



KEY STAGE 4 PATHWAYS AND OPTIONS

2024-2026

IGCSE/GCSE & BTEC OPTIONS



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Choosing the courses you will study in Key Stage 4 is an exciting process. Your hard work and success in these courses will lead to qualifications which will stay with you for the rest of your life. Achieving good exam results in Year 11 will open doors to a wide range of different pathways, whether that is in the world of work or in further study. We are also aware that some students find the wide range of subjects on offer confusing and can begin to worry about making these important choices. This booklet is designed to help you make these choices. As a school we will support all students, and their parents, through this process at all stages.

Your programme of study next year will include a selection of compulsory subjects alongside a set of option subjects. It is therefore very important that you carefully think about which path you wish to take and which options you wish to choose.

Some of you may already know what subjects you are most interested in studying in Key Stage 4. This may be because it matches your future pathway for a career that you want to pursue, or it may just be because it is a subject you are interested in and would enjoy learning at a higher level. Some of you may still be unsure at this point – and this is perfectly understandable and not something to worry about.

Please make time to discuss these courses with your teachers in more detail. The people listed below will also be able to provide support, guidance and assistance during the process. We are all here to support our students.

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IGCSE /GCSE

At GFM we will be studying a range of IGCSEs, which are International General Certificate of Secondary Education as well as some GCSEs; General Certificate of Secondary Education.

GCSEs are the main qualifications taken by students in Year 11 in England. The IGCSEs are globally recognised qualifications with academic content and assessment, which has been designed specifically for international users. GCSEs and IGCSEs are exactly the same in terms of their recognition and equivalence.

Most IGCSEs and GCSEs now follow a 9-1 grading structure, which has replaced the traditional A*- G grades to show greater differentiation. Grade 4, for example, is equivalent to a low to mid-range C.

Students at GFM will study their IGCSEs/ GCSEs in Key Stage 4 (Years 10 and 11). However, some of the content, in the core subjects especially, may be covered in Year 9 to ensure pupils have the best possible chances to succeed in their qualifications. Students will typically sit examinations at the end of Year 11. The structure of assessment in BTEC is different, with a mixture of internal and externally assessed work throughout the course.

If you are viewing this as a pdf, please click on the links to open the webpages where you can view the course specifications in full.

INTERNATIONAL BTECS AT GFM

What is a BTEC?

BTEC stands for Business and Technology Education Council. These qualifications combine practical learning with subject and theory content. BTECs are skill-based career focused qualifications for those students who are suited to this pathway. Every year over a million students across fifty countries complete BTEC qualifications. At Key Stage 4 in GFM there are four BTEC courses available.

Please note that although BTECs are increasingly being recognized internationally care should be taken to ensure that selection of these qualifications does not limit some future pathway choices. In the UAE Level 2 BTECs (which is the course taught in Years 10-11) are not included in the equivalency requirements, however they are in many other jurisdictions. Please do get in touch if you have any questions about this.

COMPULSORY SUBJECTS

There are a number of subjects/ qualifications that are compulsory for certain Key Stage 4 (Years 10 and 11) pupils at GFM:

- IGCSE English Language/ IGCSE English as a Second Language - The English pathway selected will be dependent on levels of attainment towards the end of the Year 9 curriculum.
- IGCSE Mathematics
- IGCSE Combined Science (Double Award) or Triple Sciences (Biology, Chemistry, Physics) - The science pathway selected will be dependent on levels of attainment towards the end of the Year 9 curriculum. Some students will be eligible for our BTEC Level 2 course in Applied Sciences.
- Islamic Studies (compulsory for Muslim pupils)
 - o This is not an IGCSE course
- Moral, Social and Cultural Education (known as MSC) (compulsory for all students)
 - o This is not an IGCSE course
- Arabic A (only compulsory for Arab pupils)
 - o MOE curriculum for all Arabs
- Arabic B (Arabic for non-Arabs) – compulsory in Year 10 only



ENGLISH AT GFM

At GFM there are three IGCSE qualifications in English. As a UK curriculum school all students will study IGCSE English Language, with some groups of students also completing an additional IGCSE in English Literature. English as a Second Language is offered to selected students only based on their needs. The decisions as to which courses students are entered for will be made by the school based on progress and attainment towards the end of Year 9.

