



**KEY STAGE 4
CURRICULUM
2024-25**

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Dear Parents and Carers,

At Wellington Academy Silicon Oasis, we know that every learner is different. Students have their own interests, their own unique qualities, and their own ambitions for their futures.

We have carefully crafted our Key Stage 4 programme to allow every student to shine and love their learning. We prepare them for their next steps, whatever they may be.

You can rest assured that no matter what courses your child takes at this stage, they will be supported every step of the way by their tutors and our experienced teachers.

Through the GROWELL programme, their study skills lessons and the pastoral programme, we help our students cope with the demands of Key Stage 4, meaning they are able to truly thrive and be world class, world ready!

From the outset, we prepare our students for external assessments, which they will take at the end of Year 11. We continuously build key exam skills and revision techniques, track and monitor your child's performance, and keep you well informed every step of the way along their Key Stage 4 journey.

We are very proud of the world-class provision we provide at WSO and we are excited for your child to join us, as they start their Key Stage 4 journey and write their own story!

Yours sincerely,

WSO LEADERSHIP TEAM

GCSE/IGCSE

KEY INFORMATION

HOW THE GRADES COMPARE

A*	9
A	8
	7
B	6
C	5 (Strong Pass)
	4 (Standard Pass)
D	3
E	2
F	1
G	
U	U



- General Certificate of Secondary Education (GCSE) / International General Certificate of Secondary Education (IGCSE)
- In some subjects, the new '9-1' grading system has replaced the A*-G grades to show greater differentiation.
- In year 9, students build the skills needed to be successful on those courses and have the opportunity to discover if the courses they have chosen are right for them. Some courses start the GCSE/IGCSE/BTEC content in year 9, such as Science and Maths.
- In years 10 and 11, students cover the GCSE/IGCSE/BTEC content.
- Most exams will be undertaken at the end of the courses in year 11.
- Some GCSE/IGCSE courses have a form of coursework known as Controlled Assessment which is prepared in class and at home but completed under examination conditions in school. It is marked by teachers and externally moderated by the examination board. Students cannot enter an examination if the controlled assessment is not completed.



INTRODUCTION TO KEY STAGE 4 CURRICULUM

Students beginning Year 9 are embarking on the next phase of their educational journey.

This is an extremely important part of your child's education which will ultimately culminate in terminal exams and help shape the further education choices your child will make.

The Key Stage 4 curriculum is made up of compulsory and optional subjects. Students will have the opportunity to select 4 optional subjects, except for Arabic A students who need to attend Arabic lessons in one of the option blocks.

It is important to note that if a student holds an Arabic passport, they will be required to study Arabic A.

COMPULSORY SUBJECTS

All students study the following subjects:

- GCSE English Language and English Literature (two GCSEs)
- GCSE Mathematics
- GCSE Science (two GCSEs)
- Physical Education (PE)
- Social and Moral Studies
- Islamic Studies (Muslim students only)
- Arabic

In P.E., students will participate in a number of activities, ranging from competitive sports to those promoting and developing health and fitness.

In Year 9 Social Studies, students will build on their understanding of the culture of the UAE and Dubai. Within this context they will develop their critical thinking skills, cross curricular skills, and other key transferable skills.

This will ensure students not only have a deep understanding of the fascinating culture they live in, but also acquire skills which will prepare them for the workplace regardless of what career they choose to pursue or their economic status.

Muslim students attend Islamic Studies lessons whereas non-Muslim students will attend Study Skills sessions.

OPTIONAL SUBJECTS (4 CHOICES)

Students are required to select one subject from each option block that they would like to study and one reserve choice from each block. They are asked to identify these reserve choices in the unlikely event that their initial choice of subject is unavailable. Inevitably there will be a small group of students who do not gain their first choice. Therefore, it is important that reserve choices are selected wisely.

UNDERSTANDING THE ARABIC STUDY REQUIREMENTS

All Students in the UAE must study the Ministry of Education curriculum for Arabic. Holders of a passport from an Arab Country must study Arabic as a first language through all school years. Other students must study Arabic as a second language up to the end of year 10.

It is compulsory for Arab passport holders to study Ministry of Education Arabic until the end of Year 13. Due to this demand for these students, curriculum time must be allocated to these lessons. At Key Stage 4 (up to Year 11), this time occupies one of the option blocks within the timetable. For this reason, all Arab first language students must study Arabic during one of the options.

It is not compulsory to study GCSE Arabic, however we offer GCSE Arabic at the same time as Ministry of Education Arabic to allow all students in this position to gain that extra qualification. The course support and enhance each other, and this leads to better overall outcomes in Arabic language. Students will not be made to sit the GCSE examinations in Arabic, but they must remain in these classes as this is the time allocated for Ministry of Education lessons as well.

CAN YOU STUDY ARABIC AND ANOTHER LANGUAGE?

Yes. You can still choose to study another language, along with any other GCSE subject you want, in one of the other three option blocks.

WHO HAS TO STUDY FIRST LANGUAGE ARABIC?

All students who are registered with the KHDA (and in school records) under an Arab nationality must study Arabic as a first language. Exemptions for special educational needs and changes due to dual nationality must be processed with the KHDA before we can alter a student's status in school.



ADVICE FOR STUDENTS

When choosing subjects to study at GCSE/IGCSE/BTEC students should think carefully about the following points:

- What do I enjoy?
- What am I good at?
- What do I need for future post-16 choices? Even at this early stage it is sensible to consider which subjects you are likely to pursue when you reach Year 12.
- Do I have a balance of subjects?

Do not select a subject based on the following:

- You know that your friends are making this selection - it is important that the choice you make is based on your enjoyment of the subject and where your interests lie. This is your chance to make a choice for you! There is also no guarantee that you will be in the same class as your friend.
- You feel this will be an easy subject - all GCSE courses are difficult, overcoming this difficulty will come through your enjoyment of the subject. Choose something you will enjoy.

THE ENGLISH BACCALAUREATE

The EBacc refers to a combination of subjects that has been highlighted within the United Kingdom that are beneficial for students to study at GCSE level. The EBacc route consists of students studying English, Mathematics, Science, History or Geography and French, German or Spanish. Selecting such options helps to ensure that students are following a broad and rich pathway at GCSE and helps to ensure that choices of further education courses will remain wide. A study by the UCL Institute of Education shows that students studying subjects included in the EBacc provides them with greater opportunities in further education. Sutton Trust research also highlights that studying the EBacc can help improve a young person's performance in English and Mathematics.



ENTRY REQUIREMENTS

It has been recognised that certain GCSE/IGCSE courses are more difficult to access without a solid foundation being achieved within Mathematics/English. For this reason, we will have conversations where we have concerns a student may not meet the entry requirement of a course. This is for the benefit of the student. The data picture throughout the first two terms at WSO will be used to assess whether students meet the criteria.

FINAL THOUGHT

This is the first opportunity that students will have had to really shape their own future. All students should seek the support of their parents in working towards a set of choices that provide a broad and balanced pathway for Years 9 to 11. It is vital that each child enjoys what they are studying. It makes sense as we are all successful in the things that we enjoy.

GCSE EXAMINATION FEES AND PAYMENT

The Academy is an independent examination centre for the British examination boards outside the UK (Edexcel, AQA, IFS, and CIE). Due to examination board regulations, examinations run from Monday to Friday and have to follow UK timings without exception. Students will be entered for these examinations throughout the two years of the course. Further details regarding the timings and cost of these examinations will be provided as soon as the information becomes available. Examinations are charged separately. We do not yet have the information from the Examination Boards on charges for courses concluding in 2024. There may also be further charges for some subjects where a moderator is required, or extraordinary invigilation procedures are necessary. These fees are collected prior to students being entered for any examinations. The BTEC course payment is required at the start of the course as students complete moderated assignments over the course of the two years instead of an exam at the end of year 11.

FURTHER READING LINKS

Further information is available in the Careers section of the Academy Library.

www.aqa.org.uk	AQA Examination Board
www.edexcel.org.uk	Edexcel Examination Board
www.cie.org.uk/	Cambridge Examination Board
www.ocr.org.uk/	Oxford Cambridge and RSA Examination Board
www.ucas.com	UK University Applications
www.connections-direct.com	Jobs4u - Careers Database
www.isco.org.uk	Careers Service
www.hotcourses.com	Courses Guide
www.careers-uk.com	General Careers Site
www.bbc.co.uk/radio1/essentials/	General Advice Site

Students should make the most of opportunities to speak with subject teachers, Heads of Departments, Tutors, Heads of House, family and friends in order to give themselves a wide range of suggestions and viewpoints to support them in choosing options that are right for them and their future.

HIGH PERFORMANCE LEARNING




High Performance Learning (HPL) is an educational approach that emphasises developing students Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) to help them succeed in today's fast-changing world.

HPL is wrapped throughout our curriculum at WSO and here are just a few of the benefits of High Performance Learning for your child:

- Develops essential life skills: High performance learning goes beyond just teaching academic subjects. The ACPs and VAAs that students develop are essential life skills like problem-solving, critical thinking, and decision-making. These skills are important for success in any field and can help your child navigate challenges in all areas of life.
- Promotes creativity: High performance learning encourages creativity and innovation. It helps students think outside the box and come up with new and original ideas. This can be particularly valuable in today's rapidly changing job market, where employers are looking for people who can adapt and innovate.
- Encourages self-motivation: High performance learning places a strong emphasis on student self regulation and self-directed learning. It helps students become more self-aware and take ownership of their own learning. This can help your child develop a sense of purpose and a lifelong love of learning.
- Fosters character development: High performance learning is designed to develop the whole child, including their character and values. It emphasises traits like resilience, perseverance, and empathy, which are important for success in all areas of life.
- Prepares for the future: High performance learning is designed to help students succeed in the 21st century, becoming truly "World Class, World Ready". It emphasises skills like communication, open-mindedness and collaboration, which are essential for success in today's fast-paced, globalised world.

High performance learning is a holistic approach to education that will help your child develop the learning skills (ACPs) and behavioural characteristics (VAAs) that they need to succeed in school and beyond. necessary.

Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING		
	Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
	Self-regulation	The ability to monitor, evaluate and self-correct
	Strategy-planning	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
	Intellectual confidence	The ability to articulate personal views based on evidence
LINKING		
	Generalisation	The ability to see how what is happening in this instance could be extrapolated to other similar situations
	Connection finding	The ability to use connections from past experiences to seek possible generalisations
	Big picture thinking	The ability to work with big ideas and holistic concepts
	Abstraction	The ability to move from concrete to abstract very quickly.
	Imagination	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
	Seeing alternative perspectives	The ability to take on the views of others and deal with complexity and ambiguity
ANALYSING		
	Critical or logical thinking	The ability to deduct, hypothesise, reason, seek supporting evidence
	Precision	The ability to work effectively within the rules of a domain
	Complex and multi-step problem solving	The ability to break down a task, decide on a suitable approach, and then act
CREATING		
	Intellectual playfulness	The ability to recognise rules and bend them to create valid but new forms
	Flexible Thinking	The ability to abandon one idea for a superior one or generate multiple solutions
	Fluent thinking	The ability to generate ideas
	Originality	The ability to conceive something entirely new
	Evolutionary and revolutionary thinking	The ability to create new ideas through building on existing ideas or diverting from them
REALISING		
	Automaticity	The ability to use some skills with such ease as they no longer require active thinking
	Speed and accuracy	The ability to work at speed and with accuracy



Values Attitudes and Attributes (VAAs)

EMPATHETIC



Collaborative

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.

Concerned for society

The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.

Confident

The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.

AGILE



Enquiring

The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.

Creative and enterprising

The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.

Open-minded

The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

Risk-taking

The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.

HARD WORKING



Practice

The ability to train and prepare through repetition of the same processes in order to become more proficient.

Perseverance


The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

Resilience

The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.



SUBJECT OPTIONS



IGCSE ENGLISH LANGUAGE

Examination Board: Cambridge

Specification Code: International GCSE 0500

Website: <https://www.cambridgeinternational.org/Images/635230-2024-2026-syllabus.pdf>

COURSE DESCRIPTION

Cambridge IGCSE (A*-G) First Language English offers students the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Students will use these texts to inform and inspire their own writing, and produce a range of text types for different purposes and audiences. Students are encouraged to become appreciative and critical readers, writers, speakers and listeners; the English IGCSE enables learners to develop the ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

The IGCSE explores the ways in which writers of non-fiction utilise language, structure and the different forms of writing in order to create specific effects and engage particular readers. Cambridge IGCSE English also develops broader analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

EXAMS/ASSESSMENTS

Throughout the course students will prepare for one written examination paper and will prepare three short writing-based coursework assignments.

EXAMS

Students will sit one examination which is worth 50% of their overall IGCSE grade. They will sit the exam at the end of the course in Year 11.

Unit	Weighting	Assessment	Content
Paper 1	50% 80 marks	Written exam 2 hours	Candidates answer a series of compulsory questions on three texts which may be on a similar topic. These will include comprehension, summary, language analysis and whole-text synthesis questions.

COURSEWORK PORTFOLIO

Coursework is taught and completed in class, with additional opportunities to redraft work and improve in response to feedback.

Unit	Weighting	Assessment	Content
Course work portfolio	50% 80 marks	Portfolio of three written tasks	Candidates submit a portfolio of three assignments, each of about 500-800 words. Assignment 1: writing to discuss, argue and/or persuade in response to a text or texts Assignment 2: writing to describe Assignment 3: writing to narrate.



IGCSE ENGLISH LITERATURE

Examination Board: Pearson Edexcel

Specification Code: International GCSE 4ET1

Website: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-IGCSE-english-literature-0486/>

COURSE DESCRIPTION

The English Literature IGCSE offers learners the opportunity to read, interpret, evaluate, and respond to a range of literature in English. The set texts studied include modern drama, a modern novel, Shakespearean drama and range of poetry. Students will identify and explore how writers use language, form and structure to convey their viewpoint and will develop their skills of analysis, comparison and evaluation.

This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning, whilst linking works of literature to the social and historical contexts in which they were written, thus gaining a deeper understanding of the world and varied social issues as explored through different writers' perspectives.

EXAMS/ASSESSMENTS

Throughout the course students will prepare for one written examination paper and two coursework assignments.

EXAMS

Students will sit one examination which is worth 50% of their overall IGCSE grade. They will sit the exam at the end of the course in Year 11.

Unit	Weighting	Assessment	Content
Component 1 Poetry and Modern Prose	60% 90 marks	Written examination 2 hours	<p>Section A: Unseen Poetry: one response to an unseen poem.</p> <p>Section B: Anthology Poetry: one essay question from a choice of two, comparing two poems from a studied anthology</p> <p>Section C: Modern Prose: One essay question from a choice of two, exploring a character or theme in a studied novel</p>
Component 2 Modern Drama and Literary Heritage Texts	40% 60 marks	Written Examination 1hr 30mins	<p>Section A: Modern Drama One 30-mark essay question from a choice of two on the play 'An Inspector Calls'</p> <p>Section B: Literary Heritage Texts One 30-mark essay question from a choice of two on the play 'Macbeth'</p> <p>This is an open book exam.</p>



IGCSE MATHEMATICS A

Examination Board: Edexcel

Specification Codes:

4WM1 Mathematics A (Modular course)

4MA1 Edexcel IGCSE for our current Year 11's.

Website: [International GCSE Maths Edexcel Resources \(pearson.com\)](https://www.pearson.com/igcse-maths)

COURSE DESCRIPTION

This IGCSE and Modular IGCSE course covers the following content headings:

- Number
- Algebra
- Shape, space and measure
- Handling data

There are two tiers of entry: Higher (Grades 3 to 9) and Foundation (Grades 1 to 5). The course starts in Year 9 and continues through to Year 11. The tier of entry is based on the student's KS3 result and their progress subsequent to that. The final decision is not made until after the mock IGCSE exams have taken place in Year 11.

COURSE CONTENT

The Modular IGCSE Mathematics course is designed to ensure a comprehensive understanding of all topics covered in both units. In Year 9, students will thoroughly explore these topics to build a strong foundation. Year 10 students will cover both units in preparation for the Unit 1 and Unit 2 exams, which they will take at the end of Year 11. Meanwhile, Year 11 students will sit for the standard IGCSE Mathematics exam as the content aligns with the modular course outlined below.

Unit 1			Unit 2		
Number (AO1)	F	H	Number (AO1)	F	H
Basic number skills	✓	✓	Ratio and proportion	✓	✓
Limits of accuracy	✓	✓	Percentage skills	✓	✓
Surds and indices	✗	✓	Standard form	✓	✓
			Repeated percentage change	✗	✓
Algebra (AO1)	F	H	Algebra (AO1)	F	H
Basic algebra skills	✓	✓	Inequalities	✓	✓
Set notation	✓	✓	Simultaneous equations	✓	✓
Plotting graphs	✓	✓	Sequences	✓	✓
Solving basic quadratics $x^2 + bx + c = 0$	✓	✓	Change of subject	✓	✓
Solving quadratics $ax^2 + bx + c = 0$	✗	✓	Algebraic proof	✗	✓
Completing the square	✗	✓	Direct and inverse proportion	✗	✓
The quadratic formula	✗	✓	Summation of arithmetic series	✗	✓
			Function notation and transformations	✗	✓
			Differentiation	✗	✓
Shape, space and measure (AO2)	F	H	Shape, space and measure (AO2)	F	H
Properties and areas of shapes	✓	✓	Angles in polygons and circles	✓	✓
Trigonometry	✓	✓	Symmetry	✓	✓
Pythagoras' theorem	✓	✓	Constructions	✓	✓
Compound measures (speed, density)	✓	✓	Volume	✓	✓
Sine and Cosine rule	✗	✓	Similarity	✓	✓
Sine area of a triangle	✗	✓	Transformations	✓	✓
3D Pythagoras' theorem	✗	✓	Circle theorems	✗	✓
			Similar area and volume	✗	✓
			Vectors	✗	✓
Handling data (AO3)	F	H	Handling data (AO3)	F	H
Basic probability	✓	✓	Statistical measures	✓	✓
Tree diagrams	✗	✓	Cumulative frequency diagrams	✗	✓
Conditional probability	✗	✓			
Histograms	✗	✓			

EXAMS/ASSESSMENTS

Our current Year 11 students will take the IGCSE Mathematics A (4MA1) exam this summer, while Year 10 students will focus on Unit 1 and Unit 2 from the modular curriculum outlined earlier. Although the modular course and IGCSE content are nearly identical, students sitting for Unit 1 will only need to review the material specific to that unit. The same applies for Unit 2. There is no overlap in topics between units, but the same mathematical skills will be required for success in both.

Students are expected to be fully equipped with a scientific calculator, and the correct mathematical tools.

Below is an outline of how much Number and Algebra (AO1), Shape, space and measure (AO2) and Handling Data (AO3) is weighted in exams for the modular course.

		% in International GCSE (Modular)
AO1	Demonstrate knowledge, understanding and skills in number and algebra: <ul style="list-style-type: none"> • numbers and the numbering system • calculations • solving numerical problems • equations, formulae and identities • sequences, functions and graphs. 	57-63
AO2	Demonstrate knowledge, understanding and skills in shape, space and measures: <ul style="list-style-type: none"> • geometry and trigonometry • vectors and transformation geometry. 	22-28
AO3	Demonstrate knowledge, understanding and skills in handling data: <ul style="list-style-type: none"> • statistics • probability. 	12-18
TOTAL		100

Externally assessed Written examination: 2 hours for each unit assessment June and November 100 marks for each unit assessment	Each unit assessment is 50% of the total International GCSE (Modular)
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There is no controlled assessment element in this course.



GCSE SCIENCE

Double Award – AQA Combined Science

Trilogy (8464) Triple Award – Biology (8461), Chemistry (8462) and Physics (8463)

Websites:

- Combined Trilogy: <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>
- Biology: <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>
- Chemistry: <http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>
- Physics: <http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

COURSE DESCRIPTION

The Double Award and Triple Award Science courses both combine relevant, inspiring content and practical work. The study of either results in recognised GCSE qualifications in which students can achieve grades 9-1. The Double Award is made up of two combined GCSE Science qualifications covering all three Sciences. Triple award covers the same content and more, resulting in three separate GCSE qualifications: Biology, Chemistry and Physics.

