



GEMS Wellington International School
مدرسة جيمس ولينغتون
انترناشيونال

Success For All As Lifelong Learners

Key Stage 4 Curriculum Information Booklet 2019 - 2021



EDUCATION

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Please note that the information in this booklet is up to date as of November 2018 .
As more information becomes available from UK examining bodies, we will be able to provide students with even more information and support to prepare for the courses in Year 10.

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Letter from Mr. A Jenkins, Vice Principal Secondary

Dear Students and Parents,

Key Stage 4 – Years 10 & 11 at GEMS Wellington International School (2019 – 2021)

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

The Key Stage 4 qualifications and the way they are taught, are designed to best prepare your child for their future. We hope therefore that you and your child will find our Key Stage 4 courses meet your needs and ambitions for the future.

The purpose of this booklet is to give you all the information you need about the exciting range of courses you could study in Years 10 and 11 (Key Stage 4) at GEMS Wellington International School. We hope you will find it not only interesting but a useful reference tool throughout the two years of Key Stage 4. 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.

The programme we have developed to assist you in choosing subject options, including this booklet and our Key Stage 4 Options Evening on 20th November, will answer many of your questions about this important stage in your life. If however you still have queries or wish to have further information, then do not hesitate to contact the Curriculum Leader for the subject or Mr James Rostron (Assistant Headteacher – Curriculum)

On behalf of all the staff at GEMS Wellington International School, I would like to wish you every success as you embark on this new and exciting phase of your educational journey.

With Kind regards

Andrew Jenkins
Vice Principal Secondary



Letter from Mr. J Rostron, Assistant Headteacher Curriculum

Dear Students and Parents,

I am pleased to introduce you to this year's Key Stage 4 curriculum booklet, which outlines details of the courses that will be offered to Year 10 students next academic year. It will help inform the choices that students make.

This is a very important time for Year 9 students because you will be making choices which will affect not only what you study in the future but also your long-term career prospects. Accordingly, you need to think very carefully about the courses which are on offer before making decisions. This will ensure that what you study over the next two years suits your needs and aspirations.

We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly, and talk to as many of your teachers as possible, as well as your parents and other adults in your family, about your intended choices. You can also talk to older students at school. When making your choices, think about where studying those subjects can lead to in terms of courses in our Sixth Form, in Higher Education, and also in the world of work, as well as your aptitude and interest in those subjects.

GEMS Wellington International School is proud of its record of providing a broad and ever growing range of Key Stage 4 courses. These courses and qualifications inspire students to broaden their horizons as well as achieve examination success and progression to Post-16 Education, and then Higher Education and employment. We know that we can add value to students' performance and therefore a guided process of subject combination is honed and personalised for each student.

We will be working closely with students and parents in order to arrive at the best possible personalised programmes of study for every student. You can find the key dates in this process outlined overleaf.

We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them, in order to allow them to achieve the highest possible success in the future.

Yours sincerely

Mr J Rostron
Assistant Headteacher Curriculum



The Key Stage 4 Curriculum 2019 - 2021

GEMS Wellington International School is committed to the provision of a broad and balanced curriculum to meet the needs of all students, allowing them to succeed during Key Stage 4 and beyond into Post-16 education. We are committed, furthermore, to ensuring that all our learners acquire and develop the necessary skills, experience and qualifications needed for university and the world of work.

As in previous years, we shall be offering a wide range of GCSE, IGCSE subjects and BTEC Level 2 qualifications for our students in Years 10 and 11.

Core Subjects **(These are subjects that will be taken by ALL students)**

- English Language & English Literature = 2 GCSE grades
- Combined Science = 2 GCSE grades **or** Accelerated Triple Science = 3 GCSE grades
- Mathematics = 1 GCSE **and** Further Mathematics (invite only) = 1 GCSE
- Core PE (non-GCSE, not examined)

This leads to 5 GCSE's for all students and the possibility of up to 7 GCSE's for accelerated Mathematics and Science students.

In addition to the core subjects above, students in Year 10 are also required to study two additional courses as set out by the Ministry of Education. **Both of these courses are non-GCSE.**

- **Moral Education Programme (MEP)** – is a course designed to play an important role in students' personal and social development. The MEP is built around 4 pillars; character and morality, the individual and the community, civic studies and cultural studies.
- **Social Studies** - The rationale for this course is to provide students with in-depth knowledge, skills and understanding in history, geography, civics and economics, which emphasise the links and relationships between diverse groups, people, science and society. Students will contribute, as responsible citizens and residents of the UAE, to the building of a cohesive society that is inclusive of all, while preserving the UAE culture, heritage and traditions.

Further Ministry of Education requirements

All students who are Arabic passport holders must continue to study the Arabic as a First Language curriculum outlined by the Ministry of Education until the end of Year 12.

All Muslim students must continue to study the Islamic Studies curriculum outlined by the Ministry of Education until the end of Year 12.

Option subjects

Students are required to select four subjects that they would like to study, one of these must be a language.



Introduction to GCSE and IGCSE

GCSE is the acronym for General Certificate of Secondary Education. IGCSE is the acronym for International General Certificate of Secondary Education. This qualification is equivalent to the GCSE. At GEMS Wellington International School we encourage the development of international-mindedness and global awareness of our students. 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 students with a solid base for advanced study.

GCSEs and IGCSEs are generally undertaken over the two years of Key Stage 4, i.e. Years 10 and 11. There are some exceptions where the subjects start in Year 9 and are examined early e.g. in Math's. Further details are in the subject pages in this booklet.

Both IGCSEs and GCSEs are designed to examine all ability ranges. However, the grading of IGCSEs and GCSEs will be changing for this cohort of students and they 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.

Some of the GCSE and IGCSE courses have an element of coursework or internal assessment known as the 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 students to work independently over a period of time. It is essential that students manage their time effectively from the start of their GCSE courses to avoid a build-up of coursework deadlines. You can find specific details relating to coursework under the 'Assessment' section for each subject in this booklet.

All GCSEs are linear in nature with final external examinations taking place at the end of Year 11. There are a small number of exceptions including accelerated Mathematics students who complete the course at the end of Year 10.



Introduction to BTEC Level 2 Qualifications

What are BTEC qualifications?

- BTECs are work-related qualifications suitable for a wide range of students. They provide a practical, real-world approach to learning without sacrificing any of the essential subject theory.
- BTEC courses and qualifications have existed for over 25 years and continue to be developed and updated by, with and for industry and in response to the needs of learners.
- There are currently over 60 BTEC First qualifications available, linked to industry sectors. The BTEC First is suitable for students aged pre-16 and is designed for those who are capable of achieving A*– C grade GCSEs, but wish to focus on a work related vocational qualification or work area.
- BTEC Firsts are Level 2 qualifications which are the equivalent of traditional GCSEs grades A*- C.

How are BTEC qualifications structured?

- Each BTEC is made up of units. The number of units is dependent on the level and size of the BTEC qualification being studied.
- In order to complete each unit, students must achieve against a set of outcomes. The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance through their course in much the same way as they would in a real workplace.

How are BTEC qualifications assessed?

- The assessment of BTECs is ongoing and portfolio-based and so often plays to the strength of those students who perform better through ongoing assessments. Furthermore, they can be taken as well as and alongside traditional GCSE qualifications.
- BTEC are currently not exam-based qualifications. Exams work well for some students but others find them rather daunting and struggle to see how they fit into the real world of work. Instead, students study real-life, work-based case studies and complete projects and assessments, which contribute to achieving each unit studied.
- The projects that students undertake form the basis of their unit results which are graded as a Pass, a Merit or a Distinction.

How can BTEC qualifications be used?

- BTEC qualifications are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.
- BTEC qualifications give students the skills they need either to move on to higher education or to go straight into employment.



Some Tips for Making Good Choices

When considering option choices students should try to balance the following factors:

- Interest and enjoyment.
- Ability and progress.
- Sensible combinations (those which are likely to ensure a broad education).

Do...

- Choose courses you are interested in and which you are likely to enjoy.
- Think about the variety within your curriculum as you select your subjects and try to arrive at a balance which matches your talents.
- Choose courses in which you are likely to achieve success.
- Choose courses that fit with your future needs; although the core is designed to ensure breadth, a solid groundwork in a subject you may want to continue with at Post 16 will be helpful.
- Look up higher education degree courses that interest you on unistats.direct.gov.uk or www.ucas.com and see what subjects, qualifications and grades you will need to do these courses.
- Talk to your parents and your teachers, they will each have an important perspective.



Don't...

- Choose subjects just because your friends are choosing them.
- Choose a subject just because you get on well with your teacher. You might well have a different teacher at KS4.



Useful Websites for Careers Choices

Useful Websites

www.aqa.org.uk	AQA Examination Board
www.edexcel.org.uk	Edexcel Examination Board
www.wjec.co.uk	WJEC Examination Board
http://www.cie.org.uk/	CIE Examination Board
www.ucas.com	UK University Application System
fulbright.co.uk	British qualifications - wanting to study in the USA
www.isco.org.uk	Inspiring Futures
collegeboard.com	SAT/ACT/PSAT (required for entry to US universities)
www.brightknowledge.org	General advice on a variety of career subject areas
www.careerswales.com	Careers Wales website (a very comprehensive careers
study-in-europe.org	Higher Education options in Europe

Progression beyond Key Stage 4

At GEMS Wellington International School, we currently offer three pathways into Post-16 Education and our Sixth Form.

