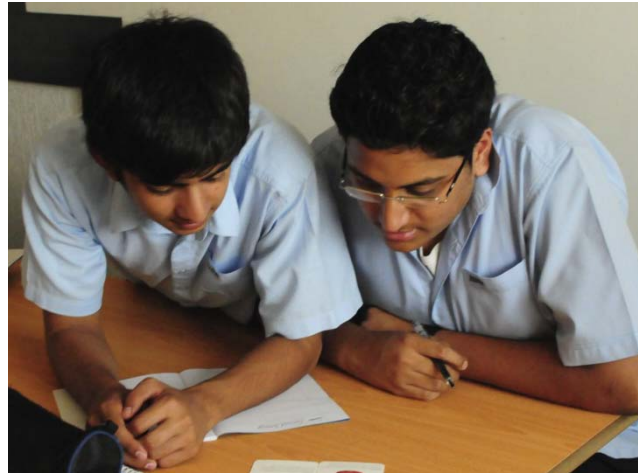


GCSE OPTIONS BOOKLET



INTRODUCTION

You have now reached one of the significant staging posts in the English educational system – the time when you have to choose which subjects you are going to take to GCSE/IGCSE level. In fact, the choices that students make nowadays are not quite as profound as in the days when I went to school: I retired from Chemistry and Physics at the age of thirteen to take History and Ancient Greek respectively! However, some choices are still required because it is impossible to fit in all the subjects you currently take over the next two years. The strength of the English system is the opportunity it gradually affords its students to specialise in areas of work that they prefer.

As you will see from reading this booklet, you will be required to follow a “core curriculum”, broadly English, Maths, Science and a modern foreign language, and choose three or four optional subjects, all of which you will take to GCSE level. You will also continue with some general educational courses which are of benefit beyond the examination hall.

We believe that this system, and the choices you will make, will enable you to keep as many options for the future open as possible. The fact that you will have continued with Maths, English and Science will mean that virtually all A level subjects are available to you, whether you have taken them to GCSE or not. The exceptions will be largely in modern languages where some prior knowledge is essential before beginning an A level course. In other subjects, even ones like Art and History, prior knowledge is beneficial but not essential.

GCSE courses are important. Your grades at GCSE can have an enormous impact on the likelihood of you being offered a place at a competitive university on a popular course, especially in the UK, and especially if you are a British national with home status applying to a British university. For example, if your ambitions encompass Oxford, Cambridge and places like UCL, LSE or Imperial, you are unlikely to get even the fleetest consideration unless you have at least 7 or 8 of your GCSEs at A*. Many other universities, and not just Russell Group universities (the 20 or so considered “the best”), will routinely expect their applicants to have at least half their GCSE grades at A* level. Making the right choices and getting on with the work are absolutely essential.

However, as we are at pains to say on many occasions, there is more to life, and more to academic life, than exam results alone. Participation in extra-curricular activities provides you with skills and experiences that cannot be replicated in the classroom. Many of the qualities you will develop in such activities – the ability to be part of a team, leadership skills, the ability to communicate in different forms in different circumstances, networking skills – are of immense significance in the world of work and most employers look to see how you have developed them over a period of time. We hope, therefore, you will take advantage of the opportunities Years 10 and 11 will offer you in these areas.

We are all fortunate to live in circumstances where, if we make the effort, we can expect to gain a lot from life. We hope, therefore, that the process of choosing your GCSE options will be part of that transition from childhood to adulthood that will enable you to set out on the road of turning possibilities into realities.

Principal

THE YEAR 10 AND 11 CURRICULUM

The curriculum in Years 10 and 11 offers a combination of GCSE and IGCSE courses run by three UK based examination boards:

GCSE - General Certificate of Secondary Education

We offer courses set by the Edexcel and the AQA Examination Boards.

Further details can be found on: www.edexcel.org.uk and www.aqa.org.uk

IGCSE - International General Certificate of Secondary Education

This is the Cambridge International Examinations Board. The examinations are comparable to GCSE, carry equal weighting and are recognized both within the United Kingdom and internationally. Further details can be found on: www.cie.org.uk

The actual examination board used will be decided on an individual basis by each department. Details of individual subject courses are contained within this booklet.

All of the examination boards fully equip our students to continue their education in any other system after Year 11.

Final written examinations are taken at the end of Year 11. Results of coursework and practical assessments are combined with examination results to determine the final grades.

The final examination grade at GCSE and IGCSE is based upon an eight point scale:

A*, A, B, C, D, E, F, G.

GCSE and IGCSE results represent the usual level of entry to Advanced Level Courses – AS in Year 12 and A2 in Year 13 (A Levels). Most schools require students to achieve at least B grades in the subjects they study at AS level (if applicable).

Entry to UK and other universities is increasingly competitive and it is no longer the case that excellent examination results alone are enough to ensure entry onto a chosen course. In addition to academic excellence, it is expected that students will have engaged in a **broad range of educational and extra curricular activities**. It is also expected that students will have helped others through pursuits such as community service and raising funds for charities. Involvement in some kind of work experience is also considered to be most beneficial. **It is very important that students become actively engaged in such pursuits during Years 10 and 11.**

As in Year 9, students in Years 10 and 11 will have the support of a Form Tutor and a Head of Year. These teachers will closely monitor each student's progress and provide help and guidance.