The course starts in Year 9 with every student learning the content which is common to both the Double and Triple Award. A recommendation will be published to parents at the end of the first term in Year 10 as to whether students should continue studying science for the Double Award or for the Triple Award. This decision will be based on the students' topic test and mock results.

TRIPLE AWARD COURSE OUTLINE: BIOLOGY, CHEMISTRY AND PHYSICS

The following curriculum content is a guide to the areas on which candidates will be assessed.

BIOLOGY	CHEMISTRY	PHYSICS
<ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation and evolution • Ecology 	<ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources 	<ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity • Magnetism and electromagnetism • Particle model of matter • Atomic structure • Space Physics

EXAMS & ASSESSMENTS

The following curriculum content is a guide to the areas on which candidates will be assessed.

BIOLOGY

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Biology topics 1-4
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Biology topics 5-7

CHEMISTRY

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Chemistry topics 1-5
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Chemistry topics 6-10

PHYSICS

Paper	Weighting	Assessment	Content
Paper 1	50% 100 marks	Written paper 1 hour 45 minutes	Physics topics 2, 4, 6-7
Paper 2	50% 100 marks	Written paper 1 hour 45 minutes	Physics topics 1, 3, 5, 8

CONTROLLED ASSESSMENT

There is no controlled assessment element in this course.

DOUBLE AWARD COURSE OUTLINE – COMBINED SCIENCE: TRILOGY

The following curriculum content is a guide to the areas on which candidates will be assessed.

BIOLOGY	CHEMISTRY	PHYSICS
<ul style="list-style-type: none"> • Cell biology • Organisation • Infection and response • Bioenergetics • Homeostasis and response • Inheritance, variation and evolution • Ecology 	<ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure, and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources 	<ul style="list-style-type: none"> • Forces • Energy • Waves • Electricity • Magnetism and electromagnetism • Particle model of matter • Atomic structure

EXAMS & ASSESSMENTS

The following curriculum content is a guide to the areas on which candidates will be assessed.

Paper	Weighting	Assessment	Content
Biology Paper 1	16.7% 70 marks	Written exam 1 hour 15 minutes	Biology topics 1-4
Biology Paper 2	16.7% 70 marks	Written exam 1 hour 15 minutes	Biology topics 5-7
Chemistry Paper 1	16.7% 70 marks	Written exam 1 hour 15 minutes	Chemistry topics 8-12
Chemistry Paper 2	16.7% 70 marks	Written exam 1 hour 15 minutes	Chemistry topics 13-17
Physics Paper 1	16.7% 70 marks	Written exam 1 hour 15 minutes	Physics topics 19, 21, 23, 24
Physics Paper 2	16.7% 70 marks	Written exam 1 hour 15 minutes	Physics topics 18, 20, 22

CONTROLLED ASSESSMENT

There is no controlled assessment element in this course.

SINGLE AWARD COURSE OUTLINE: INTERNATIONAL SCIENCE

The following curriculum content is a guide to the areas on which candidates will be assessed.

BIOLOGY	CHEMISTRY	PHYSICS
<ul style="list-style-type: none"> • The nature and variety of living organisms • Structures and functions in living organisms • Reproduction and inheritance • Ecology and the environment • Use of biological resource 	<ul style="list-style-type: none"> • Principles of chemistry • Inorganic chemistry • Physical chemistry • Organic chemistry 	<ul style="list-style-type: none"> • Forces and motion • Electricity • Waves • Energy resources and energy transfers • Solids, liquids and gases • Magnetism and electromagnetism • Radioactivity and particles • Astrophysics

EXAMS & ASSESSMENTS

The following curriculum content is a guide to the areas on which candidates will be assessed.

Paper	Weighting	Assessment	Content
Paper 1	33.33% 60 marks	Written paper 1 hour 10 minutes	Biology topics 1-5
Paper 2	33.33% 60 marks	Written paper 1 hour 10 minutes	Chemistry topics 1-4
Paper 3	33.33% 60 marks	Written paper 1 hour 10 minutes	Physics topics 1-8

CONTROLLED ASSESSMENT

There is no controlled assessment element in this course.



ARABIC A FIRST LANGUAGE IGCSE

THIS IS THE RECOMMENDED SPECIFICATION FOR EGYPTIAN STUDENTS WHO WANT TO STUDY AT UNIVERSITY IN EGYPT

Examination Board: Cambridge IGCSE Arabic

Specification Code: 0508

Website: <http://www.cambridgeinternational.org/images/204295-2017-2019-syllabus.pdf>

COURSE DESCRIPTION

This Year 11 course is designed to introduce **“Egyptian Students only”** to the key skills required for the Cambridge IGCSE First Language Arabic syllabus in preparation for Year 11. The Cambridge IGCSE First Language Arabic syllabus is designed for students whose first language is Arabic. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

THE SKILLS TO BE COVERED:

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

Egyptian Students who opt to study Arabic A should:

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

EXAMS/ASSESSMENTS

In terms of the IGCSE Arabic A examinations, students will sit two exam papers at the end of Year 11. IGCSE is available to first language speakers of Arabic. This optional Arabic (IGCSE) is advisable for Arab students in Y10 and Y11.

Usually, students use the book: 'Arabic language' from the Ministry of Education (compulsory for all Arab students) as a first source. These Cambridge IGCSE First Language examinations comprise of two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

The table below summaries the nature of these exams in terms of unit and topic content, exam paper weightings, and the amount of marks and time dedicated to each paper. There is no controlled assessment (coursework) component to this course.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1: Reading 2 hours	50%	<p>Question 1 (25 marks)</p> <p>Question 2 (25 marks)</p>	<ul style="list-style-type: none"> • Questions relate to two passages of approximately 600-700 words each, linked by a common theme. These passages are printed on the question paper. • Sub-questions requiring answers of different lengths. The sub-questions are based on Passage 1 and test the following reading objectives • Write a summary of 200-250 words based on Passage 1 and Passage 2
Paper 2: Writing 2 hours	50%	<p>Section 1 - Discussion and Argument (25 marks)</p> <p>Section 2 - Description and Narration (25 marks) Candidates are required to write between 350 and 500 words for each of their answers.</p>	<p>Section 1</p> <ul style="list-style-type: none"> • Four argumentative/discursive titles are set, from which candidates choose one. <p>Section 2</p> <ul style="list-style-type: none"> • Four titles are set (two descriptive and two narrative), from which candidates choose one.



ARABIC A FIRST LANGUAGE O LEVEL

Examination Board: Cambridge O Level Arabic

Specification Code: 3180

Website: www.cambridgeinternational.org/olevel

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. 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.

Candidates are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge O Level Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

THE SKILLS TO BE COVERED:

- 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.

EXAMS/ASSESSMENTS

Students will sit two exam papers at the end of Year 11. The Cambridge O Level Arabic is for speakers of Arabic. This optional Arabic (O Level Arabic) is advisable for Arab students in Y10 and Y11. Usually, students use the book 'Arabic language' from the Ministry of Education (compulsory for all Arab students) as a first source. These Cambridge O Level Arabic First Language examinations comprise of two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to E.

The table below summaries the nature of these exams in terms of unit and topic content, exam paper weightings, and the number of marks and time dedicated to each paper. There is no controlled assessment element in this course.

Unit	Weighting	Assessment	Content
Paper 1: Writing and Composition (1½ hours)	45%	Section A - (15 marks) Section B - (30 marks)	Section A <ul style="list-style-type: none">• One composition of about 120 words from a choice of three topics. Section B <ul style="list-style-type: none">• One essay of about 200 words from a choice of four topics.
Paper 2: Translation and Reading Comprehension (1½ hours)	55%	Section (A - 30 marks) Section (B - 25 marks)	Section A <ul style="list-style-type: none">• Two translations, one from Arabic into English and one from English into Arabic. Section B <ul style="list-style-type: none">• Open-ended comprehension questions on one set passage



GCSE ARABIC B FOREIGN LANGUAGE

Examination Board: Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Specification Code: 1AA0

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html>

COURSE DESCRIPTION

GCSE Pearson Edexcel Level 1/Level 2 GCSE/9-1) in Arabic (1AA0) is designed to introduce students to the key skills required to tackle the Arabic B GCSE specification in preparation for Year 11 end of year examinations. GCSE Arabic B aims to develop students' personal interest to communicate with Arabic native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Arabic-speaking communities and countries. These contexts are listed under themes and topics.

THEMES AND TOPICS

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

The five themes are:

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

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Arabic is spoken. For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Arabic-speaking countries throughout the course.

EXAMS/ASSESSMENTS

In terms of the Arabic B examinations, students will sit four exam papers at the end of Year 11. The table overleaf summarises the nature of these exams in terms of unit and topic content, exam paper weightings, and the amount of marks and time dedicated to each paper. There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4-9). Students must be entered for the same tier across each skill area. Each area is worth 25% of the student's final grade.

CONTROLLED ASSESSMENT

There is no controlled assessment element in this course.

FURTHER READING

Arabic - English Word List for GCSE Arabic Companion by Chawki Nacef
Your Arabic Friend - A Textbook for GCSE, by Nomaan Mahir

Useful websites:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/arabic-2017.html>

<https://almasdar.oercommons.org/>;

<http://arabalicious.com/secondary-resources.html>

EXAMS/ASSESSMENTS (CONTINUED)

Unit	Weighting	Assessment	Content
Unit 1 Listening	25%	<p>Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks</p> <p>Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks 25% of the total qualification</p>	<p>Students are assessed on their understanding of standard spoken Arabic in a variety of scenarios. Students will need to:</p> <ul style="list-style-type: none"> • identify the overall message, key points, details and opinions • deduce meaning from a variety of spoken texts • recognise the relationship between past, present and future events • recognise and respond to key information, important themes and ideas in spoken text, • including authentic sources, adapted and abridged, as appropriate • be able to answer questions, extract information, evaluate and draw conclusions.
Unit 2 Speaking	25%	<p>Foundation tier: 7-9 minutes plus 12 minutes preparation time</p> <p>Higher tier: 10-12 minutes plus 12 minutes preparation time</p>	<p>This paper draws on vocabulary and structures across all the themes and topics. The entire assessment must be conducted in Arabic.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.</p>

EXAMS/ASSESSMENTS (CONTINUED)

Unit	Weighting	Assessment	Content
Unit 3 Reading	25%	Foundation tier: 50 minutes Higher tier: 1 hour 5 minutes	Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.
Unit 4 Writing	25%	Foundation tier: 1 hour 15 minutes Higher tier: 1 hour 25 minutes	<p>Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question.</p> <p>Question 1 assesses students on their ability to write to describe and to express opinions.</p> <p>Question 2 assesses students on their ability to note down key points and convey information.</p> <p>Question 3 has two options from which students have to select one. This question assesses students on their ability to convey information, narrate, express opinions, interest, and convince the reader about a certain point.</p> <p>Question 4 is the translation question. Students are required to translate five sentences from English to Arabic. The sentences are ordered by increasing level of difficulty.</p>



ISLAMIC STUDIES

COURSE DESCRIPTION

Who will study Islamic Studies?

