

GCSE BOOKLET

Nurturing
LEADERSHIP



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

GEMS
EDUCATION



INTRODUCTION AND WELCOME



Dear Parents and Students,

A warm welcome to you from the students, staff and community of GEMS Metropole, Al Waha. I do hope that the information contained within this GCSE course choice booklet will help to introduce you to the happy, safe and inclusive community-based environment of our school, where every child is valued as a unique individual.

GEMS Metropole, Al Waha school provides excellent education for students from Foundation Stage 1 to Year 10, offering a variety of iGCSE and A-Level qualifications in the future. The school also supports growth in Heritage subjects linked to the Ministry of Education subjects of Arabic, Islamic, Social Studies and Moral Education. These subjects help our students develop an understanding of the local and regional heritage, learn about the language of the country and its values.

As a National Curriculum for England School, our current Year 9 students have been following the broad and balanced curriculum that has been designed to inspire them to grow, develop and succeed. As students move into Year 10, the next stage of their learning journey to excellence and global citizenship requires them to make a number of decisions around the subjects that will define their learning journey for the next two years. We recognise that this is an important time for you and your child, and this booklet has been created to support you through the process.

The booklet provides information regarding the GCSE, iGCSE and IBTEC Level 2 courses that we provide at key Stage

4. It provides you with information on the examination subjects that are being offered to you, some specification information and how each subject is assessed. Each subject being offered has a full page of information in this booklet.

Vocational Pathways

Offering IBTEC at Level 2 is a new curriculum development at MTW, one that allows us to broaden our curriculum further in the choices we offer our students. IBTEC is a very popular applied learning qualification that gives students a clear route to employment or university. 95% of universities in the UK now accept IBTEC Level 3 qualifications as

entry into higher education universities and these courses are very popular with employers looking for candidates that are work-ready candidates who have the practical knowledge and technical skills that you get from an IBTEC course. The majority of IBTEC courses are assessed through assignments, whilst a small proportion of the course may contain some unit tests. This style of assessment may prove suitable to certain students who prefer continuous coursework throughout in place of end of year high stake exams. We are delighted that we are offering these opportunities to our students and see this as a major improvement in the curriculum choices we offer our students. You will also find further information on IBTEC qualifications and how they match up to GCSE qualifications within this booklet.

Whilst I believe that academic success helps to give every child the best opportunities in life, I also believe there is a responsibility to help students develop strong character, apply skills learnt in school life to the wider world, and embrace leadership qualities to help prepare them for their future aspirations.

GEMS Metropole, Al Waha is a warm and welcoming school which is happy to invite any prospective parents and students to visit the school and to meet the staff and students. Education is about making a real positive difference, providing every opportunity for all learners to be successful, helping them to achieve beyond their potential and developing life-long learning skills. We would be privileged to have you join our exciting journey.

Yours sincerely,

Daniella Aschettino
Secondary Headteacher



SECONDARY LEADERS



Ms. Daniella Aschettino
Secondary Headteacher



Peter Stoddart
Deputy Headteacher



Charmaine Hale
Assistant Headteacher



Carla Jiacomini
Teaching and Learning
Lead Practitioner



Nikita Johnson
Head of KS3
Pastoral Care



Ciara Kirby
Director of Sport



Amirah Ahmed
Head of English



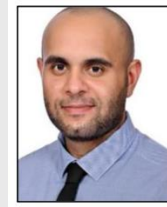
Adam Little
Head of Maths



Anum Iqbal
Head of Science



Jadene Lynch
Head of
Humanities



Abdelrahman Mohamed
Head of MFL



Allan Longmuir
Head of PE



Islam Ezzat
Head of
Islamic Studies



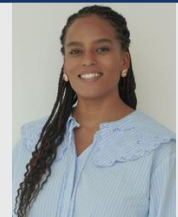
Mohammad Hannoush
Head of
Arabic A



Esraa Ismail
Head of
Arabic B



Christina Connell
Head of
Performing Arts



Stephanie Atherden
Head of
Literacy Coordinator



Gina Gavin
Head of Year 7



Dominique Kingston
Head of Year 8



Mustahsan Shah
Head of Year 9



Nazmin Abdullah
Head of Year 10



STAFF LIST AND CONTACT DETAILS

Head of English	Amirah Ahmed	a.ahmed_mtw@gemsedu.com
Teaching and Learning Lead/ English	Carla Giacoumi	c.jiacoumi1_mtw@gemsedu.com
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English	Gina Gavin	hoy7_mtw@gemsedu.com
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Science/Head of Year 10	Nazmin Abdullah	n.abdullah1_mtw@gemsedu.com
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Science	Mariah Bakali	m.bakali_mtw@gemsedu.com
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Mathematics	Yasin Kol	y.kol_mtw@gemsedu.com
Mathematics	Muhammad Hameed	m.hameed_mtw@gemsedu.com
Head of Humanities/Geography Teacher	Jadene Lynch	j.lynch_mtw@gemsedu.com
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Sociology and Psychology	Saima Kauser	s.kauser_mtw@gemsedu.com
Construction and DT	Armaan Ahmed	a.ahmed_mtw@gemsedu.com
Food Technology	Natalie Seels	n.seels_mtw@gemsedu.com
Art	Sara Moustafa	s.moustafa_mtw@gemsedu.com
Drama /Head of year 8	Dominique Kingston	d.kingston_mtw@gemsedu.com
Head of Performing Arts/Music Teacher	Christina Connell	c.connell_mtw@gemsedu.com



STAFF LIST AND CONTACT DETAILS

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Entrepreneurship	Imogen Thomas	i.thomas_mtw@gemsedu.com
French	Abdelrahman Mohamed	a.mohamed_mtw@gemsedu.com
Spanish	Sonia Coady	s.coady_mtw@gemsedu.com
Director of Sport	Ciara Kirby	c.kirby_mtw@gemsedu.com
Head of PE	Allan Longmuir	a.longmuir_mtw@gemsedu.com
PE/Head of year 9	Mustahsan Shah	m.shah_mtw@gemsedu.com
PE	Aine Lyons	a.lyons_mtw@gemsedu.com
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PE	Lucy Mullen	l.mullen_mtw@gemsedu.com
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PE	Oisin Looney	o.looney_mtw@gemsedu.com
PE	Kyle Newton	k.newton_mtw@gemsedu.com



WELCOME FROM THE HEAD OF YEAR 10

Dear Year 10,

I am so excited to welcome you to this next stage of your journey at MTW! Moving into Year 10 is a big step as you begin the GCSE courses you have chosen. For the first time, you are studying subjects that you selected for yourself—this is your chance to take real ownership of your learning, to develop deeper knowledge, and to explore the areas you are passionate about.

