



# KINGS' SCHOOL AL BARSHA

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**GCSE**  
OPTIONS BOOKLET  
2024

# KING

# MESSAGE FROM THE HEADTEACHER



Dear Parents,

At Kings' School Al Barsha, we provide a balanced curriculum for your child which will ensure a well-rounded education and preparation for the demands and rigour of study at GCSE and A-Level. In Years 7, 8 and 9, we put in place the building blocks. Every student studies virtually the same subjects. This broad course ensures that your child has sound comprehensive knowledge and is developing a variety of skills.

For the first time, at GCSE level the students make some choices of subject to study alongside the core subjects, all of which are examined at the end of Year 11. In order that courses can be studied in sufficient depth, each is given a larger amount of lesson time than in previous years. Homework demands also increase.

Students will continue to work with form tutors on the school's pastoral programme (PSCHE) and we continue to emphasise the importance of extra-curricular commitment in developing skills and personalities.

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.

If you have any further questions, please don't hesitate to contact your child's form tutor.

**Paul Taylor**  
Head Teacher

# OPTIONS TEAM

Dear Students,

The time has come to start planning for the future of your education and life after school. This booklet will provide you with all the information you require to get a better understanding of what the GCSE courses will look like as you transition into Year 10.

If you have any queries regarding your subject choices, please ensure that you speak with your tutor or one of the members of the options team. For tutor and subject leader contact details, please see the final page of this booklet.

We look forward to supporting you through the options process.



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# SELECTING OPTIONS

At Kings' School Al Barsha, we allow students to select a bespoke combination of 4 subjects, with 2 subjects in reserve if those 4 subjects are not possible to facilitate in our timetable. This system allows the vast majority of students to study their first 4 choices, without having to follow restrictions of a more common blocking system.

Please take note below of the compulsory subjects, option subjects and recommendations:

## COMPULSORY SUBJECTS

- Arabic A or B
- Combined Science
- Core PE
- English Language
- English Literature
- Islamic Studies ( for Muslim students )
- Maths
- Moral, Social and Cultural Studies

## OPTIONAL SUBJECTS ( Choose 4, with 2 reserves )

- |                 |                           |                           |
|-----------------|---------------------------|---------------------------|
| • Art           | • DT: Graphics            | • Photography             |
| • BTEC Business | • DT: Resistant Materials | • Physical Education (PE) |
| • BTEC Sport    | • Economics               | • Psychology              |
| • Business      | • French                  | • Separate Sciences       |
| • Computing     | • Geography               | • Sociology               |
| • Dance         | • History                 | • Spanish                 |
| • Drama         | • ICT                     |                           |
| • DT: Food      | • Music                   |                           |

## SUBJECT COMBINATIONS THAT ARE NOT PERMITTED

- Art and Photography
- More than 1 DT subject
- ICT and Computing
- Business BTEC with GCSE Business / Economics

## FURTHER GUIDANCE AND RECOMMENDATIONS

### • Separate Science, Music and Economics

Applications are subject to a review of an academic performance and ability

In order to have a well-rounded and balanced skill set, we strongly advise students to choose at least one subject from each of the following groups:

### • Humanities and social sciences

History, Geography, Psychology or Sociology

### • Creative

Art, Photography, Drama, Music, DT or Dance

### • Art and DT

Recommended for students wishing to pursue a future pathway in architecture or design.

# ARABIC A

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Journalist  
International  
Financier  
International  
Banker  
Lawyer  
Government  
Representative

## COURSE OVERVIEW

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

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

### • Unit 1 ( 75 Marks )

Reading, Summary & Grammar  
Paper Reference 4AA1/01  
2 h. 15 min.

### • Paper 2 ( 50 Marks )

Writing  
Answer two questions from three  
1 h. 30 min.



## STUDENT QUOTE

"GCSE Arabic has challenged me in various ways that has enhanced my everyday life, and my mother tongue. It's a fantastic opportunity to enhance my writing and analytical skills, and a chance to expose myself to new materials and learning challenges."

# ARABIC B

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Journalist  
International  
Financier  
International  
Banker  
Lawyer  
Government  
Representative

## COURSE OVERVIEW

Pearson Edexcel GCSE (9-1) in Arabic has been developed to help all students progress and grow their passion for languages, through culturally engaging content. It is an engaging course of study that will enable the students to manipulate the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A-Level and employment. The authentic situations and stimuli enable students to see language in context and learn about the culture of the Arabic language country.

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

## THE FIVE THEMES ARE

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension

## FOUNDATION - GRADES 1-5

**Reading ( 25% )** - 50 min.  
**Listening ( 25% )** - 35 min.  
**Speaking ( 25% )** - 7-9 min.  
**Writing ( 25% )** - 1 h. 15 min.

## HIGHER - GRADES 1-9

**Reading ( 25% )** - 1 h. 5 min.  
**Listening ( 25% )** - 45 min.  
**Speaking ( 25% )** - 10-12 min.  
**Writing ( 25% )** - 1 h. 25 min.



## STUDENT QUOTE

"Arabic GCSE has provided me with tools that I will be able to implement in the future when communicating with people. Learning the new vocabulary has developed my speaking and allowed me to communicate better. Arabic is suited for you if you want to improve your communication skills with people and it will benefit you in the long term as it is spoken in many countries."

