

# DUBAI COLLEGE

*A tradition of quality in education*



## GCSE Courses for September 2025

### Contents

ARABIC .....	2
ART AND DESIGN .....	3
BIOLOGY .....	4
CHEMISTRY .....	5
COMPUTER SCIENCE.....	6
DESIGN and TECHNOLOGY .....	7
DRAMA .....	8
ECONOMICS (International GCSE) .....	9
ENGLISH LANGUAGE and ENGLISH LITERATURE (International GCSEs).....	10
FRENCH AND SPANISH .....	11
GEOGRAPHY.....	12
HISTORY (International GCSE).....	13
LATIN .....	14
MATHEMATICS .....	15
MUSIC.....	16
PHYSICAL EDUCATION .....	17
PHYSICS.....	18

## ARABIC

For further information, please click on the following link:

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

GCSE Arabic builds on the language skills and knowledge gained at Key Stage 3 and introduces students to a wider range of language structures and vocabulary. Students will learn to recognise these structures and to apply their knowledge of language using different skills.

The course aims to:

- Develop students' ability to use Arabic effectively for purposes of practical communication in speech and writing
- Form a sound base for the skills, language and attitudes required for further study of Arabic in higher education or employment
- Offer an insight into, and a greater awareness and appreciation of, the culture and civilisations of the Arabic speaking world
- Encourage positive attitudes to the learning of other languages and to their speakers and cultures

Students will be expected to demonstrate progress in the four key language skills of listening, speaking, reading and writing alongside the skill of translation from, and into, Arabic. Tests in these skills will be set and externally marked with each skill forming 25% of the final mark.

For the listening and reading assessments, most contexts are based on the culture and countries where Arabic is spoken. Students may also refer to the culture of the assessed language countries or communities in the speaking and writing papers. Students are therefore exposed to materials relating to Arabic-speaking countries throughout the course.

Students will be expected to be familiar with the main grammatical and syntactical features of Arabic and have the aptitude to learn it. Love for Arabic and a determination and willingness to work hard are essential if real progress is to be made in the four skill areas. The language of the examination will usually be Modern Standard Arabic; grammatical and syntactical construction specific to dialects will not gain credit.

It must be stressed that GCSE Arabic is a demanding course and will require a consistently high level of work from both native and non-native speakers.

All students will study the GCSE Arabic course until the end of Year 11.

## ART AND DESIGN

For further information, please click on the following link:

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

Students who have enjoyed art at Key Stage 3 will find the GCSE course fulfilling, rewarding and fun. They need not feel that they are exceptionally talented artists already, as ability often reveals itself and develops in Year 10. It is important that students are enthusiastic and that they are prepared to work hard independently, as well as in class. They should have a desire to create and engage with aesthetics and ideas in the world around them.

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

GCSE Art and Design provides the opportunity for students to:

- Take an individual approach to their art, craft and design making
- Explore both contemporary and historical sources of art, craft and design
- Develop the skill of selecting their best and most appropriate work for presentation

During the Year 10 course, students begin to develop one component of coursework, based on a theme such as '*Food, Glorious Food*' or '*Damaged, Discarded and Decayed*'. This is designed to introduce or strengthen the range of students' practical and analytical skills across a wide range of media. These will include drawing, painting, photography, printmaking, textiles and sculpture. The study of the work of other artists, as it relates to their own work, is built into projects. Students will need to be prepared to read about art in general and to document their findings. We also encourage students to visit art galleries and museums as much as possible. The compilation of sketchbooks or 'visual journals' is an essential part of the course. From the experimentation in their journals they develop personal and original artworks, which culminate in a painting, print, sculpture, installation, multi-media, digital or mixed media final piece.

Studying and making art gives students the opportunity to learn how to think critically. Since most questions regarding art do not have a specific answer, students are encouraged to come up with their own solutions. The problem solving and research skills that students acquire over the course will prove useful no matter what specialism students may eventually follow.