ENGLISH LANGUAGE

Cambridge English as a First Language (0990)

<https://www.cambridgeinternational.org/Images/635234-2024-2026-syllabus.pdf>

Qualification aims and objectives

The aims are to enable students to:

- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write accurately and effectively, using Standard English appropriately
- Work with information and with ideas in language by developing skills of evaluation, analysis, use and inference Listen to, understand, and use spoken language effectively
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1: Reading	50%	Written Exam: 2 hours	Reading Candidates answer three compulsory questions on three texts. These questions are based around comprehension, language and an extended response to reading – 80 marks.
Component 3: Coursework Portfolio	50%	Coursework Portfolio.	Directed writing and composition Students complete three extended writing assignments, which are internally assessed and externally moderated.

ENGLISH LITERATURE

Edexcel International GCSE (4ET1)

https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/English%20Literature/2016/Specification%20and%20sample%20assessments/International_GCSE_English_Literature_specification.pdf

Qualification aims and objectives

Our International GCSE in English Literature should enable students to:

- Read a wide range of literature fluently and with good understanding
- Read in depth and critically evaluate sources in order to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Write accurately, effectively and analytically about their reading.

EXAMS

Unit	Weighting	Assessment	Content
Component 1: Poetry and modern prose	60% 90 marks	Written Exam: 2 hours	Students will study a range of poetry and prose texts. Section A will focus on analysing an unseen poem; Section B will be questions based on the comparison of two previously studied poems; and Section C will focus on the student understanding of a piece of modern prose writing.
Component 3: Modern drama and literary heritage texts	40% 60 marks	This is assessed through two coursework assignments	There are two assignments that students will complete. These will be internally assessed. Assignment A is based on modern drama text that students will study. Assignment B is based on a literary heritage text that students will study.

MATHEMATICS AT GFM

As a UK curriculum school all students will study IGCSE Mathematics, with some groups of students also completing complimentary qualifications in Statistics or Further Maths. We have a range of different Mathematics pathways suited to the needs of students. These decisions will be made by the school based on progress and attainment towards the end of Year 9, and communication regarding these will be shared with you by the Maths department.

MATHEMATICS

Edexcel International GCSE in Mathematics (4MA1)

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf>

Qualification aims and objectives

The Pearson Edexcel International GCSE in Mathematics (Specification A) qualification enables students to: Develop their knowledge and understanding of mathematical concepts and techniques; Acquire a foundation of mathematical skills for further study in the subject or related areas; Enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems; Appreciate the importance of mathematics in society, employment and study.

EXAMS

Assessment consists of tiers of entry (Foundation and Higher) that allow students to be entered for the appropriate level, with questions designed to be accessible to students of all abilities in that tier and papers that are balanced for topics and difficulty. The decision on which tiers to enter students will be made by the school based on student progress and attainment.

Higher Tier	*Component/paper code 4MA1/1H and 4MA1/2H
Externally assessed <ul style="list-style-type: none"> • Availability: January, June and November • Two papers: 1H and 2H 	Each paper is 50% of the total International GCSE
Content summary • Number • Algebra • Geometry • Statistics	
Assessment - Each paper is assessed through a 2-hour examination set and marked by Pearson. <ul style="list-style-type: none"> • The total number of marks for each paper is 100. • Questions will assume knowledge from the Foundation Tier subject content. • Each paper will assess the full range of targeted grades at Higher Tier (9-4). 	
Foundation Tier	*Component/paper code 4MA1/1F and 4MA1/2F
Externally assessed <ul style="list-style-type: none"> • Availability: January, June and November • Two papers: 1F and 2F 	Each paper is 50% of the total International GCSE
Content summary • Number • Algebra • Geometry • Statistics	
Assessment - Each paper is assessed through a 2-hour examination set and marked by Pearson. <ul style="list-style-type: none"> • The total number of marks for each paper is 100. • Each paper will assess the full range of targeted grades at Foundation Tier (5-1). • Each paper will have approximately equal marks available for each of the targeted grades. 	