This year also comes with an extra responsibility—you are the oldest year group at MTW. That makes you the role models for younger students, who will look to you for guidance in the way you learn, behave, and show kindness. It is a privilege to be in this position, but it also means that the standards you set will shape the culture of our school. Be proud of the responsibility you have, and use it to show leadership, respect, and positivity every day.

At MTW, our core values of **Care, Always Learning, Excellence and One Team** will guide us through the challenges and opportunities ahead. We are here as a school to help and support every one of you to thrive and be the best you can be. Our staff will challenge you to push beyond your comfort zone, encourage you when things feel tough, and celebrate your achievements along the way.

Year 10 is not only about preparing for exams—it is also about preparing for life. Over the next two years you will develop independence, resilience, and confidence in yourself. You will discover what it means to work consistently, to stay motivated, and to balance the demands of study with friendships, enrichment, and your wellbeing. Above all, remember that success is not just measured by grades but also by the person you become. Choosing kindness, showing respect, and being supportive of one another will make this journey a positive and memorable one for everyone.

Parents and carers also play a vital role in this journey. We know that the support, encouragement, and guidance you receive at home will make a huge difference to your progress. We look forward to working in partnership with your families to ensure that you are happy, motivated, and achieving your very best.

My message to you is simple: work hard, be kind, and make the most of every day. If you do that, you will look back on your time in Year 10 and be proud of the person you have become.

I am proud to be your Head of Year, and I know that together we can make Year 10 a fantastic, successful, and unforgettable chapter.

Yours sincerely,

Nazmin Abdullah

Head of Year 10

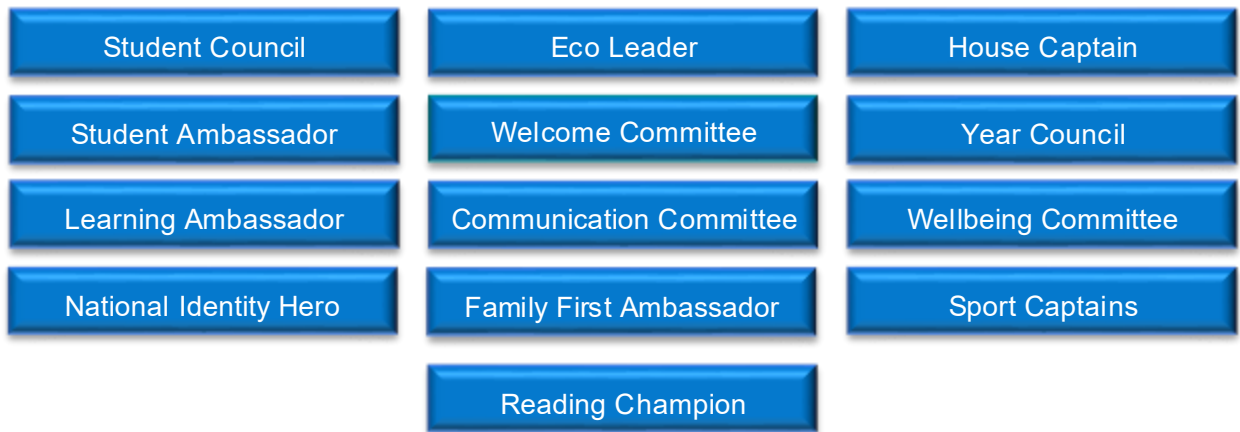




STUDENT LEADERSHIP

Student Leadership is embedded in all aspects of MTW life, with many opportunities for students to develop leadership skills across a wide range of roles. We believe it builds confidence, resilience, and responsibility, empowering students to make a positive impact within and beyond our school. Our programme encourages students to be creative thinkers, problem solvers, and effective communicators, skills essential for lifelong learning. Leadership opportunities exist across all phases, ensuring every student can take part, regardless of age or background.

At MTW, student leaders represent and contribute to key areas such as:



Student Council: Acts as the voice of their peers, representing each form and ensuring student opinions help shape school life.

Eco Leader: Champions sustainability by leading projects that reduce waste, conserve resources, and promote eco-friendly habits across the community.

House Captain: Builds house spirit by motivating peers, leading events and competitions, and fostering teamwork and pride.

Student Ambassador: Represents MTW at events, inline with the whole-school event calendar, channels student feedback into action, and helps drive new initiatives.

Welcome Committee: Students in the Welcome Committee help every newcomer feel included by giving tours, answering questions, and greeting parents, carers, and guests at key events.

Year Council: Acts as the link between students and leadership, leading year-group discussions and working closely with the Head of Year to represent student voice.

Learning Ambassador: Models effective learning strategies for both primary and secondary students, shares personal techniques for success, speaks at events for parents and teachers, supports assemblies, and participates in feedback sessions to enhance learning at MTW.



STUDENT LEADERSHIP

Communication Committee: Students in this committee will be responsible for capturing school life through photos, producing a student-friendly newsletter, and keeping the community updated on events and news. They also contribute to the Secondary Podcast, giving students a voice in how MTW is represented.

Wellbeing Committee: Students work to *promotes* positive mental, emotional, and physical health by organising activities, sharing ideas, and supporting initiatives that make MTW a safe, supportive, and inclusive environment for all.

National Identity Hero: Helps lead events that celebrate the culture and traditions of the UAE, including Flag Day, National Day, and other important national celebrations..

Family First Ambassador: Strengthens connections between home and school by supporting family events, encouraging community involvement, and promoting MTW's culture of care and togetherness.

Sports Captain: Supports the organisation of school-wide sports events such as interhouse competitions, Sports Week, and Dubai 30x30, encouraging participation and celebrating sporting success.

Reading Champion: Inspires a love of reading by recommending books, supporting younger readers, and helping to organise reading events and podcast episodes. They celebrate reading achievements and make reading engaging and fun for the whole school.

Incorporating Student Voice

Student leadership without student voice is incomplete. At MTW, student voice is central in two key ways. First, student leaders are encouraged to speak openly with staff, sharing ideas and strategies they wish to develop. Second, our leadership programme includes a structured student voice system that ensures every student has the opportunity to be heard.

Through this approach, student leaders not only fulfil their roles but also genuinely represent the wider student body, giving their leadership credibility and purpose. In addition, Secondary school leaders host open bi-weekly lunchtime sessions where students can share feedback and suggest improvements. All students are welcome, and we encourage every member of the school to attend at least one session during the academic year.



ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we value open communication and always welcome feedback from our parents. To ensure that comments, concerns, or questions are addressed quickly and effectively, we kindly ask that they are directed to the appropriate member of staff.

Academic Concerns: For any concerns regarding your child's progress, your first point of contact should be your child's Form Teacher. For broader questions about how the curriculum is organised, please contact the relevant Head of Department or your child's subject teacher.

Please see staff contact list on page 4 and 5 of this booklet.

Pastoral Concerns: Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year. We also have a dedicated School Counsellor and Careers Advisor available to provide specialist support for wellbeing and future pathways.

Pastoral Support	
Head of Year 7	Regina Gavin
Head of Year 8	Dominique Kingston
Head of Year 9	Mustahsan Shah
Head of Year 10	Nazmin Abdullah
School Counsellor & Careers Advisor	Priscilla Mathew



CURRICULUM OVERVIEW

Subject	Lesson Per Week	Time Allocated Minutes
English	4	240
Maths	4	240
Science	4	180
Physical Education	1	120
Islamic Studies (Muslim students) / Intervention (non-Muslim students)	2	120
Arabic A or B	3	180
Social Studies in Arabic Language (Arab Students) / Intervention (non-Muslim students)	1	60
Moral Education	1	60
Option Block 1	3	180
Option Block 2	3	180
Option Block 3	3	180

KEY INFORMATION

ENGLISH NATIONAL CURRICULUM SECONDARY EDUCATION

Key Stage 3:	Years 7, 8 and 9	Broad and balanced curriculum provided to all pupils
Key Stage 4:	Years 10 and 11	Introduction of personalised pathways in GCSE, iGCSE and iBTEC (Level 2) certificated courses



Key Stage 5:	Years 12 and 13	Focused career pathways in AS, A Level and iBTEC (Level 3) certificated courses
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GENERAL CERTIFICATE IN EDUCATION (GCSE)

There are different exam boards offering certificated courses in both GCSEs and International GCSEs. As an international school we have the opportunity to present students for either course from the range of exam boards. Staff in MTW have carefully analysed course content and exam requirements to ensure that the selected board and course are right for our students, our school and our international context. As a result, we are currently presenting students for a mixture of GCSE and IGCSE exams with AQA and Edexcel exam boards.

As with all National Curriculum Courses the GCSE / iGCSE courses are undergoing change especially in light of the worldwide pandemic that we find ourselves in. For many families that are new to the English curriculum the grading system is one of the first things that is unfamiliar to parents and students. The diagram below from gives a comparison of the two grading systems.

G	F	E	D	C	B	A	A*		
1		2	3	4	5	6	7	8	9

GCSEs at Grade A* - C or 9 - 4 are often used as a benchmark for comparisons and entry into Key Stage 5, with many expecting English and Mathematics to be included.

Each GCSE/IGCSEs course is unique and has its own course requirements and examination procedures. Many require the submission of coursework, in the form of independent work or as a controlled assessment. Students cannot be presented for the final examination if the course work or controlled assessment has not been completed in the set time.

In some subjects students are entered for a "tier". The Foundation tier targets grades 5 to 1 and the Higher tier grades 9 - 4. The decision about the appropriate tier for assessment will take into consideration class work, assessment results and student ability. Pupils and parents will be made aware of the level of presentation when decisions are made.

Examinations will take place at the end of year 11. In a normal academic year, we are required to follow the UK examination timetable, which may result in GCSE exams on Fridays and during religious celebrations. Results will be published in August.

COMPULSORY SUBJECTS

Physical Activity is extremely important in supporting our students and keeping them healthy and in a good state of mind. All Year 10 and Year 11 students will have 1 lesson of Physical Activity per week. This will be increasingly important in Key Stage 4, where academic demands on students are far greater than lower down in the school.

Students interested in this subject can also select GCSE Physical Education as an option.

All students who hold an Arabic passport must study Arabic MOE as this is compulsory.

KEY INFORMATION *continued*

During Moral Education, Arabic MOE and Islamic Studies, students will be studying the ministry approved Curriculum. This is a requirement from the KHDA.

All Muslim students have to study Islamic. Non-Muslim students will use this time for Career's enrichment to help support decisions further in their education.

KEY STAGE 4 IN GEMS METROPOLE, Al Waha SCHOOL



We understand that creating a focused curriculum at this early stage in education can be a difficult process. In MTW we believe that a broad and balanced education is still important in KS4 to prepare students for future studies in whichever system of education or career path they enter. We find that many students will change their career focus as they continue through education and want them to keep a variety of options open. We are proud to offer a wide range of courses to meet the interests and needs of our students.

To ensure breadth and balance and to meet UAE requirements all students will study the following core subjects:

- GCSE English – Language, or Language and Literature (depending on suitability), or 2nd Language English
- GCSE Mathematics – Foundation or Higher
- GCSE Science – Double Award or Triple Science Award
- Arabic A & B students will study the MOE course with the option of taking iGCSE examination
- Physical Education - core subject
- Islamic Studies for Muslim students
- UAE Moral and Social Studies are compulsory subjects

OPTIONAL SUBJECTS

Students are required to select 4 additional courses, which must include UAE Ministry of Education (MOE) Arabic A for all Arabic passport holders. They should select 1 subject from each option column. We will strive to meet the requests of students however there are limited spaces in each subject and option subjects will only run if there is sufficient Uptake.

The option subjects we offer are:

- | | |
|---------------------------------|--------------------------------|
| 1. Arabic A | 10. History |
| 2. Arabic B | 11. ICT |
| 3. Art, Craft and Design | 12. Modern Languages – French |
| 4. Business Studies | 13. Modern Languages – Spanish |
| 5. Double Science | 14. Physical Education |
| 6. Drama | 15. Psychology |
| 7. Economics | 16. IBTEC Construction |
| 8. Food Preparation & Nutrition | 17. IBTEC Engineering |
| 9. Geography | |

In choosing a subject at GCSE students should think carefully about the following points:

- What subjects do you enjoy?
- What subjects are you good at?
- Have I selected a broad range of subjects?
- Which subjects are important for my chosen career path?
- How do I prefer to be assessed? (BTEC students will be assessed continuously with no final examinations)

KEY INFORMATION *continued*



Key Stage 4 students will be expected to take full responsibility for their choices and learning. Throughout the two-year courses there will be great demands and expectations placed on students. To reach success, pupils have to be disciplined and committed to their courses. Submission deadlines will have to be met or qualifications will be at risk.