### **Assessment**

A second unit of coursework with a different theme will be produced throughout Year 11. An 'Externally Set Assignment' – the examination – is set in term 2 of Year 11 and is similar to a coursework unit in content. Preparatory studies are done over an eight-week period and a final piece is produced under examination conditions within a ten-hour time limit. All work is then exhibited for internal marking, external moderation and an exciting end of year exhibition.

## BIOLOGY

For further information about the course, please click on the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences2016.html#tab-Biology>

We start the GCSE Biology course in Year 9 (along with GCSE Chemistry and Physics) and complete it over three years.

The course covers the following main topic areas: cells and control, genetics, natural selection and genetic modification, health, disease and the development of medicines, plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, ecosystems and material cycles.

The key ideas specific to the biology content include:

- Life processes depend on molecules whose structure is related to their function
- The fundamental units of living organisms are cells, which may be part of highly adapted structures, including tissues, organs and organ systems, enabling living processes to be performed effectively
- Living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many ways
- Living organisms are interdependent and show adaptations to their environment
- Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen
- Organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life
- The chemicals in ecosystems are continually cycling through the natural world
- The characteristics of a living organism are influenced by its genome and its interaction with the environment
- Evolution occurs by a process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees

### **Practical Work**

Practical work is a key element of the course and students will conduct a wide range of experiments. These experiments include eight mandatory core practicals; students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.

### **Assessment**

There are two written examinations and each paper will feature a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

## CHEMISTRY

For further information about the course, please click on the following link:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#%2Ftab-Chemistry>

We start the GCSE Chemistry course in Year 9 (along with GCSE Biology and Physics) and complete it over three years.

The course covers the following main topic areas: states of matter and mixtures, chemical changes, extracting metals and equilibria, transition metals, alloys and corrosion, groups in the Periodic Table, rates of reaction and energy changes, fuels and earth science, analysis and organic chemistry.

The key ideas specific to the chemistry content include:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements
- These periodic properties can be explained in terms of the atomic structure of the elements
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave
- Chemical reactions take place in only three different ways: proton transfer, electron transfer and electron sharing
- Energy is conserved in chemical reactions so can therefore be neither created nor destroyed

### **Practical Work**

Practical work is a key element of the course and students will conduct a wide range of experiments. Included in these experiments are eight mandatory core practicals; students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.

### **Assessment**

There are two written examinations and each paper will feature a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.

## COMPUTER SCIENCE

For further information about the course, please click on the following link:

<https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF>

A high-quality computer science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology and provides insights into both natural and artificial systems.

### **Aims of the Course**

The specification should enable students to:

- Build on their knowledge, understanding and skills established for computing at Key Stage 3
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science

The subject content includes the following: fundamentals of algorithms, programming, fundamentals of data representation, computer systems, fundamentals of computer networks, cyber security, relational databases and structured query language (SQL), ethical, legal and environmental impacts of digital technology on wider society.

### **Assessment**

There will be two written examinations assessing the subject content through a mix of multiple choice, short-answer and longer-answer questions. The papers will also assess students' practical problem solving and computational thinking skills. Both papers are weighted evenly, contributing 50% each towards the final overall grade.

## DESIGN and TECHNOLOGY

For further information, please click on the following link:

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

This course introduces students to the world of product design through the use of resistant materials, emerging technologies and a variety of both traditional and modern manufacturing techniques. The course provides an ideal foundation for A Level as well as related career fields such as mechanical engineering, product design, industrial design, interior design, architecture, graphic design and an array of problem solving and practical skills for everyday living.

In the first three terms, students acquire a wide range of technical knowledge and skills in the areas of designing and making. During terms four and five of the course, these skills will be applied to the design of an innovative product created by the student. This non-examined assessment task provides an opportunity for students to transform ideas into reality through creative thinking and effective design methodology. Theory lessons will feature throughout the course which, alongside the design and make tasks, will provide an understanding of technological principles in readiness for our Year 10 internal examination, as well as preparing students for the design of their innovative product in Year 11 and the GCSE examination.

