
NCBIS CURRICULUM GUIDE

Secondary School

Key Stage 4

2019/ 2020

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WELCOME TO NCBIS SECONDARY SCHOOL

This guide describes the educational journey you will enjoy throughout Years 10 and 11, which is referred to as Key Stage 4 in the UK. These are formative years culminating in the world-recognised IGCSE/GCSE examinations in June of Year 11. These examinations, are seen as valuable qualifications around the world. They also make a valuable academic platform for the IB Diploma or IBO Certificates in Years 12 and 13.

Whether you are a new or an existing student, you are assured of first-class teaching and, most importantly, a nurturing and supportive learning environment, where the student is at the very heart of all our activities. For those who are totally new to the British educational system, please read our Student and Parent Handbooks, and we will look forward to providing you with more information at our regular Parents' evenings. IGCSE/GCSE results at NCBIS are impressive and many of our students gain top awards at the annual Pearson awards ceremony.

At Key stage 4, all students study at least eight subjects, including the core subjects of English, Mathematics and a foreign language of their choice. You are encouraged to take a broad and balanced range of optional subjects including at least two sciences, a humanities subject (History, Geography, Business Studies and Economics) and a creative subject (Art, Graphic Design, Music, Drama), an examination course in Physical Education is also available. Your curriculum also includes PSHE (Personal, Social and Health Education) and "Learning for Life".

You will be encouraged to make the most of your time in key stage 4 by participating in a wide range of extra-curricular activities including music, sport, drama and debate.

David Mate
Head of Secondary

The NCBIS mission is:

To provide a learning environment that supports academic achievement whilst promoting personal growth through the attributes of the IB Learner profile, within a caring international community committed to the traditional values of honesty, courtesy, respect, integrity and fair play.

Vision Statement – in 2021 NCBIS is

An international school of renown that provides an education of excellence by which students are prepared for a rapidly changing world where skills, values, attitudes and attributes are as important as knowledge. This education enables students to fulfil their academic, sporting and artistic potential and develop a positive and creative mind-set that enables them to achieve success at school and in later life. This is achieved in a happy atmosphere and a safe and stimulating physical environment that is conducive to academic learning as well as personal and social growth. NCBIS will continue to be celebrated for its warm and caring ethos and its positive contribution to a sustainable and just world.

Values:

NCBIS is guided in all its actions and decisions by its commitment to:

- Providing quality education in a safe, secure and caring environment
- Ensuring choice and challenge both within the curriculum and the extra-curricular programmes
- Promoting academic and personal achievement
- Inspiring intellectual curiosity, critical thinking and enthusiasm for learning
- Developing each student's unique talents to help them achieve their potential
- Maintaining an internationally diverse community of open-minded people

NCBIS LEARNER PROFILE

As an IB World School, the school aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

We strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The profile is taken from the IB Learner Profile booklet www.ibo.org

What is Learning for Life?

You are growing up in the most rapidly changing period in human history. This creates complex challenges and new opportunities. Learning for Life is a subject designed by NCBIS school teachers with the aim of better equipping you with the skills to face the challenges posed by life in the 21st century.

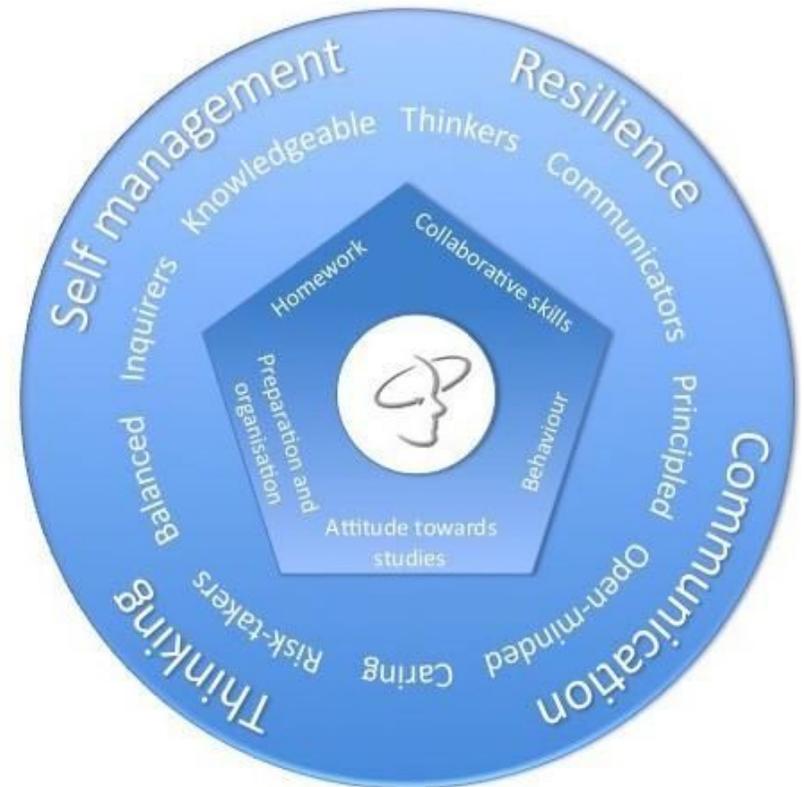
Learning for Life is a non-examined, compulsory subject for students in Years 7 to 11. The Learning for Life curriculum seeks to help all students, the confident high achievers as well as those who find school more challenging. It aims to equip you with a range of skills, approaches and strategies which will be useful in your study of other disciplines and for your life- long learning.

At points during the year you will undertake collaborative projects that involve challenging, inquiry based opportunities though the super learning day programme. This also provides an opportunity for you to showcase their learning with the wider school community.

Why is Learning for Life so important?

Because it:

- Develops communication, independence, collaboration, thinking and research skills
- Builds habits of effective learning.
- Supports students in learning how to practice safe, responsible, legal and ethical use of digital media.
- Promotes self-management and responsibility, preparing students for study at NCBIS



now and in the future.

- Helps students to consider important issues from personal, local/national and global perspectives and understand the links between them.
- Helps students make informed decisions and critically evaluate these decisions.
- Contributes to health and well-being, encouraging individual responsibility for making healthy choices in life.

Curriculum support for students

NCBIS endeavours to provide a safe, caring, stable and supportive environment which values every member of the school community. Within the environment the school aims to develop students' self-esteem, self-respect and sense of responsibility towards themselves and others.

The co-ordination of the work of the tutor is part of the role of the Heads of Key Stage and the Deputy Head. They are responsible for monitoring and reporting on students' academic progress, personal development and standards of behaviour.

The form tutor and co-tutor play a fundamental role in guiding each individual within his or her tutor group and is the first point of contact for teachers, parents and students. Form tutors instil the values and expectations of the school and contribute to the student's social and academic development through daily morning registration, assembly time and individual discussion during one- to -one mentoring.

Each student belongs to a Tutor group which consists of members of the same year group. Due to the transient nature of our student body and in order to encourage interaction with a wide range of students, Key Stage 3 tutor groups will be changed on an annual basis to ensure heterogeneity. In order to ensure continuity and support from the tutor and co-tutor at Key Stage 4 and 5, these tutor groupings will remain constant, and be reassigned in Key Stage 5. Each student is assigned to one of the four houses. In this way students can identify with a larger house group, which helps to foster a sense of belonging and a focus, for example, representing their house at events such as Sports Day and house extravaganza events.