SCIENCE AT GFM

There are three Science pathways available to students at GFM

Combined Science (Double Award) IGCSE – This is the most popular IGCSE course that covers the three separate different disciplines of Science (Biology, Chemistry and Physics). This is the equivalent to two GCSEs in the UK system. Success in Combined Science can lead to future study in the sciences.

Triple Science – a more in depth academic study of the three Sciences for those who may be looking for a science pathway in Key Stage 5 and further study. This is equivalent to three GCSEs. Selection for this course is dependent on student progress and attainment in Year 9.

IBTEC Applied Sciences – This course is designed to support students who wish to gain a qualification in Science, but is different to the more formal academic route. Details on this course can be found in the BTEC information at the end of the section.

COMBINED SCIENCE

OxfordAQA International GCSE (9204)

<https://www.oxfordaqaexams.org.uk/subjects/science/international-gcse-combined-science-9204>

Qualification aims and objectives

Our International GCSE Combined Science Double Award should enable students to:

- develop their knowledge and understanding of biology, chemistry and physics
- develop and apply their knowledge and understanding of the scientific process
- develop their understanding of the relationships between hypotheses, evidence, theories and explanations
- develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments
- develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively
- develop their skills in reporting and presenting information clearly and logically in different formats
- develop their skills in communication, mathematics and the use of technology in scientific contexts.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	33.33%	Exam: 1 hour 45 mins	Biology Content from any part of the biology section of the specification may be assessed. Involves both structured and open questions.
Paper 2	33.33%	Exam: 1 hour 45 mins	Chemistry Content from any part of the chemistry section of the specification may be assessed. Involves both structured and open questions.
Paper 3	33.33%	Exam: 1 hour 45 mins	Physics Content from any part of the physics section of the specification may be assessed. Involves both structured and open questions.

BIOLOGY

OxfordAQA International GCSE (9201)

<https://www.oxfordaqaexams.org.uk/subjects/science/international-gcse-biology-9201>

Qualification aims and objectives

Our International GCSE in Biology should enable students to:

- Develop their knowledge and understanding of biology develop and apply their knowledge and understanding of the scientific process
- Develop their understanding of the relationships between hypotheses, evidence, theories and explanations
- Develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively
- Develop their skills in reporting and presenting information clearly and logically in different formats
- Develop their skills in communication, mathematics and the use of technology in scientific contexts.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	50%	Written Exam: 1 hour 30 mins	Biology Content from any part of the specification may be assessed. Structured and open questions.
Paper 2	50%	Written Exam: 1 hour 30 mins	Biology Content from any part of the specification may be assessed. Structured and open questions.

CHEMISTRY

OxfordAQA International GCSE (9202)

<https://www.oxfordaqaexams.org.uk/subjects/science/international-gcse-chemistry-9202>

Qualification aims and objectives

Our International GCSE in Chemistry should enable students to:

- Develop their knowledge and understanding of chemistry
- Develop and apply their knowledge and understanding of the scientific process
- Develop their understanding of the relationships between hypotheses, evidence, theories and explanations
- Develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively
- Develop their skills in reporting and presenting information clearly and logically in different formats
- Develop their skills in communication, mathematics and the use of technology in scientific contexts

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	50%	Written Exam: 1 hour 30 mins	Chemistry Content from any part of the specification may be assessed. Structured and open questions.
Paper 2	50%	Written Exam: 1 hour 30 mins	Chemistry Content from any part of the specification may be assessed. Structured and open questions.