Compulsory Subjects	Additional & Alternative Courses	Option Subjects
English Language (First Language iGCSE)		
English Language (Second Language iGCSE)	English Literature*	BTEC Engineering
Mathematics (iGCSE)	Arabic A *	BTEC Construction
Moral Education	Arabic B*	Business Studies
UAE Social Studies	ASDAN Curriculum*	Sociology
PE (Core)		Food and Nutrition
Arabic A & B (MOE)		ICT
Islamic A & B (MOE)		Economics
		Drama
		PE
		Art, Craft and Design
		Design and Technology
		French
		Psychology
		Geography
		Media Studies

- All students will take the compulsory subjects, English first and/or second language will be based on teacher recommendation in consultation with families.
- Students will pick 1 option from each option block
- *Entry to English Literature iGCSE and Arabic A & B iGCSE will be based on student ability and the decision will be made by the student's teachers.
- Some subjects require pre-requisites to be considered for the courses.



- If opting for IBTEC Engineering or Economics a meeting with the Head of department/Head of Year and Careers Counsellor is needed.
- All iBTEC's will be offered at Level 2 which is equivalent to a GCSE. Level 1 iBTEC also available where suitable.
- Courses will only be run where there is sufficient student uptake. Please consider back up options in each option block.
- The course choice structure may be subject to change at any time – full information will be given about this.
- Final decisions about options will be made after Options Evening and following an interview with a member of the Secondary Leadership Team and the student.

EXAMINATION FEES AND PAYMENT

Our school will be an independent examination centre for the British examination boards of Edexcel, AQA and Oxford AQA. We must follow the examination board regulations which will require our students to follow the Monday to Friday schedule and timings, even if this falls during Ramadan.

Pupils will be entered for course examinations at the end of the 2 year period. Families are expected to meet the costs of all examinations. Examination costs are published prior to the examination series following release by the respective examination boards. All fees will be collected by our school cashier before students are entered for any examinations.

This will be the responsibility of each family to ensure that all examinations are paid for and up to date.

Levels of presentation will be decided before entries are made. This decision will be made by teachers based on evidence gathered throughout the course and preliminary grades.

FURTHER ADVICE

Students should make the most of opportunities to speak with their subject teachers, heads of departments, Lead teacher, family and friends in order to gain a range of suggestions and support. Read through each course description, considering the course content and examination requirements. Consider all of the options and chose a combination that is right for you.

Links for further information:

Edexcel Examination Board www.edexcel.org.uk

UK University Applications www.ucas.com

AQA Examination Board www.aqa.org.uk

Curriculum support- bbcbitesize www.bbc.co.uk/bitesize

Career support <http://www.careers-gateway.co.uk>

Please note that exam boards are reviewed at the end of every academic year as part of our quality assurance process and may be subject to change.



IGCSE ENGLISH LANGUAGE A

Pearson Edexcel – International GCSE (4EA1)

COURSE DESCRIPTION

This revised specification is designed to extend students' knowledge of English language by broadening and deepening skills through a range of engaging texts that include poetry and prose as well as literary non-fiction.

The texts studied are suitable for all students, and include a diverse range of writers enabling them to develop the ability to:

- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
- listen to and understand spoken language, and use spoken Standard English effectively.

This is a two-year, linear course: students will be formally assessed at the end of Year 11 through an external examination (60%) and two internally assessed (and externally moderated) NEA component (40%).

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Non-fiction texts and transactional writing	60%	Externally Assessed Written Exam: 2 hours and 15 minutes 90 marks	-Section A: Reading – a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks. -Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.
Component 3: Poetry and prose texts and imaginative writing	40%	Internally assessed	The poetry and prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology. -Develop skills to analyse how writers use linguistic and structural devices to achieve their effects. -Develop imaginative writing skills to engage the reader. -Use spelling, punctuation and grammar accurately.



IGCSE ENGLISH AS A SECOND LANGUAGE (ESL)

Pearson – International GCSE (4XES2)

COURSE DESCRIPTION

The Pearson International GCSE English as a Second Language (ESL) (4XES2) course is designed to help students develop their proficiency in English, focusing on all four key language skills: listening, speaking, reading, and writing. The course emphasizes effective communication in everyday situations, enabling students to interact confidently in both social and academic contexts. Through a variety of engaging topics, students will improve their ability to understand and respond to different types of written and spoken texts, as well as express themselves clearly and accurately. This course prepares students for further study in English or international environments, fostering their language skills and cultural awareness for personal, academic, and professional success.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit 1: Reading	25% of the total International GCSE	Externally Assessed Written examination: 1 hour 50 marks	Single tier of entry. This unit assesses reading skills. Passages will relate to topics detailed in section List of topics and subtopics. The unit will include a range of texts covering content taken from the compulsory subtopics in Topics 1–4. Passages will cover a broad range of text types, including information, explanation, opinion, and narrative texts. The texts will include a range of professional writing styles.
Unit 2: Listening	25% of the total International GCSE	Externally Assessed Written examination: 45 minutes 50 marks	Single tier of entry. This unit assesses listening skills. Recordings will relate to topics detailed in section List of topics and subtopics. The unit will include a range of recordings covering content taken from the compulsory subtopics in Topics 1–4. Recordings will cover a broad range of extracts including information requests, explanations, opinions, monologues, dialogues and narration. The recordings will include a range of styles.



Unit 3: Writing	25% of the total International GCSE	Externally Assessed Written examination: 1 hour and 15 minutes 50 marks	Single tier of entry. This unit assesses writing skills, including spelling, punctuation and grammar (SPaG). Tasks will relate to all 5 topics detailed in section List of topics and subtopics. The unit will include a range of the compulsory subtopics from Topics 1–4 and the learner's chosen optional subtopic from Topic 5. Learners will be required to write a range of text types including informative texts, explanatory text, discussions of opinions written, and advantages and disadvantages. There will be a written summary task. Tasks will prompt learners to make use of a range of informal, formal and professional writing styles.
Unit 4: Speaking	25% of the total International GCSE	Externally Assessed Oral examination: 22- 23 minutes 50 marks	Single tier of entry. This unit assesses speaking skills including spontaneity, fluency and pronunciation. Tasks will relate to all 5 topics detailed in section List of topics and subtopics. The tasks will cover a range of the subtopics from Topics 1–4 and the learner's chosen subtopic from Topic 5. Learners will be required to relate factual information, to deliver a speech, to discuss opinions or advantages and disadvantages, and to ask questions. There will be a pre-prepared topic talk task where learners will be required to speak in relation to their chosen subtopic for Topic 5 Global Issues. Tasks will prompt learners to use a range of speaking styles. The speaking examination between the learner and teacher/examiner will be recorded and delivered to Pearson via Learner Work Transfer (LWT) for marking.

