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Lifelong
Learning



KEY STAGE 4 CURRICULUM BOOKLET

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ARCADIA HIGH SCHOOL

Opened in 2020, Arcadia High School is a new, forward-thinking secondary school that delivers the English National Curriculum leading to GCSE in Years 10 and 11 and A-Level studies in years 12 and 13, commonly known as the Sixth Form. Set within a beautiful, state of the art campus, our school combines impressive resourcing and leading-edge technology with highly skilled teachers, to provide the highest standard of education for our students.

The ethos of our school is founded upon the Arcadia Values of Altruism, Respect, Compassion, Adventure, Determination, Integrity and Aspiration. These values permeate into every aspect of our school and form the cornerstone of our expectations for our students as we strive to develop well-rounded, compassionate and high-achieving young people, confident in their ability to successfully meet the challenges of the future.

We firmly believe that by providing an enriched and engaging curriculum, delivered by passionate and talented teachers and by working closely with our parents and community as partners, our school will live up to its motto to 'nurture lifelong learners'. This vision is prevalent within every area of school life, ensuring that the student experience is profound, captivating and fulfilling and that it is accessible to every child.

Our school is at the start of an amazing journey into the future and by delivering a curriculum enhanced with unique opportunities for students to explore, across a wide spectrum of learning and endeavour, we provide an experience for our students to grow, develop and learn physically, emotionally and academically within a nurturing and inclusive environment.



AIMS AND OBJECTIVES



The purpose of this booklet is to:

- Present the courses which are available for the Key Stage 4 (Year 10 and Year 11) programme
- Outline the content, course structure and assessment criteria of each syllabus
- Help you to make informed decisions appropriate for the subsequent stages of your educational career

In order to support you in making these choices of subjects you will study in Key Stage 4, we will provide opportunities for:

- Discussions with your teachers and our careers counselling team
- Exploration of career choices and pathways through the use of Unifrog platform
- Explanation of the courses available through this booklet
- An options evening for parents and students
- An individual meeting with you and your parent(s) and a member of the academic team at Arcadia

After these opportunities, students will submit their final choices.

KEY STAGE 4 AT ARCADIA

Key Stage 4 comprises two years (Year 10 and Year 11). Students in these years will take a mixture of IGCSE** subjects, UAE ministry curriculum subjects and programmes bespoke to Arcadia.

IGCSE	UAE MINISTRY	ARCADIA BESPOKE PROGRAMME
Arabic*	Arabic*	ALLS (<i>Arcadia Lifelong Learning Skills</i>)
English Language	Moral, Social and Cultural Studies	CEL (<i>Entrepreneurship Learning</i>) and Launchpad Project
English Literature	Islamic Studies (<i>Muslim Students Only</i>)	Study
Mathematics	-	Sports Afternoon
Science (<i>Combined - 2 IGCSE's / Separate - 3 IGCSE's</i>)	-	-
Option Subject (x 4)	-	-

* Students studying Arabic B must continue with the course until the end of Year 10. "Arabic A" students are required to continue with the course until the end of Year 13. It is possible to take Arabic (non-first language) as a GCSE at the end of year 10.

** International General Certificate in Secondary Education

WHAT IS THE IGCSE?

The GCSE (General Certificate in Secondary Education) is the standard public examination given to students at the end of Key Stage 4. The IGCSE is the international equivalent and is a globally recognized qualification, containing academic content and assessment designed specifically for international learners. IGCSE courses are ideal stepping stones to preparing students for more specialized study at A-Level (Year 12 and 13) and University. They are generally taken over two years and end with a terminal examination.

There are several exam boards that offer IGCSEs. Schools are free to make their own choices of exam board and at Arcadia we currently offer qualifications from Edexcel (also commonly known as Pearson) and Cambridge.

ASSESSMENT OF IGCSE COURSES

IGCSE's have a grading system of 9 – 1 (9 is the highest level of attainment). At the end of each IGCSE course in year 11 students will be graded using this system that has replaced the previous system of A* - G grades. This allows for greater differentiation as shown below:

OLD GRADES	NEW GRADES
A+	9
A	8
A	7
B	6
C	5 (<i>Strong Pass</i>)

OLD GRADES	NEW GRADES
C	4 (<i>Standard Pass</i>)
D-E	3
E-F	2
F-G	1
U	U

Tiering is used for subjects where untiered papers will not allow students at the lower end of the ability range to demonstrate their knowledge and skills, or will not stretch the most able. Tiering involves a course having both a Higher and Foundation level with a student taking their exams at one of those levels.

IGCSE EXAM TIMINGS AND FEES

Due to exam board regulations, IGCSE examinations run from Monday to Friday. Details regarding the timings of each examination window that students are entered for will be provided to students and parents as soon as the information becomes available. Each IGCSE examination also incurs an exam fee, these are payable upon confirmation of the exams being taken by a student. It is anticipated that parents will be invoiced at the end of March prior to the examinations being sat. The fees will vary depending upon the particular subject concerned and are due to the nature of the course.

CHOOSING SUBJECTS TO STUDY AT IGCSE

Students at Arcadia have the possibility of taking up to 11 or 12 IGCSE qualifications. All students must take the core subjects and this will be the equivalent of either 5 or 6 IGCSE qualifications depending on the Science course that they qualify for. The Core subjects are:

- English Language
- English Literature
- Mathematics
- Science

There are two Science courses. Combined Science (Double award) is equivalent to 2 IGCSEs and Separate Science is equivalent to 3 IGCSEs. All students will follow the Combined Science course with those qualifying having the option of taking the Separate Sciences course. To qualify students need to be consistently working at a grade 6 or above in Key Stage 3 Science. Both science courses lead to A-level studies in science.

Students will also have the possibility to take Arabic GCSE at the end of Year 10. This is not a first language course and students will be selected based on their strength in the subject.

At Arcadia students will also have the opportunity to select four optional subjects. Option subjects include:

- Art & Design
- Design Technology
- Music
- Business Studies
- French
- Physical Education
- Computing
- Geography
- Spanish
- Drama
- History

Our philosophy, as far as possible, is to design student timetables for IGCSEs around their particular preferences rather than by starting with a predetermined set of option blocks.

