



Kings' Al Barsha Secondary

GCSE Option Booklet

2018-19

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MESSAGE FROM THE HEAD TEACHER

Dear Parents,

At Kings' School Al Barsha, we endeavour to provide a balanced curriculum for your child which will ensure a good, well-rounded education and avoid over-specialisation. In Years 7, 8 and 9 every student studies virtually the same subjects. This broad, general course should make sure your child has sound comprehensive knowledge and is developing a variety of skills. For the two years of the GCSE courses, your daughter or son will take a smaller number of subjects on which to concentrate for public examinations. In order that courses can be studied in sufficient depth, each is given a larger amount of time.

In Years 10 and 11 each student's timetable will include subjects which are compulsory and those that they have chosen to study as part of their option GCSEs. Students will also work with form tutors on the school's pastoral programme (PSCHE). The curriculum for students between the ages of 14 and 16 is largely made up of what is known as Key Stage 4 of the English National Curriculum.

Making the choice of GCSE subjects is very important and we provide an extensive programme to ensure that both you and your child are fully supported in the Option Process.

- The Careers Fair on Wednesday 22nd November 2017 was organised for Year 9 students to learn more about different jobs and the subjects and qualifications needed to pursue specific careers.
- This options booklet will explain all the available subjects offered at Kings' the content of the courses, the work they will be engaged with in lessons, home learning and how the subject is assessed.
- The Year 9 Parents Evening on Wednesday 7th March 2018 will give you the opportunity to meet with subject teacher and receive feedback on your child's progress.
- The Year 9 Options Evening will be held on Monday 26th February, in which you and your child can find out further information about each GCSE course.
- CATs data will be provided indicating what your child's academic potential might be across a range of subjects.
- During PSCHE your child will have access to a career planning platform called Fast Tomato, this will also help determine the suitability of courses.

We hope that following this process, you and your child will be able to make informed choices on the GCSE options. Option choices will need to be made, using the online portal (T.O.O.L.S) by **Tuesday 13th March 2018**. Further details on using T.O.O.L.S can be found in the last section of this booklet.

Following the above date, your child will then receive a personal guidance interview with a member of the Year 9 pastoral team to assess the suitability of the choices. We hope that you will be able to attend this interview where choices will be finalised, pending a final check on the viability of groups and courses. We look forward to seeing you at this interview. However, if you have any further questions in the meantime, please do not hesitate to email Mr D Graizevsky, Deputy Head Teacher d-graizevsky@kingsalbarsha.com

Yours sincerely

Michael Bloy
Head Teacher

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THE SCHOOL CURRICULUM

In Years 7, 8 and 9 students study a balanced curriculum, giving them a sound basis of knowledge and a variety of skills. For the next two years, students will take a smaller number of subjects, leading to GCSE qualifications. Each chosen subject will be studied in greater depth.

Kings' Al Barsha aims to provide a curriculum that:

- has a broad and balanced set of courses which develop a range of knowledge, skills and understanding
- enables students to apply their interests and abilities
- prepares them for the future
- does not limit them to specific careers
- includes pastoral time

Students will study a compulsory core of subjects.

- English
- Maths
- Combined Science
- Core Physical Education and for students required to study Islamic A or B
- Some other non-examination courses include PSCE and Directed Studies

Students will select additional courses to study for examination. To ensure a balanced range of subjects are studied, students will be choosing courses from the following pathways:

- a language
- a humanity or science
- a creative/aesthetic subject
- additional GCSE choices from a range of subjects

Additional Information

- All students will study Combined Science as part of the Core Curriculum for Science. The course covers Biology, Physics and Chemistry. Students will be awarded 2 GCSEs in Combined Science.
- Students can choose to study Separate Sciences as one of their option choices. As the course covers Biology, Physics and Chemistry in greater depth, students will be assigned extra lessons in addition to lessons given as part of Core Curriculum for Science. Students will be awarded a GCSE in each of the Sciences, leading to 3 GCSEs.
- If you intend to study Islamiyat as an additional GCSE you need to indicate this in Pathway 5.

- Some combination of option choices are not possible due to similarities in the nature of the course. It is not possible to study the following combination:
 - Computing and ICT

The English Baccalaureate

The Key Stage 4 curriculum pathway at Kings' Al Barsha encourages students to attain qualifications in subjects that are part of the English Baccalaureate.

The English Baccalaureate recognises students who have secured a C or Level 5 grade or better across a core of academic subjects – English, Mathematics, History or Geography, the Sciences, Language and Computer Science.

Subjects that make up the English Baccalaureate have been identified by Russell Group universities as preferred subjects for entry to degree courses and ones that will keep the most options open. The Russell Group is comprised of the most prestigious universities in the UK and recognised internationally for their academic excellence.

Further information can be found at:

www.gov.uk/english-baccalaureate-information-for-schools

Exam Fees

All of the GCSE courses have fees which are paid to the different awarding bodies. These fees vary according to the course itself. Notification will be received in the January of each exam year outlining the fees which are required per student, including a share of the costs incurred in the administration of the exams. Further details can be provided upon request.

KEY STAGE 4 CURRICULUM PATHWAY

COMPULSORY SUBJECTS	OPTIONAL SUBJECTS (Choose one subject from each pathway)
English Language & Literature (2 GCSEs)	Languages (1 GCSE)
Mathematics (1 GCSE)	Humanities or Sciences (1 GCSE)
Combined Science (2 GCSEs)	Creative/Aesthetic (1 GCSE)
Physical Education and Islamic Education (Non-Examination)	Free Choice from any subject available in Pathway 1,2 or 3 (1 GCSE)
PSCHE and Directed Studies (Non-Examination)	Optional GCSE in Islamic Education (1 GCSE)

GCSE Reforms

Students starting their GCSEs in 2018 will use the grading of 9-1 in all subjects, apart from Arabic B and Islamic which follow the Cambridge specification, which will continue with the traditional grading of A*-E.

The key changes under the reformed GCSEs will involve the following:

- Students will be awarded a grade from 1 to 9.
- Papers in most subjects will be untiered therefore all students will sit the same paper. Tiered papers (Foundation or Higher papers) will only exist if it is not possible for students at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able. The tiering model used will be decided on a subject by subject basis.
- New GCSEs will be fully linear, meaning that all exams will be taken at the end of Year 11 and content not divided into modules.
- Exams are the default method of assessment, except when they can't provide valid assessment of the skills required. Further information on method of assessment is detailed in the subject sections.

The GCSE grading system

GCSEs will be awarded a grade from 1 to 9, with 9 being the highest. The U grade will be retained and will be awarded where performance is below the minimum required to pass the GCSE.

The grading system does not provide a straight match with the old A*-G as there is greater differentiation within the top levels.

Levels	Equivalent to grades under the old grading system
9	A*
8	A*/A
7	A
6	B
5	B/C
4	C
3	D
2	E/F
1	G

Ofqual is the office of Examinations and Qualifications Regulations in England.

Below are the key points they have issued about the new GCSEs:

- Broadly the same proportion of students will achieve a grade 4 and above as previously achieved a grade C and above in the past
- Broadly the same proportion of students will achieve a grade 7 and above as previously achieved an A and above
- For each exam, the top 20 per cent will get grade 7 or above with a grade 9 being awarded to the very highest performers
- The bottom of grade 1 will be aligned with the bottom of grade G
Grade 5 will be positioned in the top third of the marks for a previous grade C and bottom third of the marks for a previous grade B. This will mean it will be of greater demand than the previous grade C, and broadly in line with what the best available evidence of average PISA performance. PISA is a programme for international student assessment which measures the performance of 15 year olds in Mathematics, Science and Reading in countries such as Finland, Canada, the Netherlands and Switzerland.