# ART & DESIGN

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Fine Artist  
Curator  
Arts Writer  
Interior Design & Architecture  
Games Designer  
Art Consultant  
Illustrator  
Animator

## COURSE OVERVIEW

GCSE Art & Design equips students with the skills to enjoy, produce and engage with visual art throughout their lives.

## STUDENTS ARE ABLE TO

- Develop their practical art-making and design skills
- Explore art and culture through in-depth research and first-hand experience by visiting museums and galleries
- Develop original ideas and present their work professionally
- Foster a range of transferable skills such as problem solving, critical thinking and visual communication.

## COMPONENT 1

### Personal Portfolio ( 60% )

Students develop skills and produce a portfolio of work responding to different project themes. They will study different artists and designers, experiment with materials and techniques, and refine and develop ideas, producing a personal response (final piece) at the end of each project.

## COMPONENT 2

### Externally Set Assignment ( 40% )

Students receive a broad theme set by Edexcel, after which they have 6-8 weeks to develop ideas, producing a portfolio of sketchbook work and preparatory studies. Students then produce a personal response to the theme in a 10-hour period of sustained focus under exam conditions.



## STUDENT QUOTE

"Studying GCSE Art has equipped me with a diverse set of skills that extend far beyond the canvas. Through this course, I've honed my creative thinking and problem-solving abilities, learning how to conceptualise and execute artistic ideas."

# BTEC LEVEL 2 BUSINESS

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Banker  
Events Manager  
Marketing Executive  
Finance Analyst  
Accountant  
Business Reporter

## COURSE OVERVIEW

BTEC Business Studies will be assessed purely through coursework. There are no external examinations throughout the two year course. By completing a BTEC Level 2 course, you will be able to progress onto a Level 3 course.

## MODULES STUDIES INCLUDE

- **How to set up your own business**
- **Marketing**
- **Business**
- **Finance**
- **Technology in Business**
- **Work Experience**

## ASSESSMENT

There are no external examinations for BTEC Business. Students will complete coursework for each unit which will be assessed through presentations and observations.



## STUDENT QUOTE

"I love the practical aspect of this course, especially the way that our assignments revolve around the real world. The focus on coursework suits my style of working and I find the content interesting and challenging."



# BTEC LEVEL 2 HOSPITALITY

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Food Product  
Development  
Culinary Lead  
Hotel Management  
Food Supervisor  
Event Management  
Caterer

## COURSE OVERVIEW

The Pearson BTEC International Level 2 qualification in Hospitality covers a variety of areas across the hospitality sector. Learners can take units in healthy lifestyle choices, preparing and cooking food, front office and accommodation operations, barista skills and running hospitality events.

In addition to the sector-specific content available in these qualifications, the requirements mean that learners develop the transferable skills needed to progress to further education or employment.

## THE FIVE CORE TOPICS

- **Introducing the Hospitality Industry**
- **Hospitality Workplace Skills**
- **Customer Service Skills in the Hospitality Industry**
- **Sustainability in the Hospitality Industry**

## ASSESSMENT

There are no external examinations for BTEC Hospitality. Students will complete coursework for each unit which will be assessed through presentations and observations. There are three Pearson Set Units which are assessed through assignments.



## STUDENT QUOTE

"I have a desire to study hospitality in university, so this subject was the perfect one to choose to help me on my journey. I love how we get to take modules on different culinary cuisines and business modules, such as marketing in the hospitality industry. I had the opportunity to do my work experience at the Kempinski Hotel, so I got to see my learnings from class come to life."

# BTEC LEVEL 2 SPORT

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Athlete  
Sports Coach  
Physiologist  
Sports Therapist  
Personal Trainer  
Nutritionist  
Sports Psychologist  
Sports Analyst  
Sports Management

## COURSE CONTENT

The Pearson BTEC International Level 2 qualification in Sport has been designed to support initial progression into particular roles in sport, for example in sports coaching, fitness training and testing, sports nutrition, planning and leading sports events. In addition to the sector-specific content available in these qualifications, the requirements mean that learners develop the transferable skills needed to progress to further education or employment.

## THE TWO CORE UNITS

- **Principles of Fitness and Fitness Testing**
- **Practical Sport**

## ASSESSMENT

There are no external examinations for BTEC Sport. Students will complete coursework for each unit which will be assessed through presentations and observations. There are two Pearson Set Units which are assessed through assignments.



## STUDENT QUOTE

"I really enjoy BTEC sport as it has helped me to appreciate the complexities of fitness. Coursework really suits my learning style and it allows me to reach my full potential in the subject."

# BUSINESS STUDIES

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Banker  
Events Manager  
Marketing Executive  
Finance Analyst  
Accountant  
Business Reporter

## COURSE OVERVIEW

- **Business activity and influences on business**  
This section covers the various objectives of a business.
- **People in business**  
This section looks at people in organisations, focusing on their roles, relationships and management in business.
- **Business finance**  
This section explores the use of accounting and financial information as an aid to decision making.
- **Marketing**  
This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.
- **Business operations**  
This section examines the way organisations use and manage resources to produce goods and services.

## ASSESSMENT

Multiple-choice, short answer, data response and essay questions.

- **Paper 1 ( 50% )**  
Investigating small businesses ( 80 Marks )  
1 h. 30 min.
- **Paper 2 ( 50% )**  
Investigating large businesses ( 80 Marks )  
Calculators may be used in the exam  
1 h. 30 min.