1. The International Baccalaureate Diploma Programme (IBDP)
2. The International Baccalaureate Career Related Programme (IBCP)
3. The Courses Programme.

All pathways lead to Higher Education across a variety of Universities.

Post-16 Pathways at GEMS Wellington International School		
	Core Subjects	Course Elements
IB Diploma Programme (IBDP)	6 subjects Core (CAS/TOK/EE)	3 Higher level subjects 3 Standard level subjects
IB Career Related Programme (IBCP)	BTEC Level 3 qualification plus 3 IB subjects	Career Related BTEC Level 3 qualification, plus three IB subjects
IB Courses	Bespoke route with an agreed number of diploma subject courses including CAS	Agreed level of courses at Standard and Higher Level.



Core Subjects



English Language

IGCSE Edexcel

Course Description

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

IGCSE English Language students will be taught to:

- Read fluently, develop good understanding and comprehension, a wide range of texts from different cultures, including literature and literary non-fiction as well as other writing such as reviews and journalism
- Read and evaluate texts critically and make comparisons between texts
- Summarise and synthesise information, perspectives or ideas from texts
- Use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly and punctuate and spell accurately
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language and use spoken Standard English effectively.

Assessment

Paper 1: Non- Fiction Texts and Transactional Writing

- Written exam: 1 hour 15 minutes
 - 60% of IGCSE
- | | |
|--------------------------|--------------------------|
| Section A: Reading (30%) | Section B: Writing (30%) |
|--------------------------|--------------------------|
- Students respond to 5 questions that are based on 2 extracts they have previously studied in the anthology.
 - Persuade or argue

Paper 3: Poetry and Prose texts and Imaginative Writing Coursework

- Coursework portfolio of 2 assignments
- 40% of IGCSE

Assignment 1: Analytical reading

- A piece of writing responding to any two poetry or prose texts from Part 2 of the *Pearson Edexcel International GCSE English Anthology*. Plus, a short commentary explaining why the student chose the texts they discussed in the assignment.

Assignment 2: Creative writing

- writing to explore, imagine or entertain.

Future Pathways

This IGCSE qualification creates a clear foundation element towards the Language and Literature course offered at IB level at GEMS Wellington International School. The skills of analysis of non-fiction texts will help to support the Language elements of the course studied at IB level. In addition the studies completed in this IGCSE for textual studies help studies to hone and understand the detailed literary analysis that forms a core of the IB Literature course.



English Literature

IGCSE Edexcel

Course Description

All students begin Year 10 studying towards this IGCSE. However, some students will not take the GCSE Literature examination, instead focusing on English Language qualification in order to maximise their chances of success. It is essential that all students achieve a Level 4 grade at IGCSE English Language due to its importance in allowing access to sixth form entry. Students will be encouraged to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying IGCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

IGCSE English Literature students will be taught to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
- Read in depth, critically and evaluate, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment

Paper 1: Poetry and Modern Prose

- Written exam: 2 hours
- 60% of IGCSE

Section A - Unseen Poetry

Section B - Anthology Poetry- students will be asked to compare poems that they have studied in the anthology previously.

Section C - Modern Prose: students will answer one question on their novel of choice.

They will be required to write in detail about an extract from the novel and then to write about the novel as a whole, linking to their contextual understanding of it.

Paper 3: Modern Drama and Literary Heritage

- Coursework portfolio of 2 assignments
- 40% of IGCSE

Assignment 1: Modern Drama

- A whole text analysis focussing on either a thematic or character concern within the drama.

Assignment 2: Literary heritage

- A whole text analysis that asks students to consider and explore the influence of context on the text.

Future Pathways

This IGCSE qualification provides essential core skills that lead into the IB Literature course offered at GEMS Wellington International School. The course focuses on the analysis and appreciation of literature in forms such as plays, short stories, poetry, novels, graphic novels and adaptations for stage and screen.





Mathematics Pathways

There are two pathways for students to take in Mathematics at GEMS Wellington International School. The pathways are decided by virtue of the students' sets in Year 9.

The main pathway

All students at GEMS Wellington International School begin the IGCSE course in Year 9. The first year focuses mainly on the foundation topics of the course. Half way through Year 10 students begin to work on the higher grade 6,7,8, and 9 topics. These students sit their exam at the end of Year 11.

Accelerated Students

Students in the top two sets in Year 9 move through the course at a faster rate and these become the accelerated groups. These students move onto the higher graded topics towards the end of Year 9.

They will sit their IGCSE examination at the end of Year 10 and then take Further Mathematics IGCSE at the end of Year 11.

Future Pathways

Following on from the IGCSE courses students will be required to study Mathematics for the IBDP. The courses options and requirements are as follows:

COURSE:	LEVEL:	REQUIREMENT:
Mathematics: Applications and interpretation	STANDARD LEVEL (SL)	IGCSE Mathematics Grade 5
	HIGHER LEVEL (HL)	IGCSE Mathematics Grade 8
Mathematics: Analysis and approaches	STANDARD LEVEL (SL)	IGCSE Mathematics Grade 7
	HIGHER LEVEL (HL)	IGCSE Mathematics Grade 8+ & IGCSE Further Mathematics Grade 6+

University and career options for Mathematicians

Engineering, Statistician, Mathematics teacher, Financial Advisor, Credit Analyst, Banker, Actuary, Pure Mathematics, Applied Mathematics, Research Mathematics, Computer Science, Biomathematics, Cryptography.



Course Description

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.

Candidates will be expected to have access to a suitable scientific electronic calculator.

Assessment

Tiers of Entry:

Candidates are entered at **either** Foundation Tier **or** Higher Tier.

Questions in the Foundation Tier papers are targeted at grades 5 to 1. The highest grade which will be awarded at Foundation Tier is grade 5.

Questions in the Higher Tier papers are targeted at grades 9 – 4. Some examination questions will be common to both tiers. Calculators are permissible for all papers in foundation and higher tiers.

Method of Assessment	Weighting	Duration
Examination Paper 1F, targeted at Grades 5 – 1 (Foundation	50%	2 hours
Examination Paper 2F, targeted at Grades 5 – 1 (Foundation	50%	2 hours
Examination Paper 3H, targeted at Grades 9 – 4 (Higher Tier)	50%	2 hours
Examination Paper 4H, targeted at Grades 9 – 4 (Higher Tier)	50%	2 hours

Further Mathematics

IGCSE Edexcel 4PM1

Only Candidates who complete their IGCSE early in Year 10 may embark on the IGCSE Further Mathematics course.

Course Description

This specification aims to encourage students to:

- develop knowledge and understanding of mathematical concepts and techniques
- develop mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident to use Mathematics to solve problems
- appreciate the importance of Mathematics in society, employment and study.

Assessment

Paper 1: Calculator 50%

Paper 2: Calculator 50%

- Logarithmic functions and indices
- The quadratic function
- Identities and inequalities
- Graphs
- Series
- Binomial series
- Scalar and vector quantities
- Rectangular Cartesian coordinates
- Calculus
- Trigonometry

Candidates will be expected to have access to a suitable scientific electronic calculator.



Science Pathways

The Science courses at GEMS Wellington International School are designed to meet the diverse aims and ambitions of all students. The main route through for students will be the Combined Science Pathway where students achieve 2 GCSE grades. In addition to the combined Science we will also be offering the Accelerated Triple Science Pathway where students achieve 3 GCSE's; 1 in Biology, Chemistry and Physics. Selection for each pathway will be carried out by the department and will be largely based on the End of KS3 Assessment with a follow up Checkpoint Assessment in the first term of Year 10. If selected for the accelerated pathway students can opt not to take up this offer and they will be placed into the Combined Science route.

Pathway 1: Combined Science

The new revised Combined Science qualification is rigorous and offers very high levels of challenge to all of the students on this course. It is the expected route through for GCSE and allows students to gain an excellent platform for moving onto post-16 qualifications. Students on this pathway will study Biology, Chemistry and Physics by specialist teachers and they will sit exams in all three of these areas. The final GCSE grade comes from a combination across all 6 exams.

Pathway 2: Accelerated Triple Science

For those students who have shown to be working well above the UK national average for Science at KS3 we will be offering the accelerated Triple Science qualification. As this course delivers 3 GCSE's it is designed to be taught over 9 hours a week. Students at WIS will only have the statutory 6 hours which equates to 180 fewer hours over the two years. This, combined with a more demanding content, means students selected for this pathway have to be fully committed from the very beginning. It is not for the faint hearted!

Future Pathways

The Science department offers a choice of 6 different IB subjects and good GCSE grades in both of the Science pathways will allow access to any of the courses. We offer IB Biology, Chemistry and Physics standard or higher level courses. At standard level we also offer 'Environmental Systems and Societies', 'Sports, Health and Exercise' or 'Nature of Science' courses.