HOW SHOULD I CHOOSE WHICH OPTIONS TO TAKE?

Each optional subject counts as one IGCSE. We strongly advise that you consider studying a Language and a Humanity (Business, Geography or History). This helps to add balance to your studies and leave you with broader options in the future.

In making the decision of what options you wish to take it is important to seek the advice of your parents, teachers, careers counsellor and utilize fully the support framework in place from the school. It is also vital that you enjoy what you are choosing and that you have strengths in the subject area. This will maximise your chance of being successful.

Whilst we will do our utmost to provide students with their preferred subjects, we cannot guarantee that this is possible for all. For this reason, all students must select two reserve subjects. This should be subjects that the students would genuinely consider as an option.

LANGUAGE QUALIFICATIONS

Arcadia will also assist and support families in attaining a language qualification in their mother tongue should they wish. These will be studies outside of the school curriculum and in addition to the exam fee, additional costs may apply for specialist speaking examiners. Parents should speak with the Languages Department for further information.

EXPECTATIONS

To be successful at Key Stage 4, you will need to:

- Be organized and stay on top of your homework and any coursework you have.
- Be present on time and in school each day to receive the full benefit of your teacher's expertise and peers' support.
- Be respectful of yourself and others, listen when someone is talking and ask questions if you do not understand something.
- Contribute to the school community, take an active part in many, if not all, of the different activities that occur over the course of an academic year at Arcadia.

LEARNING SUPPORT

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment. A key objective at Arcadia is to provide a personalised learning journey for students who are identified as experiencing SEND and celebrating key milestones along that journey. We believe that this ethos will raise the attainment and progress of students and create an environment that is truly inclusive in all aspects. Arcadia's commitment to being an inclusive school is also reflected in our admissions policy wherein it is recognised that student diversity is integral to the school. Lesson observations and planning scrutinies take place on a regular basis and it is clear that teachers differentiate for students' needs. The Head of Inclusion and Inclusion Support Teacher meet regularly with teachers to advise on planning and learning environments where necessary.

INCLUSION

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment.

A key objective at Arcadia is to provide a personalised learning journey for students who are identified as a Student of Determination and celebrate key milestones along that journey. We believe that this ethos will raise the attainment and progress of students and create an environment that is truly inclusive in all aspects.

We offer a wide range of support to allow our children to overcome barriers to learning and develop confidence, independence and lifelong learning skills. Our commitment to inclusion is reflected in our staffing ratios, which gives us an excellent support structure and allows us to deliver a wide range of phased interventions, based on the individual and collective needs of our students.

ACA PROGRAMME

The Arcadia Creative Avenues Programme (ACAP) is the name given our bespoke learning opportunities and support infrastructure which provides our students with a personalised approach to their school journey. The programme is designed for and can be accessed by all of our students, particularly those who experience learning challenges and our students of determination. ACAP offers bespoke learning pathways and support through each phase of school, which are adapted to allow us to assess and teach our children against measured outcomes which are appropriate to their developmental and learning needs.

In delivering this programme and as part of our commitment to each of our student's holistic growth and their individual needs and to facilitate their success, we offer alternative pathways at each phase of school, additional personalised provision for each student, a modified curriculum and a range of courses and qualifications tailored to allow our students a fulfilling and successful school experience centred on the Arcadia School mission and values.

ACAP IN SECONDARY SCHOOL

The programme in Secondary is designed to allow our students to become immersed in all aspects of school life, while simultaneously working towards appropriate learning goals and qualifications, developing independence and acquiring vocational skills.



The programme comprises of the following aspects:

- **Small group core and whole class specialist lessons:** Led by our highly skilled secondary teaching and inclusion teams, our students are taught in a combination of small group and whole class lessons. This allows them to experience both the socialisation and age appropriate experiences of their cohort and small group teaching and assessment centred on their individual learning needs. All of our lessons are taught by our qualified secondary school teachers and supported with additional staff as necessary.
- **The ASDAN programme:** Led by our ASDAN coordinator and supported by the inclusion team, our students complete a range of courses and certifications, allowing them to achieve meaningful learning outcomes, which will elevate them to go on to further education, training or work, and empower them to take control of their lives. Arcadia School is a fully registered ASDAN centre and all of our secondary teachers are ASDAN trained, with CPD and interschool development collaboration opportunities ongoing.
- **Life Skills and external learning opportunities:** Led by the secondary inclusion team, our children engage in sessions to develop their independence and life skills. These are complimented with regular trips into the community and around Dubai, to apply our learning in practical, real life situations.
- **Additional specialist sessions:** Led by the Head of Inclusion and the specialist teaching team, in addition to the whole class lessons on their timetable the children are enrolled into small group specialist lessons, including PE, digital skills, music and art, depending on the children's passions and interests.

ASSESSMENT AND PROGRESS

We track our children's progress in a number of different ways, which allow us to quantify their achievements and identify next steps. In order to ensure our children are as successful as possible, as part of our ACAP we adapt core subjects by streamlining them into key objectives, which lead onto further qualifications as the students progress for school.

Our curriculum naturally progresses from primary into secondary, with the children continuing to work on key objectives, which then transitions into formal qualifications, such as entry level GCSE's, equivalencies and ASDAN courses, depending on the most successful option for each student.

We use an adapted summative assessment tracker to measure progress for each of our students, as well as setting and measuring personal goals and progress using an individual education plan.

CAREER & UNIVERSITY GUIDANCE



OVERVIEW

Our holistic approach to career guidance at Arcadia high School emphasises creative thinking, self-reflection, diversity of thought, authenticity and independence. It is essential that students have the chance to explore and recognise their skills and potential, and to understand what makes them feel fulfilled.

Through our Careers Programme, students have access to bespoke one-to-one guidance with a dedicated Careers Counsellor to help them decide which course and higher education establishment best fits them, including understanding different countries' application systems such as UCAS, Common App and many more. Guidance on preparing personal statements, college essays, mock interviews, and moral and practical support throughout the examination process is always on hand.