### **Designing**

Designing activities deal with a range of manual layout, sketching and drawing techniques as well as extensive use of ICT systems using digital design, a range of desktop publishing software. Modelling and prototyping are achieved with computer aided design (CAD) software programmes; these provide a thorough grounding for any future use of professional graphics software in the fields of design, engineering or architecture.

### **Making**

Students acquire and apply a range of knowledge covering materials technology, workshop equipment and manufacturing processes, whilst manufacturing capability is achieved through applying this knowledge in a 'hands on' manner in the workshop. A range of hand tools, electrical equipment and machinery are used to manufacture products, whilst computer aided manufacture (CAM) is achieved with laser cutters, a 3D router and a 3D printer, driven by the array of STL files that the students have generated in their design work.

### **Assessment**

There is one written examination, which is worth 50% of the final mark, and a non-examined assessment of a 'design and manufacture project', which is also worth 50% of the final mark.

For the NEA task, students are encouraged to invent an original product with innovative features. This challenges students to achieve the highest possible standards within the time available. To facilitate this approach, there is a strong emphasis on creativity, along with careful planning and the use of effective project management systems (e.g. Gantt charting). A number of interim deadlines are set throughout the controlled assessment period to help students manage their time effectively within the allocated 35 hours of assessment.

## DRAMA

For further information, please click on the following link:  
<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

### Course Aims

- To develop confidence and creativity, with students becoming active participants and informed audience members
- To develop a reflective understanding of theatre and performance and how meanings are communicated through acting, design and directorial decisions
- To develop an understanding and appreciation of the significance of the social, cultural and historical influences on the development of theatre
- To experience a range of opportunities to develop dramatic and theatrical skills, enabling students to grow creatively and imaginatively in both devised and scripted work

Candidates following this course will study drama and theatrical texts and will develop an understanding how to put on full scale devised pieces. The focus will be on depth and quality of reflection, analysis and interpretation.

The units are as follows:

**Component 1, Understanding Drama** is a written examination, accounting for 40% of the final mark. Students will be assessed on their subject knowledge and understanding. Questions are made up of both short-answer style and longer essay-based analysis. In preparation for the examination, students will practically explore a set text as an actor, director and designer. They will then adopt these roles in the examination, answering questions on their interpretation and approach. Through this, students will develop an understanding and appreciation of the significance of the social, cultural and historical influences on the development of theatre, integrating theory and practice with an understanding of theatrical practitioners and specialist terminology.

Students will also create a written review of a piece of live theatre, analysing their response as an audience member. Students will be expected to watch several live theatre productions to help aid them with their understanding of how theatre is performed to an audience.

**Component 2, Devising Drama** is a practical unit where students experience the process of creating and performing their own piece of theatre. This unit is worth 40% of the final mark with the majority of the mark coming from a written 'Devising Log' that documents the creative process and encourages students to reflect on their final performance. Through this process, students will develop a reflective understanding of theatre and performance, exploring how meanings are communicated through their acting, design and directorial decisions. This section is internally marked and sent to the examination board to be moderated.

**Component 3, Texts in Practice** is a performance-based unit that is externally assessed and worth 20% of the final mark. Students work either individually or with a partner, exploring a script and producing two short extracts for performance. They are examined in their presentation of both extracts: in how they use body language, expression, voice and dramatic form to communicate their character and the narrative to the examiner. This unit enables students to blossom in terms of their confidence and independent critical thinking skills, creatively responding to text in a highly detailed and imaginative way.

## **ECONOMICS (International GCSE)**

For further information, please click on the following link:

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

The qualification will enable students to:

- 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

As students progress through this course, they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of economics and to develop students' ability to use knowledge, skills and understanding appropriately in the context of individual countries, the global economy, as well as providing opportunities to apply the subject content to local economic circumstances.