All our GCSE and IB Science courses ensure that the students gain excellent academic skills which are sought after by all future employers. The attributes of critical analysis, forward thinking, evidence based research, academic rigor, teamwork, and communication skills that a science student has to demonstrate are noted as the top qualities that future employers are looking for. Indeed it is often preferred for students to have a background of science in order to achieve maximum success in these areas.

Our Science graduates have gone on to study a vast variety of courses and careers including medicine, dentistry, finance, business, veterinary science, astrophysics, law, engineering, forensics, criminology, marine biology, disease research development, biochemistry, chemical engineering, physiotherapy, optometry, personal trainer, meteorology, aviation inspector, pilot, zoologist, anthropology, pharmacology, pharmacist, banking, law, financial advisors, marketing and accounting.



Biology

What students will study

The Biology course offers students the chance to explore the living world of plants and animals gaining a greater understanding of where we came from and what the living world could become. Students study the following general topics over the two years:

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Assessment Overview

Biology consists of two examinations worth 50% each. There is no longer any coursework for Biology. All examinations will be taken in the summer of Year 11 with no resit opportunities. Each paper is 1 hour and 45 minutes and worth 100 marks consisting of closed questions, structured questions and questions needing longer answers. Paper 1 is on the first four topics and Paper 2 is on the final three topics. Students will also have to complete 8 required practical experiments of which understanding will be assessed in the written examinations.

Future Pathways

The Biology GCSE course provides a good foundation for all students wishing to pursue their careers in a science discipline in particular those who wish to enter into healthcare professions or research into curing disease. The skills learnt through studying Biology will also ensure students are able to critically analyse claims and data and discuss their validity and possible impacts on society. Skills sought after by employers in law and business sectors.

Chemistry



What students will study

GCSE Chemistry offers students the chance to explore how things are created and what keeps them together. Students study the following units over the two year course:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere

Assessment Overview

Chemistry consists of two examinations worth 50% each. There is no longer any coursework for Chemistry. All examinations will be taken in the summer of Year 11 with no resit opportunities. Each paper is 1 hour and 45 minutes and worth 100 marks consisting of closed questions, structured

questions and questions needing longer answers. Paper 1 is on the first five topics and Paper 2 is on the final four topics. Students will also have to complete 8 required practical experiments of which understanding will be assessed in the written examinations.

Future Pathways

Chemists are a very creative selection of students whose skills in communication, analysis, commercial awareness and innovation are highly sought after in the workplace away from traditional chemistry careers. Law and business entrepreneurs often have a background in chemistry and it is for this reason that most big companies will target their recruitment to chemistry graduates.



Physics

What students will study

Physics enables students to understand how the world is powered and what can be done to utilize this flow of energy to further develop the human race. Science and technology is rooted in Physics and as such students will be looking at many different scenarios and examples of how the world works. Students study the following topics over the two years:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

Assessment Overview

Physics consists of two examinations worth 50% each. There is no longer any coursework for Physics. All examinations will be taken in the summer of Year 11 with no resit opportunities. Each paper is 1 hour and 45 minutes and worth 100 marks consisting of closed questions, structured questions and questions needing longer answers. Paper 1 is on the first four topics and Paper 2 is on the final four topics. Students will also have to complete 8 required practical experiments of which understanding will be assessed in the written examinations.

Future Pathways

Physics develops a student's ability to think logically through problems and apply their knowledge to a wide range of situations. Throughout the course the mathematical abilities of the students are greatly enhanced alongside their unique sense of curiosity. As a result physics graduates make a target for law and finance companies.





Combined Science: Trilogy

AQA GCSE 8464

Course Description

The course is taught by subject specialists with three teachers per class, one each for Biology, Chemistry and Physics and the course contains an equal amount of each subject. The content and skills taught in GCSE Science are similar to elements in GCSE Biology, Chemistry and Physics.

Biology

1. Cell Biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Physics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure and properties
3. Quantitative Chemistry
4. Chemical changes
5. Energy changes
6. The rate and extend of chemical changes
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources.

Assessment Overview

Combined Science: Trilogy will be assessed through 6 papers each lasting 1 hour and 15 minutes worth 70 marks each. The papers will consist of closed questions, structured questions and questions needing longer answers. There is no longer any coursework for Combined Science: Trilogy. There will be two papers for each subject area with the topics split between the papers. There will also be 16 practical investigations for the students to consider and these will be assessed through the written examination papers.

Option Subjects





Additional Studies

Invitation Only Course

Course Description

This programme does not lead to a specific qualification but is offered to support students so that they achieve to their potential in their examination programme.

This option is provided by the Achievement Centre and is intended for those students who would find a full GCSE programme challenging at this stage. Reasons for this may vary and could include students:

- who have specific learning needs
- who would benefit from additional study time to meet the requirements of their GCSE programme
- whose level of English requires consolidation for study at this level

Entry

- Entry is at the discretion of the Achievement Centre.
- Parents may contact us if they would like to discuss this option. The parents of some students will be contacted directly if teachers and/or the Achievement Centre recommend this option for their son/daughter.

The content of the programme varies according to specific individual needs. It includes:

- English, Maths and Science classwork consolidation
- Study techniques e.g. note-taking, revision
- Review of classwork
- Home learning support
- Computer revision programmes
- Coursework support

What are the benefits of taking the Additional Studies route?

- Reduces pressure on students
- Allows students to gain specialist support in core subject areas
- Gives students time to catch up on coursework
- Allows students to undertake supervised and supported revision
- Supports with students achieving their potential in other subject areas

العربية

Cambridge O Level Arabic (3180)

Candidates Should:

We recommend that candidates who will be beginning the courses should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England.

Course Description

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

The aims are to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others.

Assessment

Scheme of assessment summary
All candidates take Papers 1 and 2.

Paper 1: Composition (1½ hours)

Section A – 15 marks

One composition of about 120 words from a choice of three topics.

Section B – 30 marks

One essay of about 200 words from a choice of four topics.

Weighting: 45% of total marks

Paper 2: Translation and Reading Comprehension (1½ hours)

Section A – 30 marks

Two translations, one from Arabic into English and one from English into Arabic.

Section B – 25 marks

Open-ended comprehension questions on one set passage.

Weighting: 55% of total marks.

Future Pathways

Cambridge O Level Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- The ability to communicate clearly, accurately and effectively in writing
- The ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- A personal style and an awareness of the audience being addressed.

Arabic as a second language GCSE Edexcel 5ARO

Candidates Should:

- Arabic speaking countries
- understand that language learning is a skill that they will be able to apply to other languages in the future
- have studied Arabic for a minimum of two years

Course Description

The GCSE Arabic course is designed to develop candidates' performance in the four core skills of listening, speaking, reading and writing. The course is topic based with candidates covering five modules over two years, building on their previous knowledge of basic vocabulary and grammar. Topics covered include:

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

Candidates will also learn to deal with a large number of situations that require the use of Arabic: Shopping for food and clothes, ordering food in a restaurant, reporting lost and stolen items, buying train and bus tickets, asking for directions.

By the end of the course, candidates will be able to confidently use a number of tenses and structures to communicate when travelling abroad or dealing with Arabic speaking people.

Assessment

Candidates will be assessed by their teacher throughout Year 10 and 11 at the end of each unit to monitor progress.

All formal assessment takes place at the end of Year 11 through either the foundation or higher paper. The formal assessment includes examinations in oral, listening, reading and writing skills. Each component is 25% of the total mark.

Method of Assessment	Weighting	Marks
Paper 1 - Listening and Understanding	25%	50
Paper 2 - Speaking	25%	70
Paper 3 - Reading and Understanding	25%	50
Paper 4 - Writing	25%	60

Future Pathways

On the IB Diploma Programme Arabic Language B SL and HL are offered to students who have studied GCSE Arabic. As with any language the opportunities available after further study are numerous. With the Arabic world becoming more high profile in the tourist and economic industries Arabic is becoming a more desired language by employers.

Art & Design

Edexcel 1ADO

ART

Candidates should be:

Dynamic, self-motivated, curious, creative, forward thinking, energetic, innovative and enthusiastic.

Course Description

GCSE Art and Design is one of the few subjects that allow students a degree of autonomy over their work. Once given the skills and tutoring throughout year 10, students can then make decisions about the direction of their own work in year 11 in readiness for component 2, making informed choices. It is not uncommon at GCSE to see students working on a similar project but with completely different and individual outcomes. Creating autonomous learners is one of the key aims of the Art department at GEMS Wellington International School.

GCSE Art and Design follows the Edexcel syllabus. The course is set into two components of work; Component One is internally set and Component Two is set by the exam board. Throughout Year 10 and 11 students are taught a wide variety of techniques and processes and introduced to a variety of artists, designers and cultures. In the second term of Year 11 students will start their externally set assignment. This will conclude with a ten hour exam where students will produce a final examination piece, taking 2 days of timetable to complete.