PHYSICS

OxfordAQA International GCSE (9203)

<https://www.oxfordaqaexams.org.uk/subjects/science/international-gcse-physics-9203>

Qualification aims and objectives

Our International GCSE in Physics should enable students to:

- Develop their knowledge and understanding of physics
- Develop and apply their knowledge and understanding of the scientific process
- Develop their understanding of the relationships between hypotheses, evidence, theories and explanations
- Develop and apply their observational, practical, modelling, enquiry and problem-solving skills, and their understanding in laboratory, field and other learning environments
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions both qualitatively and quantitatively
- Develop their skills in reporting and presenting information clearly and logically in different formats
- Develop their skills in communication, mathematics and the use of technology in scientific contexts

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	50%	Written Exam: 1 hour 30 mins	Physics Content from any part of the specification may be assessed. Structured and open questions.
Paper 2	50%	Written Exam: 1 hour 30 mins	Physics Content from any part of the specification may be assessed. Structured and open questions.

INTERNATIONAL BTEC IN APPLIED SCIENCE

LEVEL 2 AWARD

What is it?	<p>This course is designed to support learners who wish to gain an introduction to core scientific skills through applied learning. It provides a route for a qualification in science outside the more academic routes of GCSEs.</p> <p><u>IBTEC in Applied Science</u></p>
Content covered	<p>There are four mandatory units that students will study: Principles of Science; Chemistry and Our Earth; Energy and Our Universe; and Biology and Our Environment. There are a range of other topics that can be selected within this course.</p>
How is it assessed?	<p>BTEC assessment is project and assignment based. Some of these assignments are set by the exam board, with others directed by teaching staff. There are no formal exams, but these assignments are graded by teachers and the exam board. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U)</p>



ART AND DESIGN - FINE ART

Edexcel International GCSE (4FA1)

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

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

EXAMS

Unit	Weighting	Assessment	Content
Component 1:	50%	Portfolio: Continuous	Personal Portfolio Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills for the selected endorsed titles. Students must submit 3 sheets of supporting studies (A2 max), 1 sheet of final outcome/s (A2 max). Students' work must show evidence of all four Assessment Objectives.
Component 2:	50%	Externally set Assignment	Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson. Students must submit 3 sheets of supporting studies (A2 max), 1 sheet of final outcome/s (A2 max). Students' work must show evidence of all four Assessment Objectives in response to the Externally Set Assignment theme.]

ART AND DESIGN - TEXTILE DESIGN

Edexcel International GCSE (4TE1)

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

Qualification aims and objectives

The aims and objectives of this qualification are similar to those of the IGCSE focusing on Fine Art and assessed in a similar way. Textile design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials and process to create designs and products. Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, retail and performance. The areas of study will involve one more of the following: constructed textiles; digital textiles; dyed fabrics; printed fabrics; fashion design; soft furnishings; stitched and/or embellished textiles.



EXAMS

Unit	Weighting	Assessment	Content
Component 1:	50%	Portfolio: Continuous	<p>Personal Portfolio</p> <p>Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills for the selected endorsed titles.</p> <p>Students will submit a portfolio of their work created over the course of their GCSE. Students' work must show evidence of all four Assessment Objectives.</p>
Component 2:	50%	Externally set Assignment	<p>Students must present personal response(s) to an externally set broad-based thematic starting point, set by the exam board. Students' work must show evidence of all four Assessment Objectives in response to the Externally Set Assignment theme.</p>

SPORTS AT GFM

There are two Sport qualification pathways available to students at GFM – GCSE PE, or an International BTEC in Sport. The most suitable course for a student that wishes to study Sport at GCSE level will be discussed in liaison with the student and family.

GCSE PE

Edexcel GCSE (1PE0)

[Edexcel GCSE Physical Education \(2016\) | Pearson qualifications](#)

Qualification aims and objectives

The aims are to enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Unit	Assessment	Content
Component 1: Fitness and the Body Systems	36% of qualification 90 Marks	<ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data <p>The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.</p>
Component 2: Health and Performance	24% of qualification 70 Marks	<ul style="list-style-type: none"> • Topic 1: Health, fitness and wellbeing • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data <p>The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions.</p>
Component 3: Practical Performance	30% of qualification 105 Marks	<ul style="list-style-type: none"> • Skills during individual and team activity • General performance skills <p>The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Students must participate in three separate activities.</p>
Component 4: Personal Exercise Program (PEP)	10% of qualification 20 Marks	<ul style="list-style-type: none"> • Aim and planning analysis • Carrying out and Monitoring the PEP • Evaluation of the PEP <p>The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.</p>