Our Careers Programme is delivered primarily through the Arcadia LifeLong Learning Skills curriculum. Starting as early as Year 7, students are provided with opportunities to explore the world of work and to meet professionals from many different industries and careers.

Students have opportunities to undertake work experience, and can undergo a variety of psychometric and aptitude tests to help clarify skill sets and interests through a programme called Unifrog.

UNIFROG: THE COMPLETE CAREERS COUNSELLING PLATFORM

All of our secondary students now have access to Unifrog, the complete counselling platform, in keeping with our commitment to provide students with outstanding counselling guidance and tailored support when choosing their next step after school.

Unifrog is a whole-school platform which allows our Careers Counsellor to track our students' progress and keep a record of their research and careers interactions. It makes it easy for the counsellor to collaborate with students on finding the best next step for them. They're able to provide feedback on applications as well as writing their subject references or letters of recommendation.

Unifrog supports international schools in providing students with impartial and independent guidance on their full range of university options around the world. The platform is particularly helpful because it is the only place students can compare every undergraduate university course in the UK, US and Canada as well as Asian universities and every English-taught course in Europe.

CORE IGCSE SUBJECTS



IGCSE ENGLISH LANGUAGE

There is only a one-tier entry for English and this is graded between 1-9. Through study of the International GCSE in English Literature students will be enabled to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

In this way, the school seeks to achieve its mission of developing students who see learning as broad, varied, exciting and enriching and who will, therefore, become 'lifelong learners'. Likewise, the scope is also provided for students to become highly skilled in one or more of the areas and to develop expertise and particular talents.

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Non-fiction Texts and Transactional Writing	2 hours and 15 minutes	90 marks (60%)	Section A: Reading A mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel IGCSE English Anthology and one previously unseen extract. Section B: Transactional Writing One 45-mark writing task, from a choice of two involving a given audience, form or purpose.
Paper 2: Poetry and Prose Texts and Imaginative Writing	1 hour and 30 minutes	60 marks (40%)	Section A: Reading One 30-mark essay question on a poetry or prose text from Part 2 of the Pearson Edexcel IGCSE English Anthology. Section B: Imaginative Writing One 30-mark imaginative writing task from a choice of three.

SKILLS ACQUIRED:

English is very important in the development of skills such as:

- The ability to apply critical thinking to a problem
- The ability to analyse in depth
- The ability to communicate effectively and create informed opinions

FUTURE CAREER OPPORTUNITIES:

A qualification in English is attractive as employers in recent years prioritize candidates with traits such as creativity, critical thinking, and adaptability; exactly the kinds of skills students learn in expository writing and literature analysis classes. Studying English also shows evidence of analytical thought processes and the ability to cope with critical and creative thinking skills. This core subject is highly valued by most employers and is often required for entry to further or higher education. Possible careers are: lawyer, journalism, public relations, advertising, research, teaching, marketing, media, broadcaster, linguist amongst many others career options.



There is only a one-tier entry for English and this is graded between 1-9. Through study of the International GCSE in English Literature students will be enabled to:

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

ASSESSMENT:

This course is assessed at the end of Year 11 through one exam paper and two internally set coursework pieces as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Poetry and Modern Prose	2 hours	90 marks (60%)	Section A: Unseen Poetry Section B: Anthology of 16 'seen' poems Section C: Modern Prose of one studied text
Coursework on Modern Drama and Literary Heritage	N/A	60 marks (40%)	Two courseworks completed on 'An Inspector Calls' and 'Macbeth'

SKILLS ACQUIRED:

English is very important in the development of skills such as:

- The ability to apply critical thinking to a problem
- The ability to analyse in depth
- The ability to communicate effectively and create informed opinions

FUTURE CAREER OPPORTUNITIES:

A qualification in English is attractive as employers in recent years prioritize candidates with traits such as creativity, critical thinking, and adaptability; exactly the kinds of skills students learn in expository writing and literature analysis classes. Studying English also shows evidence of analytical thought processes and the ability to cope with critical and creative thinking skills. This core subject is highly valued by most employers and is often required for entry to further or higher education. Possible careers are: lawyer, journalism, public relations, advertising, research, teaching, marketing, media, broadcaster, linguist amongst many others career options.



This course is taken at either Foundation or Higher level and covers skills and concepts from the following areas:

- Number and the number system
- Equations, formulae and identities
- Sequences, functions and graphs
- Geometry and trigonometry
- Vectors and transformation geometry
- Statistics and probability

The Foundation course is graded from 1 – 5 and the Higher course is graded from 4 – 9. To be eligible to take the Higher course, students must have demonstrated strong mathematical understanding in the Key Stage 3 math's course.

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1 <i>(calculator allowed)</i>	2 hours	100 marks (50%)	<ul style="list-style-type: none"> • Number and the number system • Equations, formulae and identities • Sequences, functions and graphs • Geometry and trigonometry • Vectors and transformation geometry • Statistics and probability
Paper 2 <i>(calculator allowed)</i>	2 hours	100 marks (50%)	

SKILLS ACQUIRED:

Mathematics is very important in the development of skills such as:

- The ability to apply logical and critical thinking to a problem
- The ability to problem solve and develop solutions
- The ability to analyse data and information

FUTURE CAREER OPPORTUNITIES:

A good qualification in Mathematics shows evidence of logical thought processes and the ability to cope with statistical and analytical skills. This core subject is highly valued by most employers and is often required for entry to further or higher education. Possible careers are: Accountant, Pilot, Air Traffic Controller, Architect, Banker, CAD Draughts Person, Economist, Engineer, Financial Consultant, Stockbroker, Research and Development, Games Programmer.

IGCSE COMBINED SCIENCE (DOUBLE AWARD)

The Double Award Science course includes key concepts across Biology, Chemistry and Physics allowing students to gain a sound base of knowledge and develop scientific skills through investigation style practical work and research activities.

The course starts in Year 10 and continues through to Year 11. The course covers all work students have learned since Year 7.