Further information on GCSEs can be found on the Ofqual website <http://ofqual.gov.uk/news/setting-standards-new-gcses-2017>

A parent guide on the changes to GCSEs has also been produced by Pearson and can be found at http://assets.pearsonglobalschools.com/asset_mgr/current/201648/gcse-reform-infographic.pdf

DECISIONS

Students will be making decisions about GCSE Options. In order to make these decisions students will need to know:

- what each subject will involve
- what their particular interests and abilities are
- how their choices could affect future plans and career options

Pastoral Time

In pastoral time, students will be following a programme designed to encourage them to think carefully about their option choices and future careers.

Fast Tomato is an online resource that we have subscribed to and use with students in Year 9. It offers interest based career guidance. Following some simple but powerful assessments, Fast Tomato offers a wealth of career, course and subject information to inspire students and to help them make informed decisions about their future.

Information Sessions

The Year 9 Parents Evening on **Wednesday 7th March** will give you the opportunity to meet with your child's subject teacher and receive feedback on your child's progress. This will also help determine the suitability of courses. The Year 9 Options Evening will be held on **Monday 26th February**, in which you and your child can find out further information about each GCSE course.

The Option Preference

Option choices will be made using the online portal T.O.O.L.S at: <https://www.studentoptions.co/KSAB-GCSE> using the personal credentials provided. Option choices will need to be completed by **Tuesday 13th March 2018**.

In the unlikely circumstance in which chosen subject cannot be studied, an alternative will need to be discussed. All subjects have a "viability" factor: if only a few students opt for them, it might not be possible to run them.

Individual Interviews

In March students will be interviewed by a member of the Year 9 Pastoral Team. In this interview each student's current progress will be reviewed and the choice of option subjects will be discussed. We welcome parents at these interviews. The interview should finalise option choices, pending a final check of numbers.

ENGLISH

IGCSE Edexcel

Introduction

Kings' Al Barsha prides itself on providing a varied and stimulating curriculum in English, tailoring to the needs of the individual and the class as a whole. Through engaging and challenging lessons, we hope to instil a love of literature and a passion for writing in all students - both inside and outside the classroom.

The English Key Stage 4 curriculum covers a range of skills integral to success in the wider world. The speaking and listening modules incorporate both independent and group presentations, thus developing confidence, interpersonal skills and higher order thinking.

Our programme of study for Literature delves into the effect and impact of the language choice of a range of writers, including Steinbeck and Priestley. Students are expected to develop personal responses to texts and an appreciation for the written word in an environment where the debating of different interpretations is actively encouraged.

Whilst English Language and English Literature are taught together in class, they will be examined as two separate subjects and students will be awarded **two** separate IGCSEs.

Course Content:

English Language

The English Language programme of study allows for in depth teaching of reading, writing and speaking and listening. Students will be taught to analyse, evaluate and give a personal response to a variety of fiction and non-fiction texts. In addition to this, a number of writing topics will be covered including; word choice for effect, punctuation for impact and writing for a specific purpose and audience.

There is also a speaking and listening component to this qualification that will be assessed alongside the IGCSE and students will be rewarded a separate certificate for this.

English Literature

In English Literature, students will be expected to cover drama, prose and poetry texts. Additionally, as part of the assessment, there is a coursework element requiring students to write two assignments – one on modern drama and one on a literary heritage text. Students will develop inferential reading skills and learn to make connections between texts as a basis for comparisons.

Assessment

English Language

Exam (60% of final grade)

Non-fiction texts and transactional writing.

Section A

Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the *IGCSE Anthology* and one previously unseen extract.

Section B

Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Written Coursework (40%)

Assignment A

Poetry and prose texts.

Assignment B

Imaginative writing.

English Literature

Exam (60% of final grade)

Section A

Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem.

Section B

Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from the *IGCSE Anthology*.

Section C

Modern Prose.

Written coursework (40%)

Assignment A

Modern Drama: one essay response to a teacher-devised assignment on the studied text.

Assignment B

Literary Heritage Texts: one essay response to a teacher-devised assignment on the studied text.

Home Learning

Home learning will relate to classwork and will include a range of tasks, including reading sections of a text, researching, note taking and creative writing. Students will also follow a full revision programme for the IGCSE examinations.

Resources

The library and the English Department have an extensive range of books, fictional and non-fictional, which will be available to students. The use of laptops and The Computer suite will also be utilised for some assignments.

If you require further information about GCSE English please email the Head of Department e-sanderson@kingsalbarsha.com.

MATHEMATICS

GCSE Edexcel

Introduction

Mathematics is a compulsory subject and students will begin studying the GCSE course at the start of Year 10. There are two tiers of entry for the final examinations – Foundation and Higher. More content has been added to the course recently in order to stretch and challenge the most able students and better prepare them for studying A level Mathematics.

Course Content

The GCSE Mathematics course is defined by the National Curriculum. The main areas of study are:

- Number – students will develop numerical skills, including the ability to estimate and check whether their answer to a question is reasonable.
- Algebra – students will learn how to simplify expressions, solve equations and use graphs to express relationships.
- Ratio, proportion and rates of change – students will deepen their understanding of ratios, fractions and percentages, and how they can be applied in real life contexts.
- Geometry & Measures – students will learn about the properties of 2D and 3D shapes, how to make and use measurements, and how to construct and transform objects.
- Statistics – students will learn how to collect, process, represent and interpret data.
- Probability – students will develop an understanding of the probability of an event happening.

Students will master the various skills taught by practising questions on their own, or by discussing and working on tasks in pairs or small groups. Students will be expected to apply mathematical methods in a range of contexts and interpret, analyse and solve problems. Functional skills will be tested using real-life, scenario-based contexts.

Assessment

The GCSE Mathematics exam consists of three written papers. Students will be able to use a calculator in two exams. Each paper will have a range of question types, utilising both structured and unstructured questions. The total time for the examinations has increased from 3 ½ hours to 4 ½ hours. All exams will be sat at the end of the course.

Tier of Entry	Grades Available	Assessment Structure	Exam Length	Weighting of final GCSE grade
Foundation	1 - 5	Non Calculator Paper	1 hour 30 minutes	33 ⅓ %
		Calculator Paper	1 hour 30 minutes	33 ⅓ %
		Calculator Paper	1 hour 30 minutes	33 ⅓ %
Higher	4 - 9	Non Calculator Paper	1 hour 30 minutes	33 ⅓ %
		Calculator Paper	1 hour 30 minutes	33 ⅓ %
		Calculator Paper	1 hour 30 minutes	33 ⅓ %

Home Learning

Students will complete a variety of tasks, using a range of online programmes, textbooks, and past GCSE exam questions.

Resources

Students will have access to online resources, textbooks and past papers. If you require further information about GCSE Mathematics please email the Head of Department paulbradwell@kingsalbarsha.com.

COMBINED SCIENCE

Introduction

Over the course of Year 10 and 11 students will take combined Science, which will be awarded as two separate GCSEs. Some students wishing to pursue the sciences at KS5 will be advised to take Biology, Chemistry and Physics, leading to a GCSE award in each of the subjects.

Course Content

GSCE Science is based on the KS4 Programme of Study for Science. The course will provide insight into and experience of how science works, stimulating curiosity and encouraging students to engage with science in their everyday lives.

The three aspect of science are broken down into the following topics of study:

Paper 1 and 2 Biology	Paper 3 and 4 Chemistry	Paper 5 and 6 Physics
Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines Topic 6 – Plant structures & their functions Topic 7 – Animal coordination Topic 8 – Exchange & transport in animals Topic 9 – Ecosystems & material cycles	Topic 1 – Key concepts in chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria Topic 5 – Groups in the periodic table Topic 6 – Rates of reaction & energy changes Topic 7 – Fuels & earth science	Topic 1 – Key concepts of physics Topic 2 – Motion and forces Topic 3 – Conservation of energy Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity Topic 7 – Energy Topic 8 – Forces Topic 9 – Electricity & Circuits Topic 10 – Magnetism Topic 11 – Electromagnetic induction Topic 12 – Particle Model Topic 13 – Forces & matter

Assessment

All candidates will take 6 exams at the end of year 11 (two in each subject). These are available at Foundation and Higher tier. Practical skills are assessed continually, (18 in all). Students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments. Each exam paper is 16.67% of the final GCSE mark.