I very much look forward to working with students and their parents in Years 10 and 11. Please contact me should you require any further information regarding the GCSE programme at the British International School, Riyadh.

Wyn Williams
Head of Secondary

CHOOSING YOUR GCSE SUBJECTS

We are trying to work out ways of ensuring that as many students as possible may obtain the subject choices they wish at GCSE level. However, this cannot be an entirely free choice of subjects. We believe that there are certain subjects that everyone should take to GCSE level. This is partly to ensure that you receive as broad an education as the English system allows for as long as possible, and partly to keep your options as widely open for your Sixth Form education as possible. There are also budgetary and physical constraints within which we have to operate. To guarantee everyone his or her choice of subjects would necessitate both a very large and a very expensive school. This means that there are technical problems with the construction of the timetable which we are not quite in a position to resolve at the moment. They are largely problems created by the constrained space within which we operate. After taking a preliminary view of both GCSE and A Level choices, we will be in a much better position to deal with the challenges they will pose.

Mathematics and English

There are no choices about whether to take Mathematics or English. Everyone has to do so. We anticipate that everyone will take English **and** English Literature to GCSE level, although it may transpire that there are some students for whom English Literature will not be a sensible option. This group will be identified in the light of experience during Year 10 by their teachers and the senior staff.

Science

We believe that everyone should continue to take all three sciences to GCSE level. There is a choice about how this can be done.

EITHER you can opt to take three sciences through the Co-ordinated Science course. This counts as two GCSE passes. It is a perfectly adequate preparation for A level courses. The latter are based on the assumption that students taking A level Biology, Chemistry and Physics will have studied Co-ordinated Science to the age of 16, ie GCSE. The overwhelming majority of A level science students, whether in state or independent schools, will have taken Co-ordinated Science as their GCSE qualification. If you take this course, you will be taught Biology, Chemistry and Physics as separate subjects. It is the way in which the subject is examined that gives it its “Co-ordinated Science” label.

OR you can alternatively opt to take your science courses as three separate examinable subjects from the start of Year 10. You will be allocated exactly the same time for this as if you were taking the Co-ordinated Science course.

The School will be the ultimate arbiter of who takes science as three separate science GCSE examinations. This is because the three separate science courses contain rather more material than the Co-ordinated Science course. You therefore have to be more dedicated and, arguably, slightly more able to cope with the demands of the separate science courses as GCSE subjects. Contrary to much misconception, you are at no disadvantage at A level or in terms of university entrance – anywhere – if you take Co-ordinated Science rather than three separate sciences. This is the fundamental reason that we have decided to offer the Co-ordinated and three separate science courses as an alternative based on the same amount of curricular time. It is in everyone’s interests to maintain a degree of breadth in their education up to the age of sixteen, rather than skewing things by spending a disproportionate amount of time on one subject area.

Modern Foreign Language

It ought to be clear in an international school environment that studying another language to GCSE level besides your own is a prerequisite of a rounded academic education. (Because we are a “British”, English-medium school, we make the pragmatic assumption that everyone’s “first” language is English.) There are choices to be made here. They will be dependent upon your prior linguistic experience. In other words, you could not start a language at this level without having studied it previously. The choices here are between: Arabic for native speakers , Arabic for non-native speakers, French and Spanish.

Optional Subjects

At this stage we are going to classify optional subjects in two groups. The first group will contain those subjects that have a strong practical element. For now we will call them **Option Group A subjects**. We believe that a rounded education should involve the study of one of these subjects.

The subjects are: Art and Design, Design Technology, Music, Physical Education, Information Technology

Option Group B subjects are the remainder of the subjects we offer at GCSE Level.

The subjects are: Business Studies, Geography, History

At this stage we ask you to select two of these three subjects. Again, in the interests of clarifying certain misconceptions that often abound amongst students and parents at this stage of the academic journey, you will not be disqualifying yourself, or even hindering yourself from a career in the business world, if you decide not to take Business Studies at this stage. In the British university world certainly, there is no formal requirement for you to have studied any business or economics-related course before embarking on such a degree. Much more important is that you have a reasonable level of mathematical skill and the ability to write clearly and directly.

Other issues with regard to selecting subjects

One of the things that we are currently considering, but we are uncertain that we would logistically be able to offer, is whether to allow students a free choice of subjects within the whole Optional Subjects’ category. For the vast majority of students, selecting only one of the Option Group A subjects will be in their medium term interests. There is no doubt that the leading, more traditional universities have a strong preference for applicants who have taken mostly “traditional” subjects. However, there are some students, for example those who might be set on a career in a creative industry, for whom taking two subjects from Option Group A might be appropriate.

If you think that you might prefer to take two subjects from Option A, there will be a space on the Preliminary Choice Form to allow you to do that. However, you must note and accept that we may decide that we cannot offer this possibility within our present range of resources.