The role of parents

The school believes that students are most successful when parents and teachers work together. Parents are expected to read and abide by the student- parent [handbook](#). In addition, parents are expected to read the home-school agreement with you which makes clear that your success will be built upon an open and supportive partnership between all those concerned.

Baseline testing

At the beginning of year 10 students take a “baseline” test, called the Yellis test which was devised by the Curriculum Monitoring and Evaluation Centre (www.cem.org) at Durham University, UK. These tests give a snapshot of a student’s ability to access an English-medium curriculum and help staff work with students to set academic targets

Challenges week - Philosophy and rationale

“Challenges week” forms part of our wider experiential curriculum and is part of our “Learning for Life” programme at NCBIS. Challenges week activities provide rich, character building experiences that we hope will awaken your interest, or spark a passion in areas that you may never have experienced previously.

These areas include:

C - creativity, culture & curriculum A - activity & adventure

S - service learning

Challenges week enhances the standard curriculum and provide you with opportunities for cultural enrichment, service to others, adventure activities and travel, whilst making you more internationally minded and an informed global citizen. The NCBIS programme is designed to give you the experiences that will inspire you and which fit in with the ethos of both the PYP and IB Diploma Programme at NCBIS. Challenges week looks to provide unique educational experiences and we strongly believe that it provides NCBIS students with an edge when they apply to future colleges and universities.

OVERVIEW OF GCSE AND IGCSE

What are GCSEs and IGCSE?

GCSEs and IGCSEs represent, for the first time, students being allowed to make real choices in the subjects they will be studying. These choices represent the beginning of a process of distillation within your educational career and the start of a potential career path or specialism. It is therefore important to make an informed decision. At NCBIS we offer a range of information regarding this and the opportunity to put questions to teachers at the (I)GCSE information evening. However, should you find that you still have unanswered questions, please do not hesitate to contact the Head of Department for subject specific enquiries, or the Head of Key Stage 4 for more general questions.

GCSE – The General Certificate of Secondary Education

These are two year courses followed by the vast majority of students in England. Changes to the GCSE Curriculum mean that many GCSE courses have changed. Please also be aware that there is new GCSE grading system which will be from 9 – 1, with 9 being the highest grade and 1 being the lowest. These changes are being phased in.

IGCSE – The International GCSE:

The IGCSE is also a two year course and the result has exactly the same value as the GCSE. The IGCSE tends to put greater emphasis on the final examination, and questions may be set in a more international context. These will also use the 9-1 grading system.

Most students will sit nine (I)GCSE examination subjects from within the regular option programme. In some cases, students may only sit seven or eight examinations, for example, when they have Individual Educational Needs (IEN). In other cases, it may be possible for some students to sit additional (I)GCSE language examinations, outside of the normal option programme, when their language ability enables this to happen. It is important for you to choose courses that will motivate you and enable you to succeed at an appropriately challenging level. Additionally, you should consider selecting subjects that ensure that you get a broad and balanced experience as well as choosing courses that suit your proposed career plan.

Which subjects can I take?

All students entering Year 10 at NCBIS will study for IGCSE qualifications in mathematics as well as English Language and English Literature. In addition to this, you must select six further subjects from a choice of other options that we offer. When making (I)GCSE choices, it is important to note that if you wish to continue into Years 12 & 13 you must consider the requirements of the International Baccalaureate Diploma Programme as this is what is offered at Key Stage 5 (Years 12 and 13).

The IB Diploma Programme requires students to complete 6 subjects (one subject from Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and a free choice from The Arts or Language Acquisition or Individuals and Societies or Science). Students must also satisfy the core elements of writing an Extended Essay, participating in the Theory of Knowledge course and taking an active 2-year involvement in Creativity, Activity and Service (CAS).

Click here to access the [I.B. Diploma Guide](#).

ASSESSMENT

The relationship between the old grading system and the new one is shown below. A grade 5 will be considered a ‘good pass’ and a grade 4 a ‘standard pass’.

Standard pass	New 9 to 1 system	Old I/GCSE grades
	9	A*
	8	
	7	A
	6	

Good Pass	5	B
Standard Pass	4	C
	3	D
	2	E
	1	F
		G
	U (Unclassified)	U (Unclassified)

APPROACH TO LEARNING

	Cause for Concern	Needs Improvement	Meeting expectations	Outstanding
Attitude towards studies	Rarely makes use of time in class that enhances learning and makes limited or no use of opportunities available	Engagement in learning is variable and makes limited use of information gained in class	Is actively meeting most expectations in learning but relies on information gained in class	Is actively engaged in learning and shows clear evidence of independent learning

Behaviour	Is rarely on task and has a detrimental effect on the learning of others	Occasionally has to be reminded to get back on task and can distract others from their learning	Remains on task with very few reminders and is considerate of the learning of others	Is always on task and has a positive effect on the learning of others
Collaborative skills	Rarely shares ideas and tends to take a passive role during activities	Will share ideas when prompted and takes up a very limited number of roles during activities	Will share ideas with others and will take up some roles during activities	Play a positive role in sharing ideas, encouraging others to participate and valuing their opinion
Quality of Homework	The standard of work is rarely in line with their ability	The standard of work is lower than expected in relation to their ability	The standard of work is in line with their ability	Work is consistently completed to a high standard
Preparation and organisation	Rarely comes to the lesson with the correct equipment, use of the planner is ineffective and dead- lines are rarely met	Usually comes to the lesson with the correct equipment, the planner is occasionally used effectively and meets some deadlines	Mostly comes to the lesson with the correct equipment, uses the planner effectively and meets most deadlines	Always comes to the lesson with the correct equipment, makes effective use of the planner and meets all deadlines

HIGHER EDUCATION AND CAREERS GUIDANCE

New Cairo British International School is committed to helping students fulfil their potential and experience success through an educational environment which respond to individual needs, and which stimulates and challenges each and every student. The aim of the Careers education is to prepare students for the opportunities, responsibilities and experiences of adult life, through the development of career management skills with a clear focus on the best fit between school choices, university degree and career goals for individual students. Each student is encouraged to build on their particular interests and strengths.

During Year 10 and Year 11 Careers education takes place during PSHE. The focus of the Careers education allows students to research:

- Their own soft skills
- Skills required for career progression
- What different careers entail
- What skills are required for the 21st Century
- How to manage a budget
- Interview practice

Throughout the year we have over 30 universities who visit the school to present their information to our students to help them make an informed decision. Students also have the opportunity to carry out work experience, normally during Challenges Week, which allows students to experience life in the workplace. The Head of Careers and the Head of KS4 are also available to speak to students one on one to give individual advice.

Egyptian National Students/Students studying in Egypt

The Supreme Council for Egyptian Universities determines the entry requirements for Egyptian Nationals who wish to enter Egyptian Universities. These requirements and regulations are reviewed annually and can change on an annual basis and are most often announced in the national newspapers, rather than by any formal notification. New Cairo British International School checks this information, but it is the parents' responsibility to ensure that they have the correct information.