Visits to art galleries, museums and student workshop days are a compulsory part of the creative experience. A final year public exhibition of the course and examination work will be held in school for parents and dignitaries. This exhibition is mainly for Year 11 students, however some exemplary Year 10 and KS3 work will also be on display.

Method of Assessment	Weighting	Duration (approximately)
Component One (1AD0/01) – Personal	60%	The first four terms
Component Two (1AD0/02)– Externally	40%	The last two terms

Assessment Objective	Students must:	% GCSE
AO1	Develop ideas through investigations, demonstrating critical understanding of sources	25
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
AO3	Record ideas, observations and insights relevant to intentions as work progresses	25
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25
	Total	100%

What are the benefits of studying Art?

Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an **advantage**. Art is vital for today's world including the ability to allocate resources; to work successfully with others; to find, analyse, and communicate information; to operate increasingly complex systems of seemingly unrelated parts; and, finally, to use technology. Learning is an action process, and the arts allow students to take action, to do things, to make mistakes, to explore and search for answers. No other educational medium offers the same kind of opportunity.

“Studying Art, can...”

- Allow you to express yourself creatively.
- Put emphasis on the value of content, which helps students understand “quality” as a key value.
- Build problem-solving skills.
- Make us think and see in a way that everyday reality cannot.
- Boost your confidence and self-esteem.
- Boost literacy skills.
- Help you to describe things in detail and explore the use of words to better describe things.
- Flex your “brain muscle!”
- Give you a sense of accomplishment.
- Give you, Critical thinking; Problem solving; Teamwork; Informed perception; Tolerating ambiguity; and Appreciating different cultures.
- Be a creative outlet from more academic subjects you may choose.

Future Pathways

If you wish to pursue an educational and professional career in the Creative Arts Industries, Art and Design at WIS offers the IB Diploma Programme in Visual Arts. Some of the courses and career opportunities our students have taken at university include: Advertising Art Director, Animator, Architect, Art Editor, Art Exhibition Organiser- curator, Art Therapist, CAD Draughts person, Cartographer, Cartoonist, Computer Games Designer, Jeweler, Graphic Designer, Illustrator, Interior Designer, Internet/ Web professional, Landscape Architect, Make-up Artist, Medical Illustrator, Medical Photographer, Model Maker, Multimedia Designer, Gallery Curator, Photographer, Product Designer, Tailor/dressmaker, Technical Illustrator.

Our students have progressed with 100% pass rate and all students have achieved a university placement or have gone into a career of their choice.

What I love about Art.....is that it allows me to express myself, I have the freedom to be creative and explore ideas, there are endless opportunities. Omar Esaadi, Year 13 IB Visual Arts.

What I love about Art.....is the freedom of choice, to able to define my feelings on paper, ‘pictures are worth a thousand words’. Raahim Tariq, Year 11 GCSE.

What I love about Art..... I love to experiment with different mediums, I especially love painting, I love how I can explore colour and build up texture with this technique. It’s a creative outlook from my other subjects. Amelia Evans, Year 10.





Candidates should:

Want to be the next Steve Jobs or Richard Branson! You must have a very strong interest in working in the business environment and have a real passion about the world of business. Employers value individuals who understand how the business industry works, who have qualities such as self-motivation and flexibility and who can work as a team and communicate effectively. The Extended Certificate will open doors to a wide variety of educational and work choices in the future.

Course Description

The International BTEC Level 2 Extended Certificate covers a range of practical aspects of the business environment industry. You will learn to balance numbers with human values; understand big business, small business, and entrepreneurship; and consider the relationship between business and the community. You will learn how to think strategically and act responsibly, solve problems in teams and pursue your individual dreams, make and present a solid business case and apply your knowledge in a working environment and in your daily life. It will provide you with strong grounding for a career in the business environment or indeed for further study.

There are two mandatory Business units to complete over the two year course. These units are designed to offer you a broad knowledge and skills base in a wide range of business disciplines.

- Business Purposes
- Business Organisations

Assessment Overview

Unit assignments are work related, internally set and marked business simulation tasks. You will be expected to produce evidence that shows your knowledge and understanding of each unit. The final grade that you will be awarded for the course will depend on the grades achieved in the unit assignments. The grades are Pass, Merit, Distinction or Distinction*.

Future Pathways

The International BTEC Level 2 qualification can lead to a vast number of different pathways. The IB Diploma, IB Career related programme (IBCP) which would involve the completion of a Level 3 BTEC qualification combined with two of the IB diploma subjects. The BTEC qualification is also well recognised by universities around the world.



CREATIVE MEDIA PRODUCTION



Level 2 Extended Certificate 21077 & Diploma 21078

Candidates should

- Have good creative skills and generating ideas
- Be able to work well in a production team
- Have a desire to learn to use a variety of media technologies, for example cameras, Premiere Pro, Photoshop etc.
- Have a genuine interest in gaining an understanding of media audiences and how they are targeted by a variety of media texts.
- Have a strong commitment to the subject and creative process. It will be expected for you to film outside of lessons.

Course Description

The BTEC Diploma in Creative Media Production provides the knowledge, understanding and skills for learners wishing to enter a career in media or progress to further education in this area.

Units of study include:

- Video Production
- Advertising Production
- Music Video Production
- Research and Communication

Benefits of the course

Throughout the course students will explore how media products are constructed for specific audiences or markets and will also gain knowledge of media institutions, the future of the media, television, photography, film, graphic design, web based media, print production, broadcast journalism, script writing, film directing and camera work from a theoretical and practical perspective. This is an ideal course for those wanting to work in the media industry as it provides the hands-on skills you will need to work your way to the top.

Assessment

The BTEC Diploma is **100% coursework, which** is internally assessed and externally moderated. All units provide a practical element and as a double option is worth the equivalent of two GCSE's.

Future Pathways

- Courses: BTEC Level 3 Creative Media Production, IB Film.
- Broadcasting: Editor, Director, Light & Sound Engineer, Camera Operator, Location/Props Manager, Art Director, Script Writer, Storyboarding, Animator.
- Web & Print Publishing: Journalism, Researcher, Archiving, Editor, Photographer, Graphic Design, Contents Manager, Website Design.
- Business: Advertising and Marketing, Design, Market Researcher, Public Relations, Accounts Managers, Producer.

Waleed Al Kubbani – Year 12 IB Film student: “What I enjoyed most from studying the Media course was that it enabled me to not only learn about the different media industries but provided me with the integrity to create my own media products.”



Business Studies IGCSE Cambridge (0450)

Candidates should

- Have a desire to study organisations and the way in which they work
- Have thought about setting up their own business
- Have a desire to work within the business sector
- Be passionate to investigate real life business examples and apply them to business theory
- Use an enquiring and critical approach to distinguish facts and opinions, to build arguments and to make informed decisions
- Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts

Course Description

Section	Topics
1. Understanding business activity	<ul style="list-style-type: none">• Business activity• Classification of businesses• Enterprise, business growth and size• Types of business organisation• Business objectives and stakeholder objectives
2. People in business	<ul style="list-style-type: none">• Motivating workers• Organisation and management• Recruitment, selection and training of workers• Internal and external communication
3. Marketing	<ul style="list-style-type: none">• Marketing, competition and the customer• Market research• Marketing mix/Marketing strategy
4. Operations management	<ul style="list-style-type: none">• Production of goods and services• Costs, scale of production and break-even analysis• Achieving quality production• Location decisions
5. Financial information and decisions	<ul style="list-style-type: none">• Business finance: needs and sources• Cash-flow forecasting and working capital• Income statements• Balance sheets/Analysis of accounts
6. External influences on business activity	<ul style="list-style-type: none">• Government economic objectives and policies• Environmental and ethical issues• Business and the international economy

Method of Assessment

	Weighting	Duration
Paper 1: Written Exam	50%	90 minutes
Paper 2: Written Exam based on a case study	50%	90 minutes

Future Pathways

Business Studies is a well-rounded subject which provides transferable skills and knowledge that opens doors into many career pathways. Students may wish to continue onto a degree in Business Management, which tend to offer pathways to specialise in Marketing, Human Resources, Accounting & Finance, Operations and International Business. This then provides the foundation to either set up your own business or seek work in a business organisation ranging from small – medium to multinational organisations. Career aspirations may include: Management Consultancy, Business Strategy, Business Analysis, Project Management, Marketing, Human Resources, Finance and the like.



Computer Science

IGCSE Cambridge 0478

Candidates should have an interest in:

- working with a range of different software
- developing a technical understanding of how computers operate
- learning a computer language and building computer applications
- developing an awareness of the social and ethical issues around technology

Course Description

In the ever-changing world that we live in, much of the future lies in the hands of today's and tomorrow's computer scientists. The Computer Science Department offers students the opportunity to explore the endless possibilities within the computing sector that will help shape the future.

The department runs a comprehensive IGCSE Computer Science course which focuses on developing the core computation thinking skills required to develop and write programming code. Furthermore, students will develop an appreciation of the range and benefits of technology whilst also recognising its limitations and potential disadvantages.