International GCSEs enable successful progression onto level 3 qualifications (such as A Levels) and beyond in other subjects, as well as further study in English.



IGCSE ENGLISH LITERATURE (9-1)

OXFORD AQA Course code 9270

COURSE DESCRIPTION

This two-year linear course is designed to developing students' comprehension, critical reading and comparison skills, as well as their ability to produce clear and coherent writing using accurate Standard English.

The set poetry, prose and drama texts are engaging, popular and suitable for all learners including a diverse range of writers and poets.

This course will help enable students to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which writers achieve their literary effects
- to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Poetry and Modern Prose	40% of the total International GCSE 90 marks	Externally Assessed Written exam: 2 hours International GCSE 90 marks	-The poetry collection from Part 3 of the Pearson Edexcel International GCSE English Anthology. -One modern prose text from the list of set texts in this specification. -Develop skills to analyse unseen poetry. -Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects. -Develop skills to maintain a critical style and informed personal response. -Develop comparison skills.
Component 3: Modern Drama and Literary Heritage Texts	40% of the total International GCSE	Internally Assessed NEA 60 marks	-One modern drama text from the list of set texts in this specification. -One literary heritage text from the list of set texts in this specification. -Develop skills to analyse how language, form, structure and contextual factors are used to create meaning and effect. -Develop skills to maintain a critical style and informed personal response.

International GCSEs enable successful progression onto A-Level and beyond.



IGCSE MATHEMATICS

Pearson Edexcel Course code 4MA1

COURSE DESCRIPTION

The GCSE course covers the following content headings:

- Number
- Ratio, Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics
- Probability

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 course covers all work students have learnt since Year 7. The tier of entry is based on the student's baseline assessment, as well as their KS3 result and their progress subsequent to that. The final decision as to which tier the student will sit is not made until after the mock GCSE exams have taken place in Year 11.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1 Calculator	50%	Written exam 2 hours	Number Ratio, proportion and rates of change Algebra Geometry and measures Probability Statistics
Paper 2 Calculator	50%	Written exam 2 hours	

FURTHER OPPORTUNITIES:

On successful completion of this course, students can continue their study of Mathematics by undertaking the two-year International A Level Mathematics course, the prerequisite for this course is a Grade 6 at IGCSE. Students can study further by undertaking the two year Further Mathematics International A Level Mathematics course, the prerequisite for this course is a Grade 7 at IGCSE. Furthermore, another course we are offering post-16 is Core Mathematics which looks more at functional skills, the prerequisite for this course is a Grade 5 at IGCSE.

Students who have studied Mathematics may go on to study and work in fields such as engineering, statistics, financial markets, research, teaching and economics due to their strong understanding of number and problem-solving skills and its effects.

Useful Websites:

- <https://www.century.tech/>
- <https://spaxmaths.com/en/>
- <https://www.dr frostmaths.com/>
- www.corbettmaths.com
- <https://www.mathsgenie.co.uk/igcse.php>



IGCSE Combined Science

Oxford AQA Course Code 9204

COURSE DESCRIPTION

The Oxford AQA International IGCSE combined Science specification is a Double Award international GCSE that introduces students to all three science disciplines: Biology, Chemistry and Physics.

Students take three equally weighted papers and receive two identical GCSE grades based on their composite achievement. The required practical exercises are covered during the course and these take into account local access to equipment and resources.

The course starts in Year 9 and continues through to Year 11.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Biology Paper 1	33.3% of the total International GCSE	Written exam: 1 hour and 45 minutes 100 marks	Content from any part of the biology section of the specification may be assessed.
Chemistry Paper 2	33.3% of the total International GCSE	Written exam: 1 hour and 45 minutes 100 marks	Content from any part of the chemistry section of the specification may be assessed.
Physics Paper 3	33.3% of the total International GCSE	Written exam: 1 hour and 45 minutes 100 marks	Content from any part of the physics section of the specification may be assessed.



Business Studies

Pearson Edexcel International GCSE in Business (4BS1)

COURSE DESCRIPTION

Students will be able to demonstrate specified knowledge and critical understanding of the following sections:

1. Business activity and influences on business
2. People in business
3. Business finance
4. Marketing
5. Business operations.

Section 1: introduces the nature and types of business in an economy. Students will be encouraged to examine the interaction between businesses and the environment in which they operate. Sections 2–5: focuses on the main functional areas of business administration, finance, marketing and operations.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Investigating small businesses 4BS1/01	50% of the total International GCSE	Examination of 1 hour and 30 minutes , consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 1. The sub-questions are a mixture of: • Multiple choice • Short-answer • Data-response • Open-ended questions Calculators may be used in the examination.	This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business <i>up to 49 employees</i> .
Paper 2: Investigating large businesses 4BS1/02	50% of the total International GCSE	Examination of 1 hour and 30 minutes , consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 2. The sub-questions are a mixture of: Multiple-choice Short-answer Data-response Open-ended questions Calculators may be used in the examination.	This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business <i>more than 250 employees</i> .

The course content in both Paper 1: Investigating small businesses and Paper 2: Investigating large businesses is engaging and accessible for all students. The content is appropriate and relevant for progression. It is appropriate for international students, building understanding and awareness of business concepts and applying them to real-life scenarios. The content develops students' ability to participate effectively in global society as citizens, producers and consumers.



BTEC Engineering

Pearson Edexcel – International Level 2

COURSE DESCRIPTION

The Pearson Edexcel BTEC Engineering International Level 2 course provides students with a comprehensive introduction to the fundamentals of engineering. Through a practical, hands-on approach, students will explore core topics such as mechanical, electrical, and electronic engineering, along with key principles of design, materials, and technology. The course emphasizes problem-solving, technical skills, and real-world application, preparing students for further study or entry-level roles in the engineering industry. Assessment is based on a mix of coursework and external exams, allowing learners to demonstrate their understanding and develop essential skills for a career in engineering.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment
Working Safely and Effectively in Engineering	30 GLH	Internal
Engineering Thinking Skills to Create Solutions	30 GLH	Set Assignment
Additional Units TBC	Total of 60 GLH	Dependent on the units selected

*GLH – Guided Learning Hours

Optional units will be determined by the lead teacher based on the cohort of students