The curriculum is delivered to our Muslim students and lessons are grouped by Islamic A students (native Arabic speakers) and Islamic B students (non-native Arabic speakers). Across the Academy, all lessons are differentiated by language of instruction, with both classes having the same learning outcomes following the Ministry of Education standards.

What will they study?

Students will study topics which build their need to develop an emotional link with every aspect of Islam. They will be inspired to truly love Allah, Prophet Muhammad and other Prophets, the Sahabah and the great scholars and heroes of Islam, the Qur'an, the Sunnah and rules and morals of Islam.

The topics covered are:

- **Divine Revelations:** Surat Al Kahf & Surat Al Ahzab
- **Islamic Belief:** The mind in Islam & Aql and Naql
- **Islamic Rulings & Aims:** Juristic rules & Source of Islamic sharia
- **Islamic Values & Manners:** Giving and growth & Abstinence
- **The Prophet's Biography and Personalities:** The prophet's methodology in da'wah & planning milestones in the Seerah
- **Identity & Contemporary Issues:** Human development in Islam & The Arabic language and culture



GCSE ART & DESIGN

Examination Board: Pearson Edexcel

Specification Code: 1AD0

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

COURSE DESCRIPTION

GCSE Art and Design allows students a degree of autonomy over their work. Once taught the skills, students make decisions about the direction of their own work. It is not uncommon in a GCSE class to see students working on similar themes but with completely different and individual outcomes. Creating autonomous learners is one of the main aims of the Art Department at WSO.

GCSE Art and Design follows the Pearson Edexcel syllabus. The course is in two parts; unit one is internally set coursework. Here students focus on assignments set by their teacher, generally focusing on two different coursework topics. Part two is the externally set assignment, distributed by the exam board on January 2nd of year 11. Students undertake a unit of work under the topic set resulting in a 10 hour exam at the end of a preparation period.

The assessment criteria for GCSE art and design is one that will be familiar to students. They will develop their topic through the following areas: AO1 Artist research, AO2 development of ideas and experimentation, AO3 recording from life through drawings photographs and annotations and AO4 planning and realising intentions by producing a personal response to the research.

Throughout the course, students are taught a wide variety of techniques, processes, use of media and different materials. They will explore two and three-dimensional forms with their work being continually assessed over the two-year period.

EXAMS/ASSESSMENTS

CONTROLLED ASSESSMENT

Students will complete a series of pieces to produce a portfolio of work.

Unit	Weighting	Assessment	Content
Unit 1: Portfolio of Work	60%	45 hours of work	More than one extended collection of work, or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.
Unit 2: Externally Set Task	40%	Preparation period and 10 hour examination	An exam paper is released by the exam board at the beginning of January where students are given a topic with which to prepare a sketchbook of research. This is followed by a ten hour period (in April of year 11) where students create a personal response to this sketchbook work.



IGCSE BUSINESS STUDIES

Examination Board: Edexcel

Specification Code: 4BS1

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/business-2017.html>

COURSE DESCRIPTION

The main course topics are:

- Business Activity & Influences On Businesses
- People In Business
- Business Finance
- Marketing
- Business Operations

The aims of the course are for students to be able to:

- Relate their learning to real business examples
- Be aware of current issues which affect businesses, their operation and success, and how they adapt to change
- Focus on current business practice
- Understand the importance of seeing business issues and situations through different perspectives
- Be aware that information communication technology is essential to business decision making processes and success, and affects all functional areas of business

EXAMS/ASSESSMENTS

EXAMS

This course is assessed through two written papers (1 hour 30 minutes per paper).

Both papers draw on the knowledge and understanding from across the entire specification content. A particular focus is placed on students' ability to apply their understanding to various business contexts.

Paper 1 will focus on a small business of up to 49 employees that has a local/national market. Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market.

Both papers consist of four compulsory questions, each worth 20 marks. There is a total of 160 marks for the IGCSE. Questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

There is no controlled assessment or coursework.

WHY BUSINESS STUDIES?

Business Studies is linked to Economics where topics overlap in some areas, so they can therefore form a good course combination. Business Studies combines well with a range of social sciences, humanities and mathematics to lead to university subjects in such areas as business, economics, law and accountancy.

Although it is important to stress that Business Studies IGCSE is not essential for further study in Business Studies, or a career in business, it is an extremely useful foundation in the skills needed in the business world. Looking to the future, students can start a career armed with an excellent knowledge of how businesses operate. In particular they will have a head start in careers within accountancy, marketing and human resources.



IGCSE COMPUTER SCIENCE

Examination Board: Cambridge (CAIE)

Specification Code: 0478

Website: <https://www.cambridgeinternational.org/Images/595424-2023-2025-syllabus.pdf>

COURSE DESCRIPTION

Through studying Computer Science, learners are enabled to develop an interest in computing and gain confidence in computational thinking, that is, thinking about what can be computed and how. Students will also learn how to programme – the means through which computational thinking is expressed. The language chosen is Python.

Course aims is to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

EXAMS/ASSESSMENTS

EXAMS

Unit	Weighting	Assessment	Content
Paper 1: Computer systems	50%	Externally assessed Written paper 1h 45min	<ol style="list-style-type: none">1. Data representation2. Data transmission3. Hardware4. Software5. The internet and its uses6. Automated and emerging technologies
Paper 2: Algorithms, programming, and logic	50%	Externally assessed Written paper 1h 45min	<ol style="list-style-type: none">1. Algorithm design and problem-solving2. Programming3. Databases4. Boolean logic

ASSESSMENT

At the end of the course, learners will be awarded a grade from A* - G.

ENTRY REQUIREMENTS

Students require a Mathematics current anticipated grade of at least a 6 to make this selection.



GCSE DANCE

Examination Board: AQA

Specification Code: 8236

Website: <http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

COURSE DESCRIPTION

GCSE Dance is a practical course designed for students who have some dance experience. It is an ideal course to study if you are enthusiastic about dance and want to learn or develop new skills.

Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive - this is what makes it similar to and different from other art forms and physical activities.

The GCSE course is split into 2 components which explore both theory and practice, allowing students to develop physical and performance skills alongside critical thinking and appreciation. The units are examined through a written paper and performance moderation.

Dance makes a significant contribution to the annual school dance show and GCSE Dance students are encouraged to take part in this as well as enrichment and dance performances. Key Stage 4 Dance students can also access extra classes through the UDO Academy.


EXAMS/ASSESSMENTS

COMPONENT 1: PERFORMANCE AND CHOREOGRAPHY

Component	Weighting	Assessment	Content
1 Performance	30% 40 Marks	Internally marked Externally Assessed	A1) Students learn how to perform as a solo dancer and must replicate two of the set phrases set by the exam board A2) Students also must learn how to perform a part of a duet/trio - students will use two of the remainder set phrases to develop and generate dance content for their choreography
1 Choreography	30% 40 Marks	Internally marked Externally Assessed	Students learn how to respond creatively to an externally set stimulus. This can be any style of dance and can be done as a solo or group.

COMPONENT 2: DANCE APPRECIATION

Unit	Weighting	Assessment	Content
2	40% 80 marks	Written Exam	<p>Students are assessed on:</p> <ul style="list-style-type: none"> • Knowledge and understanding of choreographic processes and performing skills • Critical appreciation of own work <ul style="list-style-type: none"> • Critical appreciation of professional works <p>The questions are based on students' own performance and choreography as well as the GCSE dance anthology that they study in their theory lessons</p>



GCSE DESIGN & TECHNOLOGY: GRAPHIC DESIGN

PLEASE NOTE: This course runs at the same time as Resistant Materials. Students cannot opt to take Graphic Design with this subject as the coursework and examination are the same.

Examination Board: AQA

Specification Code: 8552

Website: <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

COURSE DESCRIPTION

This exam specification has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of paper-based materials and techniques. Candidates will be enthused and challenged by the range of practical activities possible when taking the course. A working knowledge of paper, modelling and design programmes such as Photoshop are preferred. The use of new technologies alongside computer aided design and computer aided manufacture is encouraged in this specification.

Candidates will acquire an incredibly broad skill base; sketching, technical drawing, 3D modelling and ICT skills are developed, as well as those practical skills that are needed to make final working products. The wide variety of knowledge and skills taught allow Graphic Design to be a creative yet challenging subject to study.

There are 2 units of assessment: Unit 1 will be assessed at the end of the second year and Unit 2 will start at the end of the first year and continue through to the second year.

EXAMS/ASSESSMENTS

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	50%	Written exam: 2 hours 100 marks	<p>Section A - Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding (including wood, plastic, metal, textiles).</p> <p>Section B - Specialist technical principles (30 marks) Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p>Section C - Designing and making principles (50 marks) A mixture of short answer and extended response questions including a 12 mark design question</p>

EXAMS/ASSESSMENTS

CONTROLLED ASSESSMENT

Students undertake a substantial design and make task from the end of Year 10, through Year 11. This will follow the assessment criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

Unit	Weighting	Assessment	Content
Course work	50% 100 marks	Controlled assessment Approximately 30 - 35 hours	Practical application of: <ul style="list-style-type: none">• Core technical principles• Specialist technical principles• Designing and making principles

The exam board releases the coursework subjects in June (Year 10) Previous titles have been a high profile sporting event, healthy lifestyles, products to support developing countries. This will be manufactured using paper/board.