INTERNATIONAL BTEC IN SPORT – LEVEL 2 AWARD

<p>What is it?</p>	<p>This course is designed to support learners who wish to gain a qualification suitable for employment in the sport and active leisure sector, outside of more academic routes. It can also be used to support a route into further vocational courses in this area. <u>IBTEC in Sport</u></p>
<p>Content covered</p>	<p>Mandatory Unit – Fitness Testing and Training Additional Units – Practical Sport; and Outdoor and Adventurous Activities,</p>
<p>How is it assessed?</p>	<p>BTEC assessment is project and assignment based. Some of these assignments are set by the exam board, with others directed by teaching staff. There are no formal exams, but these assignments are graded by teachers and the exam board. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U)</p>



BUSINESS

Pearson Edexcel International GCSE in Business (4BS1)

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

Qualification aims and objectives

Our International GCSE Business should enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply this knowledge and understanding to make sense of the world of business in an international setting
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Investigate and analyse real business opportunities and issues and, by so doing construct well-argued, well-evidenced, balanced and structured arguments, demonstrating depth and breadth and understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data
- Develop the ability to analyse critically business behaviour and to be able to make judgements on the

EXAMS

Unit	Assessment	Content
Paper 1: Investigating small businesses	50% of the total International GCSE	Content summary Units - Business activity and influences on business; People in business; Business finance; Marketing; Business operation 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.
Paper 2: Investigating large businesses	50% of the total International GCSE	Content summary Units - Business activity and influences on business; People in business; Business finance; Marketing; Business operation This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 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.

INTERNATIONAL BTEC IN BUSINESS – LEVEL 2 AWARD

<p>What is it?</p>	<p>This course is designed to support learners who wish to gain a qualification in business outside of the more academic route offered by GCSEs. It focuses on the core knowledge and skills required for entering the world of business or entrepreneurship, and can provide a base for further vocational study in this area.</p> <p>https://qualifications.pearson.com/content/dam/pdf/btec-international-level-2/business/2022/specification-and-sample-assessments/business-specification.pdf</p>
<p>Content covered</p>	<p>Mandatory Units – Business Purposes; Business Organisation; Financial Forecasting for Business</p> <p>There are a range of other optional units that can be selected. See the link above for details.</p>
<p>How is it assessed?</p>	<p>BTEC assessment is project and assignment based. Some of these assignments are set by the exam board, with others directed by teaching staff. There are no formal exams, but these assignments are graded by teachers and the exam board.</p> <p>Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U)</p>



COMPUTER SCIENCE

CAIE IGCSE (0478)

[Cambridge IGCSE Computer Science \(0478\) \(cambridgeinternational.org\)](https://www.cambridgeinternational.org)

Qualification aims and objectives

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1: Computer Systems	50%	Written Exam: 1 hour 45 mins	75 Marks Short-answer and structured questions Questions will be based on Topics 1–6 of the subject content All questions are compulsory No calculators are permitted Externally assessed
Paper 2: Algorithms, Programming and Logic	50%	Written Exam: 1 hour 45 mins	75 Marks Short-answer and structured questions and a scenario-based question Questions will be based on Topics 7–10 of the subject content All questions are compulsory No calculators are permitted Externally assessed

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

CAIE IGCSE (0417)

[Cambridge IGCSE 0417 Information and Communication Technology syllabus for examination in 2026, 2027 and 2028 \(cambridgeinternational.org\)](https://www.cambridgeinternational.org/0417)

Qualification aims and objectives

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to develop:

- An understanding of the basic components, use and application of different ICT systems and networks
- The skills to analyse, design, implement, test and evaluate ICT systems
- The skills to understand the impact of current and new technologies on methods of working in the outside world
- The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice

EXAMS

Unit	Weighting	Assessment	Content
Paper 1: Theory	40%	Written Exam: 1 hour 30 minutes	80 marks Questions will be based on sections 1–21 of the subject content All questions are compulsory Externally assessed
Paper 2: Document Production, Databases and Presentations	30%	Practical Exams: 2 hour 15mins	70 marks This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content Candidates must demonstrate the practical skills relevant to sections 11–16 All tasks are compulsory. Externally assessed
Paper 3: Spreadsheets and Website Authoring	30%	Practical Exams: 2 hour 15mins	70 marks This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content Candidates must demonstrate the practical skills relevant to sections 11–16 All tasks are compulsory. Externally assessed

INTERNATIONAL BTEC IN INFORMATION TECHNOLOGY – LEVEL 2 AWARD

What is it?	This course is designed to support learners who wish to develop core skills in Information Technology with a view to enter employment in the IT sector or to progress to further vocational qualifications. It provides a route for a qualification in Information Technology outside the more academic routes of GCSEs. IBTEC in Information Technology .
Content covered	In addition to a mandatory unit (Using IT to Support Information and Communication in Organisations), there are a range of different units that can be selected as part of this qualification. See link above for more details.
How is it assessed?	BTEC assessment is project and assignment based. Some of these assignments are set by the exam board, with others directed by teaching staff. There are no formal exams, but these assignments are graded by teachers and the exam board. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U)



MUSIC

GCSE Music – EDEXCEL

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

Course Description

The GCSE Music course is an exciting opportunity for pupils to further a passion for music. It builds on the skills learnt at Key Stage 3 to allow students to explore music that is personal to them while broaden their knowledge of music from a range of eras and cultures. Students engage in music through performing, composing and appraising. They will also develop Music Technology skills to ensure they can record and communicate their ideas effectively.

Students who opt to study Music should:

- Be interested in music
- Want to learn to play an instrument
- NOTE: There is no essential requirement to be able read notation to take music, but a desire to learn is essential!

Unit	Assessment	Content
Component 1 Performing music	Internally assessed 30%	<p>Content overview</p> <p>Solo performing; Ensemble performing; Approaches to performing</p> <p>Assessment overview</p> <p>Students perform for at least four minutes' combined duration; Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces; Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces</p>
Component 2 Composing music	Internally assessed 30%	<p>Content overview</p> <p>Developing musical ideas; Compositional techniques and strategies; Ensuring technical control and coherence; Methods of notating composition scores</p> <p>Assessment overview</p> <ul style="list-style-type: none"> • Students compose two compositions, of at least three minutes' combined duration
Component 3 Appraising	Internally assessed 40%	<p>Content overview</p> <ul style="list-style-type: none"> • Musical elements, musical contexts and musical language. <p>Areas of study: Instrumental Music 1700-1820; Vocal Music; Music for Stage and Screen; Fusions.</p> <p>Assessment overview</p> <p>Section A - Areas of study, dictation, and unfamiliar pieces</p> <ul style="list-style-type: none"> • Six questions related to six of the eight set works. • One short melody/rhythm completion exercise. • One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language. <p>Section B - Extended response comparison between a set work and one unfamiliar piece (12 marks)</p> <ul style="list-style-type: none"> • One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.



DRAMA

Cambridge International GCSE in Drama

<https://www.cambridgeinternational.org/Images/664602-2025-2027-syllabus.pdf>

Course Description

Cambridge IGCSE Drama provides opportunities for learners to develop practical skills in performance, both as an individual and as a group. Learners will understand the artistic choices made by actors, directors and designers in presenting performances for an audience. They will also learn about theatrical styles and genres. Learners will also explore how to develop their own ideas in creating original drama.

EXAMS

Unit	Assessment	Content
Component 1	Written examination 80 marks 40% of the GCSE	Content overview This written examination will focus on the key knowledge from the specification including knowledge of the specified published plays and reflection on their own performances.
Component 2	Practical performance 120 marks 60%	Content overview Students will be assessed based on their own dramatic performances both in group and solo work. This will involve performing extracts from published plays, but also include a group devised piece.