At present, universities in Egypt require that students sit the 'Higher Tier' examination paper to be considered for admission. In an attempt to minimise any difficulties when making applications, we strongly recommend that Egyptian National students wishing to enter Egyptian universities sit the "Higher" tier examinations. However, the 'higher' level courses of study may not be appropriate for some students and the students may, where the teaching groups are differentiated, be better suited to the 'foundation' tier examinations. The school will teach the tier that it feels the student can most easily access. However, if the parent/guardian wishes to change the entry tier for their child, they must contact the school, as the student will need to cover additional material required for the 'higher' tier examination in their own time.

- Please be aware that GUC, BUE do not accept drama, PE or music.
- GCSE MFL Arabic is not accepted by any Egyptian university.
- AUC currently accepts all Edexcel GCSE and IGCSE courses that we offer.
- 3-year rule for languages – (I)GCSE languages should not be sat early as sitting them early makes them invalid for some Egyptian universities

Entrance to the American University of Cairo requires students to achieve the full IB Diploma, but they do take IB Courses students on a case by case basis. Further information on AUC's current entrance requirements can be found here: <https://www.aucegypt.edu/admissions/undergraduate#InternationalBaccalaureate>

Please note that as NCBIS is not under the auspices of the Ministry of Education, students at NCBIS cannot attend any university that comes under the Ministry of Education without having previously taken the Thanaweya Ama examination. Unfortunately, we are unable to offer this examination or any component of it. Therefore, at pre- sent, the only university that students from NCBIS are eligible to attend is AUC. It should be noted that regulations can change at any time; parents need to check requirements and acceptance of (I)GCSE and IBDP with universities as they vary from university to university. However, we do our best to provide you with any information that we have.

KS4 TIMELINE

At NCBIS we have a strong partnership with parents. The tables below shows key events in key stage 4. Further details can be found in the calendar.

YEAR 10			YEAR 11		
Term 1	September	Meet the Tutor	Term 1	September	Meet the Tutor
	October	Grade Report		October	Grade Report
	November	PTC (Parent Teacher Communication Day - no lessons for students)		November	IB options PTC (Parent Teacher Communication)
Term 2	January	-	Term 2	January	Year 11 Mock Exams

	February	-		February	Year 11 PTC
	March	Challenges Week/Geography field trip		March	Challenges Week
		Full Report			Year 11 Full Reports
Term 3	May		Term 3	May	GCSE study leave begins
	May/ June	End of Year Exams		May/ June	(I)GCSE examinations
	June	Yr 10 Grade Report		June	-
		PTC			
Late August		Late August	(I)GCSE examination results released		

SUBJECTS OFFERED IN YEAR 10 & 11 (COMPULSORY CORE)

1) MATHEMATICS A

Why Study maths?

The qualification in mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics - and they recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. The secondary mathematics programme places an emphasis on problem solving, functionality and mathematical thinking, as well as important aspects of pure and algebraic areas. Click [here](#). Specification Code Edexcel 4MA1.

What will the course be like?

The syllabus requires students to demonstrate their ability in:

Using and applying mathematics (making and monitoring decisions to solve problems, communicating mathematically, developing skills of mathematical reasoning)

Number and algebra (understanding and using numbers, the number system, relationships between numbers and developing methods of calculation, solving numerical problems, understanding and using equations, formulae and identities, sequences, functions and graphs)

- **Shape, space and measures** (developing geometrical reasoning, understanding and using properties of transformation and coordinates, understanding and using measures, developing skills in mathematical construction)
- **Handling data** (specify a problem and plan work, collect, process and represent data, interpret and discuss their results)

How will I be assessed?

Maths is a compulsory course to year 11; The Edexcel International GCSE in Mathematics A specification is assessed through two papers of 2 hours each, with a calculator allowed in each, there are two tiers of entry to allow students to be entered for the appropriate level. Both tiers will be significantly more challenging in content than the previous A*-G IGCSE, with levels 1-5 being examined in the Foundation tier and levels 5-9 being examined in the Higher tier, hence we anticipate more students taking the Foundation tier than previously. Tier of entry will be decided by the Maths teachers and Head of department in the middle of year 11.

2) ENGLISH LANGUAGE AND ENGLISH LITERATURE

Why study English Language and English Literature?

The new International GCSE qualifications in English Language and English Literature (2016) build upon the academic rigour of the old IGCSE through closer focus on a

wider range of studied texts and the introduction of the new 9-1 Grading scale. This scale seeks to identify truly outstanding performance at the top end of the grade scale, with a level 9 becoming the equivalent of an old style A*, with an extra level of '*'. Speaking and Listening assignments no longer contribute to the English Language grade, but an endorsement in Spoken Language replaces this and will be completed to help compliment your two IGCSE grades.

The **English Language course** will be central to your learning and development at NCBIS, with a clear emphasis placed upon writing accurately and developing a concise and reflective style of analysis when reading and exploring texts. The English Department has developed a thorough and demanding, yet engaging and exciting programme of study (in line with Edexcel course requirements). This two-year course will fully prepare you for success in your final grades, but more importantly for your future schooling in English. Specification Code Edexcel 4EA1.

The **English Literature course** is rich and diverse and we will benefit from exploring the ideas within the wide range of texts, genres and authors available to study over this two year course. We will consider how authors are shaped by their environment, and how we too are changed by what we read and learn from texts. We will develop better skills of analysis and seek to understand how to consider the ways writers create meaning in their texts. This course will ask you to reflect on your own understanding of the world and challenge you to see things from perspectives other than your own. Specification Code Edexcel 4ET1.

We will study these two separate IGCSE subjects side-by-side over the duration of the two-year course (NCBIS Year 10-11).

What will the course be like?

Year 1		English Literature	English Language
Autumn	<ul style="list-style-type: none"> Non-fiction prepared texts from anthology Non-fiction and literary non-fiction unseen texts (journalism [articles and reviews], speeches, journals, reference book extracts, autobiography, letters, obituaries, travel writing) and comparison skills Transactional writing (persuade/argue/advise) 		Paper 1
	<ul style="list-style-type: none"> Literary Heritage text: Macbeth/Romeo and Juliet Imaginative writing 	Paper 2	Paper 2
Spring	<ul style="list-style-type: none"> Non-fiction prepared texts from anthology Modern Drama: An Inspector Calls/A View from the Bridge Spoken Language endorsement 	Paper 2	Paper1
	<ul style="list-style-type: none"> Anthology Poetry 	Paper 1	Paper 2

	<ul style="list-style-type: none"> Responding to unseen poetry Imaginative writing 	Paper 1	
Summer	<ul style="list-style-type: none"> Revision for end of year examinations Anthology Poetry Comparison skills in poetry Unseen poetry 	Paper 2 Paper 1 Paper 1 Paper 1	Paper 1
Year 2		English Literature	English Language
Autumn	<ul style="list-style-type: none"> Modern Prose: Of Mice and Men or To Kill a Mockingbird Transactional/imaginative writing using OMAM/TKAM as a stimulus 	Paper 1	Paper 1 and 2
	<ul style="list-style-type: none"> Spoken Language endorsement Unseen prose fiction skills 		Paper 2
Spring	<ul style="list-style-type: none"> Mock examination Anthology Poetry: Blessing, Search for My Tongue, Half-Caste, War Photographer Unseen poetry 	Paper 1 Paper 1 Paper 1	Paper 2
	<ul style="list-style-type: none"> Part 2 Anthology Texts Literary Heritage Texts revision 	Paper 2	Paper 2

How will I be assessed?