GCSE DESIGN AND TECHNOLOGY: RESISTANT MATERIALS

Examination Board: AQA

Specification Code: 8552

Website: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

PLEASE NOTE: This course runs at the same time as Graphic Design. Students cannot opt to take Resistant Materials with this subject as the coursework and examination are the same.

COURSE DESCRIPTION

Candidates will acquire an incredibly broad skill base; sketching, technical drawing, 3D modelling and ICT skills are developed as well as those practical skills that are needed to make final working products. The wide variety of knowledge and skills taught allow Resistant Materials to be one of the most fun and engaging subjects students can study.

Students undertake a single design-and-make activity, which is selected from a range of board-set tasks. They will submit a 3-dimensional outcome and a concise design folder and/or appropriate ICT evidence. The design folder is presented as an e-portfolio and involves researching, designing and manufacturing the product. Current Year 10 students are working on a lighting product which incorporates the use of electronics.

EXAMS/ASSESSMENTS

There are 2 units of assessment. Unit 1 will be assessed at the end of the end of the second year. Unit 2 will start at the end of the first year and continue through to the second year.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	50%	Written exam: 2 hours 100 marks	Section A: Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B: Specialist technical principles (30 marks) Several short answer questions (2-5 marks) and one extended response to assess a more in-depth knowledge of technical principles. Section C: Designing and making principles (50 marks) A mixture of short answer and extended questions including a 12 mark design question

CONTROLLED ASSESSMENT

Students undertake a substantial design and make task from the end of Year 10, through Year 11. This will follow the assessment criteria:

- Investigating
- Designing
- Making
- Analysing and Evaluating

EXAMS/ASSESSMENTS

CONTROLLED ASSESSMENT

Unit	Weighting	Assessment	Content
Coursework	50% 100 marks	Controlled assessment Approximately 30 - 35 hours	Practical application of: <ul style="list-style-type: none">• Core technical principles• Specialist technical principles• Designing and making principles

The exam board releases the coursework subjects in June (Year 10). Previous titles have been a high profile sporting event, healthy lifestyles, products to support developing countries. **This will be manufactured using wood, plastic and metal.**



GCSE DRAMA

Examination Board: Pearson (Edexcel)

Specification Code: 1DR0

Website: http://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf

WHY DRAMA?

GCSE Drama allows students to develop a range of competences that they will use throughout their lives. Whether they aspire to work in the creative industries or not, this qualification gives students the chance to develop key skills in teamwork, collaboration, creativity, time management, public speaking whilst all the time building confidence, which are all key skills to be successful in the future.

Performers will study scripted work and devising to hone their skills as young performers. Alongside developing practical skills, students will work on their ability to analyse and evaluate text and performance to high level. The analysis skills developed in the drama classroom are directly transferable to every other subject and sets students up with the academic skills to succeed in a variety of different industries.

COURSE DESCRIPTION

Students who opt for this course must be prepared to work in groups, be prepared to learn about themselves and willing to fail first before becoming successful.

Students will learn:

- How and why drama is created, including how all of the departments of a theatre work together to take a play from the page to the stage.
- How to create mood, atmosphere and meaning on stage.
- Many social skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

EXAMS/ASSESSMENTS

Component	Weighting	Assessment	Content
1 Devising	40% 60 Marks	Non-examination assessment. Internally marked and externally moderated	Students create and develop a devised piece from a stimulus, perform it or design a realisation for this performance and analyse and evaluate the devising process and performance.
2 Performance from text	20% 48 Marks	Non-examination assessment. Externally assessed	Students will either perform in and/or design for two key extracts from a performance text.
3 Theatre makers in practice	40% 60 marks	Written examination	Practical exploration and study of one complete performance text.



IGCSE ECONOMICS

Examination Board: Edexcel

Specification Code: 4EC1

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-economics-2017.html>

COURSE DESCRIPTION

These are the main course topics for Economics:

- The Market System
- Business Economics
- Government and the Economy
- The Global Economy

The aims of the course are for students to be able to do the following:

- Develop an understanding of economic concepts and apply these concepts to real-life situations.
- Interpret and evaluate economic data in order to make reasoned arguments and informed judgements.
- Develop an awareness of economic change and its impact on developing and developed economies.
- Understand economic issues, problems and possible solutions that affect mixed economies.
- Participate effectively in society as citizens, producers and consumers.



EXAMS/ASSESSMENTS

EXAMS

This course is assessed through two written papers (1 hour 30 minutes per paper). Both papers challenge students to apply their knowledge and understanding across various economic scenarios. The course encourages students to engage in wider economic reading through analysing articles and discussing how various economic agents are affected through their different decision making.

Paper 1 focuses on microeconomics and business economics.

Paper 2 focuses on macroeconomics and the global economy.

The examination paper consists of four compulsory questions, each worth 20 marks. The questions are a mixture of structured, data response, short-answer, multiple choice and open-ended questions. Each question will be based on a particular theme which will relate to one of the four sections of the subject content. However, due to the nature of economics, there may be some overlap between the questions. There is no controlled assessment or coursework.

WHY ECONOMICS?

Never before has there been a more relevant time to study Economics. Economics is all around us and in everything we do. Economics is about choice and the impact of our choices on each other. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. The economic way of thinking can help us make better choices. Further study of Economics could lead you, but is not limited to, careers in Government, Business, Banking and Financial Services and Insurance.

Entry requirements: Students require a Mathematics & English current anticipated grade of at least a 5 to make this selection.



GCSE FOOD PREPARATION AND NUTRITION

Examination Board: AQA

Specification Code: 8585 (Subject to change)

Website: <http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

COURSE DESCRIPTION

The new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

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

Food preparation skills are integrated into five core topics:

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

On completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.

EXAMS/ASSESSMENTS

EXAMS

There are 2 units of assessment. Unit 1 will be assessed the end of the second year. Unit 2 will start at the end of the first year and continue through to the second year.

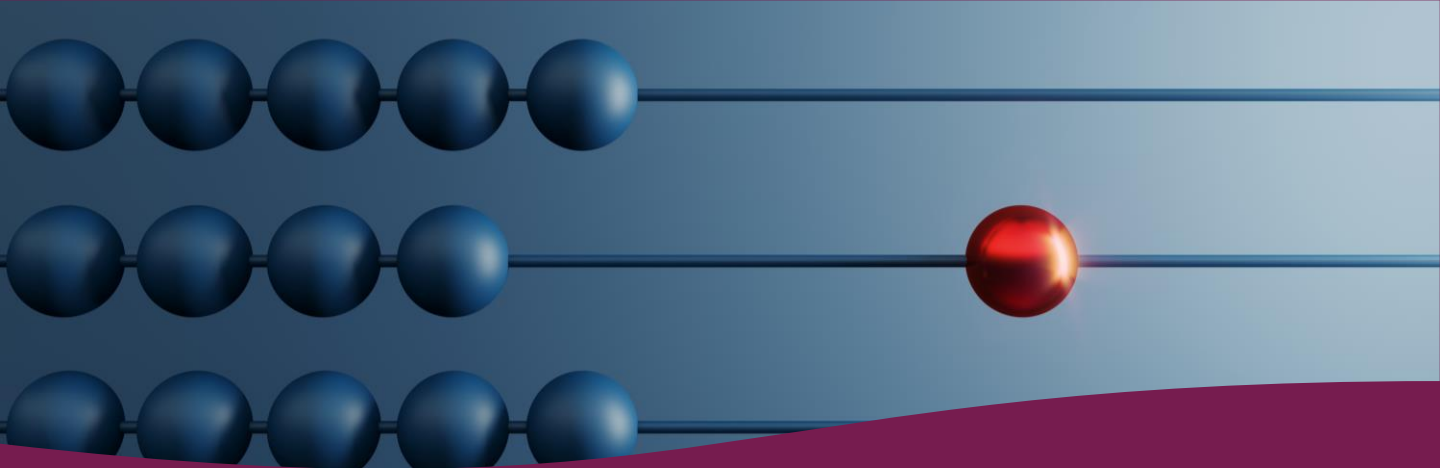
Unit	Weighting	Assessment	Content
Paper 1: Written exam	50%	1 hour 45 minutes 100 marks	Theoretical knowledge of food preparation and nutrition from Sections 1 to 5. Multiple choice questions (20 marks) Five questions, each with a number of sub questions (80 marks)

CONTROLLED ASSESSMENT

- **Task 1:** Food investigation (30 marks). Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this coursework task.
- **Task 2:** Food preparation assessment (70 marks). Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours planning in advance.

Unit	Weighting	Assessment	Content
Course work	50%	45 hours 90 marks	Task 1: Written or electronic report (1,500 - 2,000 words) including photographic evidence of the practical investigation. Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included

Please note that students will be required to bring their own ingredients for this course.



LEVEL 2 FURTHER MATHS

Examination Board: AQA

Specification Code: 8365

Websites: <https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365>

COURSE DESCRIPTION

At WSO we offer a unique Further Math experience where students who opt for this course graduate with two GCSE qualifications.