Home Learning

Home learning will consist of written tasks, research or revision and learning key facts. Students will be encouraged to undertake pre learning to prepare for laboratories, in which they will conduct experiments and investigations.

If you require further information about the GCSE Science courses please email the Head of Department n.fazel@kingsalbarsha.com

ISLAMIC EDUCATION
IGCSE Cambridge (if taken as a GCSE option)

Introduction

Islamic Education is a compulsory subject for Muslim students. Islamic Education will be taught two periods a week in Years 10 and 11.

Students will have the opportunity to develop their knowledge and understanding of religion by exploring:

- Religious teachings
- Significance; and
- Impact on beliefs and practices.

Course Content

The following units will be covered in unit 1:

- Major Themes in Qur'an
- The History and Importance of the Qur'an
- The Life and Importance of Prophet Muhammad (P.B.U.H)
- The First Islamic Community

The following units will be covered in unit 2:

- Major Teachings of the Hadiths of the Prophet (P.B.U.H)
- The History and the Importance of Hadiths
- The Period of Rule of the Rightly Guided Caliphs and their Importance as Leaders
- The Articles of Faith and the Pillars of Islam

Students will work in various ways during the course in order to help develop a variety of skills:

- communicate opinions and discuss different perspectives in groups and whole class discussions;
- analyse writings, teachings of Islam, verses from the Qur'an and Ahadeeth; and
- demonstrate knowledge and understanding, using different forms of assessment, including the use of presentations, written work, ICT and drama.

Assessment

Students will be assessed through various tasks, including written assignments, class discussions and tests completed at the end of each quarter.

Home learning

Students will be expected to do extended reading and written tasks.

Resources

A good selection of publications are held in the School Library and the Islamic department.

If you require further information about Islamic education please email the Head of Department m-hamid@kingsalbarsha.com.

CORE PHYSICAL EDUCATION (non-examined)

Introduction

The objective of Core PE is to provide our students with the knowledge, skills and opportunities to become physically educated individuals, not just for the present, but for a lifetime.

We aim to allow every student the chance to participate, compete and enjoy physical activity through as wide a range of activities and roles that are practically possible, therefore providing the opportunity to develop physically, socially, emotionally and cognitively. Participation in any activity should be played under the core values of spirit, commitment, discipline and fair play thus impacting on the holistic development of every student. All students will receive 2 periods of practical PE per week and have the opportunity to further their PE skills through our ECA programme.

Aims

- To teach students how to play, enjoy and conduct themselves safely in a variety of sporting activities following relevant rules, etiquette and safety procedures.
- To develop positive attitudes such as fair play, honest competition and good sportsmanship as participants and spectators.
- To establish an understanding of the importance of being physically active in maintaining a healthy lifestyle and developing a sense of well-being.
- To foster self-esteem and attain the respect of others through the acquisition of physical competence.
- To develop students' self-confidence through understanding the strengths and limitations of themselves and others.
- To provide the grounding for continued participation in sport throughout adult life.

If you require further information about Core Physical Education please email the Head of Department damianedwards@kingsalbarsha.com.

GCSE PHYSICAL EDUCATION
GCSE Edexcel (if taken as a GCSE option)

Introduction

In GCSE Physical Education students will take part in a variety of practical activities, as well as studying theoretical aspects of sport.

Students who enjoy the theoretical side of Physical Education, and are thinking of pursuing a future career in Sports Science or Physiotherapy, would benefit from taking this course.

Course Content

During practical lessons students will work on improving three key processes in a variety of sports and physical activities:

- Developing skills in physical activity;
- Being creative and making decisions; and
- Evaluating and improving.

Students will learn how to develop their skills as a player/performer, organiser, leader/coach and official.

During theory lessons students will study:

- Individual differences;
- The demands of performance;
- Characteristics and benefits of leisure and recreation;
- Health, fitness and a healthy active lifestyle; and
- Influences on performance such as social, cultural and international factors.

Assessment

The theory Assessment accounts for 70% of the final GCSE grade. Students will complete an exam that will consist of a mixture of multiple choice questions, short answers and scenario based questions.

The practical Assessment accounts for 30% of the final GCSE grade. Four assessments will be completed throughout the course. Each assessment is marked out of 10 for developing skills in a physical activity, being creative, making decisions and evaluating and improving.

Home Learning

Home learning will be set regularly and involve tasks that will develop theoretical knowledge and training tasks to improve personal performance.

Resources

Students will have lessons in a state of the art sport facilities to assist with training and fixtures.

If you require further information about GCSE Physical Education please email the Head of Department damianedwards@kingsalbarsha.com.

PASTORAL AND PSICHE (Non Examination)

Introduction

Students will spend time each week with members of their form, year and house group, developing knowledge, skills and attitudes in the broadest sense, as a preparation for adult life.

In these sessions, students will build upon their learning in other areas of the curriculum and explore human and social themes.

Course Content

The lessons will include the following areas:

- Careers and the World of Work
- Global Citizenship
- Digital Citizenship
- Cultural Awareness
- Health Education
- Financial Literacy
- Student Wellbeing
- Social Responsibilities

Discussion plays an important role in the Pastoral period: students will be expected to adopt a mature and responsible attitude when discussing issues. Similarly, when working in groups students will be expected to cooperate with others to complete together a range of challenging and enjoyable tasks.

INDEPENDENT STUDIES (Non Examination)

Introduction

The Programme of Study will encourage and enable students to think, act and pursue their own learning, beyond the classroom and prepare them for the future.

It will develop the following skills:

- Reflective Insights
- Connected and Cross Curricular Learning
- Critical Thinking
- Lateral Solutions
- Creativity and Innovation

Course Content

Lessons will comprise of the following components:

Reflective Insights

Students are encouraged to have moments of contemplation and reflection. In a recent survey by Forbes it was found one of the seven most common habits of successful people is the scheduled time they use to think.

Independent Skills

Students will develop skills that will enable them to become independent critical thinkers. Example of techniques that will be developed will include:

- Learning Styles
- Memorising techniques
- Mind maps / Association maps
- Note taking and reading techniques
- Bloom's questioning and higher order thinking
- Debate skills

Lateral Solutions

Lateral thinking is solving problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic. Divergent thinking will be developed by encouraging students to think of multiple creative solutions to a problem.

Assessment

The Extended Project will form the assessment in which each student will embark upon a largely self-directed and self-motivated project each term.

Students will choose a topic, plan, research and develop their idea and decide on their finished product.

A project topic can be directly related to a topic studied within a subject, but will need to take the learning beyond the content covered by the curriculum. The project must demonstrate creativity and curiosity.

A finished product may take different forms:

- A written report
- Production (e.g. charity event, fashion show or sports event etc.)
- An artefact (e.g. piece of art, a computer game or realised design).

"The extended project is more to do with the learning journey rather than simply the destination"

ARABIC A

Cambridge IGCSE

Introduction

The IGCSE Arabic course will deepen students' linguistic skills developed in Key Stage 3. The ability to communicate in different languages provide an international dimension to the choice of GCSE subjects studied and are highly valued by employers.

Course Content

The Arabic A Curriculum in Key Stage 4 is based on the textbook of UAE and the Cambridge IGCSE first language syllabus. Students are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which language can be used. Cambridge IGCSE First Language qualification also develops more general analysis and communication skills such as synthesis, inference and the ability to write long passages using complex structures and different grammar rules effectively.

Assessment

Cambridge IGCSE First Language examination comprises of two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A*-G.

Paper 1: Reading: (2 hours). Weighting: 50% of total marks.

Paper 2: Writing: (2 hours). Weighting: 50% of total marks.

Home Learning

Home learning will relate to classwork and will include a range of tasks, including listening, speaking, reading and writing. Students also follow a full revision programme in preparation for the examination.