## STUDENT QUOTE

"Choosing BTEC Business has been one of the best decisions for me. It's not just about learning theories; it's practical, real-world knowledge. I love how it helps me understand the dynamics of the business world and equips me with skills that will help me succeed in my future life. I love the hands-on approach to the subject and the lessons are very practical and useful."

# COMBINED SCIENCE

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Dentist  
 Veterinary Nurse  
 Environmental  
 Consultant  
 Data Analyst  
 Software Engineer  
 Operational  
 Researcher

## COURSE CONTENT

Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge and analyse and evaluate information in practical and everyday scenarios.

The combined qualification (worth 2 GCSEs) covers three disciplines:

### **Biology, Chemistry and Physics.**

Students are awarded a grade based on their overall performance across all three disciplines. The combined science qualification does not have any impact on option choices at A-Level. Students taking the combined science qualification are able to take A-Level sciences.

## ASSESSMENT

### **Biology**

- Paper 1 - 1h. 10 min. ( 60 Marks)
- Paper 2 - 1h. 10 min. ( 60 Marks)

### **Chemistry**

- Paper 1 - 1h. 10 min. ( 60 Marks)
- Paper 2 - 1h. 10 min. ( 60 Marks)

### **Physics**

- Paper 1 - 1h. 10 min. ( 60 Marks)
- Paper 2 - 1h. 10 min. ( 60 Marks)



## STUDENT QUOTE

"I enjoy learning about science as it is applicable to all areas of life. It provides me with a better, clearer and more intricate understanding of how the world works."

# COMPUTER SCIENCE

**COURSE:** GCSE • **EXAM BOARD:** AQA



## FUTURE CAREER

IT Consultant  
 Cyber Security Consultant  
 Information Systems Manager  
 Database Administrator  
 Games Developer

## COURSE OVERVIEW

GCSE Computer Science helps you to think about how technology is created. It allows you to understand how people work together with computers to develop world changing programmes like Facebook, Spotify and eBay.

You'll also develop the skills that colleges, universities and employers are looking for and they'll prove valuable for the rest of your life. GCSE Computer Science is a great starting point for those interested in creating solutions to real world problems and is supported by other subjects such as Mathematics and Design Technology.

## WHAT SKILLS WILL I LEARN?

**Computational Thinking and Programming:** This is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions. using a high-level programming language.

**Theoretical content:** You will understand the underlying mathematics behind how computers work, including data representation and Boolean logic. You will also investigate the CPU and how it works, before exploring computer networks and cyber security.

## ASSESSMENT

- **Paper 1 ( 50% )**  
Written exam - 2 h. ( 90 Marks )
- **Paper 2 ( 50% )**  
Written exam - 1 h. 45 min. ( 90 Marks )



## STUDENT QUOTE

"I've thoroughly enjoyed the GCSE Computer Science course as it has enabled me to branch out and develop my coding skills, as well as learn all about computer systems, and the different features involved in coding; whether it be the hardware used or writing an algorithm. This has been one of the most rewarding courses, providing me with extensive, and insightful knowledge on creating my own programmes and giving me the opportunity to build the future."

# DANCE

**COURSE:** GCSE • **EXAM BOARD:** AQA



## FUTURE CAREER

Dancer  
 Choreographer / Director  
 Lighting / Set / Costume Designer  
 Stage Management  
 Company Management  
 Dance Therapist  
 Personal Trainer  
 Photographer / Videographer  
 Dance Teacher

## COURSE OVERVIEW

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. The AQA specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. Students will get the opportunity to work alone, with peers and collaborate and choreograph with their teacher and other professional dance artists. They do not need to have experience in dance but students need to have an interest in the subject and be willing to read about, watch and learn about different dance styles and professional dance works, dancers and choreographers.

## COMPONENT 1

### Performance and Choreography ( Practical 60% )

- Three performances made up of set phrases, a duo or trio and own choreography.
- Set phrases - a solo performance (approximately one minute in duration). Students perform 230 second dances set by the exam board.
- Duo/Trio - performance of 3-5 minutes choreographed collaboratively between students and Teacher using elements of the set phrases.
- Choreography - a solo or group dance choreographed by the student, using stimuli set by the exam board.

## COMPONENT 2

### Dance Appreciation ( Theory 40% )

Exam questions assessing students knowledge of choreographic processes and performing skills, critical appreciation of students own practical work and critical appreciation of 6 professional dance works set by the exam board.



## STUDENT QUOTE

"GCSE Dance has helped me grow in confidence when working independently and build on my self-discipline, creativity and performance skills. It's given me a creative outlet to express and develop ideas and I enjoy every minute of it."

# DRAMA

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Actor  
Journalist  
Set Designer  
Set Manager  
Theatrical Producer  
Director  
Cinematographer

## COURSE OVERVIEW

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 studied during the course and their respond to a live professional performance.

Drama skills transfer wonderfully to life and the world in which we live. The subject assessment procedures will reward students' creativity, emotional intelligence and collaborative skills. Students will work frequently with others and occasionally develop work alone. Workshop activities will evolve from a range of stimuli including, poetry, journalism, literature, photography, film and other Arts. Exposure to live theatre is an important part of the learning journey.

## COMPONENT 1

### Devising Performance ( 30% Non-Examined Assessment )

Students will devise original theatre from a given stimulus.