ARABIC FIRST LANGUAGE

Edexcel exam board (4AA1)

[International-GCSE-Arabic-Spec.pdf \(pearson.com\)](#)

Qualification aims and objectives

- The aims and objectives of this qualification are to enable students to develop:
- Their ability to read, understand and respond to material from a variety of sources.
- Their ability to communicate accurately in writing, matching style to audience and purpose.
- Their understanding of the structure and variety of language.
- An understanding of themselves and the world around them.
- An appreciation of the richness, beauty and diversity of the Arabic language.

EXAMS

Paper 1: Reading, Summary and Grammar - 2 hours 15 minutes. Worth 60% of the qualification

Paper 2: Writing - 1 hour 30 minutes. Worth 40% of the qualification

	Assessment	Content
Paper 1	Written examination	Content overview Reading, Summary and Grammar
	60% of the GCSE	2 hours 15 minutes
Paper 2	Written examination	Content overview Writing
	40% of the GCSE	1 hour 30 minutes

ECONOMICS

Edexcel International GCSE (4EC1)

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

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- Develop an understanding of economic concepts and apply these concepts to real life situations
- Calculate, 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

EXAMS

Unit	Assessment	Content
Paper 1: Micro economic s and Business Economics	50% of the total International GCSE	Content summary The market system including: The economic problem; Economic assumptions; Demand, supply and market equilibrium; Elasticity; The mixed economy; Externalities Business economics: Production; Productivity and division of labour; Business costs, revenues and profit; Business competition; The labour market; Government intervention 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: Macro economic s and the Global Economy	50% of the total International GCSE	Content summary Government and the economy including: Macroeconomic objectives; Government policies; Relationships between objectives and policies The global economy including: Globalisation; International trade ; Exchange rates 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.

FRENCH

Edexcel International GCSE (4FR1)

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

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to develop:

- Understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- The ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- The ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- A knowledge and understanding of the target language grammar and its practical application
- A knowledge and understanding of countries and communities where the target language is spoken
- Positive attitudes towards modern foreign language learning a suitable foundation for further study of the target language, or another language.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	25% 40 marks	Written Exam: 35 mins	Listening Assesses listening skills across five topic areas: Home and abroad, education and employment, personal life and relationships, the world around us and social activities, fitness and health.
Paper 2	50% 80 marks	Written Exam: 1 hour 45 mins	Reading and Writing This paper assesses reading and writing skills in separate sections across five topic areas. Section A - answer comprehension-style questions in French. Section B - complete 1 short written piece and another longer essay from a choice of 3 topic areas.
Paper 3	25% 40 marks	8 – 10 mins spoken exam	Speaking 3 tasks where students will present and answer questions on a picture. They will also discuss two different topics, chosen at random by Pearson from the following five topic areas: Home and abroad, education and employment, personal life and relationships, the world around us and social activities, fitness and health.



GEOGRAPHY

OxfordAQA International GCSE (9230)

<https://www.oxfordaqaexams.org.uk/subjects/geography/international-gcse-geography-9230>

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- Apply and build on the fundamental building blocks of geographical knowledge
- Actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- Appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- Acquire, develop and apply practical geographical enquiry skills
- Undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation
- Develop and apply their learning to the real world through fieldwork
- Develop their awareness of global issues and recognise the challenges of moving towards a sustainable future

EXAMS

Unit	Weighting	Assessment	Content
Paper 1: Living with the physical environment	36%	Written Exam: 1 hour 30 mins	Living with the physical environment The challenge of natural hazards/ The living world/ Physical landscapes Section A: answer all questions. Section B: answer all questions. Section C: answer all questions. Section D: answer one question from a choice of two.
Paper 2: Challenges in the human environment	36%	Written Exam: 1 hour 30 mins	Challenges in the human environment Urban issues and challenges/ The changing economic world/ Global issues Section A: answer all questions. Section B: answer all questions. Section C: answer one question from a choice of two.
Paper 3: Geographical and Fieldwork skills	28%	Written Exam: 1 hour 15 mins	Geographical and Fieldwork skills Geographical skills, fieldwork skills in unfamiliar contexts and the individual fieldwork enquiry. Section A: answer all questions. Section B: answer all questions. Section C: answer all questions.