Resources

A good selection of publications, multimedia and online resources will be held in the school library and the Arabic Department.

If you require further information about GCSE Arabic please email the Head of Department n.darazi@kingsalbarsha.com.

ARABIC B

GCSE Edexcel

Introduction

The GCSE Arabic course will deepen students' linguistic skills developed in Key Stage 3. The ability to confidently communicate in different languages provides an international dimension to the choice of GCSE subjects studied and are highly valued by employers.

Course Content:

Unit 1 Listening and Understanding and

Unit 3 Reading and Understanding:

Students will study broad topic areas such as:

- **Out and about:** Visitor information, basic weather, local amenities, accommodation, public transport, directions;
- **Customer service and transactions:** cafés and restaurants, shops, dealing with problems;
- **Personal information:** general interests, leisure activities, family and friends, lifestyle (healthy eating and exercise);and
- **Future plans, education and work:** basic language of the internet, simple job advertisements, simple job applications and CV, school and college, work and work experience.

Unit 2 Speaking and

Unit 4 Writing:

The focus of the speaking and writing units will relate to the following themes:
media, travel and culture, sport, leisure and work.

Assessment:

Formal Examinations - 4 papers taken at the end of Year 11.

Unit 1 Listening and Understanding in Arabic:

This unit is externally set and assessed. The examination consists of a number of passages or interactions in Arabic with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction).

- Timing: 45 minutes (plus 5 minutes reading time).
- Total number of marks is 50.

Unit 2 Speaking in Arabic:

This unit is externally marked and involves students carrying out two different tasks related to a chosen theme (or themes). Tests are controlled assessment conducted by the teacher. The assessment criteria primarily reward students for communication (content and response) although additional marks are awarded for range of language and accuracy.

- Timing: 8-10 minutes in total (equally divided across both tasks).
- Total number of marks is 50.

Unit 3 Reading and Understanding in Arabic:

This unit is externally set and assessed. The examination consists of a number of short texts, notices or short news reports in Arabic which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails).

- Timing: 55 minutes.
- Total number of marks is 50 marks.

Unit 4 Writing in Arabic:

The writing unit is externally assessed through an examination paper consisting of two tasks from a choice of eight. The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over-reliant on reading ability.

- Timing: one hour.
- The number of marks is 50.

Home Learning

Home learning will relate to classwork and will include a range of tasks, including listening, speaking, reading and writing. Students will also follow a full revision programme for the GCSE examinations.

Resources

A good selection of publications, multimedia and online resources will be held in the school library and the Languages department.

If you require further information about GCSE Arabic please email the Head of Department n.darazi@kingsalbarsha.com.

FRENCH

IGCSE Edexcel

Introduction:

The IGCSE French course will deepen students' linguistic skills developed in Key Stage 3. The ability to confidently communicate in different languages provides an international dimension to the choice of GCSE subjects studied and are highly valued by employers.

Course Content:

In paper 1 (Listening), paper 2 (Reading and Writing) and paper 3 (Speaking) students will study and be assessed in 5 broad topic areas such as:

- Home and abroad;
- Education and employment;
- House, home and daily routines;
- The modern world and the environment;
- Social activities, fitness and health.

Assessment:

SKILLS	MARKS
Paper 1: Listening	50 marks
Paper 2: Reading and Writing	30 marks +30 marks
Paper 3: Speaking	40 marks

Paper 1 (Listening):

- Assessment is a 40-minute examination paper set, plus five minutes reading time.
- The total number of marks for the paper is 50.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers. The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

Paper 2 (Reading and Writing):

- Assessment is through an examination paper lasting 1 hour and 30 minutes.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length. The questions will require a combination of non-verbal responses and answers in French. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details.

In the first extended writing task, students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. For the second piece of extended writing, students will select one writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in French.

Paper 3(Speaking):

- maximum 10 minutes
- the total number of marks for the paper is 40.

The speaking test will recognise the achievement of the student in speaking the target language. The test will be divided into two sections. Each student chooses the topic area for Section A; the teacher chooses two additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas.

Home Learning

Home learning will relate to classwork and will include a range of tasks, including listening, speaking reading and writing tasks. Students will also follow a full revision programme for the IGCSE examinations.

Resources

A good selection of publications, multimedia and online resources will be held in the Languages department.

If you require further information about IGCSE French please email the Head of Department c.audouin@kingsalbarsha.com.

SPANISH

IGCSE Edexcel

Introduction:

The IGCSE Spanish course will deepen students' linguistic skills developed in Key Stage 3. The ability to confidently communicate in different languages provides an international dimension to the choice of GCSE subjects studied and are highly valued by employers.

Course Content:

In paper 1 (Listening), paper 2 (Reading and Writing) and paper 3 (Speaking) students will study and be assessed in 5 broad topic areas such as:

- Home and abroad;
- Education and employment;
- House, home and daily routines;
- The modern world and the environment;
- Social activities, fitness and health.

Assessment:

SKILLS	MARKS
Paper 1: Listening	50 marks
Paper 2: Reading and Writing	30 marks +30 marks
Paper 3: Speaking	40 marks

For Paper 1 (Listening):

- Assessment is a 40-minute examination paper, plus five minutes reading time.
- The total number of marks for the paper is 50.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers. The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

For Paper 2 (Reading and Writing):

- Assessment is through an examination paper lasting 1 hour and 30 minutes.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

The aim of the reading tasks is to assess students' abilities in understanding, using information from a range of texts of increasing length. The questions will require a combination of non-verbal responses and answers in Spanish. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details.

In the first extended writing task, students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage. For the second piece of extended writing, students will select one writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in Spanish.

For paper 3 (Speaking):

- maximum 10 minutes
- the total number of marks for the paper is 40.

The speaking test will recognise the achievement of the student in speaking the target language. The test will be divided into two sections. Each student chooses the topic area for Section A; the teacher chooses two additional topic areas for the two conversations in Section B. Overall, each student will have covered three of the five topic areas.

Home Learning

Home learning will relate to classwork and will include a range of tasks, including listening, speaking reading and writing tasks. Students will also follow a full revision programme for the GCSE examinations.

Resources

A good selection of publications and online resources are held in the Languages department.

If you require further information about IGCSE Spanish please email the Head of Department c.audouin@kingsalbarsha.com.

COMPUTER SCIENCE

GCSE AQA

Introduction

The GCSE Computer Science course will give learners an in-depth understanding of how computers work. Students will develop critical thinking, analysis and problem-solving skills as they begin to learn how to program a computer.

Course Content

Paper 1: Computational Thinking and Problem Solving

Students will develop a set of computational thinking skills that enable them to understand how computer systems work, and design, implement and analyse algorithms for solving problems. Students will learn skills to enable them to solve problems, write algorithms, design flowcharts and thrive in a modern world.

Paper 2: Theoretical Computer Science

The theoretical Computer Science unit will teach students the theory of Computer Science including hardware and software, the representation of data in computer systems, databases, computer networks, cyber security and the ethical, legal and environmental impacts of digital technology.

Non-exam assessment (NEA)

The NEA will require students undertake a project to create a solution to a scenario based problem using a specified programming language. Students will learn to decompose problems into sub-problems, create original algorithms, design, write, test, and evaluate programs. Students will have 20 hours to complete the project.

Assessment

Paper 1	Paper 2	NEA
How is it assessed?		
Written exam set in practically based scenarios: 1 hour 30 minutes	Written exam: 1 hour 30 minutes	Report: totalling 20 hours of work
80 marks	80 marks	80 marks
40% of GCSE	40% of GCSE	20% of GCSE
Questions		Tasks
A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.	A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.	The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

Home learning

Home learning will combine practical programming skills and work on theory topics that have been introduced in lessons. Due to the nature of the course there is a need for students to do at least 1 hour of programming per week in addition to any home learning set.

Resources

Lessons will take place in Computing Suites which will have the latest software and programmes installed. Computing suites will be available after school for students to complete home learning tasks.