## COMPONENT 2

### Scripted Performance ( 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.



## STUDENT QUOTE

"I simply cannot recommend taking GCSE Drama enough. GCSE Drama differentiates itself from the other more straightforward subjects by allowing you to truly unleash your creativity. You will study deep, thought-provoking plays and construct your own, while learning collaboration and performance skills along the way. GCSE Drama was one of my best decisions, and I'm positive you won't regret it either."

# DT: FOOD

**COURSE:** GCSE • **EXAM BOARD:** AQA



## FUTURE CAREER

Food Product  
Development  
Scientist  
Nutritionist  
Corporate Wellness  
Consultant  
Public Health  
Nutritionist

## COURSE OVERVIEW

The Food Preparation and Nutrition GCSE is an exciting and creative course that develops students' understanding of nutrition and health, food science, and current issues related to food choice and provenance. Throughout the development of practical skills, students develop a sound understanding and knowledge of the scientific principles of food and nutrition.

## THE FIVE CORE TOPICS

- **Food, Nutrition and Health**
- **Food Science**
- **Food Safety**
- **Food Choice**
- **Food Provenance**

## ASSESSMENT

- **External examination ( 50% )**  
1 h, 45 min.
- **Practical Task 1 - Non examination ( 15% )**  
An investigation into the scientific principles that underpin the preparation and cooking of food
- **Practical Task 2 - Non examination ( 35% )**  
Students will plan, prepare, cook and present a 3-course menu



## STUDENT QUOTE

"I've really enjoyed studying Food Preparation and Nutrition at GCSE level. I love how we get to apply our learnings from theory lessons and see them come to life in our practical lessons. I enjoy challenging myself to produce highly skilled dishes that incorporate a range of cookery skills."



# DT: GRAPHICS

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Web Designer  
Aerospace Engineer  
Animator  
Architect  
Graphic Designer  
Computer Service  
Repair Technician  
Engineer  
Design Technician

## COURSE AIMS

All students will experience a range of deeper learning experiences into materials and their properties. They will also use their creative flair to manufacture three focused mini-design projects.

Our learners will solve problems and create innovative products whilst utilising our top of the range CAD/CAM facilities to create photo types, reinforced by our heavily equipped workshops, where they have access to various pieces of machinery to help them to produce accurate, live products.

## EMBARKING ON THIS COURSE WILL DEVELOP OUR YOUNG DESIGNERS' ABILITIES TO

- **Be confident in working with information and ideas**
- **Be responsible for themselves, responsive to and respectful of others**
- **Be reflective learners**
- **Be innovative and equipped for future challenges**
- **Be engaged intellectually and socially**

## ASSESSMENT

- **Controlled Assessment ( 50% )**
- **Written Exam ( 50% )**



## STUDENT QUOTE

"I would like to be an architect when I leave school so that is why I chose this subject at GCSE. I have gained a range of drawing skills and enjoyed using programmes such as Photoshop or Inventor to create my own project."

# DT: RESISTANT MATERIALS

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Product Designer  
Architect  
Carpenter  
Repair Technician  
Fashion Designer  
Electronic Engineer  
Engineer  
Designer  
Manufacturer

## COURSE AIMS

Develop creative thinking in areas relevant to design and technology and the graphics industry through the use of CAD/CAM design facilities.

Apply knowledge and understanding to the design and making of graphic products, taking into consideration sustainability and the wider impact on society.

Develop the ability to make aesthetic, economic, moral and technical value judgements while designing a proposal for a client.

Students will design and manufacture mini graphic design solutions.

## THIS WILL DEVELOP OUR YOUNG DESIGNERS' ABILITIES TO

- **Understand graphic material properties and how they can be utilised within the illustration and graphic design industries**
- **Use commercial standard software packages within their design solution**
- **Gain a deeper understanding of the design process and the influencing design factors that shape today's graphic products**
- **Undertake a collaborative industry project, giving learning a sense of 'reality and relevance' and allowing students to bridge the gap between the classroom and the workplace.**

## ASSESSMENT

- |  |   |
|--|---|
| • <b>Task 1 ( 50% )</b><br>Controlled Assessment | • <b>Task 2 ( 50% )</b><br>Written exam |
|--|---|



## STUDENT QUOTE

"Design and Technology has enabled me to utilise a range of skills, and apply these to real-life challenges and products. I have acquired numerous beneficial skills, such as creativity, sketching, rendering, and manufacturing, that can fundamentally support my aspired careers, like Architecture and Engineering."

# ECONOMICS

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Economist  
Financial Risk Analyst  
Data Analyst  
Financial Planner  
Accountant  
Investment Analyst

## COURSE OVERVIEW

- **The Market System**  
The Economics problem and demand & supply
- **Business Economics**  
Competition and the labour market
- **Government and the Economy**  
Government objectives and intervention
- **The Global Economy**  
Globalisation and international trade

## ASSESSMENT

- **Paper 1 ( 50% )**  
Microeconomics and Business Economics ( 80 Marks )  
1 h. 30 min.
- **Paper 2 ( 50% )**  
Macroeconomics and the Global Economy ( 80 Marks )  
1 h. 30 min.



## STUDENT QUOTE

"I chose to study GCSE Economics to gain a deeper insight of the world around us. Through this course, I've had the opportunity to develop and hone crucial skills such as critical thinking, data analysis and problem-solving. My favourite thing about the subject is the bridge it builds between theory and real-life application, allowing me to connect classroom knowledge to our daily lives and the world."