Other subjects

In Years 10 and 11, all students will also take two other non-examinable courses – a course in PE and a course in what, for the time being, is loosely termed Personal and Social Education. We do this because we believe that physical fitness is a prerequisite for life. The PSE course is an opportunity for students to consider wider issues that do not necessarily sit easily within the content of individual academic subjects' courses.

Period allocation

It is our intention to remain with our current basic structure for the week, of 40 periods of 40 minutes each. Period allocations per subject in Years 10 and 11 will be:

Options	12 (3 x 4 each option)
Mathematics	5
English (including Literature)	7
Science	9 (3 x 3 each science)
MFL	4
PE	2
PSE (non-exam)	1
Total	40

The Choice Process

We ask you to return the Preliminary Choice Form in **December**.

A Final Choice Form will be distributed early next term for return **before the end of January**.

ARABIC

Head of Department - Mrs Inaam Sabri
Examination - GCSE Edexcel

This option is for pupils who selected Arabic as their main foreign language in Year 7 and who have been following the course throughout KS3.

Scheme of Assessment

Arabic A (4 skills)

Paper	Component	Details of Assessment	Duration	Weighting
			Hours	%
Paper 1	Listening and Responding	Terminal Examination	45 mins (+ 5 mins reading time)	25%
Paper 2	Speaking	Terminal Examination	8-10 mins	25%
Paper 3	Reading and Responding	Terminal Examination	55 mins	25%
Paper 4	Writing	Terminal Examination	1 hr	25%

General Information

The course combines an emphasis on communication skills with a practical knowledge and understanding of language structures and grammar. A list of four topic areas have been produced and students will be tested on these in all sections of the examination.

They are:

- out and about
- customer service and transactions
- personal information
- future plans, education and work

ART & DESIGN

Head of Department – Mr Kevin Boddington
Examination - GCSE Edexcel

Art and Design is both a forum of communication and a means of expression of ideas and feelings. It is a language which complements those of the literary, mathematical, scientific and factually based subjects, and is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience. Art and Design fosters and encourages, through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes.

Through direct experience of practical skills and theoretical studies, it leads to a fuller understanding of the part played by visual arts, including design and crafts, in the varied history of mankind's development and successive civilizations. In doing so, it widens cultural horizons and enriches the individual's personal resources. As a result, particular enjoyment and aesthetic pleasure are experienced and self-confidence engendered.

The syllabi are intended to form part of an educational continuum which progresses from Key Stages 1, 2 and 3; Programmes of Study in the National Curriculum Order for Art. They are intended to meet the needs of the following groups of candidates:

- those, who whilst having an interest and aptitude in the subject, are not intending to study the subject beyond GCSE;
- those who will undertake further studies in Art and Design;
- those who will study subjects or take up careers for which an Art and Design background is relevant.

Scheme of Assessment

Areas of study can include: Drawing, Painting and Mixed Media, Textiles and Printmaking.

Component	Details of Assessment	Weighting
		%
Coursework	This will consist of not less than 4 and not more than 8 units of work (supporting studies in sketchbooks, etc, must accompany these units).	60%
Externally Set Work	Candidates must work unaided to produce a piece of work over a period of ten hours. The exam papers are issued a minimum of eight school weeks beforehand. Preparatory studies must be included for assessment.	40%

General Information

Students should familiarise themselves with the general requirements of the Art and Design course. When they have established folders of course work, they should make sure that together, they satisfy all Assessment Objectives outlined in their own personal 'Student Guide'. The examiner will not only be looking at final products but how ideas have evolved. Students should keep sketchbooks/research files for studies, ideas, photographs, resources and experiments with media and techniques. They should also include evidence that they have looked at the work of other artists. Students are expected to work in their own time as well as in lesson time. Prep is 'continuous and ongoing' and holiday work will always be expected. As a stimulus to project work students will be expected to show their own initiative by visiting museums and galleries and collecting resources for their projects.

BUSINESS STUDIES

Head of Department - Mrs Catherine Parkin
Examination - IGCSE Cambridge

Course content will cover the following areas:

- make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used;
- apply knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;
- distinguish between facts and opinions, and evaluate qualitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
- develop knowledge and understanding of the major groups and organisations within and outside business and consider ways in which they are able to influence objectives, decisions and activities;
- develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation;
- develop an awareness of the nature and significance of innovation and change within the context of business activities.

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Paper 1	A paper containing short - answer questions and data response questions	1¾ hrs	50%
Paper 2	Students will be presented with a business problem and are required to answer questions arising from it	1¾ hrs	50%

Business Studies students should be prepared to read newspapers, use the internet and view quality television programmes to keep up to date with current trends and business developments in a local, national and global context.

Students, in the past, may also undertake to run their own mini company. They buy shares to create capital in the hope of making a profit and thus receiving dividends. This gives them an applied knowledge of the business studies course.