If you require further information about GCSE Computing please email the Head of Department m.ahmed@kingsalbarsha.com.

ICT

IGCSE Edexcel

Introduction

The IGCSE ICT (Information Communication Technology) course will give learners an in-depth understanding of important skills such as data handling and presentation skills which are transferable and useful across a range of jobs. The job market in the future will require employees to be digitally literate and able to apply technology to any work based scenario. The ICT course aims to provide students with every opportunity to learn skills that will enable them to thrive in this digital workplace.

Course Content

Paper 1: Written examination

Students will be assessed on their ability to learn the theory behind ICT with a major focus on the world of business. The subject content includes digital devices, connectivity, e-commerce, and operating online. Students will gain an insight into computer hardware as well as an understanding about how some of the internal components work together to create an effective system.

Paper 2: Practical examination

The practical examination will require students to study and develop an understanding about how to use a variety of software tools including Databases, Spreadsheets and Web-authoring software. They will then be assessed in their ability to use those applications to complete a task.

Assessment

Paper 1	Paper 2
Written examination set in practically based scenarios: 1 hour 30 minutes	Practical examination: 3 hours
100 marks	100 marks
50% of GCSE	50% of GCSE
Questions	
A mix of multiple choice, short answer and longer answer questions.	The examination comprises one practical assignment from a choice of two. Students will be tested on their ability to apply ICT and create software solutions using word processing, database, spreadsheets, web-authoring and presentation

	software.
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Home learning

Home learning will combine practical skills and work on theory topics that have been introduced in lessons.

Resources

Lessons will take place in Computing Suites which will have the latest software and programmes installed. Computing suites will be available after school for students to complete home learning tasks.

If you require further information about IGCSE ICT please email the Head of Department m.ahmed@kingsalbarsha.com.

BUSINESS STUDIES

IGCSE Edexcel

Introduction

The IGCSE Business Studies course will give learners a sound understanding of business and the ability to use knowledge, skills and understanding appropriately in the context of the United Kingdom as well as in international markets.

The aims of the course are to:

- Enable students to use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used
- Develop students' knowledge, understanding and skills and apply them to current issues in a wide range of appropriate international and UK contexts
- Enable students to use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgments
- Further students' appreciation of different stakeholders' perspectives
- Develop students' understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business.

Course Content

There are five main areas of subject content:

- Business Activity and the Changing Environment – examines the objectives of businesses, the changing environment and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.
- Human Resources – looks at people in organisations focusing on their roles, relationships and management in business.
- Accounting and Finance – explores the use of accounting and financial information as an aid to decision making.
- Marketing – focuses on identifying and satisfying customer needs in a changing and competitive international environment.
- Production – examines the way organisations use and manage resources to produce goods and services

Assessment

Students will sit two exam papers which will account for 100% of the final GCSE grade. The exams will take place at the end of Year 11.

Paper 1: Investigating small businesses	* Paper code 4BS1/01
<ul style="list-style-type: none">Externally assessedAvailability: JuneFirst assessment: June 2019	50% of the total International GCSE
Content summary This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business - up to 49 employees.	
Assessment 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 and open-ended questions. Calculators may be used in the examination.	

Paper 2: Investigating large businesses	* Paper code 4BS1/02
<ul style="list-style-type: none">Externally assessedAvailability: JuneFirst assessment: June 2019	50% of the total International GCSE
Content summary This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business - up to 250 employees.	
Assessment 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 and open-ended questions. Calculators may be used in the examination.	

Home Learning

Students will be expected to do extended reading, case studies and written tasks.

Resources

A good selection of publications and multimedia resources are held in the School Library. Further information about IGCSE Business Studies can be found at:

http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Business%20Studies/2017/specification-and-sample-assessment/9781446942765_International_GCSE_Business_Specification.pdf

If you require further information about IGCSE Business Studies please email the Head of Department k.downes@kingsalbarsha.com.

ECONOMICS

IGCSE Edexcel

Introduction

The IGCSE Economics course will give learners a sound understanding of economics and 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.

The aims of the course are 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.

Course Content

There are four main areas of subject content:

- **The market system (Microeconomics)** - Students will learn about the supply and demand model, which will give them a toolkit to explore how changes in the economy will affect supply, demand, price and quantity.
- **Business Economics (Microeconomics)** - Students will look at what is needed to produce goods and services and how businesses can organise production to productivity within the economy.
- **Government and the economy (Macroeconomics)** - Students will look at all the markets combined in a country. They will also look at their own countries' and other countries' economies and the different objectives that these governments will be concerned about.
- **The Global Economy (Macroeconomics)** - This will involve students learning about the benefits and problems of increased integration between economies of the globe. They will look at international trade and how countries come together as trading partners to boost growth.

Assessment

Students will sit two exam papers which will account for 100% of the final GCSE grade. The exams will take place at the end of Year 11.

Paper 1: Microeconomics and Business Economics	*Paper code 4EC1/01
<ul style="list-style-type: none">Externally assessedAvailability: January and JuneFirst assessment: June 2019	50% of the total International GCSE
Assessment Examination of 1 hour 30 minutes, consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.	

Paper 2: Macroeconomics and the Global Economy	*Paper code 4EC1/02
<ul style="list-style-type: none">Externally assessedAvailability: January and JuneFirst assessment: June 2019	50% of the total International GCSE
Assessment Examination of 1 hour 30 minutes, consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.	

Home Learning

Students will be expected to do extended reading, case studies and written tasks.

Resources

A good selection of publications and multimedia resources are held in the School Library. Further information about IGCSE Economics can be found at:

<http://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Economics/2017/Specification%20and%20SAMS/IGCSE-Econ-Spec-9781446942789.pdf>

If you require further information about IGCSE Economics please email the Head of Department k.downes@kingsalbarsha.com.

GEOGRAPHY

IGCSE Edexcel

Introduction

The Geography course is contemporary, and issues-based, which uses geographical concepts to explain the key issues facing today's world.

At Key Stage 3, students have already developed a range of relevant skills and knowledge that the IGCSE course builds upon. The course introduces students to new skills, places, ideas and management issues. Students are taught to apply their skills and knowledge to real world situations. This allows them to understand how people's decisions shape the world we live in. Geography is a subject that requires a certain level of general knowledge and an ability to think logically when answering questions.

The aims of IGCSE Geography are to encourage candidates to develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments;
- An understanding of location on a local, regional and global scale;
- The ability to use and understand geographical data and information;
- An understanding of how communities around the world are affected and constrained by different environments.
- An appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

The course is divided into four sections, and the students will sit two external exams at the end of the course.

Section A: The Natural Environment

Section B: People and their Environments

Section C: Practical Geographical Enquiry

Section D: Global Issues

The course covers both human and physical geography with an emphasis also placed on skills, such as the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate.

Topics will not be taught discreetly. Topics will rotate the main sections with clear time given to fieldwork techniques at an appropriate place in either Year 10/11. Geographical skills (Geoskills) will be integrated throughout the 2 year course.

The fieldwork element will be incorporated into different areas of the curriculum, which will encourage students to develop problem-solving techniques and the ability to make and explain their decisions. This in turn will be assessed through questions in the IGCSE exams at the end of the course.

Course Content

Students will study the following units across the two year course:

Section A: The Natural Environment

- River environments
- Coastal environments
- Hazardous environments

Section B: People and their Environments

- Economic activity and energy
- Urban environments

Section C: Practical Geographical Enquiry

- The development of practical geographical enquiry skills related to the investigation of the topics in Sections A and B

Section D: Global Issues

- Development and human welfare

Assessment

Paper 1:Physical Geography (4GE1/01) 40% of the total International GCSE (1 hour 10 Minutes)

Paper 2:Human Geography (4GE1/02) 60% of total International GCSE (1 hour 45 Minutes)

Home learning

Home learning will be set regularly and will include various tasks, including research, analysis of data and essays.