# ENGLISH LANGUAGE

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Digital Copywriter  
Editor  
Journalist  
Lawyer  
Publisher  
Content Manager  
Public Relations  
Manager

## COURSE OVERVIEW

Reading, writing, speaking and listening are at the heart of this course. Students will be taught to analyse, evaluate and give a personal response to a variety of fiction and non-fiction texts. Students will gain skills in creative writing and constructing compelling arguments. Furthermore, students will have a range of opportunities to debate and discuss current affairs and real world issues ensuring that our students gain perspective and are empowered to confidently articulate their opinions.

## ASSESSMENT

### ENGLISH LANGUAGE COURSEWORK ( 40% )

- **Assignment A**  
Poetry and prose texts
- **Assignment B**  
Imaginative writing

### ENGLISH LANGUAGE EXAM ( 60% )

- **Section A Reading**  
Response to non-fiction texts
- **Section B Transactional Writing**  
One 45-mark writing task



## STUDENT QUOTE

"I thoroughly enjoyed the English GCSE course, immersing myself into the worlds of accomplished writers, whether it be J.B Priestly, John Steinbeck or Shakespeare. English Literature and Language have been the most intricate and accomplishing courses where I not only developed analytical skills but gained vital and perceptive insights on the world around me, and the greats that came before us."

# ENGLISH LITERATURE

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Editor  
News Reporter  
Communications  
Director  
Freelance Writer  
Public Relations  
Manager  
Psychologist

## COURSE OVERVIEW

Studying English Literature opens up a world of inspiration and creativity, while also developing skills that are essential for today's global environment. It is a chance to discover how Literature makes sense of the world through stories, poems, novels and plays.

At GCSE, students will study drama, prose and poetry texts. 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 skills and learn to make connections between texts, exploring characters and themes.

## ASSESSMENT

### EXAM (60%)

- **Section A**  
Unseen Poetry
- **Section B**  
Anthology Poetry
- **Section C**  
Modern Prose - 'Of Mice and Men' by John Steinbeck

### COURSEWORK (40%):

- **Assignment A**  
Modern Drama - 'An Inspector Calls' by J.B Priestley
- **Assignment B**  
Literary Heritage Text - 'Romeo and Juliet' by William Shakespeare



## STUDENT QUOTE

"In Literature, we explore different characters and themes and link them to the real world. Literature allows you to see the deeper meaning and builds empathy, which is crucial to being successful in life."

# FRENCH & SPANISH

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Interpreter  
Political Risk Analyst  
Translator  
Journalist  
Government Representative  
Business Executive  
Content Manager

## COURSE CONTENT

The GCSE in MFL (French or Spanish) course will deepen students' linguistic skills developed in Key Stage 3. The ability to confidently communicate and understand different languages provides an international dimension to the choice of GCSE subjects studied.

## STUDENTS WILL STUDY AND BE ASSESSED IN 5 BROAD TOPIC AREAS

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

## ASSESSMENT

- **Paper 1 ( 25% )**  
Listening ( 40 Marks )  
Examination paper - 35 min.
- **Paper 2 ( 50% )**  
Reading and Writing ( 40 Marks & 40 Marks )  
Examination paper - 1 h. 45 min.
- **Paper 3 ( 25% )**  
Speaking ( 40 Marks )  
Speaking assessment - 10 min.  
Discussion on a picture plus a follow up conversation on two other topics



## STUDENT QUOTE

"Any language learnt is an intellectual gift. The school provides these gifts with great teachers and engaging lessons which everyone can enjoy. I would highly recommend choosing to study a language."

# GEOGRAPHY

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Engineer  
Geologist  
Lawyer  
Town Planner  
Journalist  
Documentary Creator  
Architect  
Developer

## COURSE OVERVIEW

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

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.**

## COURSE CONTENT

- **Physical Environment**  
Hazardous Environments & Coastal Environments
- **Human Environment**  
Economic Activity and Energy & Urban Environments
- **Global Issues**  
Development and Human Welfare
- **Practical Geographical Enquiry**

## ASSESSMENT

- |  |   |
|--|---|
| • <b>Paper 1 ( 40% )</b><br>Physical Geography 4GE1/01<br>1 h. 10 min. | • <b>Paper 2 ( 60% )</b><br>Human Geography 4GE1/02<br>1 h. 45 min. |
|--|---|



## STUDENT QUOTE

"Geography is more than just learning about the earth; it is learning about the lives people lead. For me, Geography is the subject that holds the key to our future - I would wholeheartedly recommend taking it."

# HISTORY

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Historian  
Archaeologist  
Journalist  
Politician  
Lawyer  
Archivist  
Political Scientist

## COURSE CONTENT

- **Democracy to Dictatorship: Germany, 1919-1945 ( 25% )**  
Post-War Germany; the Weimar Republic; Hitler's rise to power; the Nazis in power; Nazi Germany at war.
- **The Causes and Course of the First World War ( 25% )**  
The M.A.I.N. causes of the war; trench warfare; the battle of the Somme; the war at sea and in the air; German revolution and defeat.
- **A Divided Union? The USA, 1945-1971 ( 25% )**  
Martin Luther King and Civil Rights; Student Protest; Women's Liberation; Watergate; and the Red Scare.
- **The Changing Nature of Medicine, 1845-1945 ( 25% )**  
Louis Pasteur and the fight against germs; Florence Nightingale and the improvement of hospitals; improvement in surgery; improvements in public health.