BTEC Construction

Pearson Edexcel – International Level 2

COURSE DESCRIPTION

The Pearson Edexcel BTEC Construction International Level 2 course offers students a practical and engaging introduction to the construction industry. Covering essential topics such as building materials, construction techniques, health and safety, and sustainable practices, this course provides a solid foundation for students pursuing a career in construction. Learners will gain hands-on experience in real-world scenarios, developing technical skills and understanding key industry principles. Assessment includes a combination of coursework and exams, enabling students to showcase their abilities and prepare for further study or entry-level positions in the construction sector.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment
Construction Technology	30 GLH	Set Assignment
Exploring Health, Safety and Welfare in Construction	30 GLH	Set Assignment
Construction and Design	30 GLH	Set Assignment
Exploring Carpentry and Joinery	30 GLH	Internal

*GLH – Guided Learning Hours

Optional units will be determined by the lead teacher and cohort of students



Economics (Modular)

Pearson Edexcel – International GCSE (4XEC1)

COURSE DESCRIPTION

The Pearson Edexcel IGCSE Economics (Modular) course offers students a comprehensive understanding of economic concepts and principles, preparing them for both academic progression and real-world application. The course is structured into modules that cover key topics such as the basics of microeconomics, market structures, government intervention, international trade, and economic development. Through a combination of theoretical study and practical application, students will develop the analytical skills needed to evaluate economic issues and make informed decisions. Assessment is through written examinations, allowing learners to demonstrate their understanding of economic theory and its practical implications. This course equips students with the knowledge and skills necessary to pursue further studies in economics or related fields.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit 1: Microeconomics and Business Economics Unit code: 4WEC1/01*	50% of the total International GCSE (Modular)	Externally Assessed Written examination: 1 hour and 30 minutes 80 marks	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
Unit 2: Macroeconomics and the Global Economy Unit code: 4WEC2/01*	50% of the total International GCSE (Modular)	Externally Assessed Written examination: 1 hour and 30 minutes 80 marks	Government and the economy: -Macroeconomic objectives -Government policies -Relationships between objectives and policies The global economy: -Globalisation -International trade -Exchange rates



Information and Communication Technology

Pearson Edexcel – International GCSE (4IT1)

COURSE DESCRIPTION

The International GCSE in Information and Communication Technology (ICT) (9-1) provides students with a comprehensive understanding of the role technology plays in the modern world. The course covers a wide range of essential ICT skills, including data management, computer networks, web development, and the ethical implications of technology. Students will develop their ability to analyze, design, and implement ICT solutions while gaining proficiency in using a variety of software tools and applications. With a focus on practical problem-solving and critical thinking, the course prepares students for both further education and the workforce, equipping them with the skills necessary to navigate and succeed in an increasingly digital world.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Written Paper 4IT1/01	50% of the total International GCSE	Externally Assessed Written examination: 1 hour 30mins 100 Marks	Topic 1: Digital Devices Topic 2: Connectivity Topic 3: Operating Online Topic 4: Online Goods and Services.
Paper 2: Practical Paper 4IT1/02	50% of the total International GCSE	Externally Assessed Practical examination: 3 hours (including printing time) 100 Marks	Topic 5: Applying Information and Communication Technology Topic 6: Software Skills



Sociology

AQA – GCSE (8192)

COURSE DESCRIPTION

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to: • investigate facts and make deductions • develop opinions and new ideas on social issues • analyse and better understand the social world.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: The sociology of families and education	50% of the total GCSE	Externally Assessed Written examination: 1 hour and 45 minutes 100 Marks	-The sociology of families -The sociology of education -Relevant areas of social theory and methodology
Paper 2: The sociology of crime and deviance and social stratification	50% of the total GCSE	Externally Assessed Written examination: 1 hour and 45 minutes 100 Marks	-The sociology of crime and deviance -The sociology of social stratification -Relevant areas of social theory and methodology



Psychology

Oxford AQA – International GCSE (9218)

COURSE DESCRIPTION

The International GCSE Psychology (9218) course offers students an insightful exploration into the science of human behavior and mental processes. It introduces key psychological concepts, theories, and research methods, covering topics such as memory, perception, development, social influence, and abnormal behavior. Students will gain a deep understanding of the biological, cognitive, and social factors that influence behavior, while also learning how to critically evaluate psychological research. This course encourages students to develop strong analytical and scientific skills, preparing them for further study in psychology or related fields, and fostering a greater awareness of the complexities of human behavior in everyday life.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Cognition and behaviour	50% of the total International GCSE	Externally Assessed Written examination: 2 hours 100 Marks	-Memory -Perception -Biopsychology -Research methods
Paper 2: Social context and behaviour	50% of the total International GCSE	Externally Assessed Written examination: 2 hours 100 Marks	-Communication -Social influences -Mental health -Research methods



Media Studies

AQA – iGCSE (9257)

COURSE DESCRIPTION

The iGCSE Media Studies (9257) course provides students with a comprehensive understanding of how media products are created, consumed, and analyzed in today's digital world. The course explores various forms of media, including television, film, radio, advertising, and online platforms, emphasizing the influence of media on society and culture. Students will develop critical skills in analyzing media texts, considering aspects such as representation, audience, and the impact of media technologies. Through practical assignments, students will also create their own media products, enhancing their understanding of media production processes. This course encourages creativity, critical thinking, and a deeper appreciation of the powerful role media plays in shaping public opinion and communication.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Media knowledge and understanding	50% of the total GCSE	Externally Assessed Written examination 2 hours 100 Marks	Analysing media products, focusing on media language and representations, using a prescribed episode from a television series for close study: Doctor Who, 'Kerblam!' – Series 11, Episode 7. Questions will focus on both a selected study sequence in the episode and the episode in its entirety. Producers and audiences, focusing on media industries and audiences. Questions in this section will invite responses that may use any appropriate media form or media product, including the prescribed television product, for exemplification and illustration. Media Issues in context focusing on the cultural, economic, historical and technological contexts. Questions will invite responses that relate issues concerning media contexts to media forms, products, and any area of the media studies framework.
Non-exam assessment (NEA): Creating a media product	50% of the total GCSE	Internally Assessed NEA: responding to a choice from one of six briefs 100 Marks	Application of knowledge and understanding of the Media Studies framework. Ability to create media products. Students will be expected to draw on knowledge and understanding of the entire course of study in the exam, to show a deeper understanding of these topics. Students produce: • A media product for an intended audience, in response to a brief – 80 marks • A written explanation of the meanings created and the decisions made for the media production – 20 marks



History

Pearson Edexcel – International GCSE – Modular (4XHI1)