Resources

A good selection of publications including online periodicals, such as National Geographic, are held in the School Library and the Geography department.

Useful Websites to support learning

<http://www.bbc.co.uk/education/subjects/zkw76sg>

www.juicygeography.co.uk/

www.rgs.org

If you require further information about GCSE Geography please email the Head of department r-keeley@kingsalbarsha.com

HISTORY

IGCSE Edexcel

Introduction

The History GCSE course aims to provide students with knowledge and understanding of some of the most important events in the Twentieth Century that have helped to shape the modern world.

Course Content

The History course consists of four sections across two papers:

Paper One:

• The USA: A Divided Union? 1945-1973

This unit covers the social divides that existed in post-war America. Much of the course is spent exploring the Civil Rights movement made famous by Martin Luther King. Students also study the fight for equal rights for women, student protests to the Vietnam War, the persecution of suspected communists during the 'Red Scare' and the Watergate Scandal.

• Germany: 1918-1945

Students will study the tumultuous years of the Weimar Republic, explaining how it is that in the 'land of poets and thinkers' that Hitler and the NSDAP could come to power. They will then explore the impact of Hitler upon Germany and the Germans, before studying the reasons for the eventual defeat and disgrace of Nazism.

Paper Two:

• The Causes and Course of the First World War

This unit analyses developments in European diplomacy from 1871 until the outbreak of war in 1914. Students then analyse the reasons for, and attempts to break deadlock on the Western Front. Finally, the German collapse of autumn 1918 will be explored. This section will test pupils' ability to analyse, compare and make inferences from sources.

• Changes in Medicine, 1848-1948

This module analyses important changes in medical history that have helped shape the modern world. The course covers everything from Pasteur's Germ Theory to Florence Nightingale; from the Great Stink to the formation of the NHS. The key concept for this unit is change and pupils will be asked to analyse the type, speed and extent of changes in surgery, treatment of disease, hospitals and public health.

Assessment

Students will sit two exam papers which will account for 100% of the final GCSE grade. Each unit is equally weighted and accounts for 25% of the grade. All exams will take place at the end of Year 11.

Home Learning

Students will be expected to do extended reading, source investigations and written tasks.

Resources

A good selection of publications and multimedia resources are held in the School Library and the History department.

If you require further information about GCSE History please email the Head of Department p-copeland@kingsalbarsha.com

PSYCHOLOGY

GCSE Edexcel

Introduction

The GCSE Psychology course will give learners a sound understanding of core areas of psychology: biological, social, cognitive, developmental and individual differences. It will also enable students to understand the application of psychology: the use of psychology to explain and influence everyday behaviour and experience, within appropriate, relevant, contemporary contexts.

The aims of the course are to:

- Engage in the process of psychological enquiry to develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Develop an awareness of why psychology matters
- Acquire knowledge and understanding of how psychology works and its essential role in society
- Develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life
- Develop an understanding of ethical issues in psychology
- Develop an understanding of the contribution of psychology to individual, social and cultural diversity
- Develop a critical approach to scientific evidence and methods.

Course Content

The main areas of subject content for Section A

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

The main areas of subject content for Section B

- Students must study two topics from a choice of Topics 6-10 and Topic 11 is compulsory:
- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

Assessment

Students will sit two externally-examined papers which will account for 100% of the final GCSE grade. The exams will take place at the end of Year 11.

Paper 1
The assessment of this paper is through Written examination: 1 hour and 45 minutes 55% of the qualification.
The total number of marks available is 98.
The paper consists of six sections. The first five sections each cover one of the topics listed in Section A. These sections will include multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.
Paper 2
The assessment of this paper is through written examination: 1 hour and 20 minutes 45% of the qualification.
The total number of marks available is 79.
Students must answer: All questions from Section A. All questions from two sections – B to F. Section A: Research methods – How do you carry out psychological research? This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research? Although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open response questions, and one extended open-response question. Sections B to F: Optional topics Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

Home Learning

Students will be expected to do extended reading, case studies and written tasks.

Resources

A good selection of publications and multimedia resources are held in the School Library.

Further information about GCSE Psychology can be found at:

<http://qualifications.pearson.com/content/dam/pdf/GCSE/Psychology/2017/Specification%20and%20sample%20assessments/GCSE-Psychology-draft-specification.pdf>

If you require further information about GCSE Psychology please email the Head of Department f.virk@kingsalbarsha.com.

SEPARATE SCIENCES

GCSE Edexcel

Introduction

Students wishing to pursue the sciences at Key Stage 5 will be advised to take Biology, Chemistry and Physics as separate sciences, leading to a GCSE award in each of the subjects.

Separate Sciences

Students who opt for separate Sciences will study extra content at a higher level and will sit different papers to the combined Scientists.

Example of extension Biology topics	Example of extension Chemistry topics	Example of extension Physics topics
Explain how the order of bases in a section of DNA decides the order of amino acids in the protein and that these fold to produce specifically shaped proteins such as enzymes	Recall that the higher the concentration of hydrogen ions in an acidic solution, the lower the pH; and the higher the concentration of hydroxide ions in an alkaline solution, the higher the pH	Describe the processes which convert wave disturbances between sound waves and vibrations in solids, and explain why such processes only work over a limited frequency range b use this to explain the way the human ear works

Assessment

Candidates will take 6 exams at the end of year 11 (two in each subject). These are available at Foundation and Higher tier.

Practical skills are assessed continually. Students will need to use their knowledge and understanding of these practical techniques and procedures in the written assessments.

Home Learning

Home learning will consist of written tasks, research or revision and learning key facts. Students will be encouraged to undertake pre learning to prepare for laboratories, in which they will conduct experiments and investigations.

If you require further information about the GCSE Science courses please email the Head of Department n.fazel@kingsalbarsha.com.

ART AND DESIGN, PHOTOGRAPHY

GCSE Edexcel

Introduction

Art and Design encourages students to enjoy, produce and engage with the visual arts. It is taught within a framework from which students can best explore their personal concerns and individual interests. Cross curricular connections are forged as well as an understanding of the wider significance of Art and Design in society.

Art and Design is a key subject in a vast range of career choices from architecture, advertising and media to design in all its manifestations.

Course Content

At Kings we offer two subjects in the Edexcel Art and Design specification: Fine Art and Photography. It is possible to take a GCSE in either or both of these areas. The specification is the same and the courses follow a similar format.

Studying Fine Art and/ or Photography will allow students to develop knowledge and understanding of:

- a range of art, craft and design processes
- how ideas, feelings and meanings are conveyed in images and artefacts
- how images and artefacts relate to their social, historical and cultural contexts
- a variety of genres, styles and traditions, and the contribution of artists to continuity and change in art, craft and design.

The course is divided into 2 Components:

1. **Personal Portfolio** (internally set – coursework)
2. **Externally Set Assignment** (examination)

Drawing is at the heart of this subject and it takes many forms. Teaching of drawing will be fully integrated into the course. This is also explored photographically.

Other disciplines taught in Fine Art include: painting, printmaking, textiles and sculpture. Digital and lens based media will also be utilised in the Fine Art course.

Students will also be taught how to analyse critically, evaluate and reflect on their own work and that of others. They learn how to use subject specific vocabulary, and record this information through annotation.

The Personal Portfolio may take a variety of forms, but at Kings' we structure its development by creating two or three projects from thematic starting points

from the start of Year 10 to January of Year 11. Sketchbooks/ Photographic Journals are used as vehicles for all aspects of the development of creative and analytical work.

Assessment

The Personal Portfolio accounts for 60% of the final grade.

The Externally Set Assignment accounts for 40% of final grade.

Students' work comprises supporting studies and personal responses to a theme. They are taught how to:

- Develop and explore ideas
- Research primary and contextual sources
- Experiment with media, materials, techniques and processes
- Present personal responses as outcomes

Both components are assessed using the four Assessment Objectives outlined below:

AO1: Develop ideas through investigations

AO2: Refine work as it progresses through experimentation

AO3: Record ideas observations and insights

AO4: Present a personal and meaningful response

The externally set assignment takes the form of a project in response to a theme set by Edexcel in January of Year 11. Students have a number of weeks in which to do preparatory work before deciding upon a personal response or outcome – this could be a painting, sculpture or series of prints.