There are four main areas of subject content and students have to study all four areas:

### **The market system**

- The economic problem
- Economic assumptions
- Demand, supply and market equilibrium
- Elasticity
- The mixed economy
- Externalities

### **Business economics**

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

### **Government and the economy**

- Macroeconomic objectives
- Government policies
- Relationships between objectives and policies

### **The Global Economy**

- Globalisation
- International trade
- Exchange rates

## ENGLISH LANGUAGE and ENGLISH LITERATURE (International GCSEs)

For further information, please click on the following links:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-english-language-a-2016.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-english-literature-2016.html>

All students will work towards Pearson’s International GCSE English Language **and** English Literature qualifications which will both be taken at the end of Year 11. The Language qualification consists of a written examination (non-fiction texts) and a written examination component (imaginative writing and response to poetry and prose). The Literature qualification consists of a poetry and prose examination and a drama and literary heritage texts examination.

The courses are designed for teaching in international schools but are also the preferred choice for many of the UK’s top independent schools and are a continuation of students’ work at Key Stage 3. Students will write creatively and analytically, discuss prose, poems and plays and they will evaluate, debate and respond to a variety of literary and media texts.

Studying English will develop students’ understanding of the spoken word, their ability to convey meaning through written language and their skills in reading, interpreting and responding to material from a variety of sources.

The qualifications will equip students for A Level study and for entry to university, but also for a successful life: the development of English skills relates to our interactions with others and with the world around us.

Year 10 English Language	Year 11 English Literature
<b>60% written examination paper and 40% written examination</b>	<b>60% written examination paper and 40% written examination</b>
<p><b>Paper 1 (Reading and writing: 60%)</b> An examination with two sections: Section A - Reading: questions related to a nonfiction text from the Edexcel IGCSE Anthology and to one unseen extract. Section B - Transactional writing: one task, from a choice of two.</p> <p><b>Paper 2 (Poetry and prose: 40%)</b> Section A - one essay response to poetry or prose texts from the Edexcel IGCSE Anthology. Section B - Imaginative writing: one response from a choice of three.</p>	<p><b>Paper 1 (Poetry and prose: 60%)</b> A closed book examination with three sections: Section A - Unseen poetry Section B - Anthology poetry Section C - Modern prose</p> <p><b>Paper 2: (Drama: 40%)</b> Section A - Modern drama: one essay response to the studied text. Section B - Literary heritage texts: one essay response to the studied text.</p>

## FRENCH AND SPANISH

For further information, please click on the following links:

French: <https://www.aqa.org.uk/subjects/french/gcse/french-8652/specification>

Spanish: <https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>

The GCSE courses in French and Spanish aim to develop students' confidence and linguistic competence in the skills of listening, speaking, reading and writing. The courses are centred on daily life in France and Spain as well as in French and Spanish speaking countries across the world, opening the doors to cultural awareness and diversity and equipping students for real-life situations. The course has been designed to ensure that it offers students the opportunity to develop their language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom.

Students are provided with multiple opportunities to consolidate other skills such as communication, critical thinking, analysis and problem solving. These are integral to teaching and learning and recognised by employers and universities all over the world. Collaborative learning, independent study and the fostering of intellectual curiosity are integral to language learning at GCSE using the most up to date teaching methods and resources including online platforms to facilitate independent study.

Whilst it is accepted that a firm grasp of grammar and vocabulary are essential to achieving the highest grades in languages, students are not purely assessed in formal accuracy. Assessment is based upon their ability to communicate in their chosen language and their ability to understand short pieces of written text and spoken dialogue. They are also assessed on their ability to transfer meaning between English and French or Spanish, and vice versa. The format of the examination offers the opportunity for students of all abilities to demonstrate their skills. They will receive credit for what they can do and will be encouraged to develop their potential to the full.