COURSE DESCRIPTION

The Pearson Edexcel International GCSE History (4XHI1) Modular course offers students a deep dive into key historical events and themes, fostering critical thinking and analytical skills. The course covers a range of topics, including the development of the modern world, key political and social movements, and the causes and consequences of major conflicts such as World War I and World War II. Students will explore both international and British history, examining the impact of historical figures, decisions, and ideologies. With an emphasis on understanding historical change and continuity, this course encourages students to develop the ability to evaluate sources, interpret evidence, and form well-supported conclusions, preparing them for further studies in history or related fields.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Depth Studies 4WHI1/01	50% of the total International GCSE (Modular)	Externally Assessed Written examination: 1 hour and 30 minutes 60 Marks	-The French Revolution, c1780–99 -Development of a nation: unification of Italy, 1848–70 -Germany: development of dictatorship, 1918–45 -Colonial rule and the nationalist challenge in India, 1919–47 -Dictatorship and conflict in the USSR, 1924–53 -A world divided: superpower relations, 1943–72 -A divided union: civil rights in the USA, 1945–74 -South Africa: from union to the end of apartheid, 1948–94.
Paper 2: Investigation and Breadth Studies	50% of the total International GCSE (Modular)	Externally Assessed Written examination: 1 hour and 30 minutes 60 Marks	-A1 The origins and course of the First World War, 1905–18 - -A2 Russia and the Soviet Union, 1905–24 -A3 The USA, 1918–41 -A4 The Vietnam Conflict, 1945–75 -A5 East Germany, 1958–90. - B1 America: from new nation to divided union, 1783–1877 - B2 Changes in medicine, c1848–c1948 - B3 Japan in transformation, 1853–1945 - B4 China: conflict, crisis and change, 1900–89 - B5 The changing role of international organisations: the league and the UN, 1919–c2011 - B6 The changing nature of warfare and international conflict, 1919–2011 - B7 The Middle East: conflict, crisis and change, 1917–2012 - B8 Diversity, rights and equality in Britain, 1914–2010.



Geography

Oxford AQA – International GCSE (9230)

COURSE DESCRIPTION

The Oxford AQA International GCSE Geography (9230) course provides students with a thorough understanding of the dynamic relationship between people and the environment. It covers a range of topics, including physical geography, such as weather, climate, and ecosystems, as well as human geography, focusing on urbanisation, global development, and resource management. Students will develop key skills in geographical inquiry, data analysis, and fieldwork, while exploring the impact of human activity on the planet and the challenges of sustainability. Through a combination of theoretical knowledge and practical skills, this course prepares students to think critically about the world around them and equips them with the tools to address contemporary global issues.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Living with the physical environment	36% of the total International GCSE	Externally Assessed Written examination: 1 hours and 30 minutes 80 Marks	The Challenge of Natural Hazards. The Living World. Physical Landscapes (Coasts and Rivers)
Paper 2: Challenges in the human environment	36% of the total International GCSE	Externally Assessed Written examination: 1 hours and 30 minutes 80 Marks	Urban issues and Challenges. The Changing Economic World. Global Issues.
Paper 3: Geographical and fieldwork skills	28% of the total International GCSE	Externally Assessed Written examination: 1 hour and 15 minutes 60 Marks	Geographical skills, fieldwork skills in unfamiliar contexts and the individual fieldwork enquiry.



French

Pearson Edexcel – International GCSE (4FR1)

COURSE DESCRIPTION

The Pearson Edexcel International GCSE French (4FR1) course provides students with a solid foundation in the French language, enabling them to communicate confidently in a variety of real-life situations. The course focuses on developing all four language skills—listening, speaking, reading, and writing—through engaging topics such as travel, education, technology, social issues, and culture. Students will build their vocabulary and grammar while improving their ability to understand and respond to authentic French texts and conversations. With an emphasis on practical language use and cultural understanding, this course prepares students for further study in French or the ability to use the language in a wide range of personal, academic, and professional contexts.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Listening 4FR1/01	25% of the total International GCSE	Externally Assessed Written examination: 30 minutes 40 Marks	-Home and abroad -Education and employment -Personal life and relationships -The world around us -Social activities, fitness and health.
Paper 2: Reading and Writing 4FR1/02	50% of the total International GCSE	Externally Assessed Written examination: 1 hours and 45 minutes 80 Marks	-Home and abroad -Education and employment -Personal life and relationships -The world around us -Social activities, fitness and health.
Paper 3: Speaking 4FR1/03	25% of the total International GCSE	Externally Assessed Spoken examination: 8-10 minutes 40 Marks	-Home and abroad -Education and employment -Personal life and relationships -The world around us -Social activities, fitness and health.



Food Preparation and Nutrition

AQA – GCSE (8585)

COURSE DESCRIPTION

The AQA GCSE Food Preparation and Nutrition (8585) course equips students with the knowledge and practical skills needed to make informed food choices and understand the science behind nutrition and food preparation. The course covers a range of topics, including the principles of nutrition, the role of food in health, food safety, and the preparation of a variety of dishes. Students will explore the cultural, ethical, and environmental factors influencing food choices and learn to plan, prepare, and cook meals in line with dietary requirements. With a focus on both practical cooking skills and theoretical knowledge, this course prepares students for further study or careers in food-related fields, while promoting healthy eating and sustainable practices.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Food preparation and nutrition	50% of the total GCSE	Externally Assessed Written exam: 1 hour and 45 minutes 100 Marks	Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.
Non-exam assessment (NEA) TASK 1	25% of the total GCSE	Internally Assessed Written or electronic report 30 Marks	Students' understanding of the working characteristics, functional and chemical properties of ingredients.
Non-exam assessment (NEA) TASK 2	25% of the total GCSE	Internally Assessed Written or electronic portfolio 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 three hours, planning in advance how this will be achieved.

FURTHER OPPORTUNITIES

Students can access careers such as Food Technologist, Dietetics and Sports Nutrition, Hotel and Catering Management, Retailing, as well as the many careers related to Food Production and Health and Fitness, Chef, Product Developer.