Key modules of the course include:

- Algorithm Design and Programming (Python)
- Hardware and Software
- Data
- Communication and Internet Technologies



Method of Assessment

Weighting

Paper 1: Written paper based on computing theory	60%
Paper 2: Written paper based on writing programming code	40%

Future Pathways

IGCSE Computer Science is an ideal foundation for further study at IB level, for Computer Science and ITGS (Information Technology in a Global Society), and the skills learnt can also be used in other areas of study and in everyday life.

What our students say

“Computer Science has an increasing real-life context as the world moves towards a new digital era where everything is becoming smart”. **Karan Tuslani, Year 11 student.**

Why should candidates choose Dance?

Dance helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation.

We will offer first-rate teaching, equipping students to progress to further dance studies. Students benefit from our strong links with the professional dance industry and other academic institutions through dance workshops and tutorials.

Future Pathways

- Teaching
- Choreography
- Performance, and
- Dance administration

The course combines practical and written skills with a focus on choreography and performance, as well as analysis and criticism of dance. GCSE in Dance increases your confidence and self-esteem, improves problem-solving and creativity and allows you to make knowledgeable decisions about dances.

Benefits of studying Dance

- It promotes fitness, a healthy lifestyle, team work and creativity
- It develops independent learning and critical and reflective thinking
- It develops an understanding of a range of dance styles through performance, creation and appreciation
- It develops physical, technical and expressive skills which enable you to communicate choreographic intention and individuality as a performer
- It helps you to build an understanding of choreography through which you are able to communicate ideas and meaning, drawn from a range of dance styles
- It develops a critical appreciation of dance in its physical, artistic, aesthetic and cultural settings
- It provides foundations for further studies in dance, including GCE A Level Dance and the Creative and Media Diploma, or a career in Performing Arts.

You are encouraged to develop your dance experience within the course, either through further training or through devising and performing dance more informally.

Development in Dance:

The study of dance as an art form contributes to your aesthetic and social development and, as a physical activity, it promotes fitness and well-being. It also supports learning across a range of subjects. Studying dance helps you to develop:

- as a performer, building up confidence and self-esteem
- self and body awareness as well as sensitivity to others and team-working skills
- effective performance requiring physical effort and determination to succeed and improve

- as a choreographer, employing problem-solving, creativity by using imagination and the ability to synthesize a number of elements
- interpersonal and communication skills
- critical skills, making informed decisions about the dances you see
- articulation of knowledge, opinions and preferences, and
- fulfillment of cultural entitlement and broadened artistic experience





DRAMA

Edexcel (1DR0)

The GCSE in Drama encourages students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practice

Method of Assessment/Course content	Weighting
Component 1 Devising <ul style="list-style-type: none">• Create and develop a devised piece from a stimulus (free choice for centre).• Performance of this devised piece or design realisation for this performance.• Analyse and evaluate the devising process and performance• Performer or designer routes available.	40%
Component 2 Performance from a text <ul style="list-style-type: none">• Students will either perform in and/or design for two key extracts from a performance text.• Centre choice of performance text.• Performer or designer routes available.	20%
Component 3 Theatre makers in practise-written examination. <ul style="list-style-type: none">• Practical exploration and study of one complete performance text.• Choice of eight performance texts• Live Theatre evaluation-free choice of production.	40%

Future Pathways

After you have completed GCSE Drama you can progress on to higher levels of study. These include:

- IB Theatre
- GCE Drama and Theatre Studies at AS and A2 Level
- BTEC National Performing Arts



DESIGN & TECHNOLOGY

Candidates should:

- be creative individuals who enjoy designing
- be a self-starter with the ability to stay motivated
- enjoy Science and Mathematics
- enjoy solving problems and be creative
- have a strong commitment to the subject and the creative process



Course Description

A GCSE in Design and Technology allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.



Assessment

Written exam – 2 hours - 50% of GCSE

Non Exam Assessment – A substantial design and make task (30-35 hours approx) – 50% of GCSE

Future Pathways

- Courses: IB Design & Technology, BTEC Level 3 Engineering
- University: architecture, engineering, information technology and computer science.
- Careers; Construction, Civil Engineering, Fashion and textiles, Interior manufacturing, Robotics and related technologies, Product Designer, Engineering technology.



What our students say

"DT has lots of practical skills involved. You get to use amazing tools and equipment that you would never have access to in other subjects. The lessons are a blend of art, business, and science. Overall one of the best subjects that I took." – Reuben Thomas, Year 11 student.

"Design Technology is an interesting subject where you can enhance lots skills on a wide variety of different topics. you learn how to use high technology equipment such as laser cutters and 3D printers! DT is a subject where you can never get bored and learn great new things every lesson" - Maxime Dubos, Year 11 student.



Economics Edexcel 4EC1

Candidates should be:

- Interested in understanding the dynamics of the world in which they live.
- Interested in unpicking the dynamics of the decision-making process of consumers, producers and citizens of the local, national and international community.
- Interested in the way the economy functions, what objectives governments seek to obtain and how do they achieve these objectives.

Course Description

There are four areas of subject content. Students are required to study all four areas.

A The Market System

Demand and supply
The role of the market in solving the economic problem
Externalities

B Business Economics

Production
Competition
Public and private sectors
Labour Market

C Macroeconomics

Macroeconomic objectives
Macroeconomic Policies
Relationship between objectives and policies

D The Global Economy

Globalisation
International trade
Exchange rates

Assessment

Examination Paper 1: The Market System and Business Economics. Targeted with Levels 9-1 (Single Tier). 50% - 90 minutes.

Examination Paper 2: Macroeconomics and International Economics. Targeted with Levels 9-1 (Single Tier). 50% - 90 minutes.

Future Pathways

Students interested in undertaking Economics at IGCSE level can go on to successfully complete the IBDP in Economics studying either Higher Level Economics or Standard Level Economics. Students can further continue to pursue Economics at degree level through a BSc in Economics or a BA in Economics, both of which open a wide array of career options post-university. Possible Career options after studying Economics:

- Investment Banking
- Consultancy
- Economist
- Accountancy and Actuarial Science
- Finance and Insurance
- Government Advisory

What are the Benefits of studying Economics?

Economics provides students with an understanding of the operations of interactions of economies around the world. Students will be able to understand and explain decisions made by the government; and critically evaluate these decisions. Students will also gain an appreciation of real-life economic events happening around the world. Economics is a subject that is held in high regard by universities and employers due to its ability to develop students' analytical, evaluative and critical thinking skills as well as the fact that the subject can be related to every aspect of an individual's life.

What our students say

“Economics really helps understanding daily life and how things operate around us. We learn how our choices impact our outcomes and other alternatives. It's very interesting!”

Huda Kherati - Year 11 Economics student

“I enjoy Economics in WIS because I have always been interested in the economy and my teachers produce very interesting activities to help me understand the world better.”

Mehak Kapoor - Year 12 student

“Economics enables us to understand the world around us through multiple perspectives so that we are able to develop links between key events that happen on a day-to-day basis. We believe that students should do Economics at KS5 because we feel that it opens many doors when you start to think about your career.”

Sannah Ratra, Anuja Venkataramani & Ayush Tripathi – Year 13 IB Economics Students





Geography

IGCSE Edexcel

Candidates should be:

- Interested in studying places through films, IT and the web, as well as books, maps & photos;
- Interested in what we can do about the rate of global warming;
- Eager to learn about why the tropical rainforests could vanish in our lifetime;
- Keen to know how and why disasters like the Indonesian tsunami 2018 happened;
- Excited by the prospect of a **residential fieldtrip** to investigate a hot topic in the geographical world!

Course Description

The Geography IGCSE takes a modern approach to this subject looking at the management aspect of key topics of study. No longer rooted in the past, the modern Geography course takes a refreshing new perspective, opening students' eyes to the skills and decisions they are likely to face later in life, in the world of work.

- **Component 1 – Physical Geography (70-minute examination)**
- Coastal environments
- Hazardous environments
- Field work related question
-
- **Component 2 – Geographical issues (105-minute examination)**
- Economic activity and energy
- Urban environments
- Globalisation and migration
- Field work related question

Method of Assessment	Weighting	Duration
Written examination 1 – Physical Geography	40%	1 hour 10mins
Written examination 2 – Human Geography	60%	1 hour 45mins

The benefits of studying Geography

Statistics show that compared to other subjects Geography graduates are among the most employable. This is because they possess the skills that employers look for. In part this is because the subject is a combination of the facts of science and the understanding of the arts. Geography encompasses and embeds a wide range of transferrable skills are innovative technology that are applicable to the modern world in which we live.

Future Pathways

Geography IGCSE allows a pathway to IBDP Geography and also has links with ESS. At university Geography is a preferred subject for many areas of study due to the skills involved in its study. Career paths include teaching, accountancy, banking, environmental engineering, law, finance, general management.

Edexcel GCSE (9-1) History



Questions for candidates to consider:

- Do you wonder why things in the past happened?
- Do you like reading?
- Can you argue your point?
- When you look at pictures can you spot hidden details and make links?
- Do you have an interest in people and the world around you?

What are the benefits of studying History?