DESIGN TECHNOLOGY (Graphic Products)

Head of Department - Mr Mark Bosworth
Examination - GCSE Edexcel

Course content will cover the following areas:

- classification and selection of materials and components
- preparing, processing and finishing materials
- manufacturing commercial products
- designing and making
- design and market influence (including wider effects of design and technology in society)

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Coursework	Project - Design and make task product and portfolio	40 hrs	60%
Paper	Examination Paper (Higher tier or Foundation tier)	1 ½ hrs	40%

General Information

Areas covered will be:

- graphic presentation techniques
- CAD
- model making
- material selection
- commercial manufacturing processes
- analytical and research skills

Practical outcomes could be:

- packaging
- pop up cards/books
- point of sale displays
- architectural design
- product design
- publicity material
- corporate identity

ENGLISH LANGUAGE

Head of Department - Mr Brian Taylor
Examination - IGCSE Cambridge

The aims of the English Language IGCSE course are to:

- enable students to communicate accurately, appropriately and effectively in speech and writing;
- enable students to understand and respond appropriately to what they hear, read and experience;
- 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.

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Paper 1 Core Curriculum	Reading and Directed Writing	1 hr 45 min	50%
Paper 2 Extended Curriculum	Reading and Directed Writing	2 hrs	50%
Paper 3	Coursework		50%

General Information

The course will run for two years, during which time students will have the opportunity to further develop their skills in the areas of Speaking and Listening and Reading and Writing in preparation for the end of course examinations.

Students who have followed the core curriculum and take the relevant papers are eligible for the award of grades C to G only. Students who have followed the extended curriculum are eligible for the award of grades A* to E only.

Entry to the extended curriculum examinations is dependent on the progress, effort and commitment of the student over the two year course.

ENGLISH LITERATURE

Head of Department - Mr Brian Taylor
Examination - GCSE Edexcel

A course of study based on this syllabus enables students to explore their literary interest and encourages them to develop:

- the ability to read, understand and respond to a wide range of types of literary text, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
- awareness of social, historical and cultural contexts and influences in the study of literature;
- the ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

Students are required to study the three genres of prose, drama and poetry.

- two plays, one published before 1914 and one after;
- two sets of poetry, one published before 1914 and one after;
- two novels (or selections of short stories), one published before 1914 and one after.

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Coursework	Pre-1914 Drama Pre-1914 Prose Pre-1914 Poetry	-	30%
Examination (Foundation Tier or Higher Tier)	Twentieth Century Poetry, Prose and Drama, non-fiction (three of the four)	2 hrs	70%

General Information

The course will run for two years, during which time students must demonstrate their ability to:

- respond to texts critically, sensitively and in detail, selecting appropriate ways to convey their response, using textual evidence as appropriate;
- explore how language, structure and forms contribute to the meanings of texts, considering different approaches to texts and alternative interpretations;
- explore relationships and comparisons between texts, selecting and evaluating relevant material.

Students are entered for either the Foundation Tier or the Higher Tier. The Foundation Tier is targeted to assess Grades C to G. The Higher Tier is targeted to assess Grades A* to D. Grade C and above are considered a good pass. Entry to the Higher Tier is dependent on the progress, effort and commitment of the student over the two year course.

FRENCH

Head of Department – Mrs Timsit-Paulin
Examination - GCSE AQA

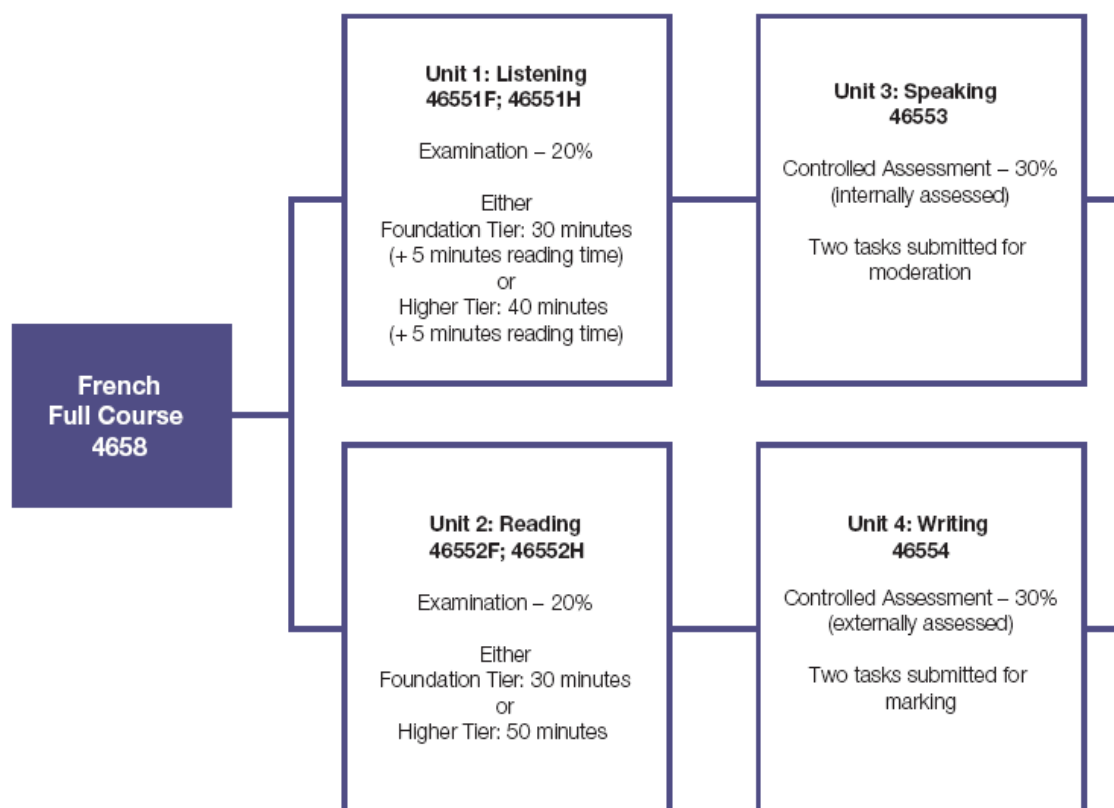
In addition to learning the core skills of listening, reading, speaking and writing the language, this course:

- develops language skills in a variety of contexts
- allows students to maximise achievement through the flexible, unitised structure
- offers choice of contexts and purposes in writing and speaking
- builds on Key Stage 3 study and prepares students for AS-level French

Why choose French?

- To develop language skills in a variety of contexts.
- Flexible, unitised structure allows students to maximise achievement.
- Choice of contexts and purposes for Writing and Speaking units.
- Embraces opportunities offered by new subject criteria to lessen the stress of assessment in Speaking.

Scheme of Assessment



Listening and Reading are tiered; candidates can enter for **either** Foundation **or** Higher Tier in any available series. Speaking and Writing are untiered.

GEOGRAPHY

Head of Department – Mrs Pauline Abbott
Examination - GCSE AQA

The new course is organised into three units. This allows the opportunity for independent learning by using enquiry-based teaching and learning. There is a focus on the geographical processes that shape our world through a study of physical and human geography, in discrete, self contained topic areas.

Unit 1 (Physical Geography)

Section A

- The Restless Earth
- Rocks, Resources and Scenery
- Challenge of Weather and Climate
- Living World

Section B

- Water on the Land
- Ice on the Land
- The Coastal Zone

Candidates will study two topics from each section. The assessment is by External examination which is 1 hour 30 minutes long at the end of Year 10. It is worth 37.5% of the full GCSE.

Unit 2 (Human Geography)

Section A

- Population Change
- Changing Urban Environments
- Changing Rural Environments

Section B

- The Development Gap
- Globalisation
- Tourism

Candidates will study two topics from each section. The assessment is by External examination which is 1 hour 30 minutes long at the end of Year 11. It is worth 37.5% of the full GCSE

Unit 3 (Fieldwork Investigation)

This is a Controlled Assessment with a maximum word guidance of 2000 words. It is worth 25% of the full GCSE. The school will select a task from 11 provided by AQA, **Therefore, the Fieldwork Investigation consisting of data collection and analysis will be undertaken at an International Field Study Centre.**

These areas of focus and the new examination criteria reflect our rapidly changing world, including examples relevant to the 21st century and to students' own lives. The criteria also cover a variety of scales, from local and regional to international and global. There is ample scope within this course to take account of the international nature of our student body and the fact that we are in the Middle East.

HISTORY

Head of Department - Mr Colin Joseph
Examination - IGCSE Cambridge

This course focuses on aspects of twentieth-century history and aims to help students:

- to develop their interest in the past and understand how the world they live in has developed over the course of the last century;
- to be more aware of their responsibilities as citizens as they improve their knowledge of political systems and terminology;
- to understand the nature and importance of evidence in the study of history and to learn how to handle it effectively;
- to develop key analytical and critical thinking skills;
- to express their ideas more confidently and effectively.

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Paper 1	Exam based core content & depth study.	2 hrs	40%
Paper 2	Source-based exam on prescribed core content.	2 hrs	33%
Paper 4	Source based exam on the depth study.	1 hr	27%

General Information

Year 10 will begin with a detailed study of the Peace Treaties following the First World War. The year will continue with a focus on a 'Depth Study' where a particular country in a specific period is studied in depth. The Depth Study will be Germany 1919-1945.

In Year 11 the focus will be on "International Relations since 1919". This involves a study of relations between the main powers in the period between the two World Wars, with a particular emphasis on the League of Nations and the breakdown of international peace by 1939. The Cold War (1945-1989) will be covered in detail.

Pupils will learn the following skills:

- how to interpret and evaluate pieces of information (sources);
- how to communicate and apply their knowledge;
- how to describe and analyse the key features of the period studied;
- critical thinking and problem solving.

Pupils will have the opportunity to study photographs, films, videos, CD ROMs, and original written sources.

INFORMATION & COMMUNICATION TECHNOLOGY

Head of Department - Mr Barry Hynes
Examination - IGCSE Cambridge

The IGCSE course in Information Technology will build on the sound practical knowledge and skills that pupils have gained in Key Stages 1, 2 and 3. There are three main aims as follows:

- to make pupils autonomous users of the technology so that they can develop and enhance their work in other areas of the curriculum;
- to develop a systematic approach to tackling large projects using information technology;
- to develop an awareness of the impact of new technologies on methods of working and on social, economic and moral issues.