## ASSESSMENT

- **Paper 1 ( 50% )**  
Democracy to Dictatorship. Germany, 1918-1945  
Divided Union? The USA, 1945-71  
1 h. 30 min.
- **Paper 2 ( 50% )**  
The Causes and Course of the First World War, 1905-1918  
The Changing Nature of Medicine, c. 1845-1945.  
1 h. 30 min.



## STUDENT QUOTE

"I chose GCSE History as it enhances critical thinking and analytical skills while helping students assess historical evidence, make informed judgments, and gain insight on the complexities of our world. It is a challenging yet worthwhile course and I know it is well respected by Sixth Form and universities around the world."



# ICT

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Software Developer  
Systems Analyst  
Business Analyst  
IT Support Analyst  
Network Engineer  
IT Consultant  
Technical Sales Representative

## COURSE OVERVIEW

Work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

Develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Explore how digital technology impacts on the lives of individuals, organisations and society.

Learn about current and emerging digital technologies.

## COURSE CONTENT

- **Digital devices**
- **Connectivity**
- **Operating online**
- **Online goods and services**
- **Applying information and Communications Technology**
- **Software Skills**

## ASSESSMENT

- **Paper 1 ( 50% )**  
Written paper - 1 h. 30 min.
- **Paper 2 ( 50% )**  
Practical paper - 3 h.



## STUDENT QUOTE

"Computing and ICT skills have taught me how to use information and communications technology to support, enhance and optimise the delivery of information. It also links perfectly with my other subjects, such as Business Studies."

# MATHS

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Accountant  
Data Analyst  
Data Scientist  
Investment Analyst  
Research Scientist  
Software Engineer  
Statistician  
Animation

## COURSE CONTENT

- **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

## ASSESSMENT

- |  |  |
|--|--|
| • <b>Foundation - Grades 1-5</b>       | • <b>Higher - Grades 4-9</b>           |
| Non calculator 1 h. 30 min. ( 1/3% )   | Non calculator 1 h. 30 min. ( 1/3% )   |
| Calculator paper 1 h. 30 min. ( 1/3% ) | Calculator paper 1 h. 30 min. ( 1/3% ) |
| Calculator paper 1 h. 30 min. ( 1/3% ) | Calculator paper 1 h. 30 min. ( 1/3% ) |

Selected students will get the opportunity to study the AQA Level 2 Certificate in Further Mathematics and GCSE Statistics in Year 11.



## STUDENT QUOTE

"GCSE Maths is not just a subject, but also a practical and essential tool for everyday life. I love GCSE Maths because it has given me valuable skills that I can apply to the real world and gave me an insight into the art of problem-solving. Maths is very important to me as it really connects different concepts and fields and opens many doors career-wise. GCSE Maths has taught me how to think critically and be patient when facing challenging problems, both valuable skills that are necessary in many different fields. It has inspired me to study Maths at A-Level, and delve deeper into its principles."

# MUSIC

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Music Producer  
 Music Therapist  
 Musician  
 Sound Designer  
 Sound Engineer  
 Radio Producer  
 Broadcast Engineer



## STUDENT QUOTE

### COURSE CONTENT

This exciting course is designed to develop students' collaboration and listening skills, attention to detail, performance and presentation skills, their creativity and self-evaluation. It also extends a student's interest and understanding of music through practical musicianship and the study of musicology of a variety of styles. Students perform solo and ensemble pieces on their chosen instrument as well as write their music. Music technology such as Sibelius, Logic and Garage Band is used to present work as well as a tool for engagement and knowledge of technology.

### COMPONENT 1 - LISTENING ( 40% )

**External listening written exam ( 1hr 15min )** Study four topics from a wide range of styles and traditions and answer questions based on pieces of music.

**Section A: Unprepared Western Repertoire ( 16 marks )** Study the Baroque, Classical and Romantic periods and the Twentieth Century, as well composers and historical understanding.

**Section B: World Music ( 22 marks )** This focuses on music from African, Arab, Latin American, Chinese, Japanese, Indian and Indonesian traditions.

**Section C: Skeleton Score ( 16 marks )** Read music and undertake simple rhythmic and/or melodic dictation.

**Section D: Set Work ( 16 marks )** Study a specific set work and answer questions on any aspect of the music in the extract. The set work is Beethoven: Symphony No. 5 in C Minor ( Movements 1 and 2 )

### COMPONENT 2 - PERFORMING ( 30% )

**Internally assessed & externally moderated**

Recordings of all performances should be between 4 and 10 min.  
 Performances take place at informal concerts throughout Year 11

- At least one solo piece
- At least one ensemble piece

### COMPONENT 3 - COMPOSING ( 30% )

**Internally assessed & externally moderated**

Recordings of both compositions – at least 3 min. total duration.  
 Notated scores or written commentaries for both compositions

- **Composition 1: Composed in a Western style**
- **Composition 2: May be in any style**

"Music helps me express my true emotions through the mesmerising and relaxing strings of notes. I've been able to explore music genres that I'm passionate about and bring my own creative flair to the classroom."

# PHOTOGRAPHY

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Photographer  
Digital Marketer  
Film Director  
Film/Photo Editor  
Art Director  
Multimedia Specialist  
Graphic Designer

## COURSE CONTENT

Students wishing to study Photography at GCSE level should be: dynamic, self-motivated, curious, creative, energetic, innovative and enthusiastic. For the GCSE course, students will have 2-3 taught sessions per week. They are expected to spend at least one hour per week at home working independently to supplement their time in class.