ASSESSMENT:

This course is assessed at the end of Year 11 through three exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Biology 1	2 hours	33.3%	<ul style="list-style-type: none">• The nature and variety of living organisms• Structures and functions in living organisms• Reproduction and inheritance• Ecology and the environment• Use of biological resources
Chemistry 1	2 hours	33.3%	<ul style="list-style-type: none">• Principles of chemistry• Inorganic chemistry• Physical chemistry• Organic chemistry
Physics 1	2 hours	33.3%	<ul style="list-style-type: none">• Forces and motion• Electricity• Waves• Energy resources and energy transfers• Solids, liquids and gases• Magnetism and electromagnetism• Radioactivity and particles• Astrophysics

SKILLS ACQUIRED:

- Learn about unifying patterns and themes in science and use them in new and changing situations
- Apply the principles and concepts of science, including those related to the applications of science, to different contexts
- Appreciate the practical nature of science, developing experimental and investigative skills based on correct and safe laboratory techniques
- Develop a logical approach to problem solving in a wider context, select and apply appropriate areas of mathematics relevant to science

FUTURE CAREER OPPORTUNITIES:

Both Combined Science and Triple Science courses allow access onto A Level Biology, Chemistry and Physics courses. Thinking beyond A levels, a high grade in Science GCSEs allows access to careers such as medicine, dentistry, nursing, engineering, computer science, forensics, laboratory based work and research. We are finding that more and more universities now look at Science GCSE grades as well as A level grades when considering students for non-science courses. The problem solving and logical thinking skills that a science qualification develops are also highly valued in many fields of employment outside of the subject.



The triple award allows students to study science at a greater depth and will be offered to students as an additional IGCSE if students are achieving a consistently high grade in their science course in Key Stage 3. The IGCSE Biology, Chemistry and Physics has its own exam paper per subject which does not directly affect the outcome of the double award sat at GCSE.

BIOLOGY:

This biology qualification prepares students for further study in biological sciences and provides a thorough grounding in the practical skills needed to be a working scientist. Students undertaking this qualification will study aspects of:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

CHEMISTRY:

The chemistry qualification includes key concepts allowing students to gain a sound base of knowledge and develop scientific skills through investigation style practical work and research activities. Students will cover:

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

PHYSICS:

The physics qualification includes key concepts from Physical Science allowing students to gain a sound base of knowledge and develop scientific skills through investigation style practical work and research activities. The International GCSE course includes:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

ASSESSMENT	TIME	WEIGHTING	CONTENT
Biology 1	2 hours	61.1% of the total International GCSE	All units
Biology 2	1 hour and 15 minutes	38.9% of the total International GCSE	
Chemistry 1	2 hours	61.1% of the total International GCSE	All units
Chemistry 2	1 hour and 15 minutes	38.9% of the total International GCSE	
Physics 1	2 hours	61.1% of the total International GCSE	All units
Physics 2	1 hour and 15 minutes	38.9% of the total International GCSE	

SKILLS ACQUIRED:

- Learn about unifying patterns and themes in science and use them in new and changing situations
- Apply the principles and concepts of science, including those related to the applications of science, to different contexts
- Appreciate the practical nature of science, developing experimental and investigative skills based on correct and safe laboratory techniques
- Develop a logical approach to problem solving in a wider context, select and apply appropriate areas of mathematics relevant to science

FUTURE CAREER OPPORTUNITIES:

Both Combined Science and Triple Science courses allow access onto A Level Biology, Chemistry and Physics courses. Thinking beyond A levels, a high grade in Science GCSEs allows access to careers such as medicine, dentistry, nursing, engineering, computer science, forensics, laboratory based work and research. We are finding that more and more universities now look at Science GCSE grades as well as A level grades when considering students for non-science courses. The problem solving and logical thinking skills that a science qualification develops are also highly valued in many fields of employment outside of the subject.

OPTIONAL IGCSE SUBJECTS



GCSE ARABIC

This course is taken at two levels, the content has been structured across five themes.

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:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

ASSESSMENT:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic consists of four externally-examined papers based on the following skills: listening, speaking, reading and writing.

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Listening and understanding in Arabic	Foundation Tier: 35 minutes	50 marks each (25% of total qualification)	Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences, and by role playing a question based on topic for speaking, and understanding the standard spoken Arabic for the other skills.
	Higher Tier: 50 minutes		
Paper 2: Speaking in Arabic	1 hour and 30 minutes	70 marks (25% of total qualification)	
Paper 3: Reading and understanding in Arabic	50 minutes	50 marks (25% of total qualification)	
Paper 4: Writing in Arabic	1 hour and 15 minutes	60 marks (25% of total qualification)	

SKILLS ACQUIRED:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing
- Develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts

FUTURE CAREER OPPORTUNITIES:

Wider opportunities for GCC countries, translation, government work, tourism industry.



Students that take the art and design GCSE will create a personal portfolio and an externally-set assignment, allowing students to demonstrate their creativity and skills through mediums and subjects that inspire them. The portfolio will be created using the following media.

DRAWING:

The use of expressive and descriptive mark-making to record and communicate ideas.

LENS/LIGHT-BASED MEDIA:

The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition, etc. to communicate ideas.

MIXED MEDIA:

The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and non-digital application.

PRINTING:

The creation of surfaces from which an image can be transferred to communicate ideas.

PAINTING:

The use of a range of painting materials, tools and techniques such as gouache, watercolour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.

SCULPTURE:

The use of a range of sculpting materials, tools and techniques such as carving, modelling, joining, constructing and reducing, and transposing two-dimensional images into three-dimensional forms.