Throughout the two-year, dual subject programme, you will complete a number of practice examinations, with four final externally-assessed examinations at the end of the course.

The Language course is divided into two examinations: Paper 1 (Non-fiction Texts and Transactional Writing), and Paper 2 (Poetry and Prose Texts and Imaginative Writing). The Literature course is also divided into two examinations: Paper 1 (Poetry and Modern Prose) and Paper 2 (Modern Drama and Literary Heritage Texts).

You will also complete a Spoken Language endorsement, similar to a Speaking and Listening Certificate, which is not part of the IGCSE qualification, but will form an important part of your future transcript.

Examinations at the end of Year 1 and at the beginning of the Spring Term in Year 2 of the course will form an important part of grade predictions necessary for application to the IBDP, though practice examinations will also be weighted accordingly to give a fair reflection of your achievement and progress.

3) PERSONAL, SOCIAL AND HEALTH EDUCATION (NON-EXAMINED)

What is PSHE (Personal, Social, and Health Education)?

Personal wellbeing helps you people embrace change, feel positive about who you are and enjoy healthy, safe, responsible and fulfilled life. Through active learning opportunities you will recognise and manage risk, take increasing responsibility for yourself, your choices and behaviours and make positive contributions to your family, schools and community. As you learn to recognise, develop and communicate your qualities, skills and attitudes, you will build knowledge, confidence and self-esteem and make the most of your abilities. As you explore similarities and differences between people and discuss social and moral dilemmas, you will learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps you explore this complexity and reflect on and clarify your own values and attitudes. You will identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development and is delivered in 7 strands across KS3, KS4, KS5.

The 7 strands of PSHE at NCBIS

The course is based upon 7 strands of well-being, which are as follows:

- **Physical Health:** This strand covers information on the foundations of well-being and keeping ourselves physically healthy.
- **Positive Relationships:** This aspect of the course explores what is arguably the most important aspect of well-being; namely our relationships with other people.
- **Perspective:** This part of the course is concerned with building a 'psychological immune system' or grit and resilience. It aims to help develop the thinking skills that enables you to overcome adversity.
- **Global Citizenship:** This strand is concerned with looking at ways of living sustainably, considering our place in the international world and dealing with transition.
- **Risk:** This aspect of the course allows you to consider social and personal dangers.
- **Careers:** This strand allows and encourages your reflection on life beyond NCBIS.
- **Target setting:** This aspect encourages you to reflect on your own learning and achievements and identify your own personal development targets.

4) PHYSICAL EDUCATION (NON-EXAMINED)

What will the course be like?

During the course of KS4 each pupil will be offered a choice of sports “pathway” that will include a range of activities such as: Invasion Games, Striking Games, Health and Fitness, Dance, Gymnastics, OAA, Swimming/Water Safety, Alternative Curriculum and Sports leaders. Pupils will be able to pick the pathway that most suits their interests.

How will you be assessed?

A process of ongoing assessment is carried out by the Physical Education teachers, assessing the pupils on their practical application, understanding of concepts, motivation, participation and engagement with others. Pupils are awarded a 9-1 grade for their overall performance in Physical Education and ATL grades in line with school assessment criteria.

5) ART, DESIGN AND GRAPHIC COMMUNICATION

Why choose Art and Design?

Syllabus Code - Fine Art: FA0/02 - Graphic Communication: 1GC0/02

There are two streams in the Art and Design course, FINE ART and GRAPHIC COMMUNICATION. In FINE ART you will explore a range of ‘ways of making’ such as painting, printmaking and 3D art forms. You will create work that communicate aesthetic, ideas and meaning to an audience rather than to serve a practical or commercial function. In GRAPHIC COMMUNICATION you will also explore a range of ‘ways of making’ including drawing and painting. However, they will be more focus on digital manipulation, photography and typography. You will learn to manipulate colour, signs and symbols, to persuade your audience and successfully fulfil the brief.

GCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further

study, NCBIS GCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience, click [here](#)

What will the course be like?

The visual art course begins with structure that offers students a range of artists, media, artworks, historical and cultural contexts to explore. Students are encouraged to use these starting points as the basis to launch their individual study based on their own interests and passions. Students are then given the choice to explore techniques, media, concepts and other forms that will culminate into informed artworks.

Through sustained investigations of contextual sources, initial ideas develop into complex visual and conceptual forms. Students also refine their skills by experimentation with media and practical processes. Students record their ideas, observations, insights and processes as a means of reflecting on previous work in order to progress. They can then take these developed skills and transform them into meaningful and personal responses through the application of formal elements relevant to their intentions.

How will I be Assessed?

Students must:					
A01	Develop ideas through investigations, demonstrating critical understanding of sources	25%	Component 1: Personal Portfolio	Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills. Student will complete at least three discrete projects from which the best work will be selected and presented.	60%
A02	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25%		Component 2: Externally Set Assignment	
A03	Record ideas, observations and insights relevant to intentions as work progresses	25%			

	Total	100%	Total		100%
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6) BIOLOGY

Why should I study Biology?

Biology is the scientific study of different life processes. It addresses fundamental concepts such as the evolution of species on Earth, to the role of DNA and adaptation in sustaining and propagating life. It studies the interaction of macroscopic systems such as the ecosystem and microscopic cells. Students engage very well with this subject as it allows them to better understand their own biological functions. Anyone wanting a career in dentistry, pharmacy or medicine will require this subject. Click [here](#). Specification Code 4BI1.

What will the course be like?

Term 1 Y10	Topic 1-5 (Levels of organisation and plant biology)	Recognition of features of plants, animals, bacteria, fungi, protists and viruses. Later in this unit students will understand that living organisms are composed of cells and that organisms that consist of one cell carry out all the functions of life. Surface area to volume ratio is important in the limitation of cell size. Students will deepen their knowledge of photosynthesis and be able to explain how transpiration occurs. The role of hormones in stimuli response of plants will also be explored.
Term 2 Y10	Topic 6-10 (Biological systems in mammals)	A balanced diet is essential to human health. Students will determine the energy content of food by combustion. Enzymes control the metabolism of cells. Students will design experiments to test the effect of temperature and pH on the activity of enzymes. The structure of the wall of the small intestine allows it to move, digest and absorb food. As organisms become more complex, they require specialised systems to coordinate the basic life functions. Respiration is the chemical equation that releases energy for life and acquiring the reactants and getting rid of waste products are managed through the respiratory and circulatory systems which are structured to perform specific functions.