In Year 9, pupils study GCSE statistics which covers the following topics:

- 1: The Collection of Data
- 2: Processing, Representing and Analysing Data
- 3: Probability

In Year 10 and 11, pupils study Further Pure Mathematics which covers the following topics:

1. Number
2. Algebra
3. Coordinate Geometry (2 dimensions only)
4. Calculus
5. Matrix Transformations
6. Geometry

EXAMS/ASSESSMENTS

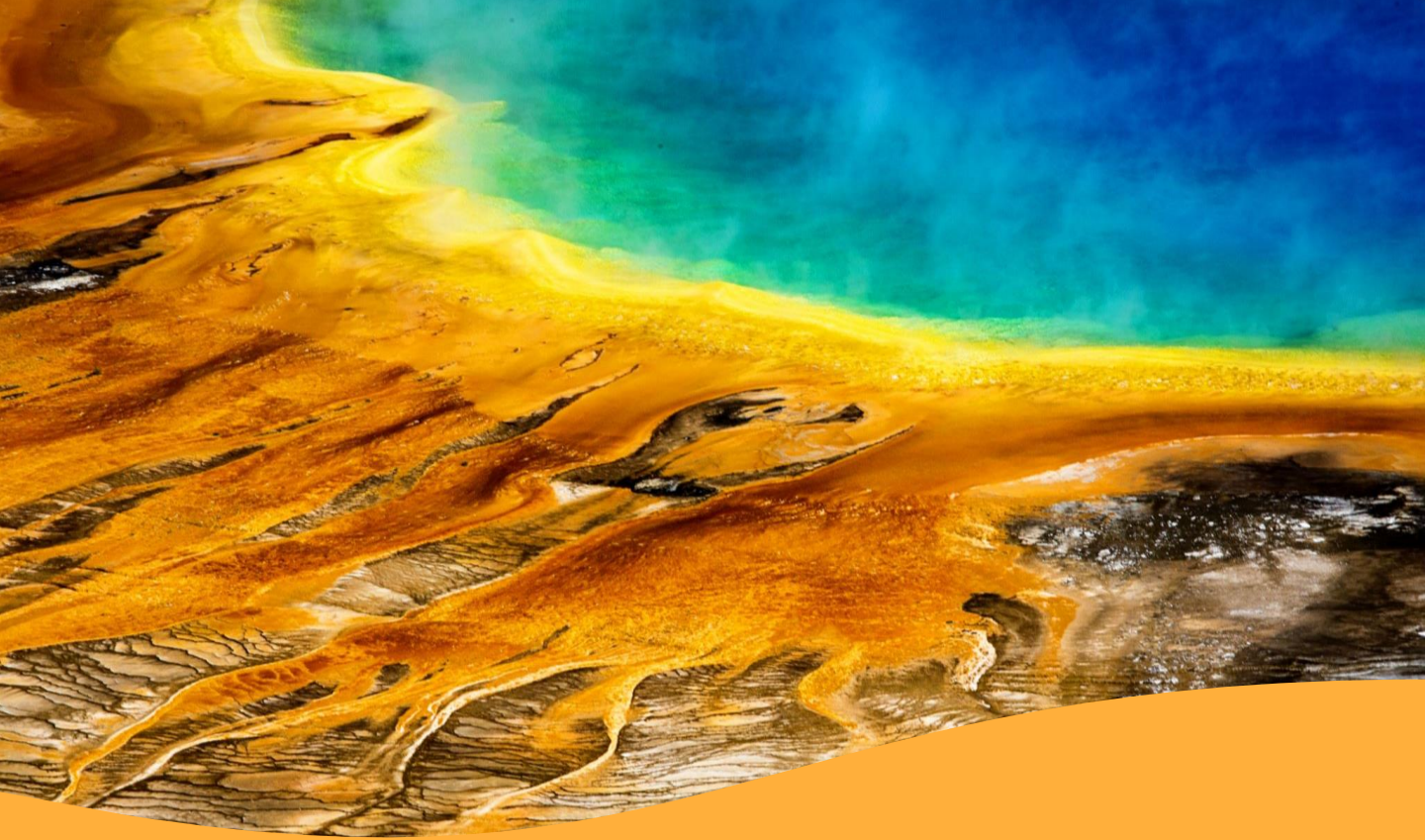
STATISTICS

Unit	Weighting	Assessment	Content
Paper 1: Written exam	50%	1 hour 30 minutes 80 marks	The collection of data Processing, analyzing and representing data Probability
Paper 2: written exam	50%	1 hour 30 minutes 80 marks	The collection of data Processing, analyzing and representing data Probability

FURTHER PURE MATHEMATICS

Unit	Weighting	Assessment	Content
Paper 1 Non- Calculator: written exam	50%	1 hour 45 minutes 80 marks	Number Algebra Coordinate Geometry (2 dimensions only) Calculus Matrix Transformations Geometry
Paper 2 Calculator: written exam	50%	1 hour 45 minutes 80 marks	Number Algebra Coordinate Geometry (2 dimensions only) Calculus Matrix Transformations Geometry

*The Further Maths pathway is open to students achieving grade 9 or Excelling for attainment and must be approved by the head of Mathematics.



IGCSE GEOGRAPHY

Examination Board: Cambridge

Specification Code: 0976

Website: <https://www.cambridgeinternational.org/Images/414139-2020-2022-syllabus.pdf>

COURSE DESCRIPTION

At Key Stage 3, students have already developed a range of relevant skills and knowledge that the GCSE course builds upon. The course introduces students to new skills, places, ideas and management issues.

Students are taught to apply their skills and knowledge to real world situations. This allows them to understand how people's decisions shape the world we live in.

Geography is a subject that requires a certain level of general knowledge, an ability to use common sense and to think logically when answering questions.

EXAMS/ASSESSMENTS

EXAMS

Paper	Weighting	Assessment	Content
Paper 1: Geographical Themes	45% 75 marks	Written paper 1 hour 45 minutes	Theme 1: Population and settlement Theme 2: The natural environment Theme 3: Economic development
Paper 2: Geographical Skills	27.5% 60 marks	Written paper 1 hour 30 minutes	The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques.
Paper 3: Alternative to Field Work	27.5% 60 marks	Written paper 1 hour 30 minutes	The paper gives students field work and asks them to show an appreciation of a range of techniques used in fieldwork studies.

WHY GEOGRAPHY?

In order to answer this difficult question, students must ask themselves what they enjoy about the study of Geography.

Do I want to:

- learn more about the world I live in?
- develop skills that will help me in other areas, such as ICT and research?
- do some of my work away from the classroom?
- work in a team with other students?
- learn through investigating and doing, not listening and reading?

The world is always changing, and Geography gives you the chance to learn about these changes. It is a subject that links to all other subjects in the curriculum, so an IGCSE in Geography is a stepping stone to a whole range of future opportunities

A good grade will help move students onto any subject at Key Stage 5.

Employment opportunities where the skills students have developed and which will be of particular value are in Journalism, Media, Engineering, ICT, Travel and Tourism, Environmental Management, Geology, Marketing, Business Management and Teaching. Geographers are everywhere!



GCSE HISTORY

Examination Board: Edexcel

Specification Code: 1HI0

Website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

COURSE DESCRIPTION

Key Stage 4 History is a vibrant and thought-provoking subject that helps students develop and extend their knowledge and understanding of the wide diversity of human experience through the study of specified key events, people and societies.

Students will engage in historical enquiry to blossom into independent learners and critical and reflective thinkers. They will develop the ability to ask relevant questions about the past in order to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Furthermore, students will develop extensive skills including analytical thinking, source analysis, interpretation utility, and judgment making. Debates and discussions are also a key focus of the GCSE course to allow students to express their opinions on a given topic clearly and concisely.

Studying History really does enable young people to understand the world they live in as events in the past can help explain the problems and opportunities that exist in the world today.

The GCSE History course is a continuation of work covered in Key Stage 3. Some topics will be familiar to students, but will be revised, extended and covered in more depth, with a focus on new and developing skills. The key coverage of the History KS4 units incorporates British and World Studies.

EXAMS/ASSESSMENTS

EXAMS

Paper	Weighting	Assessment	Content
Paper 1: Thematic study and historic environment (1HI0/10-12)	30% 52 marks (36 for the thematic study, 16 for the historic environment)	Written paper 1 hour 20 minutes	Thematic Study: Medicine in Britain, c1250-present Historic environment: The British sector of the Western Front, 1914-18: injuries, treatment and the trenches
Paper 2: Period study and British depth study (1HI0/20-29)	40% 64 marks (32 for the period study and 32 for the British depth study)	Written paper 1 hour 50 minutes	British depth study: Early Elizabethan England, 1558-88 Period study: Superpower relations and the Cold War, 1941-91
Paper 3: Modern depth study	30% 52 marks	Written paper 1 hour 30 minutes	Modern depth study: Weimar and Nazi Germany, 1918-39

There is no Controlled Assessment at GCSE History. All exams are taken at the end of Year 11.

WHY HISTORY?

History is useful for a variety of careers and is especially recommended for students aiming for careers in Law, Archive and Information Management, Human Resources Management and Journalism.

It is a widely respected and highly academic qualification that can help students gain access to a wide variety of Post 16 courses and professional careers.



IGCSE ICT

Examination Board: CAIE

Specification Code: 0417

Website: <https://www.cambridgeinternational.org/Images/595352-2023-2025-syllabus.pdf>

COURSE DESCRIPTION

Students will explore how digital technology impacts the lives of individuals, organisations and society.

The aim of the course is to develop:

- an understanding of the basic components, use and application of different ICT systems and networks
- the skills to analyse, design, implement, test and evaluate ICT systems
- the skills to understand the impact of current and new technologies on methods of working in the outside world
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Students may use websites such as the following for additional revision:

- http://teach-ict.com/gcse_new.html
- <http://www.bbc.co.uk/education/subjects/zqmtsbk>
- <http://www.IGCSEict.info/>

EXAMS/ASSESSMENTS

Students will be awarded a grade from A* to G. They will use a range of materials throughout the course, mainly accessible through Microsoft Teams and a textbook.

Paper	Weighting	Assessment	Content
Paper 1: Written paper	40%	Externally assessed Written exam 1h 30min (marks out of 80)	Theory: questions will be based on sections 1-21 of the subject content. All questions are compulsory.
Paper 2: Practical paper	30%	Externally assessed Practical exam 2hs 15 min (marks out of 80)	Document Production, Databases and Presentations. This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11-16. All tasks are compulsory.
Paper 3: Practical paper	30%	Externally assessed Practical exam 2hs 15 min (marks out of 80)	Spreadsheets and Website Authoring. This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11-16. All tasks are compulsory.



GCSE MEDIA STUDIES

Examination Board: AQA

Specification Code: 8572

Website: <https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/assessment-resources>

COURSE DESCRIPTION

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences.

Students are required to study media products from all of the following media forms: television; newspapers; online, social and participatory media; radio; music video; advertising and marketing; film; magazines; video games.

In addition to the broad coverage of media forms, students must engage in the comprehensive study of Close Study Products of all nine (CSPs). The CSPs, chosen by the examination board, are reviewed annually and address the requirement that students engage with products which:

- possess cultural, social and historical significance in terms of critical acclaim and/or audience popularity
- reflect and illuminate the theoretical framework for the study of media
- demonstrate contrasts in terms of perceived quality, form and structure
- provide rich and challenging opportunities for interpretation and analysis, enabling students to develop a detailed understanding of how the media communicate meanings
- are from different historical periods
- are intended for different audiences
- demonstrate emerging, future developments of the media
- are not necessarily the type of products which students would normally engage with.