All work produced, Personal Portfolio and Externally Set Assignment, will be exhibited in an art exhibition.

Home Learning

Students will need to attend after school sessions, in addition to doing work for Art at home.

Resources

The Art and Design Department at Kings' is second to none in terms of studio space and facilities.

Reference books, magazines and periodicals are held in the School Library and the Art Department. We provide a list of useful websites and the internet is an invaluable additional tool.

Study visits will be integrated into the course. Students are also expected to attend exhibitions at local galleries in their own time. In addition, they are encouraged to visit museums and galleries during school holidays.

If you require further information about GCSE Art and Design please email the Head of Department j-renfrew@kingsalbarsha.com.

Food Preparation and Nutrition

GCSE AQA

Introduction

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

Course Content

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

Food preparation skills are integrated into five core topics:

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

In Year 10 students will study a range of food and ingredients that reflect the recommended guidelines for a healthy diet based on the main food commodity groups.

In Year 11 students will undertake a Scientific Food Investigation and Food Preparation Assessment as directed by AQA.

The Scientific Food Investigation requires students to undertake a 10 hour study with a focus on the working characteristics, function and chemical properties of ingredients. For example, investigate what type of flour is best for bread making. Students will be required to produce a 1500-2000 word report based on findings from practical investigations.

Within the Food Preparation Assessment students will be required to undertake a design task which will involve preparing, cooking and presenting ideas to meet the requirements of a design brief. Students will investigate the task, the skills required, plan and execute a final menu of 3 dishes. Students will develop their ability to analyse and evaluate food. They will develop their ability to time plan and develop a working knowledge of HACCP.

Assessment

What is assessed	How its assessed	% of GCSE
Theoretical knowledge of food preparation and nutrition.	Written exam: 1 hour 45 minutes	50%
Food Investigation	Written or electronic report (1,500–2,000 words) including photographic evidence.	15%
Food preparation assessment	Written or electronic portfolio including photographic evidence.	35%

Home Learning

Home learning will be set regularly and form part of the preparation for Controlled Assessment and practical tasks.

Resources

Suggested Text Books to support the course:

AQA GCSE Food Preparation and Nutrition

Authors: Anita Tull, Garry Littlewood
Publisher: Illuminate

AQA GCSE Food Preparation and Nutrition

Authors: Alexis Rickus, Bev Saunder, Yvonne Mackey
Publisher: Hodder Education

If you require further information about GCSE Food Preparation and Nutrition please visit the website.

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

If you require further information about the GCSE Food preparation and Nutrition course please email Head of Department: scottjohnson@kingsalbarsha.com.

DESIGN AND TECHNOLOGY WITH GRAPHIC PRODUCTS

IGCSE Cambridge

Introduction

The Design and Technology course (with graphic products) enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools.

Students will develop a critical approach to solving commercial style briefs through the use of CAD, 3D printing, Laser cutting materials, CNC machining, industry standard graphics software for Desktop publishing and computer graphic rendering and utilising workshop equipment to produce mock ups, prototypes and technical drawings of their concepts.

Course Content

The Design and Technology course with graphic products aims to:

- develop creative thinking in areas relevant to design and technology and the graphics industry
 - apply problem solving skills to practical and technological/graphic design problems
 - develop the communication skills central to design, making and evaluation
 - apply knowledge and understanding to the design and making of graphic products, taking into consideration sustainability and the wider impact on society
 - encourage candidates to apply learning to areas of personal interest
 - develop a range of transferable skills within specialist software use and concept proposal
 - develop the ability to make aesthetic, economic, moral and technical value judgements while designing a proposal for a client

In Year 10, students will design and manufacture mini graphic design solutions that will build skills and competencies around the course content. This will develop our young designer's abilities to-

- Understand graphic material properties and how they can be utilised within the illustration and graphic design industries
- Utilise CAD/CAM design facilities to enhance their 2D and 3D concept proposal
- Use commercial standard software packages within their design solutions
- Gain a deeper understanding of the design process and the influencing design factors that shape today's graphic products

In Year 11 students will undertake a single graphic design project which will be within an area of interest of the student. Students will then work through the design process to provide a proposed solution to their chosen brief including prototype/mock-up.

Assessment

Design and Technology is assessed by one Controlled Assessment and one final examination.

- The Controlled Assessment accounts for 50% of the final IGCSE award.
- The exam accounts for 50% of the final IGCSE award.

Home Learning

Home learning will be set regularly and form part of the preparation for Controlled Assessment and practical tasks.

Resources

A good selection of reference books are held in the School Library and the DT department, but access to local libraries and the Internet will also be utilised. Students will receive a consistent stream of further reading opportunities and resources to add depth to their learning from their class teacher.

If you require further information about the IGCSE Design and Technology course please email the Head of Department: scottjohnson@kingsalbarsha.com.

DESIGN AND TECHNOLOGY WITH RESISTANT MATERIALS

IGCSE Cambridge

Introduction

This course introduces learners to the multi-faceted world of product design and manufacturing. Creativity is at the heart of this course and its combination with technology makes it exciting and dynamic.

Course Content

The Design and Technology course with resistant materials aims to:

- develop creative thinking in areas relevant to design and technology
- apply problem solving skills to practical and technological problems
- develop the communication skills central to design, making and evaluation
- apply knowledge and understanding to the design and making of products, taking into consideration sustainability and the wider impact on society
- encourage candidates to apply learning to areas of personal interest
- develop a range of transferable skills and the attributes of the Cambridge learner
- develop the ability to make aesthetic, economic, moral and technical value judgements

In Year 10, students will design and manufacture mini design projects that will build skills and competencies around the course content. This will develop our young designer's abilities to:

- Understand material properties and how they can be utilised to solve problems and create innovative products
- Utilise CAD/CAM design facilities to enhance their prototyping skills
- Use workshop machinery to produce accurate modelling and prototypes for consumer appraisal
- Gain a deeper understanding of the design process and the influencing design factors that shape today's products.

In Year 11 students will undertake a single design project which will be within an area of interest of the student. Students will then work through the design process to provide a proposed solution to their chosen brief including a prototype.

Assessment

Design and Technology is assessed by one Controlled Assessment and one final examination.

- The Controlled Assessment accounts for 50% of the final IGCSE award.
- The exam accounts for 50% of the final IGCSE award.

Home Learning

Home learning will be set regularly and form part of the preparation for Controlled Assessment and practical tasks.

Resources

A good selection of reference books are held in the School Library and the DT department, but access to local libraries and the Internet will also be utilised. Students will receive a consistent stream of further reading opportunities and resources to add depth to their learning from their teacher.

If you require further information about the IGCSE Design and Technology course please email Head of department: scottjohnson@kingsalbarsha.com.

DRAMA

GCSE Edexcel

Introduction

The GCSE Drama qualification at Kings' will challenge students to explore a range of social, historical and cultural contexts through practical drama workshops, performances (both scripted and devised), reflective portfolio writing and a written examination (based on practical work). Students will examine human and social issues, through dramatic exploration and through performance work. They will be assessed on contributions to workshops, personal analytical portfolio and their performance/acting skills involving a live audience. Finally they will sit a written examination based on a significant play studies during the course and their response to a live professional performance. The course is demanding, rigorous, exciting and tremendous fun!

