of the qualification, usually in May/June Year 11. Some practical or coursework assessments may take place earlier.
Modular Structure	A course divided into units that can be examined at different stages. Usually at the end of Y10 and then end of Y11.
Foundation and Higher Tiers	Different examination papers available in some subjects. Each tier assesses a specified range of grades. The subject department advises students on the most appropriate entry level.
Non-Examination Assessment (NEA)	Assessed work completed outside the main written examinations, such as projects, portfolios, performances or practical tasks. Conditions and requirements vary by subject.
Combined Science	A course covering Biology, Chemistry and Physics that leads to two GCSE qualifications, reported as a paired grade, such as 6–6 or 7–6.
Separate Sciences	Three individual GCSE qualifications in Biology, Chemistry and Physics. Students study additional content and receive a separate grade for each subject.
BTEC International Level 2	An applied qualification combining subject knowledge with practical tasks, projects and assignments. Qualification size and assessment requirements vary; see the individual subject pages.
Access Arrangements	Approved adjustments, such as extra time or a word processor, that help eligible students access assessments without changing the skills or knowledge being tested.

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