WHY MEDIA STUDIES?

Media Studies encourages students to develop the following skills:

- Aids communication, developing an ability to express ideas in different forms and different media
- Encourages creativity and inquiry
- Increases personal confidence and practical skills in handling media technology
- Develops skills useful in a wide variety of non-media careers
- Enables students to see behind the screen and read between the line

EXAMS/ASSESSMENTS

EXAMS

Unit	Weighting	Assessment	Content
Media One	35%	Exam 1 hour 30 mins	<p>Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms: advertising and marketing, newspapers, online, social and participatory media and video games.</p> <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms: radio, music video, newspapers, online, social and participatory media and video games, film (industries only).</p> <p>A range of questions relating to an unseen source and Close Study Products. An extended response question (20 marks).</p>

Unit	Weighting	Assessment	Content
Media Two	35%	Exam 1 hour 30 minutes	<p>Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p>Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p> <p>Short, medium and extended response questions assessing depth of knowledge and understanding of the course.</p>

NON-EXAM ASSESSMENT (NEA): CREATING A MEDIA PRODUCT

Unit	Weighting	Assessment	Content
NEA	30%	Individual Media Production	<p>Application of knowledge and understanding of the theoretical framework.</p> <p>Ability to create media products. A choice of one of five annually changing briefs, set by AQA.</p> <p>Students produce: a statement of intent and a media product for an intended audience.</p>



IGCSE MODERN FOREIGN LANGUAGES FOR YEAR 10 2024-25

Examination Board: Pearson Edexcel

Specification Code: French (4FR1), German (4GN1), Spanish (4SP1)

Websites:

- French:
<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-french-2017.html>
- German:
<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-german-2017.html>
- Spanish:
<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-spanish-2017.html>

Students can choose at least one Modern Language at IGCSE Level. French is one of the options as well as Spanish, German or Mandarin (for native speakers ONLY).

COURSE DESCRIPTION

Students will have the opportunity to develop their language skills in a variety of contexts. They will work through five core themes and extend their skills in the four core skills of listening, speaking, reading and writing:

Topic	Sub-topics
A: Home and abroad	Life in the town and rural life Holidays, tourist information and directions Services (e.g. bank, post office) Customs Everyday life, traditions and communities
B: Education and employment	School life and routine School rules and pressures School trips, events and exchanges Work, careers and volunteering Future plans
C: Personal life and relationships	House and home Daily routines and helping at home Role models Relationships with family and friends Childhood
D: The world around us	Environmental issues Weather and climate Travel and transport The media Information and communication technology
E: Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues Food and drink

IGCSE is a continuation of work covered in at Key Stage 3. some topics will be familiar to students, but will be revised, extended and covered in more depth.

As they progress linguistically, students will be expected to:

- Cope with a greater degree of unpredictability
- Deal with a widening range of potential problems
- Understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinion; discuss issues and give opinions
- Give full descriptions and accounts
- Communicate effectively in the studied language, narrate events, take part in role plays and discuss experiences

EXAMS/ASSESSMENTS

The IGCSE course will prepare students to continue their studies in the IB Diploma at Standard or Higher level or at A Level. IGCSE French, German and Spanish are linear courses meaning all exams are taken at the end of two years of study; they are all externally assessed. The four skills of Listening, Speaking, Reading and Writing are assessed. Each area is worth 25% of the student's final grade.

Unit	Weighting	Assessment
Paper1 Listening	25%	35 minutes
Paper 2 Reading and Writing	50%	1hr 45 minutes
Unit 3 Speaking	25%	8-10 minutes



GCSE MODERN FOREIGN LANGUAGES - YR11 2024-25

Examination Board: AQA

Specification Code: French (8658), German (8668), Spanish (8698)

Websites:

- French: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>
- German: <https://www.aqa.org.uk/subjects/languages/gcse/german-8668>
- Spanish: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

Students will choose at least one Modern Language at GCSE Level. French is one of the options as well as Spanish, German or Arabic B.

COURSE DESCRIPTION

Students will have the opportunity to develop their language skills in a variety of contexts. They will work through three core themes and extend their skills in the four core skills of listening, speaking, reading and writing:

- **Identity and Culture:** includes family and relationships, technology in everyday life, free time, customs and cultures in language-speaking countries.
- **Local, national, international and global areas of interest:** includes home and region, social issues such as healthy lifestyles, global issues, travel and tourism.
- **Current and future studies and employment:** includes school and current studies, post-16 education, jobs and career aspirations.

GCSE is a continuation of work covered in at Key Stage 3. Some topics will be familiar to students, but will be revised, extended and covered in more depth.

As they progress linguistically, students will be expected to:

- Cope with a greater degree of unpredictability
- Deal with a widening range of potential problems
- Understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language
- Understand issues and opinion; discuss issues and give opinions
- Give full descriptions and accounts
- Communicate effectively in the studied language, narrate events, take part in role plays and discuss experiences

EXAMS/ASSESSMENTS

The GCSE course will prepare students to continue their studies in the IB Diploma at Standard or Higher level or at A Level.

GCSE French, German and Spanish are linear courses meaning all exams are taken at the end of two years of study; they are all externally assessed. The four skills of Listening, Speaking, Reading and Writing are assessed.

There are two tiers of assessment: Foundation (grades 1-5) and Higher (grades 4-9). Students must be entered for the same tier across each skill area. Each area is worth 25% of the student's final grade.

Unit	Weighting	Assessment	
Unit 1 Listening	25%	Foundation Tier 40 marks, 35 minutes	Higher Tier 50 marks, 45 minutes
Unit 2 Speaking	25%	Foundation Tier 60 marks 7-9 minutes	Higher Tier 60 marks 10-12 minutes
Unit 3 Reading	25%	Foundation Tier 60 marks 45 minutes	Higher Tier 60 marks 1 hour
Unit 4 Writing	25%	Foundation Tier 50 marks 1 hour	Higher Tier 60 marks 1 hour 15 mins



IGCSE CHINESE AS A SECOND LANGUAGE

Examination Board: Cambridge International Education

Specification Code: 0523

Website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chinese-second-language-0523/>

COURSE DESCRIPTION

Cambridge IGCSE Chinese as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, learners will be able to respond to factual information as well as abstract ideas. Learners will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Topic	Sub-topics
A: Young people and education	School education Future career plans Friendship Peer pressure/conflict
B: Society	Generation gap Young people Healthy eating Sports and exercise Films and the media Hobbies New means of communication Social networking Learning technology
C: The world	Urban and rural life Travel Home town and surrounding areas Pollution Recycling Global warming
D: Cultural diversity	Festivals and celebrations Customs and traditions Culinary diversity

EXAMS/ASSESSMENTS

Unit	Weighting	Assessment
Paper 1 – Reading and Writing	60%	2 hours
Paper 2 - Listening	20%	35-45 minutes
Component 3 - Speaking	20%	10-15 minutes

WHAT ARE THE BENEFITS OF GCSE MODERN FOREIGN LANGUAGES?

Top reasons to enjoy studying a language:

1. In your chosen career you may need linguistic skills to communicate with fellow professionals in other countries e.g. management of worldwide food resources or understanding other countries' agricultural or environmental policies
2. Language skills are in demand for a wide variety of careers such as journalism, marketing and tourism, as well as specialist fields such as translation and interpreting
3. Any career in the leisure and tourist industries exist for well-qualified people with foreign language skills
4. Questions about language skills are common at a job interview and may even be used as a tie breaker in a final shortlist
5. Increasingly, the world's population finds itself working in a multilingual or multicultural environment
6. Enhance your other studies and skills so that you can take them abroad...think of all the celebrities you know who speak different languages
7. You will become aware of other countries' cultural aspects as well as advancing written, aural and oral skills in their language. This will develop useful transferable skills such as communication and interpersonal skills
8. Many international employers will not consider employing a graduate if they have not had experience of living and working outside their native land
9. 75% of the world's population don't speak any English at all; you may want to communicate with them, so do yourself a favour and don't cut yourself off from 75% of the globe - learn another language!



GCSE MUSIC

Examination Board: Edexcel

Specification Code: 1MU0

Website: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

COURSE DESCRIPTION

The GCSE Music course is an exciting opportunity for students to further a passion for music. It builds on the skills learnt at Key Stage 3 to allow students to explore music that is personal to them while broaden their knowledge of music from a range of eras and cultures.

With thanks to the Centre of Excellence, students will be exposed to industry standards and responsibilities which will provide a wholesome and relevant approach to their Music experience.

Students engage in music through performing, composing and appraising. They will also develop Music Technology skills to ensure they can record and communicate their ideas effectively.

While music is an academic subject in its own right, it actually benefits other subjects too. Studies show that music helps learning by activating all areas of the brain. Both employers and universities now see creative subjects as assets.

It also develops written, analytical, practical and social skills such as:

- Independent learning
- Team work through group ensembles
- Performance and Presentation skills
- Analytical skills through essay writing
- Creativity

Students who opt to study Music should:

- Be interested in music
- Want to learn to play an instrument

NOTE: There is no essential requirement to be able read notation to take music, but a desire to learn is essential!

EXAMS/ASSESSMENTS

Unit	Weighting	Assessment	Content
Unit 1 Performing music	30%	Externally assessed	Students must complete one solo performance and one ensemble performance on a chosen instrument or singing.
Unit 2 Composing music	30%	Externally assessed	Two compositions, one of your choice and one of a given brief
Unit 3 Appraising	40%	Written paper 1 hour 45 minutes	<p>The paper will be in two sections:</p> <p>Section A: Areas of study, dictation, and unfamiliar pieces. Six questions related to six of the eight set works. One short melody/rhythm completion exercise. One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.</p> <p>Section B: Extended response comparison between a set work and one unfamiliar piece. One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.</p>

If you have a desire to take music but do not currently have lessons, then please contact one of the Music team who can provide information on how we can support.