Course Content

Drama students will undertake work that will enhance the development of a wide variety of skills under the broad umbrellas of **Exploration, Performance and Evaluation**; these will empower students':

- language skills;
- communication skills;
- social skills;
- creative thinking skills;
- collaborative skills; and
- analytical skills

Drama skills transfer wonderfully to life and the world in which we live and the subject assessment procedures will reward students' creativity, emotional intelligence and collaborative skills. Students will work frequently with others and occasionally develop work alone. Students will tackle contentious social themes and make sense of them through explorations and theatre making. Workshop activities will evolve from a range of stimuli including, poetry, journalism, literature (including plays), photography, film and other Arts. Exposure to live theatre is an important part of the learning journey. Generally students will empathetically explore the world through the eyes of playwrights, directors, performers and technical theatre artists.

Assessment

- **Component 1: Devising 30% Non-Examined Assessment**

Students will devise original theatre from a given stimulus.

- **Component 2: Performance from Text 30% Non-Examined Assessment**

Students will perform and or design elements from a range of challenging texts.

- **Component 3: Theatre Makers in Practice: 40% of the final GCSE grade**

Written examination based on practical study.

Home Learning

Home learning will be set regularly and form part of the preparation for rehearsals and performances. A reflective journal is kept independently to aid formal writing assignments.

Resources

People, space, and imagination are the things that fuel powerful drama education. Students will have access to an enviable learning space (a black box studio theatre) and an impressive 'state of the art' auditorium (with cutting edge technical facilities). Digital Theatre will bring productions from London's most progressive theatre companies to the screen at Kings' and will develop students appreciation of live professional work.

Teaching Methods

Drama is by nature practical, intellectual, creative and collaborative. Much of the learning evolves through group work experiences. Students will often be responding quickly and imaginatively to teacher directed tasks but they will also be achieving strong ownership of the learning through developed and expanded projects. Improvisation, role-play and reflective group evaluations take an essential and valuable part in the demonstration of students' perception and understanding.

If you require further information about GCSE Drama please email the Head of Department d.price@kingsalbarsha.com.

MUSIC

GCSE Edexcel

Introduction

GCSE Music is delivered over two years. Students will listen to and appraise music in a variety of styles. They will learn the theory behind set works and then apply these analysis skills to the creation of their own compositions and to the analysis of other unseen pieces. Students are expected to perform at least one solo piece on their chosen instrument as well as perform in an ensemble. Music technology can be used as a way for students to present their work for assessment as well as a tool for engagement and deeper understanding.

Course Content

The course is divided into three sections:

- **Performing**
At least one solo and one ensemble performance for a duration of four minutes. Internally assessed and externally moderated.
- **Composing**
Two compositions of which one is to a set brief and one is a free composition. Internally assessed and externally moderated.
- **Appraising**
Areas of study:
 - Instrumental Music 1700 – 1820
 - Vocal Music
 - Music for Stage and Screen
 - Fusions

Assessment

- Performing accounts for 30% of the final GCSE grade
- Composition accounts for 30% of the final GCSE grade
- Appraising accounts for 40% of the final GCSE grade

Home Learning

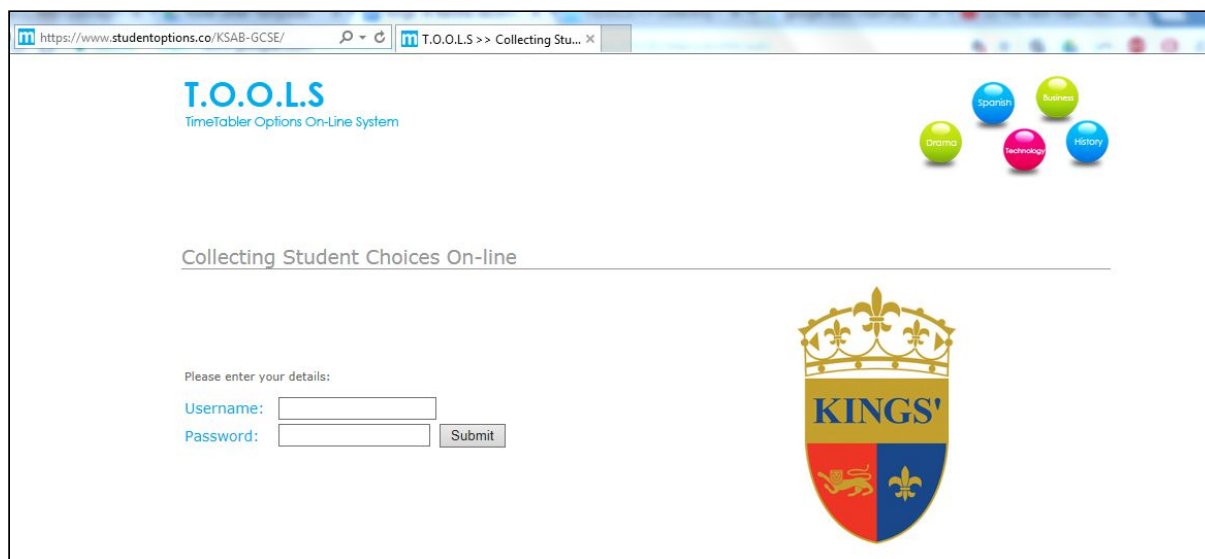
Home learning will be set regularly to support the theoretical and analysis elements of the course via Show My Homework. Students will also need to dedicate at least 3 hours per week to prepare for their solo and ensemble performances

Resources

The music iSuite is used to enhance learning of theoretical concepts and also aid completion of compositions where both GarageBand and Sibelius software is used alongside MIDI keyboards. Students are expected to provide their own instruments for performance, however, they will also have access to a variety of classroom instrumentation to further support their development as performers. If you require further information about GCSE Music please email the Head of Department Kathrynfrancis@kingsalbarsha.com.

Completing Option Choices using T.O.O.L.S

Students will submit their GCSE option choices using T.O.O.L.S. This can be accessed at <https://www.studentoptions.co/KSAB-GCSE> Please note that the URL is case sensitive.



If you are unable to access the T.O.O.L.S online portal with your user details, please contact Ms Julia Maltby at juliamaltby@kingsalabarsha.com.

Once in T.O.O.L.S, all students will select their option choices using numbers 1-4. (Please note pathway 5 is optional and therefore a choice for this pathway is only required if a student intends to study Islamic Education as an additional GCSE).

The numbers relate to specific pathways. Students can only choose one subject from each pathway. It is not possible to study both Computer Science and ICT, only one of these subject areas can be chosen due to common similarities.

Pathway 1: GCSE Languages

Students will select a language that they will study at GCSE by inserting number **1** for either:

- *Arabic A
- Arabic B
- French
- Spanish

**Arabic A must be taken as a language for those who are a UAE National or hold an Arabic passport.*

Pathway 2: GCSE Humanities / Sciences

Students will select a humanities or Science that will be studied at GCSE by inserting number **2** for either:

- Computer Science
- ICT
- Geography
- History
- Separate Sciences
- Business Studies
- Economics
- Psychology

Pathway 3: GCSE Creative-Aesthetic-Design Subjects

Students will select a Creative-Aesthetic- Design subject that will be studied at GCSE by inserting number **3** in one of the boxes below:

- Art and Design
- Drama
- Music
- Food and Nutrition
- Product Design and Resistant Materials
- Product Design and Graphics
- PE
- Photography

Pathway 4: Free choice

Students will select an additional subject by inserting number **4** for any of the subjects that appear in Pathway 1, 2 or 3.

Pathway 5: Statutory subjects that can be taken as an additional GCSE

In accordance with Ministry Guidelines, Muslim students will study Islamic Education over two periods per week.

Students have the opportunity to sit Islamiyat as an additional GCSE. No additional curriculum time will be given to student that opt to sit Islamiyat as a GCSE and therefore there will be the expectation that students will be committed to regular after-school sessions in order to cover the content.

Only insert number **5** if you would like to sit Islamiyat as an additional GCSE

- GCSE Islamiyat (Sat at the end of Year 10)

Option choices must be completed within the T.O.O.L.S portal **Tuesday 13th March 2018.**

If you have any querying regarding Options, please do not hesitate to contact Mr Donaghey, Assistant Headteacher at j.donaghey@kingsalbarsha.com.