The two assessment objectives are practical skills (papers 2 & 3) and knowledge and understanding (paper 1). There will be three papers. There is no coursework.

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Paper 1	Questions requiring short responses on the main computer applications.	2 hrs	40%
Paper 2	This is a practical test on communication, document production, data manipulation, data integration and the output of data.	2¾ hrs	30%
Paper 3	This is a practical test on data analysis, website authoring and presentation authoring.	2¾ hrs	30%

General Information

Much of the work is practical. However, there will be presentations, discussions and written information based on the underlying uses and principles of information technology. There will be some technical issues such as knowledge of networking and the functions of the main hardware components, but the main emphasis is on the usage of computer applications. Core applications will be Microsoft Office 2007 – Word, Excel, Access, PowerPoint, Publisher, Outlook and Front Page; it will be desirable if pupils have these at home. In addition, there will be other specialist applications such as Corel Draw. The Internet will be widely used.

The grading is a one-tier system from A - G.

MATHEMATICS

Head of Department – Mr Mike Havercroft
Examination – IGCSE, CIE / GCSE, Edexcel

Scheme of Assessment (for CIE)

Syllabus 0580 (without coursework)

All candidates will take two written papers as follows:

- (i) Short answer questions (Paper 1 or Paper 3);
- (ii) Structured questions (Paper 2 or Paper 4).

Core Curriculum Grades available: C-G	Extended Curriculum Grades available A*-E
Paper 1 (1 hr) short answer questions	Paper 2 (1 ½ hrs) short answer questions
Paper 3 (2 hrs) structured questions	Paper 4 (2 ½ hrs) structured questions

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only. In addition, students who find mathematics particularly challenging have the option of sitting the foundation papers through the Edexcel board, though this would not become an option until Year 11.

General Information

In addition, a more advanced course, IGCSE 'Additional Mathematics' will be on offer for the most able students. This syllabus, incorporating an introduction to differential and integral calculus, provides an ideal preparation for entry into advanced courses, such as IB Mathematics (HL) and GCE Advanced Level (A Levels).

Decisions about which students might follow this course will be made in Year 11 looking at progress, commitment, test and exam results and following discussion with students.

MUSIC

Head of Department - Mr Egon Liepa
Examination - GCSE Edexcel

The Edexcel GCSE in music allows students to capitalise on their different musical interests. The areas of study include a wide range of music including classical, world music and popular music. The GCSE is designed to allow the study of music through the integration of performing, composing, listening and appraising with the opportunity to use music technology in performance and as a compositional tool.

Unit 1 - Performing (30%) (Coursework)

In this unit students develop their performing skills in both a solo and ensemble context. They will be given the opportunity to rehearse and refine performances in their chosen discipline or genre, developing technical control, expression and interpretative skills.

This unit will encourage students to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills, including the ability to make music individually and in groups.

Unit 2 - Composition (30%) (Coursework)

Composing music emphasises the creative aspect of music and allows students to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. Students will be encouraged to explore a range of compositional starting points and investigate a range of techniques for developing and manipulating ideas, and turn them into completed pieces of music. Students can also explore the skills needed to arrange music for different musical forces.

Unit 3 - Listening and Appraising (40%) (Examination)

Students will develop their listening and appraising skills through the study of music across a variety of styles and genres. The content for the unit is grouped into four Areas of Study each of which contains three set works.

Areas of Study will include Music from:

- Area of Study 1 - Western Classical Music 1600 - 1899
- Area of Study 2 - Music in the 20th Century
- Area of Study 3 - Popular music in context
- Area of Study 4 - World music

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Paper 1	Performing (Coursework)		30%
Paper 2	Composing (Coursework)		30%
Paper 3	Listening and Appraising (Examination)	1½ hrs	40%

The course leaves scope for students to work at their own pace and to their own ability. The format of the outlined course means that it is very accessible and presents music in an enjoyable and exciting way for examination purposes.

PHYSICAL EDUCATION

Head of Department - Mr Simon Parkin
Examination - GCSE Edexcel

The GCSE Physical Education syllabus builds upon knowledge and skills learned in Key Stage 3. The course develops the student's ability to perform practical skills in a variety of activities as well as giving them opportunity to be assessed as a leader and or an official. Students will be expected to go into greater depth than in previous years and be able to analyse practical performance and provide ideas for improvement. In addition to this there will be a theoretical component which looks at the following topics.