### **Course Content**

The course is topic based and language development will be centred around relevant, accessible materials on the following themes:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

The four skills of listening, reading, writing and speaking will be assessed in equally weighted assessments at the end of the course. These assessments will cover all three themes and, in the writing and speaking papers, students will be able to respond according to their own experiences and interests.

## GEOGRAPHY

For further information, please click on the following link:

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

Everything geography covers is an important part of our world and there has never been a better or more important time to study it. Geography is a rigorous, contemporary and well-respected academic discipline that helps students make sense of the complex world around them. Students will study a range of human and physical dimensions of the discipline which will arm them not only with knowledge about the world, but also the skills and ability to make a positive impact in it. Everything happens somewhere and Geography, as the spatial science, helps us all to better understand the world's people, places and environments and the interactions between them – whether at the local, national or global scales.

Compulsory practical fieldwork will also bring the subject to life. The study of geography incorporates many different subjects into one. You will use physics, politics, biology, sociology, economics, chemistry and history within the context of Earth, environment and people.

*“Understanding of the interdependence of Earth’s human and physical systems is important for young people who are going to be future decision-makers in the world.”*

### Course Content

- The study of atmospheric and tectonic hazards including recent earthquakes and tropical storms
- A deep-dive into the changing economic global order through an in-depth study of Nigeria as a newly emerging economy
- Consideration as to how rapid urban growth has created both challenges and opportunities in the developed and developing world - London and India bring this content to life
- Navigating the fine balance governments tread between economic growth and environmental protection through two major biome studies of rainforests and deserts
- The ways in which coastal and fluvial process have carved our beautiful planet
- The geopolitics of resource extraction with a focus on food and energy security
- We also develop a range of graphical, numerical, statistical, cartographical, literary and oral skills

The syllabus involves the study of three units and two days of compulsory fieldwork. These will be assessed at the end of Year 11 with three written papers.

### Paper1: Living with the physical environment

- The challenge of natural hazards
- Physical landscapes in the UK
- The living world

### Paper 2: Challenges in the human environment

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

### Paper 3: Geographical applications

- Issue evaluation
- Fieldwork and geographical skills

## HISTORY (International GCSE)

For further information, please click on the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-history-2017.html>

The course is intended to build on the work completed in the lower school and features an engaging selection of topics covering a diverse range of significant modern, international events, periods and geographies. The course is an excellent foundation for A Level and provides students with a good understanding of the contemporary world. Various core historical skills are developed to a high level, including extended writing, evaluating evidence, analysing interpretations and substantiating judgments, all of which are of benefit to students in other subject areas.

The course is divided into **four units**, assessed via two examinations at the end of Year 11.

### **Depth study 1 – Germany: development of dictatorship (starting in Year 9)**

- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924-29
- The rise of Hitler and the Nazis to January 1933
- Nazi Germany, 1933-39
- Germany and the occupied territories during the Second World War

### **Depth Study 2 – A World divided: superpower relations, 1943-72**

- Reasons for the Cold War
- Early developments in the Cold War, 1945-49
- The Cold War in the 1950s
- Three crises: Berlin, Cuba and Czechoslovakia
- The thaw and moves towards détente, 1963-72

*Students are assessed on Depth Study 1 and 2 via one examination in which they will answer two questions, one on each of the depth studies they have studied.*

### **Investigation – The Vietnam Conflict, 1945-75**

- The struggle against France for independence, 1945-54
- US policy and intervention, 1954-64
- Confrontation in the Vietnam War, escalation 1964-68
- Nixon and Ford's policies – Vietnamisation, peace and Communist victory, 1969-75
- The impact of conflict on civilians in Vietnam and attitudes in the USA

### **Breadth Study – The Middle East: conflict, crisis and change, 1917-2012**

- Build-up of tension in Palestine, 1917-46
- The creation of Israel, the war of 1948-49 and the Suez Crisis of 1956
- Tension and conflict, 1956-73
- Diplomacy, peace then wider war, 1973-83
- The attempts to find a lasting peace, 1987-2012

*Students are assessed on the Investigation and Breadth Study via one examination in which they will answer one question on each of the Investigation and the Breadth Study.*

There is an emphasis on making the subject material as interesting, challenging and stimulating as possible via a wide variety of teaching strategies. The department has a large collection of materials and makes full use of ICT as a research and presentation tool.