ASSESSMENT:

This course is assessed at the end of Year 11 through three exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Assessment 1	120 hours of guided learning	50% of the total IGCSE	<p>Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills for the selected endorsed titles that are chosen themselves.</p> <p>Students must submit:</p> <ul style="list-style-type: none">• Three sheets of supporting studies (<i>maximum size A2 - each</i>)• One sheet of final outcome/s (<i>maximum size A2</i>)
Assessment 2	External component will be released on 2nd January of year 11	50% of the total IGCSE	<ul style="list-style-type: none">• Students must present personal response(s) to an externally set, broad-based thematic starting point, set by Pearson. The theme will be the starting point and the externally assignment material will provide guidance of use to students throughout the examination.• Students will take a 10-hour examination period (April of Year 11 - completed in two 5 hour slots over 2 school days) of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies, in response to the externally-set assignment broad-based thematic starting point. <p>Students must submit:</p> <ul style="list-style-type: none">• Three sheets of supporting studies (<i>maximum size A2 - each</i>)• One sheet of final outcome/s (<i>maximum size A2</i>)

The following components will be marked externally by the pearson exam board on the following assessment criteria.

- **AO1** - Develop ideas through investigations, demonstrating critical understanding of sources
- **AO2** - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- **AO3** - Record ideas, observations and insights relevant to intentions as work progresses
- **AO4** - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Each assessment point is worth 25% of the international GCSE.

SKILLS ACQUIRED:

- Develop creative ideas for artworks from a given theme/title of high artistic ability
- Combine two or more materials experimenting with different processes
- Research artists that are linked to theme and experiment with media and processes they have in their chosen art pieces
- Write critically about art using descriptive vocabulary

FUTURE CAREER OPPORTUNITIES:

Students that take the art and design IGCSE will have the opportunity to become an architect, illustrator, interior designer, fashion designer, graphics/advertising designer, animator, art directors and curators just some of the careers a degree in art and design would lead to.

IGCSE BUSINESS

This course covers skills and concepts from the following areas:

- Business activities and influences on business
- People in business
- Business finance
- Marketing
- Business operations

The course is graded from 1-9. To be eligible to take the course, students must have demonstrated strong English understanding in the Key Stage 3 English course.

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Investigating Small Businesses	1 hour and 30 minutes	80 marks (50%)	<ul style="list-style-type: none">• Business activities and influences on business• People in business• Business finance• Marketing• Business operations
Paper 2: Investigating Large Businesses	1 hour and 30 minutes	80 marks (50%)	

SKILLS ACQUIRED:

Business can play an important role in the development of skills such as:

- Teamwork and collaboration
- Critical thinking
- Leadership and decision making
- Mathematical
- Adaptability
- Planning
- Problem solving
- Presentation skills

An IGCSE in Business allows students to understand more about the business world and motivates and challenges students, preparing them to make informed decisions about further study and career pathways. You will learn about how the world of business works and its relevance to almost every aspect of modern society.

FUTURE CAREER OPPORTUNITIES:

A qualification in Business shows evidence of logical thought processes, the ability to cope with making key decisions and problem solving a variety of issues. This subject is highly valued by employers and is often required for entry to further or higher education to pursue Business or Economics courses. Possible careers are: Business Analyst, Advertising, Banking, Marketer, Financial advisor, Sales, Retail and Human Resources.

IGCSE COMPUTER SCIENCE

This course covers skills and concepts from the following areas:

- Algorithms
- Developing, writing and testing program code
- Data representation, storage, compression, and encryption
- Components of computer systems
- Computer networks, the internet and the world wide web
- Trends in computing technologies, social and ethical impact of computing on society

The course is graded from 1-9. To be eligible to take the course, students must have demonstrated strong mathematical understanding in the Key Stage 3 math's course and showed promise during the Computing course at Key Stage 3.

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Exam Principles of Computer Science	2 hours	50%	<ul style="list-style-type: none">• Algorithms• Developing, writing and testing program code• Data representation, storage, compression and encryption• Components of computer systems• Computer networks, the internet and the world wide web• Trends in computing technologies, social and ethical impact of computing on society
Paper 2: On-screen assessment Application of Computing Principles	3 hours	50%	

SKILLS ACQUIRED:

Computer Science is very important in the development of skills such as the ability to apply logical and critical thinking to a problem and the ability to problem solve and develop working solutions. Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It's also a highly creative subject that calls on learners to be inventive.

FUTURE CAREER OPPORTUNITIES:

GCSE Computer Science is effective preparation for a range of qualifications including A Level Computer Science. It also provides a good grounding for other subject areas that require problem solving and analytical skills. This subject is highly valued by employers and is often required for entry to further or higher education.

Teaching programming and computer science in much greater depth will expand understanding of the digital world. Encouraging the development of the active, creative interactions with technology that will be fundamental to economic success in the 21st century. Employers need people who are not only effective users of technology, but also able to innovate with it. Part of this goes beyond technical skills to the behaviours and competencies that are in part developed by engaging with the digital creative process.

Possible careers are: Programmer, Software Engineer, Systems Analyst, Games Developer, IT Helpdesk, Database Administrator, Cybersecurity Analyst, App Developer.

IGCSE DESIGN AND TECHNOLOGY - RESISTANT MATERIALS

The aims are to enable students to:

- Develop creative thinking in areas relevant to design and technology
- Apply problem-solving skills to practical and technological problems
- Develop the communication skills central to design, realisation and evaluation
- Gain knowledge and understanding of design and technology
- Develop skills in research and investigation
- Design and make products, taking into consideration sustainability and the wider impact on society
- Develop the ability to make aesthetic, economic, ethical and technical value judgements

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers and a piece of coursework as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Product Design	1 hour and 15 minutes	50 Marks (25%)	Common Content: Product Design Answer One Question - written/drawing paper
Paper 3: Resistant Materials	1 hour	50 Marks (25%)	Questions will be based on the specialist option: Resistant Materials Content and the Common Content: Product Design. Section A: Answer all questions Section B: Answer one question - written paper
Component 2: Project	School Based Assessment	100 Marks (50%)	<ul style="list-style-type: none">• Design Brief• Specification Identification• Research• Generation of Possible Ideas• Selection and Manufacture• Evaluation• Implementation and Realisation

KNOWLEDGE REQUIRED:

Types of material, preparation of materials setting, measuring, marking out, testing, shaping, joining, assembly and finishing.