Scheme of Assessment

Component	Details of Assessment	Duration	Weighting
		Hours	%
Unit 1 1.1 Healthy, active lifestyles 1.2 Your healthy, active body	Part I multiple-choice questions Part II short answer questions Part III longer-answer questions	1 hr 30 mins	40%
Unit 2 2.1 Practical Performance 2.2 Analysis of Performance	Four performances each marked out of 10 Analysis of Performance marked out of 20	Externally assessed via video assessment	48% 12%

Unit 1 - The Theory of Physical Education

Section 1.1 Healthy, active lifestyles

- Topic 1.1.1 Healthy, active lifestyles and how they could benefit you
- Topic 1.1.2 Influences on your healthy, active lifestyle
- Topic 1.1.3 Exercise and fitness as part of your healthy, active lifestyle
- Topic 1.1.4 Physical activity as part of your healthy, active lifestyle
- Topic 1.1.5 Your personal health and wellbeing

Section 1.2 Your healthy, active body

- Topic 1.2.1 Physical activity and your healthy mind and body
- Topic 1.2.2 A healthy, active lifestyle and your cardiovascular system
- Topic 1.2.3 A healthy, active lifestyle and your respiratory system
- Topic 1.2.4 A healthy, active lifestyle and your muscular system
- Topic 1.2.5 A healthy, active lifestyle and your skeletal system

Unit 2 - Performance in Physical Education

The practical element of the course will cover some of the activities from the chart below. However, pupils may be externally assessed in activities which are additional to this, depending upon their experience in the activity. Pupils will cover a range of activities before they decide which ones they wish to include in their final four. After each practical course pupils will be given an assessment and then at the end of the course they will be practically tested on their chosen four activities and given a further grade. If they prefer, they can also be assessed as a coach and or an official, but two of the assessments must be as a performer. They will also select one activity upon which they wish to be assessed for Analysis of Performance. Some activities offered are listed in the table below. A full list of activities is available from the PE Department.

Cont ...

PHYSICAL EDUCATION

Games Activities	Gymnastic Activities	Dance Activities	Athletic Activities	Adventure Activities	Swimming Activities
Football Basketball Netball Water Polo Badminton TableTennis Volleyball Cricket Rounders	Gymnastics	Candidates must demonstrate the ability to perform one dance . Candidates may choose to include work from a range of dance styles.	Athletics: <i>three events which must include a run / throw and jump.</i> Fitness Training (Circuit Training / Aerobics / Continuous Training and / or Weight-training) Judo or Karate	Skiing or Snowboarding Personal Survival or Lifesaving	Swimming Strokes

PHYSICAL EDUCATION (CORE)

Head of Key Stage 3 and 4 – Miss Alex Gray
Non examination

"Physical Education is that part of Education which proceeds by means of, or predominantly through, physical activity; it is not some separate, partially related field". (*Voltmer and Esslinger, 1949*).

Physical Education has a unique contribution to make to the total education of the individual, a learning process that will start early in the life of the child and which will hopefully continue to provide a healthy and active lifestyle in adulthood.

During Key Stage 4 pupils tackle complex and demanding activities applying their knowledge of skills, techniques and effective performance with the emphasis being on developing more independence. They have the opportunity to get involved in physical activity that focuses upon competing or performing, promoting health and well being, or developing personal fitness. They also decide on roles that suit them best including performer, coach, leader and official. Students acquire the skills needed to plan their sessions effectively, thus encouraging them to take more responsibility and develop independence with their learning. The view they have of their physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Breadth of Study

During the key stage, students are taught **knowledge, skills and understanding** covering the following **key processes** in the National Curriculum: -

- [outwitting opponents](#), as in **games activities**
- [performing at maximum levels](#) in relation to speed, height, distance, strength or accuracy, as in **athletic activities**
- [identifying and solving problems](#) to overcome challenges of an adventurous nature, as in **life saving and personal survival in swimming**
- [exercising safely and effectively](#) to improve health and wellbeing, as in **fitness and health activities**.

Opportunities will be provided for students to:

- get involved in a broad [range of different activities](#) that, in combination, develop the whole body
- experience a range of roles within a physical activity
- [specialise in specific activities and roles](#)
- [follow pathways](#) to other activities in and beyond school and, where possible, work with sportsmen and women, coaches and other specialists
- make links between PE and other subjects and areas of the curriculum
- use [ICT](#) to assist in planning for improvement and involvement in physical activity
- work with others to organise, manage, officiate and run festivals, tournaments, competitions and events in school
- perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class, including competing in various inter-school tournaments as part of the International School Sports League in Riyadh (ISSLR).

DOUBLE AWARD SCIENCE

Head of Department – Mrs F Casey
Examination – GCSE AQA (Specification B)

In **Year 10** pupils follow the AQA GCSE Science course which covers key areas of Biology, Chemistry and Physics. GCSE Science provides knowledge and understanding of science that is relevant to students' everyday life. Our aim is to engage students – to stimulate excitement and intrigue about how science works. The course helps students develop their questioning, analytical and evaluative skills alongside core practical skills.

Course Structure

GCSE Science is based on the Key Stage 4 Programme of Study for Science. The specification contains the following topics that cover Biology, Chemistry and Physics:

Biology

Coordination and Control
Drug Abuse
Adaptation for Survival
Evolution

Healthy Eating
Controlling Infectious Diseases
Variation
How People Affect the Planet

Chemistry

Rocks and buildings
Crude oil
Plant oils

Rocks and metals
Products from oil
The changing world

Physics

Heat transfer
Electrical energy
Electromagnetic waves
The origins of the Universe

Using energy
Generating electricity
Radioactivity

Assessment

External Assessment (75%)

- structured tiered examination papers

Internal Assessment (25%)

- practical skills assessment

These are assessed by the teacher in class practicals and by an examination, and are externally moderated.