History is a highly academic subject that enables candidates to develop essential key skills required by leading universities and employers. The subject gives students confidence to question facts and opinions, analyse arguments and create developed, evaluative responses to questions. The History department at Wellington International School will encourage empathy and facilitate students to hold debates, give presentations and write analytically; all while studying core content of the British thematic and depth studies, as well as some key events of the twentieth century.

Unit 1: British Thematic Study and Historic Environment Medicine c1250 - present	Unit 2: Period Study - Superpower Relations and the Cold War, 1941-91	Unit 3: British Depth Study – Henry VII and his ministers, 1509 - 40	Unit 4: Modern Depth Study: Mao's China, 1945-76
Medicine in medieval England. The Medical Renaissance in England. Medicine in eighteenth- and nineteenth-century Britain. Medicine in modern Britain. The historic environment : The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.	The origins of the Cold War, 1941–58. Cold War crises, 1958–70. The end of the Cold War, 1970–91.	Henry VIII, Renaissance Prince. The rise of Wolsey and his policies, foreign policies and his fall from power. Cromwell: his rise to power, 1529 – 34, and the king's marriages. Cromwell and government, 1534–40 and his fall from power The Reformation, 1534–40: events and reactions	Establishing communist rule, 1945–59 Economic policy, 1949–65 The Cultural Revolution and its aftermath, 1966–76 Life in Mao's China, 1949–76

The benefits of studying History

Studying GCSE History will be good preparation for IB History at Higher and Standard Level. This is also a good option for students interested in any of the following career options: law, journalism, police, teaching, civil service, insurance, intelligence, publishing and media, library and information work, archaeology, museum and archive work, genealogy, management, social services, administration, accountancy.

What our students say

“History has helped me in many other subjects at IB”

“Our teachers were always willing to help us with our revision and exams”

“I could not believe that I achieved 100% in my History Exam last year. Thank you so much for all the help and guidance you gave us”

Method of Assessment	Weighting	Duration
Paper 1 (Unit 1)	30%	1 hour 15 mins
Paper2 (Units 2 and 3)	40%	1 hour 45 mins
Paper 3 (Unit 4)	30%	1 hour 20 mins



Information and Communication Technology

IGCSE Cambridge 0417

Candidates should have an interest in

- Analysing and evaluating ICT systems to ensure they are fit for purpose
- New and emerging technologies
- Understanding the implications of technology in society, including social, economic and ethical uses
- Using a range of different IT applications to solve problems

Course Description

The Information Communication Technology syllabus encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. They will develop understanding of the implications of technology in society, including social, economic and ethical uses and awareness of the ways ICT can help in home, learning and work environments.

The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design

. Key modules of the course include:

- Types and components of computer systems
- The effects of using IT
- The Systems Life Cycle
- Website authoring
- Data manipulation
- Data analysis



Method of Assessment

Weighting

Paper 1: Written paper based on Theory	40%
Paper 2: Document production, Data manipulation, and presentation	30%
Paper 3: Data Analysis and Website Authoring	30%

Future Pathways

IGCSE Information and Communication Technology is an ideal foundation for further study at IB level, for ITGS (Information Technology in a Global Society). The skills acquired in this course can be applied to any other further educational subject, as it promotes analytical thinking in a digital world.

MEDIA STUDIES

Candidates should be:

- Interested in a wide range of media and media topics including advertising
- Able to combine analytical writing skills with creativity and imagination in practical work
- Able to communicate ideas and readings of films during class discussions
- Enthusiastic about developing their video and print production skills by using different applications on both PC and Macintosh computers, including Adobe Photoshop

Course Description

Media Studies is the theoretical and practical study of a variety of media forms drawn from television, the music industry, magazines, film promotion, advertising and newspapers. The course involves pre-production and production aspects allowing the students to gain experience in putting their knowledge of media forms into creative practice. Transferable skills will be developed throughout the course including good research and communication skills, critical thinking, project management and the ability to organise your time effectively and work to deadlines. The course is divided between coursework and a final examination; coursework (now referred to as NEA) bears 30% of the total mark.

Topics of study will include: Advertising, Representation, Music Videos, Magazines, TV News and Social Media etc

Media Studies allows you to understand key concepts of a very important and constantly changing aspect of our world. The media is all around us and this course will allow you to develop both practical and theoretical skills in the media.

Method of Assessment	Weighting	Duration
Two Written Exams	70%	1hr 35 minutes each
NEA (Non-exam assessment)	30%	N/A

Students produce coursework in response to a set brief provided by the exam board: Coursework assignments focus on an annually changing topic (typically film, gaming, music, social media or print industries).

Future Pathways

- Courses: IB Film, BTEC Level 3 Creative Media Production.
- Broadcasting: Editor, Camera Operator, Location/Props manager, Art Director, script writer.
- Publishing: Journalism, Researcher, Archiving, Editor, Photographer, Graphic Design, Contents Manager.
- Business: Advertising and Marketing, Design, Market researcher, Public Relations, Accounts Managers



Dual Language: French & Spanish IGCSE Edexcel 4FRO and 4SP1

Candidates should:

- Have studied French and Spanish for a minimum of two years
- Have a deep interest in developing their knowledge of the language and culture of French and Spanish speaking countries
- Understand that language learning is a skill that they will be able to apply to other languages in the future

Course Description

The IGCSE French and Spanish courses are designed to develop candidates' performance in the four core skills of listening, speaking, reading and writing. Students will work towards two separate IGCSEs. The course is topic-based with candidates covering a range of modules over two years, building on their previous knowledge of basic vocabulary and grammar. Candidates will also learn to deal with a large number of situations that require the use of spoken French and Spanish, such as shopping for food and clothes, ordering food in a restaurant, reporting lost and stolen items etc. By the end of the course, candidates will be able to confidently use a number of tenses and structures to communicate when travelling abroad or dealing with French and Spanish speaking people.

Assessment

The final assessment of both the French IGCSE and Spanish IGCSE courses will take place at the end of Year 11. In both cases, for their oral assessment, students need to be able to present and describe a picture and hold a conversation around the topic areas studied throughout the course.

Method of Assessment	Weighting	Duration
Paper 1 - Listening	25%	40 minutes
Paper 2 - Reading and Writing	50%	90 minutes
Paper 3 - Speaking	25%	10 minutes

Future Pathways

With French and Spanish IGCSEs students will be able to go on to study either French or Spanish at HL or SL level. They could also choose to start one of our other languages at ab initio level for example Italian or German. Studying a Modern Foreign Language is an invaluable tool that will open up a plethora of future careers opportunities to young people. While careers in the translation and interpretation field might immediately spring to mind, mastering a foreign language will improve your prospects in a whole range of careers. Journalism, teaching, diplomatic services, hospitality services, marketing and sales executive, event organisation are just a few of the career prospects that require the knowledge of one or more foreign languages. Moreover, candidates for other jobs who can boast on their CV the ability to speak another language are often preferred to candidates who can only speak their mother tongue.

Candidates should:

- be interested in developing their knowledge of the language and culture of French speaking countries
- understand that language learning is a skill that they will be able to apply to other languages
- have studied French for a minimum of two years

Course Description

The IGCSE French course is designed to develop candidates' performance in the four core skills of listening, speaking, reading and writing. The course is topic based with candidates covering several modules over two years, building on their previous knowledge of basic vocabulary and grammar.

Topics covered include:

- Home and Abroad (town, holidays and everyday living)
- Education and Employment (school, work and future career plans)
- Personal Life and Relationships (family, friends, daily routines and childhood)
- The world around us (environmental issues, weather and climate, media and technology)
- Social activities, Fitness and Health (hobbies, food and drink, sport, injuries and special occasions)
- Candidates will also learn to deal with a large number of situations requiring the use of spoken
- French. By the end of the course, candidates will be able to confidently use a number of tenses and structures to communicate when travelling abroad or dealing with French speaking people.

Assessment

All assessments for the IGCSE take place at the end of the course in the summer of Year 11. The oral examinations take place in school and are conducted by the class teacher. The other examinations are set by the exam board and will be sat during the summer exam period.

Method of Assessment	Weighting	Duration
Paper 1 - Listening	25%	40 minutes
Paper 2 - Reading and Writing	50%	90 minutes
Paper 3 - Speaking	25%	10 minutes

Future Pathways

Studying a Modern Foreign Language is an invaluable tool that will open up a plethora of future careers opportunities to young people. While careers in the translation and interpretation field might immediately spring to mind, mastering a foreign language will improve prospects in a whole range of careers. Journalism, teaching, diplomatic services, hospitality services,

marketing and sales executive, event organisation are just a few of the career prospects that require the knowledge of one or more foreign languages. Moreover, candidates for other jobs who can boast on their CV the ability to speak another language are often preferred to candidates who can only speak their mother tongue.

This IGCSE is a good foundation from which to start Higher Level or Standard Level IB Spanish. Students may also opt to study one of our ab initio languages such as Spanish, German or Italian.