## PERSONAL PORTFOLIO

The Year 10-11 coursework will include researching the work of photographers, experimenting with photo manipulation and Photoshop, recording ideas through taking high quality photographs and presenting a personal body of work. This work will culminate in a series of final pieces (photos) which will be presented at the end of the course.

## EXTERNALLY SET TASK

Students will be given their exam paper in January of Year 11 and will select a starting point from a number of choices. They will have approximately 6-8 weeks to prepare for their exam by researching, taking photos, experimenting with media and techniques and developing ideas. They will produce a personal response during a 10 hour exam, which will take place after the Spring break.

## COMPONENT 1

- **Personal Portfolio ( 60% )**

## COMPONENT 2

- **Externally Set Task ( 40% )**



## STUDENT QUOTE

"GCSE Photography takes your creativity to a whole new level. You learn new skills, techniques and you always have fun in the lessons."

# PHYSICAL EDUCATION

**COURSE:** GCSE • **EXAM BOARD:** AQA



## FUTURE CAREER

Athlete  
Sports Coach  
Physiologist  
Sports Therapist  
Personal Trainer  
Nutritionist  
Sports Psychologist  
Sports Analyst  
Sports Management

## COURSE CONTENT

The course delivers a well-rounded and full introduction to the world of sport and sports science

### THEORY

The focus will be on topics such as:

- **Anatomy and Physiology**
- **Movement Analysis**
- **Physical Training**
- **Sports Psychology**
- **Sociocultural Influences**
- **Health, Fitness and Wellbeing**

### PRACTICAL

Students will be assessed on three sports:

- **One Individual Sport**
- **One Team Sport**
- **One Additional Sport**

### ASSESSMENT

The course is split into practical and theory assessments. A student's grade is made up of the following:

- **Theory ( 60% )**
- **Coursework ( 10% )**
- **Practical ( 30% )**



## STUDENT QUOTE

"This subject involves how the body's muscles work and how you can apply that knowledge to your own sport. It has great links to biology, so it's a brilliant subject to choose if you are interested in learning more about your own body, as well as making links to other subjects."

# PSYCHOLOGY

**COURSE:** GCSE • **EXAM BOARD:** EDEXCEL



## FUTURE CAREER

Clinical  
Psychologist

Educational  
Psychologist

Forensic  
Psychologist

Life Coach

Marketing Executive

## COURSE CONTENT

In this course, students will explore human behaviour and gain an understanding of themselves and others, building skills that will support progression to further study of Psychology. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems.

## STUDENTS WILL COVER THE FOLLOWING TOPICS OVER THE DURATION OF THIS TWO YEAR COURSE

- **Development**
- **Memory**
- **Social Influence**
- **Psychological Problems**
- **The Brain and Neuropsychology**
- **Criminal Psychology**
- **Sleep and Dreaming**
- **Research Methods**

## ASSESSMENT

- **Paper 1 ( 50% )**  
1 h. 45 min.
- **Paper 2 ( 50% )**  
1 h. 45 min.



## STUDENT QUOTE

"Psychology was a really captivating and exciting course that taught me more about human behaviour and why we act in specific ways. It is the perfect subject if you're curious about why people behave in a certain way, and want to learn more about the human brain."

# SEPARATE SCIENCES

COURSE: GCSE • EXAM BOARD: EDEXCEL



## FUTURE CAREER

Biotechnologist  
Marine Biologist  
Doctor  
Chemical Engineer  
Toxicologist  
Geophysicist  
Meteorologist

## COURSE CONTENT

Science at GCSE level aims to develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge and analyse and evaluate information in practical and everyday scenarios.

Students are awarded three GCSEs in each of the separate disciplines:

**Biology, Physics and Chemistry.**

## ASSESSMENT

### Biology

- Paper 1 - 1h. 45 min. ( 100 Marks)
- Paper 2 - 1h. 45 min. ( 100 Marks)

### Physics

- Paper 1 - 1h. 45 min. ( 100 Marks)
- Paper 2 - 1h. 45 min. ( 100 Marks)

### Chemistry

- Paper 1 - 1h. 45 min. ( 100 Marks)
- Paper 2 - 1h. 45 min. ( 100 Marks)



## STUDENT QUOTE

"Separate sciences allow you to explore the world we live in and delve into the secrets of the universe. Science is an area I feel truly inspired by and taking separate sciences allows me to fuel my passions and desire to know more."

# SOCIOLOGY

COURSE: GCSE • EXAM BOARD: AQA



## FUTURE CAREER

Lawyer  
Social Worker  
Teacher  
Counsellor  
Politician  
Journalist  
Leader  
Healthcare Professional  
Policy Creator  
Researcher

## COURSE CONTENT

Students will explore and learn about a variety of theoretical ideologies on topics such as family forms, the relationship between education and capitalisation, the social constructs of crime and the theory of stratification. As well as providing a solid foundation of knowledge for students wishing to study Sociology or related subjects at A-Level and beyond, this course is also ideal for those aspiring to a career in areas such as healthcare, social work, social research and education.