Term 3 Y10	Topic 11-13 (Evolution, Inheritance and Reproduction)	The structure of DNA allows efficient storage of genetic information and can be translated to make the proteins needed by the cell. Living organisms inherit a blueprint for life from its parents which can be inherited sexually or asexually. Mitosis is essential for the growth and repair of cells. Meiosis allows new combinations to be formed by the fusion of gametes. The diversity of life has evolved and continues to evolve by natural selection.
Term 1 Y11	Topic 13- 18 Plant Reproduction, Excretion, Energy flow and cycles, Man's impact on the environment, Nervous system and Hormones	Students will study factors affecting plant reproduction and will investigate factors that affect germination in seeds. All animals excrete nitrogenous waste products. Students will understand the structure and function of the kidney. Students will study the consequences of dehydration and overhydration. Ecosystems require a continuous supply of energy to fuel life processes. The concept of energy flow explains the limited length of food chains. The availability of carbon, nitrogen and water in ecosystems depends on their cycling. The cycles are studied in detail. Man's impact on the environment is considered including on land, water and in the atmosphere. The endocrine and nervous systems work together to maintain homeostasis. Students will study how neurons transmit electrical impulses and the function of a reflex. A number of hormones will be studied including: adrenaline, insulin, testosterone, oestrogen and progesterone.
Term 2 Y11	Topic 19 and 20 Food Production	Microorganisms can be used and modified to perform industrial processes. Organisms can be modified to increase yields and obtain novel products. Students will assess the risks and benefits of scientific research e.g. GM crops.
Term 3 Y11	Exam Preparati on	

How will I be assessed?

Paper 1 41.1 %	120 minutes, 110 marks.
Paper 2 38.9%	75 minutes, 75 marks.

7) BUSINESS

Why Choose Business?

The Pearson IGCSE Business syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at IB and A Level and an ideal preparation for the world of work. Click [here](#) . Specification Code Edexcel 4BS1.

What will the course be like?

Topics over the 2 years

1. Business Activity and influences on business.
2. People in Business.
3. Business Finance.
4. Marketing.
5. Business operation.

How will I be assessed?

The assessment of this qualification is through a **two x 1 hour and 30 minute exams (50% each)**.

- Paper 1 - Investigating small businesses.
- Paper 2 - Investigating large businesses.
- Single tier of entry.
- The total number of marks available is **100**.

Assessment Objectives and weightings	% in International GCSE
AO1: recall, select and communicate their knowledge and understanding of business terms, concepts and issues.	27 - 28%
AO2: apply (application) knowledge and understanding using appropriate business terms, concepts, theories and calculations effectively in specific contexts	38 - 39%
AO3: select, organise and interpret business information from sources to investigate and analyse issues.	22 - 23%
AO4: Evaluate business information to make reasoned judgements and draw conclusions.	11 - 12%

8) CHEMISTRY

Why should I study chemistry?

Chemistry is challenging, yet exciting subject that will take students on a journey of how matter interacts at a microscopic level to create amazing macroscopic materials. Students will gain knowledge of chemical reactions and their application to a wide variety of concepts, such as maintaining blood pH levels to the production of plastics. Chemistry is a middle science as it incorporates concepts from biology and physics and is often a requirement for medical and engineering degrees. Click [here](#). Specification Code Edexcel 4CH1.

What will the course be like?

Term	Section	Description
Term 1 Y10	Section 1: Principles of Chemistry: a) States of matter, b) Atoms, c) Atomic Structure, f) Ionic Compounds, g) Covalent substances, h) Metallic crystals	Description The course begins by introducing students to the nature of matter, by looking closely at states of matter and the structure of an atom. Students are then introduced to different experimental techniques (filtration, crystallisation, distillation, etc.) and their application. The topic of chemical bonding is introduced where students explore ionic, metallic and covalent bonding.
Term 2 Y10	Section 2: Chemistry of the Elements: a) The Periodic Table, b) Group 1 elements c) Group 7 elements g) Tests for ions and gases Section 1: Principles of Chemistry d) Relative formula masses and molar volumes of gases, e) Chemical formulae and chemical equations	Students are introduced to the periodic table with a focus on group 1 (alkali metals) and group (7 halogens) elements. After that the students are introduced to qualitative analytical techniques where they are required to test and identify ions and gases. The last topic covered in term 2 is moles – quantitative chemistry.
Term 3 Y10	Section 2: Reactivity series, oxygen, water, hydrogen and carbon dioxide	In the last term students are introduced the reactivity series, displacement reactions. They will learn about the chemical and physical characteristics of oxygen, water, carbon dioxide and hydrogen.

9) COMPUTER SCIENCE

Why choose Computer Science?

This is a new course designed to equip you with 21st century skills. You will develop your ability to apply computational thinking and will learn to decompose and model aspects of real-world situations, and as a result be able to design, build and test a fully-programmed solution to a problem. You will program in a high level language such as Java or Python. Click [here](#). Specification Code Edexcel 1CP1.

What will the course be like?

Term	Topics covered	Skills learnt
Y10 - Term 1	Principles of computer science	You will learn how to understand algorithms and write code for programs
Y10 - Term 2	Principles of computer science	You will learn how to read and interpret pseudocode as well as convert between different numbering systems
Y10 - Term 3	The project	You will write pseudocode and automate it to create a computer program
Y11 – Term 1	Application of computational thinking and studying the examination scenario	You will analyse the examination board provided scenario and apply computational algorithms to tackle the scenario problems
Y11 – Term 2		
Y11 – Term 3	Examination revision and preparation	Examination techniques and general revision

How will I be assessed?

Assessment	Duration	Weighting	Details
External examination 1	1 hour and 40 minutes	40%	Principles of computer science: Understanding algorithms and writing program code
External examination 2	2 hours	40%	Application of computational thinking: This examination will be based on a scenario provided by Edexcel
Project – Controlled assessment	20 hours	20%	You will develop a computer program

10) DRAMA

Why choose Drama:

Students choosing Drama at GCSE level from 2016 will benefit from a qualification that has undergone a complete redesign. The course will engage students through encouraging creativity, focusing on practical work which reflects twenty-first century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

This new qualification focuses on the practical exploration of performance texts. The text that will be studied for the examination will require students to articulate how they would perform in certain roles, and direct and design for certain extracts, putting practical work at the heart of the qualification. Free choice of performance texts means that the teacher has the freedom to choose texts that will best suit the students, their ability to access the work, their interests and their performance skills.

Furthermore, and perhaps more importantly, choosing Drama ensures that you are developing transferable skills for progression to IB and university level. Skills such as collaboration, communication and creativity are implicitly developed throughout the course, ensuring that graduating Drama students are pragmatic, critical thinkers and reflective of self and environment. click [here](#) . Specification Code Edexcel 1DR0.

What will the course be like?

In term 1 of Year 10, students will prepare for examination in Year 11 through workshops and lessons on the following:

- Voice
- Movement
- Technical theatre
- Practitioners, styles and genres
- Writing your external examination- Theatre Makers In Practice (component 3)

In terms 2 and 3 of Year 10, students will complete mock examinations of components 1 and 2.

How will I be Assessed?

Students in Years 10 and 11 will be assessed using the new 9-1 mark scheme which focuses on 4 main skill areas:

- AO1 (20%) Create and develop ideas to communicate meaning for theatrical performance
- AO2 (30%) Apply theatrical skills to realise artistic intentions in live performance

Extra-curricular opportunities will be available for Drama students to develop their skills such as the School production and other smaller showcases of performance work.

The Drama department will also run regular theatre visits so as to enrich the students' learning of live performance.

The Drama department is also a member of ISTA who offer regular, international workshops and training events.