## LATIN

For further information, please click on the following link:  
<https://www.ocr.org.uk/qualifications/gcse/latin-j282-from-2016/>

**This course does require prior knowledge and will only be open to those students who studied Latin in Year 9**

The qualification will enable students to:

- Develop a knowledge of vocabulary, grammar and syntax in order to read, understand and interpret Latin
- Develop a knowledge and understanding of ancient literature, values and society through the study of original texts
- Develop insights into the relevance of Latin and of ancient literature and civilisation to our understanding of our modern world of diverse cultures
- Deploy knowledge and understanding of Latin to deepen understanding of English and other languages
- Relate knowledge and understanding of the ancient world to other disciplines
- Develop research and analytical skills to become independent learners and enquirers, equipping them for further study in arts, humanities and sciences.

There are three examination papers which students will sit at the end of Year 11:

### **Latin Language**

Students will demonstrate their linguistic competence through the translation and comprehension of unseen Latin passages. There is a prescribed vocabulary list for this paper of approximately 450 words.

### **Prose Literature**

Students will demonstrate knowledge and understanding of ancient literature through studying a set text or texts. In the examination, students will be expected to:

- Translate a short passage of the set text into English
- Recognise and analyse aspects of literary style, characterisation, strength of argument and literary meaning as appropriate to the set text studied and the impact these might have on the reader
- Make a personal response to the literature.

### **Verse Literature**

Students will demonstrate knowledge and understanding of ancient literature through studying a set text or texts of approximately 120 lines. In the examination students will be expected to:

- Translate a short passage of the set text into English
- Recognise and analyse aspects of literary style, characterisation, strength of argument and literary meaning to the set text studied, and the impact these might have on the reader
- Make a personal response to the literature.

## MATHEMATICS

For further information on the course, please click on the following link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

This course aims to develop fluent knowledge, skills and understanding of mathematical concepts. Students will be required to acquire, select and apply mathematical techniques to solve problems. With an emphasis on problem-solving and mathematical reasoning, students will also need to develop their confidence in reasoning mathematically, making deductions and inferences and drawing conclusions. Students will be expected to interpret and effectively communicate their answers in the context of the question which could be either in a mathematical or non-mathematical context.

### **Assessment requirements**

There are three examination papers, each of which has an equal weighting. Paper 1 is a non-calculator examination, whereas papers 2 and 3 allow the use of the calculator. Papers 2 and 3 are intended to be equivalent to one another and the inclusion of a topic area in one paper will not necessarily exclude it from the other.

Students in the top sets will study for the standard GCSE course **and** the AQA Further Mathematics course (this is subject to change at the discretion of the Mathematics Department). These will be taught concurrently and both examined at the end of Year 11. The specification for the Further Mathematics qualification, which is currently followed, can be found at:

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

### **Calculators**

Students are expected to have a set of mathematical instruments (i.e. compass, protractor). They are also expected to own and be able to use an electronic calculator; Casio brands are recommended, specifically the Casio FX 991EX (Classwiz) or the Casio FX 991CW as these are also the minimum requirement for the A Level course. The use of a graphic calculator is allowed at GCSE but not recommended or encouraged. A student opting to use a graphic calculator will only be permitted in examinations with the Casio CG-50 model.

### **The transition to A Level**

Students wishing to continue Mathematics to A Level should have a grade 8 or 9 at GCSE as this demonstrates that they have the pre-required skills.

All students who wish to go on to study Mathematics at A Level need to understand that there is a high correlation between performance over the GCSE course and the ability to cope and perform highly at A Level Mathematics.