HISTORY

Edexcel International GCSE (4HI1)

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

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- Develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- Develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1	50%	Written Exam: 1 hour 30 mins	Depth study: Germany: development of dictatorship, 1918–45 & A world divided: superpower relations, 1943–72 Two topics in total, one focused on each of the two depth studies that have been selected.
Paper 2	50%	Written Exam: 1 hour 30 mins	Investigation and Breadth Study: The USA, 1918–41 & Changes in medicine, c1848–c1948 Two topics in total, one focused on the historical investigation, which has been selected, and one focused on the breadth study, which has been selected.

PSYCHOLOGY

Edexcel GCSE (1PS0)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html>

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- Understand how psychological research is conducted, including the role of scientific method and data analysis
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society

EXAMS

Unit	Weighting	Assessment	Content
Paper 1:	55%	Written Exam: 1 hour 45 mins	Sections 1 – 5 Questions on topics 1 – 5 will be covered in these sections. These will include multiple-choice, short-open and open-response questions. Section 6 This 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:	45%	Written Exam: 1 hour 20 mins	This exam will focus on two optional topics from 6 – 10 and the compulsory topic 11. It will contain question types that include calculations, multiple-choice, short-open and open response questions, and one extended open-response question. Calculators may be used in the examination. Section A: Research methods All questions must be answered. Sections B – F: Optional topic All questions from two selected sections must be answered.

SOCIOLOGY

Cambridge (0495)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-sociology-0495/>

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- Through the Cambridge IGCSE Sociology syllabus, learners explore aspects of social relationships, processes and structures; as a result, they develop a greater understanding of human societies and the role of continuity and change in social life.
- Learners are encouraged to evaluate critically a variety of different social, economic and political structures, thereby learning more about the sociological method, and developing an ability to assess different forms of information and evidence.
- By relating the syllabus to the local context, teachers can help learners apply their developing sociological knowledge and understanding to the analysis of their own lives and their participation in society.

EXAMS

Unit	Weighting	Assessment	Content
Paper 1:	54%	Written Exam: 2 hours (including 15 minutes reading time)	Unit 1 - Compulsory Questions on unit 1 will be covered in this sections. These will be short-open and open-response questions. Unit 2 or Unit 3 Questions on unit 2 and 3 will be covered in these sections. These will be short-open and open-response questions.
Paper 2:	46%	Written Exam: 1 hour 45 minutes (including 15 minutes reading time)	Candidates will answer two optional questions from a choice of four (Sections A to D). Each question will carry 35 of the 70 marks for the paper. Candidates should spend approximately 45 minutes answering each of the two questions.



FOOD PREPARATION AND NUTRITION

AQA (8585)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-sociology-0495/>

Qualification aims and objectives

A GCSE in Food Preparation and Nutrition is a creative 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.

Food preparation skills are integrated into five core topics:

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

Upon completion of this course students will be qualified to go on to further study or embark in a career in the catering or food industries



EXAMS

Unit	Weighting	Assessment	Content
Written Paper: Food preparation and nutrition	50%	Written Exam: 1 hour 45 minutes 100 marks	Questions based on the theoretical knowledge of food preparation and nutrition. The exam is made up of a series of multiple choice questions followed by more extended writing tasks based on units 1-5 in the specification.
Non-exam assessment (NEA)	50%	Two written reports into a practical investigation, including an electronic portfolio.	In the food investigation the students will produce a written report (1500-2000 words) showing their understanding of the working characteristics, function and chemical properties of ingredients. In the food preparation assessment students will prepare, cook and present a final menu of three dishes within a single period of no longer than three hours, planning in advance how this will be achieved.