- AO3 (30%) Demonstrate knowledge and understanding of how drama and theatre is developed and performed
- AO4 (20%) Analyse and evaluate their own work and the work of others

Here are more details of the 3 components for the new GCSE from 2016:

Component	Component 1	Component 2 (Free choice of any post-1954 text that has a different playwright and genre to that of text chosen for comp 3)	Component 3 (The Crucible by Arthur Miller)
Title	Devising	Performance From Text	Theatre Makers In Practice
Assessment	Performance of a devised piece and a portfolio about the process Internally assessed/ externally moderated	Performance of two extracts from a text Externally assessed by a visiting examiner	Written exam Externally assessed

11) ECONOMICS

Why Choose Economics?

The Edexcel International GCSE in Economics is designed as a two-year course. As students progress through the course they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of economics, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy. Click [here](#) . Specification Code Pearson 4EC1.

The qualification enables students to:

- develop an understanding of economic concepts and apply these concepts to real-life situations
- interpret and evaluate economic data in order to make reasoned arguments and informed judgements
- develop an awareness of economic change and its impact on developing and developed economies

- understand economic issues, problems and possible solutions that affect mixed economies
- participate effectively in society as citizens, producers and consumers.

What will the course be like?

Topics over the 2 years

- A The Market System
- B Business Economics
- C Government and the Economy
- D The Global Economy

How will I be assessed?

Paper number and unit title	Level	Assessment information	Number of raw marks allocated in the paper
Paper 1: Microeconomics and Business Economics	1 / 2	Examination of 1 hour 30 minutes set and marked by Pearson. The paper is weighted at 50% of the qualification. Single tier of entry. Students may use a calculator.	80
Paper 2: Macroeconomics and the Global Economy	1 / 2	Examination of 1 hour 30 minutes set and marked by Pearson. The paper is weighted at 50% of the qualification. Single tier of entry. Students may use a calculator.	80

	Assessment Objectives and weightings	% in International GCSE
AO1	Recall, select and communicate knowledge of economic terms, concepts and issues	14–15%
AO2	Demonstrate understanding and apply economic knowledge using appropriate terms, concepts, theories and calculations effectively in specific contexts	48–49%
AO3	Select, organise and interpret information from sources to investigate and analyse economic issues	23–24%
AO4	Evaluate economic information to make reasoned judgements and draw conclusions	12–13%
	Total	100%

12) FURTHER PURE MATHEMATICS

Why Study Further Pure Maths?

The Pearson Edexcel International GCSE in Further Pure Mathematics qualification enables students to:

- study knowledge of mathematical techniques beyond International GCSE Mathematics content
- provide a course of study for those whose mathematical competence may have developed early
- develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of mathematics
- enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment
- develop mathematical skills for further study in the subject or related areas.

Click [here](#) Specification Code (4PM1)

What will the course be like?

The syllabus requires students to demonstrate their ability in:

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra and calculus

- Use algebra and calculus to set up and solve problems.
- Develop competence and confidence when manipulating mathematical expressions.
- Construct and use graphs in a range of situations.

Geometry and trigonometry

- Understand the properties of shapes, angles and transformations.
- Use vectors and rates of change to model situations.
- Use coordinate geometry.
- Use trigonometry.

How will I be assessed?

Each paper is assessed through a 2-hour examination set and marked by Pearson. The total number of marks for each paper is 100. Each paper will consist of around 11 questions with varying mark allocations per question, which will be stated on the paper. Each paper will contain questions from any part of the

specification content, and the solution of any questions may require knowledge of more than one section of the specification content. Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

13) GEOGRAPHY

Why Choose Geography?

Syllabus Code 4GE1

The course combines a knowledge of science and an understanding of the arts. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare students for those changes. Geography tackles the big issues like commerce, trade, industry, environmental responsibility, our global interdependence, cultural understanding and tolerance. Exploring these topics allows students to develop as effective and independent learners, to develop as critical and reflective thinkers with enquiring minds. Click [here](#). Specification Code Edexcel 4GE1.

What will the course be like?

- River environments
- Coastal environments
- Hazardous environments
- Economic activity and energy
- Rural environments
- Urban environments
- Global issues; Globalisation and migration
- Fieldwork skills - students are expected to attend a field work week. This is currently in Barcelona, Spain.

How will I be assessed?

Tier	Grades available	Assessment	Weighting
Single	9,8,7,6,5,4,3,2,1	Paper 1 - Physical Geography (including fieldwork section) 1hr 10 minutes 70 marks	40%
Single	9,8,7,6,5,4,3,2,1	Paper 2 - Human Geography (including fieldwork section and Global Issues section) 1hr 45 minutes 105 marks	60%

Student profile

Geographers appreciate the differences and similarities between people’s views of the world, its environments, societies and cultures, they understand their responsibilities as global citizens and recognise how they can contribute to a future that is both sustainable and inclusive. Through developing their knowledge and understanding of geographical concepts geographers appreciate the relevance of these concepts to our changing world. Furthermore the skills developed through the study of geography are a transferable asset in the complex world of employment today. Compared to other subjects, geography graduates are among the most employable.

They possess the skills that employers look for. Results show that 40.6% went into management and administration, 24.8% did further training, 11.4% joined the financial sector, 10.4% joined the retail sector and 10% joined other professions, including the media.

14) HISTORY

Why study history?

Most importantly history is exciting and interesting. You will quickly discover that there is no one simple answer to the problems we find in the past. You will have to think rationally, but at the same time you will have to accept that human actions do not always follow a clear path from cause to consequence. As a consequence, employers see historians as having received an education, which has developed minds quickly able to assemble, organize and present facts and opinions.

History qualifications naturally lead into careers in law, politics and the media, but are certainly not limited to these, due to the types of skills, history ensures you develop. Click [here](#). Specification Code Edexcel 4HI1.

What will the course be like?

At NCBIS we have chosen options, which lead to the topics covered in the IB history program, and therefore smooth the transition between the two.

Year 10:	
Paper 1:	Paper 2:
<ul style="list-style-type: none"> The Depth Study You will study Option 3: Development of Dictatorship: Germany 1918-45 and Option 6: A world Divided: Super Power Relations 1943 -1972. 	<ul style="list-style-type: none"> Historical Investigation and a Study of Change To complement the study of the Cold War on Paper 1, you will study Option A4: The Vietnam Conflict 1945-1975 as a historical investigation. Finally, you will consider a breadth study in change. This will be option B5: The Changing role of international organizations: The League and the UN 1919-2000.
Year 11:	
<ul style="list-style-type: none"> The Depth Study You will study Option 5: Development of Dictatorship: Germany 1918-45 and Option 8: A world Divided: Super Power Relations 1945 -1962. 	<ul style="list-style-type: none"> Historical Investigation and a Study of Change To continue areas covered in the Depth Study and therefore give a greater sense of continuity, we study for Option A6: The Fall of Communism in Europe 1979-1991, and B3 The Changing role of international organizations: The League and the UN 1919-2000.

How will I be assessed?

Paper 1. The Depth Study	1 hour 30 minutes	50% of Total mark
Paper 2. Historical investigation and a study of change	1 hour 30 minutes	50% of Total mark

15) MFL - FRENCH, GERMAN AND SPANISH LANGUAGES

What courses are on offer at NCBIS?

[French](#) 4FR1

[German](#) 4GN1

[Spanish](#) 4SP1

Why choose to study another language?