Cont ...

DOUBLE AWARD SCIENCE

Head of Department – Mrs F Casey
Examination – GCSE AQA

In **Year 11** pupils will follow the AQA GCSE Additional Science course.

Additional Science builds on the knowledge and understanding that students have gained from GCSE Science. The course helps students develop their questioning, analytical and evaluative skills alongside core practical skills.

Course Structure

The course is based on the following topics:

Biology

Cells

Photosynthesis

Enzymes

Inheritance

Osmosis and Diffusion

Feeding relationships and Energy Flows

Homeostasis

Chemistry

Structures and bonding

How much?

Energy and reactions

Acids, alkalis and salts

Structures and properties

Rates of reaction

Electrolysis

Physics

Motion

Work, energy and momentum

Current electricity

Nuclear physics

Force and acceleration

Static electricity

Mains electricity

Assessment

External Assessment (75%)

- structured tiered examination papers

Internal Assessment (25%)

- practical skills assessment

These are assessed by the teacher in class practicals and by an examination, and are externally moderated.

THIS SCIENCE COURSE RESULTS IN TWO GCSE GRADES

'THREE GCSE' SCIENCE OPTION

Head of Department – Mrs F Casey
Examination – GCSE AQA

Taking this additional unit, results in three GCSE grades for Biology, Chemistry and Physics

Students electing to take three sciences will be expected to have achieved at least Level 6a in their mathematics and science SAT's

Over the course of Year 10 and 11 pupils will follow the AQA GCSE Biology, Chemistry and Physics Units as well as ALL units from the Science and Additional Science GCSE courses in order to achieve single subject qualifications in each of the three science disciplines. These will build on the knowledge and understanding that students have gained from GCSE Science and Additional Science courses.

Course Structure

The course is based on the three science subjects which are subdivided into a variety of topics:

Biology

Exchange Mechanisms in Plants and Animals
Transport Mechanisms in Animals
Biotechnology and Micro-organisms

Chemistry

Development of the periodic table
More about acids and bases
Water
Energy calculations
Analysis

Physics

Turning forces
Light and sound
Electromagnetism
Stars and space

Assessment

Internal Assessment (25%)

- centre devised assessment activities

External Assessment (75%)

- structured tiered examination papers

SPANISH

Head of Department – Mrs Timsit-Paulin
Examination – GCSE AQA

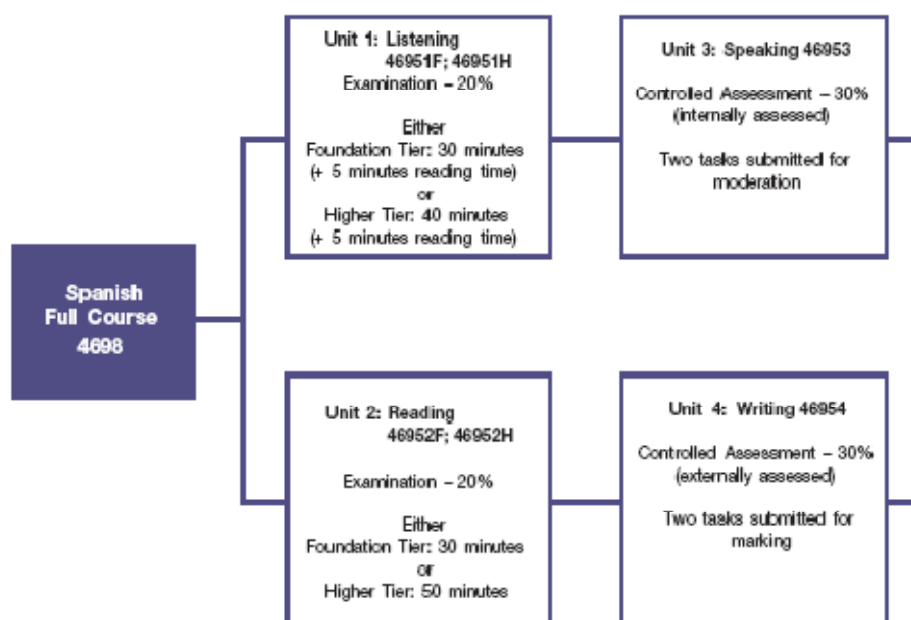
In addition to learning the core skills of listening, reading, speaking and writing the language, this course:

- develops language skills in a variety of contexts
- allows students to maximise achievement through the flexible, unitised structure
- offers choice of contexts and purposes in writing and speaking
- builds on Key Stage 3 study and prepares students for AS-level Spanish

Why choose Spanish?

- To develop language skills in a variety of contexts.
- Flexible, unitised structure allows students to maximise achievement.
- Choice of contexts and purposes for Writing and Speaking units.
- Embraces opportunities offered by new subject criteria to lessen the stress of assessment in Speaking.

Scheme of Assessment



Listening and Reading are tiered; candidates can enter for either Foundation or Higher Tier in any available series. Speaking and Writing are untiered.



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