FUTURE CAREER OPPORTUNITIES:

A qualification in Design and Technology shows evidence of creative problem solving. Possible careers are: Fashion Designer, Tailor, Product Designer, Interior Designer, Architect, Software Engineer, Civil Engineer, Carpenter and Chef.

IGCSE DESIGN AND TECHNOLOGY - GRAPHIC PRODUCTS

The aims are to enable students to:

- Develop creative thinking in areas relevant to design and technology
- Apply problem-solving skills to practical and technological problems
- Develop the communication skills central to design, realisation and evaluation
- Gain knowledge and understanding of design and technology
- Develop skills in research and investigation
- Design and make products, taking into consideration sustainability and the wider impact on society
- Develop the ability to make aesthetic, economic, ethical and technical value judgements

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers and a piece of coursework as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Product Design	1 hour and 15 minutes	50 Marks (25%)	Common Content: Product Design Answer One Question - written/drawing paper
Paper 5: Graphic Products	1 hour	50 Marks (25%)	Questions will be based on the specialist option: Graphic Products Content and the Common Content: Product Design. Section A: Answer all questions Section B: Answer one question - written/drawing paper
Component 2: Project	School Based Assessment	100 Marks (50%)	<ul style="list-style-type: none">• Design Brief• Research and Specification• Research• Generation of Possible Ideas• Selection and Manufacture• Evaluation• Implementation and Realisation

KNOWLEDGE REQUIRED:

Formal drawing techniques, projection views and developments, presenting, communicating, information, materials, modelling, use of instruments and/or ICT manufacture of graphic products.

FUTURE CAREER OPPORTUNITIES:

A qualification in Design and Technology shows evidence of creative problem solving. Possible careers are: Fashion Designer, Tailor, Product Designer, Interior Designer, Architect, Software Engineer, Civil Engineer, Carpenter and Chef.

IGCSE DRAMA

This course is split into 3 different components, allowing pupils to access a well rounded Drama curriculum. Pupils will be expected to perform scripts with creativity and flair, as well as creating their own original theatre. Drama GCSE is also designed to expand the pupils skills of critically analysing their own work, as well as published theatre through a written examination. The course is split in favour of 60% practical and 40% theory.

ASSESSMENT:

This course will be assessed throughout year 11 in 3 different windows.

COMPONENT	TIME	WEIGHTING	CONTENT
1: Understanding Drama	1 hour and 45 minutes	80 marks (40%)	Written examination. Externally examined by AQA. <ul style="list-style-type: none">• Practical exploration and study of one complete performance text• Live theatre evaluation – free choice of production
2: Performance from a text	Portfolio: 1500-2000 words Performance: 15-20 minutes	60 marks (30%)	Non-examined. Internally assessed by the teacher. <ul style="list-style-type: none">• Create and develop a devised piece from a stimulus• Performance of this devised piece or design realisation for this performance• Analyse and evaluate the devising process and performance
3: Theatre makers in practice	3 hours	40 marks (30%)	Students will either perform in and/or design for two key extracts from a performance text. <ul style="list-style-type: none">• Teacher/student choice of performance text• Performer or designer routes available

SKILLS ACQUIRED:

GCSE Drama isn't just about preparing performers of the future, it's about creating well-rounded, critical thinkers who can also:

- Know and understand the characteristics and context of the set plays chosen
- Be equipped to work in groups, communicate effectively and have tangible outcomes within a given deadline
- Learn the importance of time management and working under pressure
- Know and understand how important it is to fail before you succeed
- Are encouraged to realise that failure is part of the learning process, and how to take feedback on board. This can be linked to the 16 habits of the mind/attributes to success from thinking schools, such as: persistence, managing impulsivity, thinking and communicating with clarity and precision, listening and understanding with empathy, applying past knowledge to new situations

FUTURE CAREER OPPORTUNITIES:

You will not find a job or career that doesn't use skills taught in Drama. Communication, collaboration and creativity are preparing pupils not just for the performing world, but the real world too. Pupils are encouraged to take Drama further and study the A-level in Drama and Theatre. The most popular career pathways from taking Drama GCSE are:

- Lawyer
- Teacher
- Medic
- Designer
- Entrepreneur



The Pearson Edexcel International GCSE in French covers content from the following topics:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

ASSESSMENT:

This course is assessed at the end of Year 11 through three exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Listening	30 minutes + 5 minutes reading time	40 Marks (25%)	<ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health
Paper 2: Reading and Writing	1 hour and 45 minutes	80 marks (50%)	
Paper 3: Speaking	8-10 minutes	40 marks (25%)	The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture that is related to one of the topic areas. They will also discuss two different topics, chosen at random by the exam board.

SKILLS ACQUIRED:

Students of French not only become proficient in another language, they also:

- Improve their communication skills
- Learn about Francophone culture and festivals
- Improve their knowledge of the world

FUTURE CAREER OPPORTUNITIES:

A qualification in French is highly valued by universities and employers and is often required for entry to further or higher education. Possible careers include but are not limited to: Lawyer, Teacher, Researcher, Tour Guide, Museum curator, Businessman, Cabin crew.



The aims and objectives of this course qualifications 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

ASSESSMENT:

This course is assessed at the end of Year 11 through three exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Physical Geography	1 hour and 30 minutes	70 marks (40%) of the total IGCSE	River and coastal environments, Hazardous environments, including fieldwork from one of these topics.
Paper 2: Human Geography	1 hour and 45 minutes	105 marks (60%) of the total IGCSE	<ul style="list-style-type: none">• Economic activity and energy• Rural environments• Urban environments including fieldwork from one of the topics• Global issues (<i>fragile environments and climate change, Globalisation and migration, Development and human welfare</i>)

SKILLS ACQUIRED:

Throughout their course of study, students will develop a range of geographical skills, including quantitative skills. and practical skills.

Practical skills include: graphical skills - compiling graphs and flow lines, using proportional symbols, annotating maps, diagrams and photographs.