BTEC MUSIC TECHNOLOGY

Examination Board: BTEC

Specification Code: Level 2 Music (Music Technology Units)

Website: <https://qualifications.pearson.com/en/qualifications/btec-international-level-2/music.html>

COURSE DESCRIPTION

The Music Technology course is an exciting opportunity for students to further a passion for music production, DJing and music in general. The programme is designed to introduce students to the key skills required to tackle the Music Technology requirements.

With thanks to the Centre of Excellence, students will be exposed to industry standards and responsibilities which will provide a wholesome and relevant approach to their Music Technology experience.

Music Technology students will also study the Music Industry. With a global revenue over \$20billion, it is an exciting time for young people to research a path in this industry which is ever growing. Students will evaluate their own skills and routes into the industry along with job roles that may interest them. It will also equip them with skills to research other sectors, and how these can relate to each other.

This practical and personalised course will allow students to learn a variety of aspects associated with Music Technology in a range of styles and genres. These include:

- Producing Music
- DJing
- Sound Design
- Studio Techniques

It also develops written, analytical, practical and social skills such as:

- Independent learning
- Performance and Presentation skills
- Creativity
- Organisation and Leadership in running a recording session

NOTE: There is no requirement to be able to play an instrument or read music for this course. The payment for BTEC courses occurs at the start of the course rather than at the end.

In terms of the Music Technology examinations, students will follow the BTEC Level 2 Certificate in Music specification. They will study the below units to enhance their Music Technology skills. All aspects are coursework based with no exam.

EXAMS/ASSESSMENTS

Unit	Content
Introduction to DAW Production	Work with different tools available in a Digital Audio Workstation to produce music.
Introduction to Recording	Explore a range of equipment used in music recording and recording set-ups. You will create a music recording of other musicians.
Music Recording	Produce a portfolio of recordings demonstrating your versatility as a recording engineer.
Remixing Music	Explore technology and processes needed to reshape and manipulate existing audio files to showcase creative production skills.
Plan and Create a Music Product for a Brief	Create a music product within a team. Experience full creative experience of developing an idea along with ways it can be promoted and produce marketing materials.



GCSE PHYSICAL EDUCATION

Examination Board: Edexcel

Specification Code: 1PE0

Websites: <http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

COURSE DESCRIPTION

It is important that students understand why people get involved in physical activity, and recognise the long-term health benefits of a sustained active lifestyle, including key influences that impact people's involvement in physical activity.

Students will understand the relationship between exercise, diet, work and rest, and how, together, they contribute to a balanced healthy lifestyle. They will gain knowledge of the impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing.

Students will learn to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and well-being
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Candidates should:

- Demonstrate a genuine interest in sport and regularly take part in both a team and individual sport
- Be interested in fitness training and how this improves sports performance
- Be organised and adaptable
- Have an interest in careers in the sports industry for example: Physiotherapy, Sports Journalism, Coaching, Teaching, or Leisure Management

EXAMS/ASSESSMENTS

Component	Weighting	Assessment	Content
Fitness and Body Systems (1PEO/01)	36% 90 marks	Written exam 1 hour 30 mins	This exam includes multiple-choice, short-answer, and longer-answer questions. Questions will be based on applied anatomy and physiology, movement analysis, physical training and use of data.
Health and Performance (1PEO/02)	24% 70 marks	Written exam 1 hour 15 mins	This exam includes multiple-choice, short-answer, and longer-answer questions. Questions based on health fitness and well being, sports psychology, socio-cultural influences and use of data.

NON-EXAMINED ASSESSMENT

Unit	Weighting	Assessment	Content
Practical Performance (1PEO/03)	30% 105 marks	Practical Moderation	Students need to demonstrate skills during a game in three activities. One must be an individual activity, one a team activity, the third activity is optional. See specification for the list of activities.
Personal Exercise Programme	10% 20 Marks	Written coursework	Students need to plan, carry out, monitor and evaluate their personal exercise.



BTEC SPORT

Examination Board: BTEC

Specification Code: Level 2 Award in Sport

Website: <https://qualifications.pearson.com/en/qualifications/btec-international-level-2/sport-2022.html> -

COURSE DESCRIPTION

The Sport course is an exciting new course that provides an alternative to GCSE study. This qualification is designed to support learners who want an introduction to the sport sector through applied learning. This course supports progression into further study at Post-16, which could include BTEC Level 3, A Level or IB.

With thanks to the outstanding sporting facilities at WSO, students will be exposed to practically applied learning which will provide a wholesome and relevant approach to their sporting experience.

Students will work practically whilst completing coursework, to apply their learning. Students will evaluate their own skills and routes into the industry along with job roles that may interest them. It will also equip them with skills to research other sectors, and how these can relate to each other.

This practical and personalised course will allow students to learn a foundation of practical knowledge, that will support their progression towards Post-16 study and beyond, including:

- Principles of fitness
- Fitness testing
- Fitness training
- Anatomy & Physiology
- Skills, techniques and tactics in sport

It also develops written, analytical, practical and social skills such as:

- Independent learning
- Performance and Presentation skills
- Creativity
- Organisation and Leadership in running a training session

NOTE: There is no requirement to be able to play a sport at a high level for this course. The payment for BTEC courses occurs at the start of the course rather than at the end.

In terms of the Sport examinations, students will follow the BTEC Level 2 Award in Sport specification. They will study the below units to enhance their sports performance and analysis skills. All aspects are coursework based with no exam.

EXAMS/ASSESSMENTS

Unit	Content
Principles of Fitness and Fitness Testing	Gain an understanding of the requirements of fitness testing, learn how to conduct a range of fitness tests for different components of fitness safely.
Training for Personal Fitness	Consider how personal training programmes can be used to improve personal health and fitness.
Practical Sport	Study the rules, regulations, skills, techniques and tactics through participation and application of these in a team or individual sport.
Anatomy and Physiology for Sport	Gain an understanding of the human body and the number of different systems that help it function.



GCSE PSYCHOLOGY

Examination Board: AQA

Specification Code: 8182

Website: <http://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182>

COURSE DESCRIPTION

GCSE Psychology encourages learners to be inspired and moved by following a broad, satisfying and worthwhile course of study and to gain an insight into related sectors, such as science. GCSE Psychology encourages students to develop a personal interest in, and enthusiasm for, psychology and prepares them to make informed decisions about further learning opportunities and career choices. The specification encourages candidates to engage in the process of psychological enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds. Students will develop an awareness of why psychology matters, acquire knowledge and understanding of how psychology works and its essential role in society.

Candidates should:

- Be interested in people
- Be able to meet deadlines
- 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
- Be interested in careers in, for example, Health, Education, Sport, Clinical, Counselling or Sport Psychology.

EXAMS/ASSESSMENTS

Paper	Weighting	Assessment	Content
Cognition and behaviour (Paper 1)	100 marks 50% of GCSE	Written exam 1 hour 45 minutes	<ol style="list-style-type: none">1. Memory2. Perception3. Development4. Research methods
Social context and behaviour (Paper 2)	100 marks 50% of GCSE	Written exam 1 hour 45 minutes	<ol style="list-style-type: none">1. Social influence2. Language and communication3. Brain and neuropsychology4. Psychological problems

CONTROLLED ASSESSMENT

There is no controlled assessment element to this course.

ENTRY REQUIREMENTS

Students require a Mathematics and English current anticipated grade of at least a 5 to make this selection.



GCSE TEXTILE DESIGN

Examination Board: Pearson Edexcel

Specification Code: 1TE0

Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

COURSE DESCRIPTION

This exam specification has been designed to encourage students to be able to design and make textiles pieces with creativity and originality, using a range of textile-based materials and manufacturing techniques. Students will be excited and challenged by the range of practical activities possible when taking the course and experiment with fabrics, finishing and sewing techniques, as well as smart and e-textiles. They will use design techniques and processes appropriate to students' personal intentions such as felting, appliqué, stitching and printing. They will also use media and materials, as appropriate to students' personal intentions, for example, inks, yarns, threads, fabrics, textile materials and digital imagery.

There are two parts to the course: coursework and an externally set task. To complete their coursework, students will undertake at least two units of work involving research, experimentation and development leading to a final outcome. The externally set task (exam) will begin in January, when a paper is released by the exam board listing topics students can research leading to the creation of a final piece in April of year 11.

EXAMS/ASSESSMENTS

CONTROLLED ASSESSMENT

Students will complete a series of pieces to produce a portfolio of work.

Unit	Weighting	Assessment	Content
Unit 1: Portfolio of Work	60%	45 hours of work	More than one extended collection of work or projects which demonstrate an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources.
Unit 2: Externally Set Task	40%	Preparation period and 10 hour examination	An exam paper is released by Pearson at the beginning of January when students given one topic with which to prepare a sketchbook of research. This is followed by a ten hour period (in April of year 11) where students create a personal response to this sketchbook work.



BTEC TRAVEL AND TOURISM

Examination Board: BTEC International

Specification Code: Level 2 Certificate, Extended Certificate and Diploma.

Websites: <https://qualifications.pearson.com/en/qualifications/btec-international-level-2/travel-and-tourism.html>

COURSE DESCRIPTION

Our Travel and Tourism Level 2 study programme provides a general overview of the travel and tourism industry in order to prepare you for your employment in the sector or progression to Level 3. You will study a range of units including the UK Travel and Tourism Sector, Factors affecting Worldwide Travel and Tourism and the Travel and Tourism Customer Experience.

WHY DO A BTEC?

- 100% coursework
- It is the equivalent of GCSEs grades A*-C
- Study not just one 'subject', but a whole range of topics related to Travel and Tourism and the world of business
- A well-respected qualification with fantastic opportunities to progress to a Level 3 qualification or allows access to post-16 options within the academy

WHY STUDY TRAVEL AND TOURISM?

- Be part of one of the world's biggest, most exciting and growing industries
- Thousands of job opportunities, from Air Cabin Crew and Resort Representative to Hotel Manager and Destination Marketing Manager
- The Travel and Tourism course links to all other areas of business - from Marketing to Customer Service, so whatever industry you become part of, you will learn important skills through this course
- And finally ... because YOU have an interest in either travel, the world, holidays, marketing, destinations or the whole industry!

EXAMS/ASSESSMENTS

COURSEWORK

This qualification is assessed entirely through coursework. There are no exams.



NOTES

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