What our students say

“I love learning French because I feel like I can communicate with people around the world and it gives me an insight into different cultures.” **Aaliya Bhamla, Year 11 student.**



Students should

- be interested in developing their knowledge of the language and culture of German speaking countries
- understand that language learning is a skill that they will be able to apply to other languages.
- should have ideally studied the language for a period of two years.

Course description

The IGCSE German course is designed to develop candidates' performance in the four core skills of listening, speaking, reading and writing. The course is topic based with candidates covering several modules over two years, building on their previous knowledge of basic vocabulary and grammar.

Topics covered include:

- ❖ Home and Abroad (town, holidays and everyday living)
- ❖ Education and Employment (school, work and future career plans)
- ❖ Personal Life and Relationships (family, friends, daily routines and childhood)
- ❖ The world around us (environmental issues, weather and climate, media and technology)
- ❖ Social activities, Fitness and Health (hobbies, food and drink, sport, injuries and special occasions)
- ❖ Candidates will also learn to deal with a large number of situations requiring the use of spoken German
- ❖ By the end of the course, candidates will be able to confidently use a number of tenses and structures to communicate when travelling abroad or dealing with German speaking people.

Assessment

All assessments for the IGCSE take place at the end of the course in the summer of Year 11. The oral examinations take place in school and are conducted by the class teacher. The other examinations are set by the exam board and will be sat during the summer exam period.

Method of Assessment	Weighting	Duration
Paper 1 - Listening	25%	40 minutes
Paper 2 - Reading and Writing	50%	90 minutes
Paper 3 - Speaking	25%	10 minutes

Future pathways

Studying a Modern Foreign Language is an invaluable tool that will open up a plethora of future careers opportunities to young people. While careers in the translation and interpretation field might immediately spring to mind, mastering a foreign language will improve prospects in a whole range of careers. Journalism, teaching, diplomatic services, hospitality services,





Spanish IGCSE Edexcel 4SP1

Students Should:

- be interested in developing their knowledge of the language and culture of Spanish speaking countries
- understand that language learning is a skill that they will be able to apply to other languages in the future.
- have studied Spanish for a minimum of two years.

Course Description

The IGCSE Spanish course is designed to develop candidates' performance in the four core skills of listening, speaking, reading and writing. The course is topic based with candidates covering several modules over two years, building on their previous knowledge of basic vocabulary and grammar.

Topics include:

- Home and Abroad (town, holidays and every day living)
- Education and Employment (school, work and future career plans)
- Personal Life and Relationships (family, friends, daily routines and childhood)
- The world around us (environmental issues, weather and climate, media and technology)
- Social activities, Fitness and Health (hobbies, food and drink, sport, injuries and special occasions)

Candidates will also learn to deal with a number of situations that require the use of spoken Spanish.

By the end of the course, candidates will be able to confidently use a number of tenses and structures to communicate when travelling abroad or dealing with Spanish speaking people.

Assessment

All assessments for the IGCSE take place at the end of the course in the summer of Year 11. The oral examinations take place in school and are conducted by the class teacher. The other examinations are set by the exam board and will be sat during the summer exam period.

Method of Assessment	Weighting	Duration
Paper 1 - Listening	25%	40 minutes
Paper 2 - Reading and Writing	50%	90 minutes
Paper 3 - Speaking	25%	10 minutes



Music

EDEXCEL 1MU0

Candidates should be:

- Up to Grade 3 standard on their chosen instrument and enjoy performing music in their own time or have an interest in executing performance through music technology.
- Interested in a wide variety of musical genres
- Able to work individually and as part of a group
- Self-Motivated
- Willing to contribute to at least 1 extra-curricular activity within the music department on a weekly basis.

Course Description

Performing 30%

Students will record two performances; one solo and one ensemble piece of at least 4 minutes combined duration. Any instrument or voice in any style or genre is permissible. Minimum Grade 3 ABRSM (or equivalent) at the start of year 10 is expected. Performances at Grade 5 and above will attract the highest available marks. The performances will be recorded during year 11 and they are assessed internally and moderated externally. Throughout the course pupils will be expected to participate weekly in at least one school ensemble and to perform solos at school concerts.

Composition 30%

Two compositions; one free composition and one composition to a set brief (from a choice of four) connected to the Set Works. At least 3 minutes combined duration required. Sibelius notation software, handwritten notation and live recordings will be used. The compositions are coursework and will be completed throughout both years. They are assessed internally and moderated externally towards the end of Year 11.

Appraising 40%

There are four Areas of Study, each containing two Set Works which will be studied throughout years 10 and 11. Musical elements, musical contexts and musical language in a variety of styles and genres are all studied through the Set Works:

Instrumental Music 1700-1820

J.S. Bach: 3rd Mvt Brandenburg Concerto No.5 in D major

L. van Beethoven: 1st Mvt Piano Sonata no.8 in C minor 'Pathetique'

Vocal Music

H. Purcell: Music for a While

Queen: Killer Queen

Music for Stage and Screen

S. Schwartz: Defying Gravity (from Wicked)

J. Williams: Main title/ rebel blockade runner (from Star Wars Episode IV: A New Hope)

Fusions

Afro Celt Sound System: Release

Esperanza Spalding: Samba Em Preludio

Listening and appraising skills will be assessed in an examination at the end of year 11 lasting 1 hour 45 minutes. Students will study a range of pieces beyond the set works in order to understand wider contexts. They will also be presented with unfamiliar music in the examination, which will require strong aural as well as written skills.

Method of Assessment	Weighting
Appraising (Listening) exam	40%
Practical exam (Solo & Ensemble performance/ Sequencing & Recording)	30%
Coursework (Compositions)	30%

Future Pathways

Students who complete the Edexcel GCSE Music course could go on to study:

- IB Music
- A-level Music /Music Technology / Performing Arts
- BTEC Level 3 Music /Music Technology / Performing Arts
- Any course where commitment, team work and creativity are key skills - Music is the perfect course to demonstrate these to an institute.
- Career pathways could include: Studio / Recording Engineer, Performer, Composer, Conductor, Teacher, Lawyer...and any career where commitment, team work and creativity are key skills - Music is the perfect course to demonstrate these to an employer.

What are the benefits of studying Music?

- It helps develop your creativity.
- It improves your cognitive ability.
- Studying Music increases:
 - Your emotional resilience
 - Your self confidence
 - Your attention span and memory
 - Your brain capacity
 - Your empathy
 - Your language ability



Physical Education

GCSE EDEXCEL 2PE01

Candidates should:

- have represented the school in at least one sport in Year 9 and be actively participating in sports to a good standard outside of school
- demonstrate a **genuine** interest in Sport related topics
- have a good human biology knowledge and interest
- be organised and adaptable

Course Description

By studying Physical Education you will develop your knowledge, understanding, skills and values to enhance your performance in physical activities and understand the benefits to health, fitness and well-being. Through studying 4 key theoretical components you will develop your knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

You will understand how the physiological and psychological state affects performance in physical activity and sport and how to perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

The course encourages you to analyse your own and others performances in a great deal of detail, highlighting strengths and weaknesses in the performance and developing strategies to ensure that improvement can be achieved over the course of the period of study.

You will learn about the contribution which physical activity and sport make to health, fitness and well-being and understand key socio-cultural influences, which can affect people's involvement in physical activity and sport

Practical Aspects

- Assessment in 3 different sporting activities through playing.
- Complete a Personal Exercise Programme (PEP)

- **Theory Topics - Component 1;**
- Applied anatomy and physiology
- Movement analysis
- Physical training

- **Component 2;**
- Health, fitness and well-being
- Sport Psychology
- Social-cultural influences

Coursework

Students will produce a six week Personal Exercise Programme (PEP), as part of Analysis of Performance, which will be directly related to one of the students chosen Practical Exam activities.

Method of Assessment	Weighting
Practical Exam (10% of the Practical will be Analysis of Performance relating to one of the three activities used in the practical exam)	40%
Theory - Written Exams	
Component 1	36%
Component 2	24%

The benefits of studying the subject

Physical Education explicitly teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop these skills. It enables the development of leadership and teamwork skills and will encourage you to transfer knowledge to other learning areas. It does this for example, by supporting you to work cooperatively in other subjects, or when working with groups in a leadership role in the school setting and in their lives outside of school in sports clubs or community groups.

Future Pathways

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in Physical Education? Some careers that you could consider doing with PE include:

- Sports science
- PE Teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer



Photography

Edexcel 1PYO

Students should be:

Passionate, dynamic, self-motivated, curious, creative, forward minded, energetic, innovative and enthusiastic.

Course Description

GCSE Photography allows students a degree of autonomy over their work. Once given the skills and tutoring throughout year 10, students can then make decisions about the direction of their own work in year 11 in readiness for component 2, making informed choices.

During the first year of the course students will be taught the theory and skills to be able to complete their portfolio of work and externally set task. They will learn about the rules of photography, how to use an SLR camera and different styles of photography to name but a few.



GCSE Photography follows the Edexcel syllabus. The course is set into two components of work; Component One is internally set and Component Two is set by the exam board. In the second term of Year 11 students will start their externally set assignment. This will conclude with a ten hour exam where students will produce a final examination piece, taking 2 days off timetable to complete.