Design and Technology: Product Design

Oxford AQA – International GCSE (9252)

COURSE DESCRIPTION

The Oxford AQA International GCSE Design and Technology: Product Design (9252) course encourages students to develop their creative, technical, and problem-solving skills by exploring the design and manufacturing processes. Students will study a wide range of materials, tools, and techniques to design innovative products that meet specific user needs, while considering factors such as sustainability, aesthetics, and functionality. The course covers both theoretical knowledge, including design principles and material properties, and practical application, where students create prototype designs and solve real-world design challenges. This course fosters critical thinking, creativity, and technical expertise, preparing students for further study in design, engineering, or product development careers.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Technical, designing and making principles	50% of the total International GCSE	Externally Assessed Written exam: 2 hours minutes 100 Marks	Core technical principles Specialist technical principles Designing and making principles
Non-exam assessment (NEA) Design and make task	50% of the total international GCSE	Internally Assessed 30-35 hours 100 Marks	Practical application of: Core technical principles Specialist technical principles Designing and making principles



Drama

AQA – GCSE (8261)

COURSE DESCRIPTION

The AQA GCSE Drama (8261) course offers students the opportunity to explore the world of theatre through both practical and theoretical perspectives. Students will develop their performance skills, engage with a variety of dramatic texts, and learn about the creative processes involved in producing a play. The course includes studying play scripts, developing characters, and exploring different performance styles, as well as understanding the role of lighting, sound, and set design. Students will also work collaboratively to create their own performances and develop their ability to analyze and critique live theatre. This course fosters creativity, communication, and teamwork, providing a strong foundation for further studies in drama, theatre, and performing arts careers.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Understanding Drama	40% of the total GCSE	Externally Assessed Written exam: 1 hour and 45 minutes 80 Marks	-Knowledge and understanding of drama and theatre -Study of one set play from a choice of nine -Analysis and evaluation of the work of live theatre makers
Component 2: Devising Drama (Practical)	40% of the total GCSE	Internally Assessed 80 marks Devising log (60 marks) Devised performance (20 marks)	Process of creating devised drama -Performance of devised drama (students may contribute as performer or designer) -Analysis and evaluation of own work
Component 3: Texts in practice (practical)	20% of the total GCSE	Externally Assessed 40 Marks Performance of extract 1 (20 marks) Extract 2 (20 marks)	-Performance of two extracts from one play (students may contribute as performer or designer) -Free choice of play but it must contrast with the set play chosen for Component 1



Art and Design, Fine Art

Pearson Edexcel – International GCSE (4FA1)

COURSE DESCRIPTION

The Pearson Edexcel International GCSE Art and Design: Fine Art (4FA1) course encourages students to explore their creativity and develop their technical skills in various artistic mediums. Through practical projects, students will experiment with drawing, painting, sculpture, printmaking, and digital art, while developing their understanding of the formal elements of art such as color, texture, form, and composition. The course also emphasizes the importance of research, experimentation, and reflection, as students create personal, meaningful artworks inspired by different artists, cultures, and historical periods. This course nurtures artistic expression, critical thinking, and problem-solving skills, providing a strong foundation for students pursuing further studies or careers in the arts.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Personal Portfolio	50% of the total International GCSE	Externally Assessed 72 Marks	Content overview • Students must work within one of the following titles: Art, Craft and Design; Fine Art; Graphic Communication; Textile Design; Three-dimensional Design; Photography. • Students undertaking Art, Craft and Design must create work associated with areas of study chosen from at least two of the endorsed titles. Students undertaking one of the endorsed titles must create work associated with at least one area of study for that title. • Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills on page 7. • Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected. • This component allows students opportunities to: o develop and explore ideas o research primary and contextual sources o experiment with media, materials, techniques and processes o present personal response(s) to theme(s) set by the centre. • The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.
Component 2: Externally-set Assignment	50% of the total International GCSE	Externally Assessed 72 marks	-Students must continue to work in the same endorsed title as they did for the Personal Portfolio. For example, if a student chooses Fine Art for component one, then they must continue with Fine Art for component two. -Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the



Physical Education

AQA –GCSE (8582)

COURSE DESCRIPTION

The AQA GCSE Physical Education (8582) course provides students with a comprehensive understanding of the importance of physical activity, health, and well-being. The course covers both theoretical and practical components, including the study of anatomy and physiology, the impact of exercise on the body, and the principles of training. Students will also explore topics such as sports psychology, diet and nutrition, and the role of physical education in society. Through practical participation in a range of physical activities, students develop their skills in sports and fitness, while learning how to improve performance and maintain a healthy lifestyle. This course fosters teamwork, leadership, and personal development, preparing students for further study in sports science or careers in physical education and related fields.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: The human body and movement in physical activity and sport	30% of the total GCSE	Externally Assessed Written exam: 1 hour and 15 minutes 78 Marks	-Applied anatomy and physiology -Movement analysis -Physical training Use of data
Paper 2: Socio-cultural influences and well-being in physical activity and sport	30% of the total GCSE	Externally Assessed Written exam: 1 hour and 15 minutes 78 Marks	-Sports psychology -Socio-cultural influences -Health, fitness and well-being -Use of data
Non-exam assessment: Practical performance in physical activity and sport	40% of the total GCSE	Internally Assessed 100 marks	-Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). -Analysis and evaluation of performance to bring about improvement in one activity.



ADDITIONAL CURRICULUM INFORMATION *continued*

Wellbeing



Wellbeing is at the heart of education at Metropole. Supporting mental, emotional, and physical health helps students shine brighter in their learning and everyday lives. We encourage all learners to 'Be a GEM' and nurture wellbeing through:

Mental Health Education: Embedding awareness of mental health, resilience, and emotional intelligence across lessons enables students to recognise and manage their feelings. Mindfulness activities, relaxation strategies, and guided breathing support them in developing practical ways to deal with stress and anxiety.

Counseling Services: Providing access to our school counselors allows students to seek help and guidance when needed.

Physical Activities: Encouraging participation in physical activities, sports, and exercise helps students maintain physical health and reduces stress.

Positive School Environment: Creating a supportive and inclusive school culture where students feel safe, valued, and respected promotes overall wellbeing.

Physical Activities: Encouraging participation in physical activities, sports, and exercise helps students maintain physical health and reduces stress.

Positive School Environment: A safe, inclusive culture where students feel valued, respected, and part of "One Team" ensures they can thrive. Our "**Be a GEM**" values of Care, Always Learning, Excellence, and One Team underpin every aspect of this supportive environment

Core Intervention

Core intervention programmes are designed to provide additional support to students who may need extra help in subjects such as English, Maths, Science, and Careers. These programmes not only aim to close learning gaps and reinforce foundational skills but also prepare students for their future pathways, ensuring they have every opportunity to succeed both academically and personally.

Core intervention takes place for our non-Muslim students whilst our Muslim students attend their Islamic lessons. The lessons will include:

Small Group Tutoring: Organising small group sessions with a specialist teacher to provide personalised attention and support, making it easier for students to ask questions and engage in interactive learning.

Careers Programme: Careers sessions form a core part of the intervention, bridging the gap between academic learning and real-world opportunities. Using Unifrog, students explore post-16 and post-18 pathways, research universities and apprenticeships, and track their skills and achievements. Alongside assemblies, PSHE drop-down days, and one-to-one counselling, this ensures that students are guided in making informed, aspirational choices for their future.