- Map Skills (including use of digital maps) - using grid references, understanding scales, recognising symbols, identifying landforms and human features of the landscape
- Photo-interpretation Skills - reading vertical and oblique aerial photographs and satellite images, including GIS
- Sketching Skills - communicating ideas through simple sketch maps and field sketches
- Spatial Awareness - identifying the relative locations and relationships between features
- Knowing that Mathematics is a rigorous, coherent discipline
- Combining understanding, experiences, imagination and reasoning to construct new knowledge

Cognitive enquiry skills include: analysis of findings - reviewing and interpreting quantitative and qualitative information using appropriate media.

- Use of statistical skills - simple descriptive statistics, such as lines of best fit, means, medians, modes, etc.
- Conflict resolution skills - identifying the views of interested people (stakeholders), recognising that stakeholders may have strongly different attitudes and feelings towards a particular issue
- Evaluation of findings - appraisal and review of data and information to see if they are accurate and suitable for the purpose, or misleading and unreliable

FUTURE CAREER OPPORTUNITIES:

Journalist, Environmental consultant, Town planner, Geographical information systems officer, Conservation officer, Teacher/lecture.



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

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers and a piece of coursework as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Depth Studies	1 hour and 30 minutes	50% of the total IGCSE written examination	Topic 1: Germany - Development of Dictatorship, 1918-45 Topic 2: A Divided Union - Civil Rights in the USA, 1945-74 Topic 3: The Vietnam Conflict, 1945-75 Topic 4: Changes in Medicine, c.1848-c.1948
Paper 2: Investigation and Breadth Studies	1 hour and 30 minutes	50% of the total IGCSE written examination	

SKILLS ACQUIRED:

Students will gain knowledge and understanding of the key features and characteristics of historical periods, develop skills to analyse and evaluate historical interpretations in the context of historical events studied. In addition, they will develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

FUTURE CAREER OPPORTUNITIES:

Law, Academic Librarian, Archaeologist, Broadcast Journalist, Civil Service Administrator, Editorial Assistant, Human Resources Officer, Information Officer, Marketing Executive.



This course is split into 3 different components, allowing pupils to access a well rounded Music Curriculum. Students will be engaging critically and creatively with a wide range of music and musical contexts. Music GCSE is also designed to reflect on how music is used in the expression of personal and collective identities. The course is split in three assessed categories: Performance 30% of the qualification (60 marks), Composition 30% of the qualification (60 marks), and Appraising (Listening) 40% of the qualification (80 marks).

ASSESSMENT:

This course is assessed at the end of Year 11 through one externally examined paper and two non-examined assessments as described below:

COMPONENT	TIME	WEIGHTING	CONTENT
1: Performing	Non-examined assessment. Internally marked and externally moderated.	60 marks (30%)	<ul style="list-style-type: none"> • Solo performing • Ensemble performing • Approaches to performing
2: Composing	Non-examined assessment. Internally marked and externally moderated.	60 marks (30%)	<ul style="list-style-type: none"> • Developing musical ideas • Compositional techniques and strategies • Ensuring technical control and coherence • Methods of notating composition scores
3: Appraising	Written examination. Externally set and assessed. 1 hour and 45 mins	80 marks (40%)	<ul style="list-style-type: none"> • Musical elements, contexts and musical language • Areas of study: <ul style="list-style-type: none"> » Instrumental Music 1700-1820 » Vocal Music » Fusions

SKILLS ACQUIRED:

Even if you end up deciding not to pursue a career in music, the transferable music skills you'll gain as a music major will provide you with the background necessary to enter many other fields as well as graduate programmes:

- Ability to be creative and to think outside the box
- Ability to plan ahead
- Ability to take responsibility
- Ability to collaborate and work effectively to meet the goals
- Ability to think and understand in patterns
- Ability to manage time well and work in multiply projects at ones

FUTURE CAREER OPPORTUNITIES:

A qualification in music shows evidence of creative mind set and the ability to cope with multiply tasks. Those skills are highly valued and required by the market and for entry to further or higher education. Possible careers are: Music Producer, Sound Engineer, Sound Designer, Sound Technician/Broadcasting/Film/Video, Musician, Music Therapist, Private Music Teacher, Secondary School Teacher, Special Effects Technician.

IGCSE PHYSICAL EDUCATION

Some of the main topics covered in the Physical education syllabus are outlined in the following areas:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness and wellbeing
- Sport psychology
- Socio-cultural influences

The course is graded from 1-9. To be eligible to take the course, students must have demonstrated strong mathematical understanding in the Key Stage 3 math's course and showed promise during the Computing course at Key Stage 3.

ASSESSMENT:

This course is assessed at the end of Year 11 through two exam papers and throughout the course via practical moderation described below:

COMPONENT	TIME	WEIGHTING	CONTENT
Component 1: Fitness and Body Systems	1 hour and 45 minutes	90 marks (36%)	Applied anatomy and physiology, movement analysis, physical training
Component 2: Health and Performance	1 hour and 15 minutes	70 marks (24%)	Health, fitness and wellbeing, sport psychology, socio-cultural influences
Component 3: Practical Performance	NA	105 marks (30%)	Practical performance across individual and team games, general performance skills
Component 4: Personal Exercise Programme (PEP)	NA	20 marks (10%)	Aim and planning analysis, carrying out the PEP, evaluating the PEP

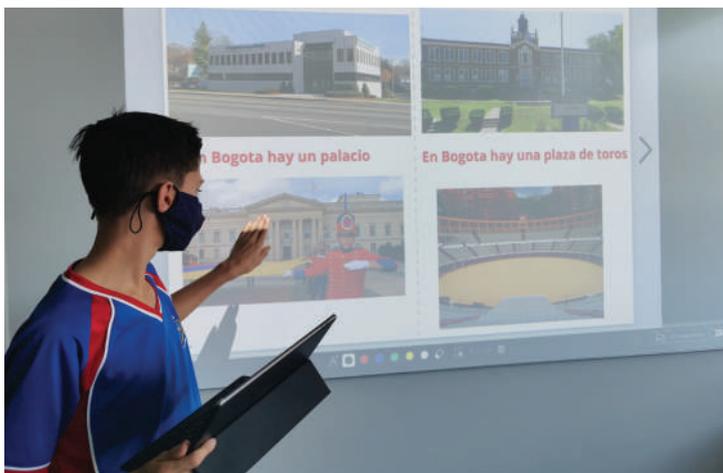
SKILLS ACQUIRED:

Physical Education is very important in the development of overall Health and Fitness, but the course will also help students develop and acquire the below:

- 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

FUTURE CAREER OPPORTUNITIES:

A qualification in Physical Education can lead to various careers in sport, some familiar and more popular are Coaching, Sports Analysis, Physiotherapy, Teaching. All of which can be studied at higher education with a Physical Education GCSE award.