Method of Assessment	Weighting	Duration (approximately)
Component One (1PY0/01) – Personal	60%	The first four terms
Component Two (1PY0/02)– Externally Set	40%	The last two terms

Assessment Objective	Students must:	% GCSE
A01	Develop ideas through investigations, demonstrating critical understanding of sources	25
A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
A03	Record ideas, observations and insights relevant to intentions as work progresses	25
A04	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25
	Total	100%

What are the benefits of studying Photography?

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in order to liaise with clients and to promote themselves as photographers.

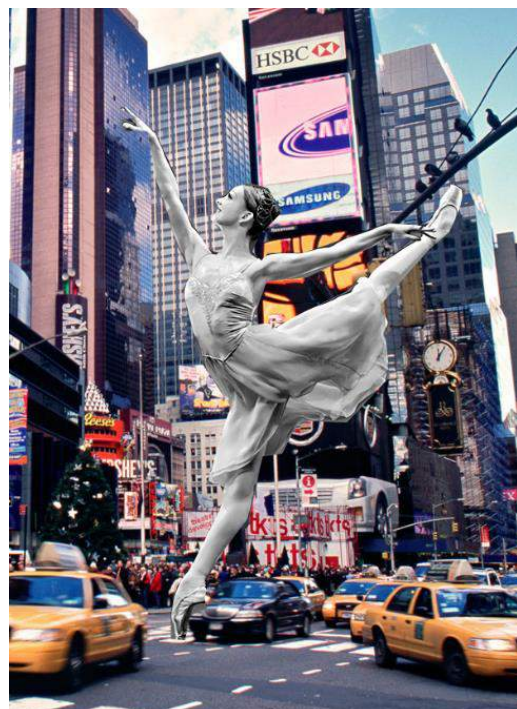
Future Pathways

If you wish to pursue an educational and professional career in the Creative Arts Industries, Art and Design at WIS offers the IB Diploma Programme in Visual Arts. Some of the courses and career opportunities our students have taken at university include: Advertising Art Director, Animator, Architect, Art Editor, Art Exhibition Organiser- curator, Art Therapist, CAD Draughts person, Cartographer, Cartoonist, Computer Games Designer, Jeweler, Graphic Designer, Illustrator, Interior Designer, Internet/ Web professional, Landscape Architect, Make-up Artist, Medical Illustrator, Medical Photographer, Model Maker, Multimedia Designer, Gallery Curator, Photographer, Product Designer, Tailor/dressmaker, Technical Illustrator.

What our students say

Year 11 Photography student - Katerina Styles: "Photography is a very interesting subject as it improves your knowledge on how to use a camera, the rules of photography and it teaches you how to edit and modify your pictures on Photoshop making your photos look stunning."

Year 11 Photography student - Mishaal Zubairi: "we can't turn back time that's why we take photographs." Photography teaches you how to capture precious moments and how to edit them to look even more magical.



Psychology

GCSE EDEXCEL 1PS0

Candidates should:

- be interested in people.
- have an ability to work independently and collaboratively.
- have effective verbal and written communication.
- have an ability to take theories and apply them to real life scenarios.
- have an ability to memorise and recall key facts for many research studies and theories.

Course Description

The course is made up of two units, each contains topics that describe and explain the reasons for human behaviour.

Unit One: (1PS0/01)

Students must study all of topics 1 - 5:

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?
- Unit Two: (1PS0/02)
- **Students must study two topics from 6 – 10. Topic 11 is compulsory:**
- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

Method of Assessment

Weighting

Paper 1

55%

Paper 2

45%

Each paper covers the topics in sections which will include multiple-choice, short-open and open-response questions, and extended open-response questions.

Future Pathways

Studying Psychology prepares students for any further education or career path which involves interacting with people; this may be in education, policing, management or health services. More specifically, however, studying Psychology up to university level can lead to a career in research or counselling within a number of settings, including prisons or mental health hospitals. Students can progress to IB Psychology at Higher or Standard Level after completing this course.

What are the benefits of studying Psychology?

Many of our students say that they chose to do Psychology because they are interested in knowing more about themselves and other people. The study of psychology gives students an insight into why they think, feel and act in the way that they do. This has many social and emotional benefits for students.

What our students say

“I am so glad that I chose Psychology, it really makes me think” **Year 10 Psychology student**

“I feel that I have learned so much about myself and the world through studying psychology”
Year 11 Psychology Student



GCSE Results 2018

(Results correct as of September 2018)

	9	8	7	6	5	4	3	2	1
Art	1	5	9	9	9	2	1	1	0
Biology	30	29	16	7	0	0	0	0	0
Chemistry	36	26	12	7	0	1	0	0	0
Drama	2	1	2	4	2	3	4	0	0
English Language	14	18	41	36	15	8	0	0	0
English Literature	28	39	26	15	20	4	0	0	0
Geography	3	12	9	8	6	4	3	0	0
History	3	9	7	4	6	3	4	2	0
PE	0	0	2	2	1	1	0	0	0
Physics	31	26	14	10	1	0	0	0	0
	9.9	8.8+	7.7+	6.6+	5.5+	4.4+	3.3+	2.2+	1.1+
Combined Science	6	11	16	22	22	10	5	0	0
	A*	A	B	C	D	E	F	G	U
Arabic (First Language)	0	0	1	1	0	0	0	0	0
Arabic (Second Language)	26	6	3	1	0	0	0	1	0
Astronomy	1	3	5	2	2	1	0	0	0
Business Studies	17	24	23	21	4	3	1	1	0
Computer Science	9	17	5	1	0	0	1	0	0
Economics	14	11	6	7	2	2	1	0	1
English	0	6	19	13	8	1	0	0	0
French	19	18	11	12	0	2	0	0	0
ICT	2	1	1	4	0	0	0	0	0
Maths	78	49	33	17	6	0	0	0	0
Maths (Further Pure)	1	3	16	10	9	1	0	0	3
Maths (Further)	4	0	0	0	0	0	0	0	0
Media	32	21	13	2	1	0	0	0	0
Psychology	12	25	11	9	4	3	2	1	0
Spanish	23	11	16	8	7	2	2	0	1

Appendix





Is your child studying for GCSEs?

If so, or if they will in the future, you might be interested to know that GCSEs in England are changing. The courses and exams have been changed to ensure that young people have the knowledge and skills they need to succeed in the 21st Century. The new GCSEs will ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.



Top facts about the new GCSEs

- GCSEs in England will have a new 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the new and old exams.
- Grade 9 is the highest grade and will be awarded to fewer students than the current A*.
- The new GCSEs are being rolled out over the next few years, starting with English language, English literature and maths exams in 2017.
- The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:
 - The bottom of grade 7 is aligned with the bottom of grade A;
 - The bottom of grade 4 is aligned with the bottom of grade C; and
 - The bottom of grade 1 is aligned with the bottom of grade G.
- Although the exams will cover more challenging content, this won't mean your child gets a lower grade than they might have under the old system. Ofqual, the exams regulator, will ensure that broadly the same proportion of students will get grades 1, 4 and 7 and above in any subject as would have got grades G, C or A and above respectively in the old system, other things being equal.
- The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
U	G
	U

- 7 Employers, universities and colleges will continue to set the GCSE grades they require for employment or further study. We are saying to them that if a grade C is their current minimum requirement, then the nearest equivalent is grade 4. A* to G grades will remain valid for future employment or study.
- 8 For measuring school performance, we will publish the proportion of students achieving a grade 5 and above. The Department for Education recognises grade 5 and above as a 'strong pass', a benchmark in line with the expectations of top performing education systems around the world – this will be one of the headline measures of school performance. We will also publish the proportion of students achieving a grade 4 or above for transparency and to enable schools to show their students' achievements.
- 9 Most [GCSEs taken by students at schools in Wales and Northern Ireland](#) will continue to be graded A* to G. The grading scales for AS (A to E) and A levels (A* to E) are not changing.

When is this happening?

- The first exams for the reformed GCSEs in English language, English literature and maths are being held in summer 2017, with results in August 2017.
- All GCSE subjects will be revised by 2018 and examined by 2020.
- Between 2017 and 2019, GCSE exam certificates will have a combination of number and letter grades. By 2020, exam certificates will contain only number grades.

First teaching in 2015, first exams 2017	First teaching in 2016, first exams 2018	First teaching in 2017, first exams 2019	First teaching in 2018, first exams 2020
English language, English literature and maths	English and maths plus... art and design, biology, chemistry, citizenship studies (including short course), combined science, computer science, dance, drama, food preparation and nutrition, French, geography, German, classical Greek, history, Latin, music, physical education, physics, religious studies (including short course), and Spanish	2016 and 2016 subjects plus... ancient history, Arabic, astronomy, Bengali, business, Chinese, classical civilisation, design and technology, economics, electronics, engineering, film studies, geology, Italian, Japanese, media studies, modern Greek, modern Hebrew, Panjabi, physical education short course, Polish, psychology, Russian, sociology, statistics and Urdu	All previous subjects plus... Biblical Hebrew, Gujarati, Persian, Portuguese and Turkish