Students wishing to study Further Mathematics are required to have a grade 9 at GCSE; students obtaining a grade 8 **will not** be accepted onto the course. Additionally, for those students who have taken GCSE early or alongside an additional course in Year 11, we would expect them to have gained a 9 in the GCSE and a grade 8 or better in the addition qualification.

## MUSIC

For further information, please click on the following link:

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

The GCSE Music course is about listening to, analysing, critically appraising as well as making music. It covers performing, composing and listening using a wide variety of musical styles including pop, rock, classical and jazz. There are opportunities to use music technology. If a student has good all-round basic musical skills and enjoys listening to music and performing either as a soloist or in a group, then this is a course to consider.

This course aims to give students opportunities to:

- Develop their understanding and appreciation of a range of different kinds of music
- Extend their own interests and increase their ability to make judgements about musical quality
- Develop broader life-skills and attributes including critical and creative thinking, aesthetic sensitivity and emotional and cultural development.

### Course Content

The three aspects of musical knowledge are performing, composing and appraising. These are related to each other through four areas of study:

#### Paper 1: Performing

All students must offer both solo and ensemble performing, lasting 4 minutes in total. The ability to play one instrument or to be able to sing is required at this level. For both performances, students will perform one piece which will be recorded and marked by the teacher. The recording and assessing may take place at any time during the course. It is not necessary for students to have completed any practical examinations, but a performance standard of Grade 2 on any instrument or voice is recommended before starting this course.

#### Paper 2: Composing

Students will compose, and submit for assessment, two pieces lasting at least one minute each. One composition will be to a set brief provided by the examination board and one will be a free composition. The compositions will be recorded on CD, marked by the teacher and moderated by an external examiner. Use of technology is encouraged in this paper and will be produced using the Sibelius notation software.

#### Paper 3: Appraising

This aspect of the course is assessed through a written paper with questions based on recorded extracts of music. There will also be questions based on familiar works which are covered in lessons and also unfamiliar works, where students must recognise the important musical features of the music. Students will study 8 set works, from four areas of study:

- Instrumental Music (1700-1820)
- Vocal Music
- Music for Stage & Screen
- Fusions

Students are required to identify key musical features from each of the set works and discuss the socio-historical background of the music.

All students taking GCSE Music are also required to take part in a minimum of one extracurricular music activity, per week.

## PHYSICAL EDUCATION

For further information, please click on the following link:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education2016.html>

### **Content and assessment overview**

The course consists of two externally examined papers and two non-examined assessment components. The written examinations will consist of multiple-choice, short-answer and extended writing questions.

#### **Component 1: Fitness and Body Systems** (36% of the qualification)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### **Component 2: Health and Performance** (24% of the qualification)

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

#### **Component 3: Practical Performance** (30% of the qualification – 10% per sport)

- Skills during individual and team activities
- General performance skills

The assessment consists of students completing three physical activities from a set list. One must be a **team** activity and one must be an **individual** activity. The final activity can be a **free** choice.

#### **Component 4: Personal Exercise Programme (PEP)** (10% of the qualification)

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

The assessment consists of students producing a Personal Exercise Programme which requires students to analyse and evaluate their performance.

## PHYSICS

For further detailed information on the course, please click on the following link:  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences2016.html#tab-Physics>

We start the GCSE Physics course in Year 9 (along with GCSE Biology and Chemistry) and complete it over three years.

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

The course covers the following main topic areas: motion and forces, conservation of energy, waves, light and the electromagnetic spectrum, radioactivity, astronomy, electricity and circuits, static electricity, magnetism and the motor effect, electromagnetic induction and particle models.

### **Practical Work**

Practical work is a key element of the course and the students will conduct a wide range of experiments during the course. Included in these experiments are eight mandatory core practical activities; students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.

### **Assessment**

There are two written examinations and each paper will feature a mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open response questions.