The Pearson Edexcel International GCSE in Spanish covers content from the following topics:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

ASSESSMENT:

This course is assessed at the end of Year 11 through three exam papers as described below:

ASSESSMENT	TIME	WEIGHTING	CONTENT
Paper 1: Listening	30 minutes + 5 minutes reading time	40 Marks (25%)	<ul style="list-style-type: none"> • Home and abroad • Education and employment • Personal life and relationships • The world around us • Social activities, fitness and health
Paper 2: Reading and Writing	1 hour and 45 minutes	80 marks (50%)	
Paper 3: Speaking	8-10 minutes	40 marks (25%)	The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture that is related to one of the topic areas. They will also discuss two different topics, chosen at random by the exam board.

SKILLS ACQUIRED:

Students of Spanish not only become proficient in another language, they also:

- Improve their communication skills
- Learn about Spanish culture and festivals
- Improve their knowledge of the world

FUTURE CAREER OPPORTUNITIES:

A qualification in Spanish is highly valued by universities and employers and is often required for entry to further or higher education. Possible careers include but are not limited to: Lawyer, Teacher, Researcher, Tour Guide, Museum curator, Businessman, Cabin crew.

ARCADIA PROGRAMMES



ARCADIA LIFELONG LEARNING SKILLS (ALLS)

This programme consists of areas such as:

- **Learning Skills Development:** Students work to develop 21st Century learning skills in critical and creative thinking, collaboration and communication. This takes place through group and class discussion/debate and also individual work on different scenarios through a programme called Callido.
- **Exploration of Career Opportunities:** Students are supported in exploring future course and career opportunities available to them through their strengths and interests in meetings with the career counsellor and through Unifrog.
- **Exceptional Learners (EL):** Students identified as EL students from different areas across the curriculum are provided with opportunities to extend them in their understanding of their subjects of strength through challenges, projects and competitions.

ENRICHMENT AND STUDY SKILLS

In Year 10 students continue with the Enrichment programme that they have been experiencing in Key Stage 3. During this time every student works through deliberately identified activities that support the concept of developing well rounded and highly skilled students who have the opportunity to gain enrichment across diverse areas.

In Year 11 students will use this valuable time to prepare for their IGCSE assessments through the use of effective study skills and plans along with access to teacher support and guidance.

CENTER FOR ENTREPRENEURIAL LEADERSHIP (CEL)

Developed in partnership with the Sands Centre for Entrepreneurial Leadership in the United States, the Entrepreneurial Leadership programme prioritises the development of four key traits that comprise the entrepreneurial mindset:

- Opportunity-seeking
- Resilience
- Creative problem-solving
- Resourcefulness

Equipped with this mindset, students take on interesting challenges that connect with their passions and graduate with a competitive advantage. To instil this mindset in every student, the Entrepreneurial Leadership programme is integrated into the Key Stage 4 experience, developing on from CEL modules investigated in Key Stage 3. Project-based challenges in the classroom provide an opportunity for students to build this way of thinking while practising entrepreneurial skills in the areas of business, design, and technology.

CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 10	<p>Application Development</p> <p>In this class students will learn the process of developing a mobile application. They will plan, design, test and launch an application using various software development methods.</p>	<p>3D Design & Fabrication</p> <p>In this class students will utilise the Design & Technology facilities within school to create a physical product. This will include the planning, design and fabrications stages of the product.</p>	<p>Research, Data & Analysis</p> <p>This class will teach students how to further develop their research and analytical skills by completing a data driven project in small teams.</p>
YEAR 11	<p>Launchpad Project</p> <p>The Launchpad Project is a unique, self-directed design experience. With the support of dedicated faculty mentors, students bring ideas inspired by their personal passions to life using the business, design, and technology skills learned in their previous CEL classes.</p>		

Launchpad Project - There is the possibility that students may be able to take a Higher Project Qualification (HPQ) in conjunction with the Launchpad Project. The HPQ is equivalent to a GCSE.

SPORT AND PHYSICAL DEVELOPMENT

Key Stage 4 students have a shared afternoon each week where they all come together to participate in individual and team events and competitions. During this time students are involved in badminton, basketball, football, health and fitness, hockey, rugby, swimming, table tennis and volleyball.

OUTDOOR EDUCATION

The Outdoor Education programme is based on the school's belief that by taking learning outside of the classroom and into new and challenging situations, students are able to reflect about and interact with the environment. New opportunities for learning are created and previous skills and understandings are able to be brought to bear in unfamiliar environments. The programme is sequential and builds upon the Arcadia Key Stage 3 Outdoor skills programme. As students move through school, the outdoor challenges grow sequentially in complexity, challenge and levels of independence, towards students ultimately participating in the Duke of Edinburgh International Award at Key Stage 4.

AIMS:

- To expose students to a progressive outdoor skill and challenge programme
- To provide students the opportunity to work towards the Duke of Edinburgh International programme.
(The school aims to become a licensed D of E organisation)
- To create learners who appreciate the vital importance of nature and ecological responsibility and who develop a love of nature and care for the world and its different environments
- To apply previous learning to new situations
- To gain the confidence to take on new and challenging situations and apply this to all learning
- To develop life and survival skills
- To gain an appreciation of how other people live in different environments
- To enhance team-building skills and the ability to work effectively with others in a range of challenging environments
- To develop resilience, determination and a sense of achievement

Annual outdoor residential learning experiences are provided to ensure a range of environments are experienced and challenges are appropriate to the student's developmental level, with increasing challenge.

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