Studying another language will not only increase your communication skills, but will give you an insight into the cultures of the countries where the language is spoken. This understanding helps you to become a truly global citizen. The ability to communicate in more than one language is a skill very much valued by employers and which has been shown to improve cognitive ability overall.

What will the course be like?

You will further develop your skills in speaking, listening, reading and writing in an exciting course which explores the following topics:

- A. **Home and abroad:** life in town and rural life; holidays, tourist information and directions; services (bank, post office, etc.); customs; everyday life, traditions and communities
- B. **Education and employment:** school life and routine; school rules and pressures; school trips, events and exchanges; work, careers and volunteering; future plans
- C. **Personal life and relationships:** house and home; daily routines and helping at home; role models; relationships with family and friends; childhood
- D. **The world around us:** environmental issues; weather and climate; travel and transport; the media; information and communication technology
- E. **Social activities, fitness and health:** special occasions; hobbies, interests, sports and exercise; shopping and money matters; accidents, injuries, common ailments and health issues; food and drink

How will I be assessed?

Paper 1: Listening - 25% of IGCSE grade

The paper is assessed through an examination paper lasting 30 minutes, plus five minutes' reading time, set and marked by Edexcel.
 Total marks available: 40

Paper 2: Reading and Writing - 50% of IGCSE grade

The paper is assessed through an examination paper lasting 1 hour and 45 minutes, set and marked by Edexcel.
The examination is weighted equally between reading and writing.
Total marks available: 80 (40 for reading; 40 for writing).

Paper 3: Speaking

This examination lasts 8-10 minutes and is divided into three sections. Task A is a discussion of a photograph (pre-selected by the student).
Tasks B and C are conversations on topics.
Total marks available: 40

16) MFL - ARABIC AS a SECOND LANGUAGE

Why choose to study Arabic as a second language?

Studying another language will not only increase your communication skills, but will give you an insight into the cultures of the countries where the language is spoken. This understanding helps you to become a truly global citizen. The ability to communicate in more than one language is a skill very much valued by employers, and Arabic is a global language which opens students up to the Arabic-speaking world and offers huge employment potential to those who have learnt it as a foreign language.

This course is not designed for native speakers of Arabic; it is for those students who have studied Arabic as a Foreign language at Key Stage 3. Click [here](#).
Specification Code Edexcel 1AA0.

What will the course be like?

You will continue to develop your skills in speaking, listening, reading and writing through the study of five broad themes:

<p>Theme 1: Identity and culture Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television</p>	<p>Theme 2: Local area, holiday and travel Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do</p>
<p>Theme 3: School What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips; events and exchanges</p>	<p>Theme 4: Future aspirations, study and work Using languages beyond the classroom: forming relationships; travel; employment Ambitions: further study; volunteering; training Work: jobs; careers and professions</p>
<p>Theme 5: International and global dimension Bringing the world together: sports events; music events; campaigns and good causes Environmental issues: being 'green'; access to natural resources</p>	

How will I be assessed?

Each paper is available at Foundation tier or Higher tier. Students must be entered for a single tier across all papers.

<p>Paper 1: Listening and understanding in Arabic - 25% <u>Foundation tier:</u> 35 minutes, including 5 minutes' reading time; 50 marks Section A is set in English. The instructions to students are in English. Section B is set in Arabic. The instructions to students are in Arabic. <u>Higher tier:</u> 45 minutes, including 5 minutes' reading time; 50 marks Section A is set in Arabic. The instructions to students are in Arabic. Section B is set in English. The</p>	<p>Paper 2: Speaking in Arabic - 25% <u>Foundation tier:</u> 7–9 minutes plus 12 minutes' preparation time; 70 marks <u>Higher tier:</u> 10–12 minutes plus 12 minutes' preparation time; 70 marks <i>There are three tasks, which must be conducted in the following order:</i> Task 1 – a role play based on one topic that is allocated by Pearson Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson</p>
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<p>instructions to students are in English.</p> <p>There is no requirement for students to produce written responses in Arabic.</p>	<p><i>Task 3 – conversation based on two themes. First theme is chosen by the student and the second theme is allocated by Pearson.</i></p>
<p>Paper 3: Reading and understanding in Arabic - 25% <u>Foundation tier</u>: 50 minutes; 50 marks. <u>Higher tier</u>: 1 hour 5 minutes; 50 marks</p> <p>Section A is set in English. The instructions to students are in English. Section B is set in Arabic. The instructions to students are in Arabic. Section C includes a translation passage from Arabic into English with instructions in English.</p>	<p>Paper 4: Writing in Arabic - 25% <u>Foundation tier</u>: 1 hour 15 minutes; 60 marks Foundation tier – three open-response questions and one translation into Arabic. <u>Higher tier</u>: 1 hour 25 minutes; 60 marks Higher tier – two open-response questions and one translation into Arabic.</p>

17) MFL - ARABIC AS a FIRST LANGUAGE (STANDARD ARABIC)

Why choose Arabic as a first language?

This course is designed for students who are already able to read and write in Standard Arabic and have studied Arabic as a First Language in Key Stage 3 at NCBIS or in another school. Maintaining and developing a first language will help students to progress in all languages, including English, and has benefits for their ability to learn overall.

The qualification focuses on reading, writing and grammar skills and is a suitable foundation for first language speakers of Arabic who wish to progress to further study of Arabic or other comparable qualifications. Click [here](#). Specification Code Edexcel 4AA1.

What will the course be like?

The content covers ten relevant and engaging topics:

youth matters; education; media; culture; sport and leisure; travel and tourism; business, work and employment; environment, health; and technology.

How will I be assessed?

The Pearson Edexcel International GCSE in Arabic (First Language) consists of two externally-examined papers. It is a linear qualification. All papers must be taken at the end of the course of study.

Paper 1: Reading, summary and grammar

Written examination: 2 hours 15 minutes

60% of the final qualification (75 marks)

Part One: Reading (49 marks) Short and extended-response questions on 2 texts. *Students should read a variety of high-quality texts in preparation for responding to unseen extracts in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of language. Throughout the qualification, students should develop the skills of interpretation and analysis.*

Part Two: Summary (6 marks) Summary of the main points of a third text.

Part Three: Grammar (20 marks) Four questions on a range of aspects of grammar. Students are required to demonstrate their understanding of grammatical usage in a series of exercises. Students must be able to demonstrate the following skills.

- *Recognise and use word patterns and meanings.*
- *Decline nouns, adjectives, and conjugate verbs.*
- *Identify grammatical structures.*
- *Recognise the basic forms of words and manipulate them to fit into a sentence accurately.*
- *Explain linguistic structures (parsing)*
- *To reform sentences to produce the same meaning.*

Paper 2: Writing

Written examination: 1 hour 30 minutes

40% of the final qualification (50 marks)

Two extended-response writing tasks (25 marks for each task).

Students are advised to write approximately 300 words for each title.

Students must be able to demonstrate the following skills.

- *Communicate meaning effectively in written language in a variety of forms, genres and styles.*
- *Focus writing on a particular purpose and audience.*
- *Write imaginatively using a variety of techniques.*
- *Use a wide range of suitable vocabulary.*
- *Use accurate spelling.*
- *Employ a variety of sentence structures for effect.*
- *Structure their work effectively.*
- *Use complex structures.*
- *Use the rules of grammar to create effect, variety and interest*

18) MUSIC

Why choose Music?