## STUDENTS WILL COVER THE FOLLOWING TOPICS OVER THE DURATION OF THIS TWO YEAR COURSE

- **The sociological approach**
- **Social structure, social processes, and social issues**
- **Family**
- **Education**
- **Crime and deviance**
- **Social stratification**
- **Sociological research methods**

## ASSESSMENT

- **Paper 1 ( 50% )**  
The sociology of families, the sociology of education, relevant areas of social theory and methodology. ( 1 h. 45 min. )
- **Paper 2 ( 50% )**  
The sociology of crime and deviance, the sociology of social stratification, relevant areas of social theory and methodology. ( 1 h. 45 min. )



## STUDENT QUOTE

"I study Sociology because it helps me understand society and human behaviour. Sociology is a Social Science that analyses human interactions and I enjoy learning about how groups, communities, organisations, cultures, and societies interact. It helps me understand myself better and how the social world influences the way we think and act. I really enjoy Sociology and I would highly recommend it as an option choice."



## YEAR 9 TUTORS

<b>9K</b>	Ms Odedra	<a href="mailto:n.odedra@kingsalbarshacom">n.odedra@kingsalbarshacom</a>
<b>9I</b>	Mr Selhy	<a href="mailto:z.selhy@kingsalbarsha.com">z.selhy@kingsalbarsha.com</a>
<b>9N</b>	Mr Duffy	<a href="mailto:p.duffy@kingsalbarsha.com">p.duffy@kingsalbarsha.com</a>
<b>9G</b>	Mr Needham	<a href="mailto:t.needham@kingsalbarsha.com">t.needham@kingsalbarsha.com</a>
<b>9S</b>	Ms Sadd	<a href="mailto:lsadd@kingsalbarsha.com">lsadd@kingsalbarsha.com</a>
<b>9A</b>	Ms Ilesanmi	<a href="mailto:b.ilesanmi@kingsalbarsha.com">b.ilesanmi@kingsalbarsha.com</a>
<b>9L</b>	Ms Rumsey-Jones	<a href="mailto:k.rumsey-jones@kingsalbarsha.com">k.rumsey-jones@kingsalbarsha.com</a>
<b>9B</b>	Mr Marshall	<a href="mailto:d.marshall@kingsalbarsha.com">d.marshall@kingsalbarsha.com</a>

## SUBJECT LEADERS

<b>Head of Arabic</b>	Mr Salem	<a href="mailto:h.salem@kingsalbarsha.com">h.salem@kingsalbarsha.com</a>
<b>Head of Art</b>	Ms Dixon	<a href="mailto:l.dixon@kingsalbarsha.com">l.dixon@kingsalbarsha.com</a>
<b>Head of BTEC Business</b>	Mr Barry	<a href="mailto:a.barry@kingsalbarsha.com">a.barry@kingsalbarsha.com</a>
<b>Head of Business and Economics</b>	Ms Mahomed	<a href="mailto:a.mahomed@kingsalbarsha.com">a.mahomed@kingsalbarsha.com</a>
<b>Head of Computer Science</b>	Mr Haque	<a href="mailto:r.haque@kingsalbarsha.com">r.haque@kingsalbarsha.com</a>
<b>Teacher of Dance</b>	Ms Salmon	<a href="mailto:c.salmon@kingsalbarsha.com">c.salmon@kingsalbarsha.com</a>
<b>Head of Design and Technology</b>	Ms Hill	<a href="mailto:s.hill@kingsalbarsha.com">s.hill@kingsalbarsha.com</a>
<b>Head of Drama</b>	Mrs El-Alwan	<a href="mailto:d.price@kingsalbarsha.com">d.price@kingsalbarsha.com</a>
<b>Head of English</b>	Ms Hunter	<a href="mailto:k.hunter@kingsalbarsha.com">k.hunter@kingsalbarsha.com</a>
<b>Head of Food</b>	Ms McKeown	<a href="mailto:c.mckeown@kingsalbarsha.com">c.mckeown@kingsalbarsha.com</a>
<b>Head of History</b>	Mr Jones	<a href="mailto:g.jones@kingsalbarsha.com">g.jones@kingsalbarsha.com</a>
<b>Head of Islamic</b>	Mrs Abdullhamid	<a href="mailto:m-abdullhamid@kingsalbarsha.com">m-abdullhamid@kingsalbarsha.com</a>
<b>Head of Maths</b>	Ms Coulson	<a href="mailto:r.coulsonl@kingsalbarsha.com">r.coulsonl@kingsalbarsha.com</a>
<b>Head of MFL</b>	Mr Nicholson	<a href="mailto:m.nicholson@kingsalbarsha.com">m.nicholson@kingsalbarsha.com</a>
<b>Head of Music</b>	Mr Richardson	<a href="mailto:a.richardson@kingsalbarsha.com">a.richardson@kingsalbarsha.com</a>
<b>Head of Physical Education</b>	Ms Stevens	<a href="mailto:l.stevens@kingsalbarsha.com">l.stevens@kingsalbarsha.com</a>
<b>Head of Psychology</b>	Ms Kayed	<a href="mailto:k.kayed@kingsalbarsha.com">k.kayed@kingsalbarsha.com</a>
<b>Head of Science</b>	Mr Roberson	<a href="mailto:d.roberson@kingsalbarsha.com">d.roberson@kingsalbarsha.com</a>
<b>Head of Sociology</b>	Ms Kelly	<a href="mailto:g.kelly@kingsalbarsha.com">g.kelly@kingsalbarsha.com</a>



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