The new Edexcel GCSE music qualification will inspire you in forming meaningful and personal relationships with music through the development of musical knowledge, skills and understanding. You will have the opportunity to engage creatively and critically with a wide range of music, develop an understanding of the place of music in different cultures and contexts and reflect on how music is used in the expression of personal and collective identities. This course is suited to students who are enthusiastic instrumentalists and vocalists, who wish to widen their skills in performing, composing and analysis. Click [here](#). Specification Code Edexcel 1MU0.

What will the course be like?

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The areas of study are: **Instrumental Music 1700-1820; Vocal Music; Music for Stage and Screen and Fusions.**

	Term 1a	Term 1b	Term 2a	Term 2b	Term3a	Term 3b
Year 10	Core content and Vocal Music	Vocal Music Wider Listening	Instrumental Music 1700-1820	Instrumental Music 1700-1820 Wider Listening	Music for the Stage & Screen	Music for the Stage & Screen Wider Listening
Performance	Assessing Ensemble & Solo performance	Performance preparation	Solo Performance	Solo Performance	Ensemble Performance	Ensemble Performance
Composing	Free composition exercises and task setting	Free Composition	Free Composition	Free Composition	Composing to a Brief	Composing to a Brief
Year 11	Revision of Year one Areas of Study and Instrumental Music	Vocal Music & Wider Listening	Music for the Stage and Screen	Revision of all set works Practice Wider Listening	Exam Preparation	Written Examination

Performance	Solo Performance	Ensemble Performance	Record Performances	Ensemble Performance		
Composing	Component 2 Exam Brief	Component 2 Exam Brief	Complete Free Composition Complete Composition to a Brief	Complete Free Composition Complete Composition to a Brief	Submission of performing and composing coursework for moderation 15th May	

How will I be assessed?

Tier	Grades available	Assessment	Weighting
Single	9-1	Paper 1 – two performances Paper 2 – two compositions Paper 3 – one listening exam	30% 30% 40%

Students are required to submit one solo and one ensemble performance of their own choice. In addition, students are required to submit two compositions: one composition to a brief set by Pearson and one free composition.

19) PHYSICAL EDUCATION

Why should I choose Physical Education?

P.E is fast becoming the largest growth industry for employment in the world, rivalled only by Information Technology. Furthermore, physical activity is crucial to every human being in relation to their longevity of life and overall health, in particular in the crucial years of 0-21 (growing up to an adult). Therefore, P.E in essence is the foundation to the above becoming a reality for you as a NCBIS student and lifelong healthy individual.

P.E IGCSE is a varied fantastic subject taught by; Mr. Clements, Mrs. Cook and Mr. Bradshaw. All of these teachers have a combined GCSE P.E experience that exceeds

thirty years. Therefore, it is safe to say ‘you’re in good hands’ in IGCSE P.E and consequently have an excellent opportunity to securing a high grade in the course (if you put 100% into the course!).

Finally, make sure to read the assessment criteria at the bottom as IGCSE is different to the course of 9-1 Edexcel in that it assesses the practical performance in more detail which will suit a strong practical student in P.E. Click [here](#) . Specification Code Cambridge 0413.

What will the course be like?

The syllabus provides candidates with an opportunity to study both practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all of the following topics:

1. Anatomy and physiology
2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

Below are the practical sport choices for IGCSE P.E please read carefully in the box on the left to choose your sports correctly. You first task in IGCSE P.E is to opt into your four chosen practical sports:

Component 2: Coursework

Coursework is worth 50 per cent of the total marks of the qualification and each activity is marked out of 25 marks.

The coursework component assesses candidates’ performance in **four** physical activities from at least two of the seven categories listed below.

Games: Association Football, Badminton, Baseball, Rounders or Softball, Basketball, Cricket, Golf, Handball, Hockey, Lacrosse, Netball, Rugby League or Rugby Union, Squash, Table Tennis, Tennis or Volleyball

Gymnastic Activities: Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics, Individual Figure Skating and Trampolining

Dance Activities: Dance

Athletic Activities: Cross-Country Running, Cycling, Rowing and Sculling, Track and Field Athletics, Weight Training for Fitness

Outdoor and Adventurous Activities: Canoeing, Hill Walking or Orienteering, Horse Riding, Mountain Biking, Rock Climbing, Sailing, Skiing or Snowboarding and Windsurfing

Swimming: Competitive Swimming, Life Saving or Personal Survival and Water Polo

Combat Activities: Judo or Taekwondo

How will I be assessed?

All candidates take two compulsory components.

Component	Weighting
Paper 1: Theory. 1 hour 45 minutes Candidates answer all questions. Out of 100 marks Externally assessed.	70%
Component 2: Coursework. Personal Exercise Programme Candidates undertake a programme of their own creation to make physical adaptations of fitness to their bodies over a 6 week period. They then make analysis of this programme (graphically and statistical analysis is included). Out of 20 marks.	10%
Component 3: Practical. Moderation externally assessed. Candidates are assessed in four sports (individual or team sports). Moderation occurs in March of Year 11 by an external examiner from U.K. Each sport is out of 25 marks (100 total).	20%

20) PHYSICS

Why should I study Physics?

It all began with physics, the formation of sub-atomic particles resulting in large galaxies. Knowledge of physics is imperative to understanding what world around us, within us and beyond us is all about. Physics explains a range of phenomena such as generation of electricity to change of weather conditions as pressure changes. The principles of Physics also allows scientists to invent machines such as the tesla car of high pressurised machines that create diamonds. An ideal subject for students who like to use mathematics to express themselves. Requirement for a degree in engineering. Click [here](#). Specification Code Edexcel 4PH1.

What will the course be like?

TERM 1 Y10	Topic 1 Forces and Motion	During this topic, students will study the physics of movement and position, forces, movement and shape, the turning effect of forces and the momentum of moving bodies. This unit also includes a study of the solar system, the movement of its celestial bodies and the forces involved.
TERM 2 Y10	Topic 2 Electricity	During this unit the students will study electrical charge and how it can build up due to friction or induction. Current and voltage in circuits is a large part of this topic and includes the study of different types of components within circuits. Electrical resistance and ohmic and non-ohmic behaviour is also part of this topic.
	Topic 3 Waves	This unit looks at the properties and the behaviour of transverse and longitudinal waves. Light waves, as part of the electromagnetic spectrum, are studied in detail, as are sound waves.
TERM 3 Y10	Topic 4 Energy Resources and Energy transfer	This unit deals with all forms of energy. How energy is transferred, the conservation of energy and thermal energy. Work and power are also studied.

Term 1 Y11	Topic 4 - Energy Resources and Energy transfer (continued from Year 10) Topic 5 - Solids, Liquids Gases Topic 6 - Magnetism and Electromagnetism	This unit deals with all forms of energy. How energy is transferred, the conservation of energy and thermal energy. Work and power are also studied. Students learn about density and pressure. They study the kinetic theory and relate this to the structure and behaviour of solids, liquids and gases. Individual gas laws are studied. This unit deals with magnetism and induced magnetism. Electromagnets, motors and generators are studied. Alternating current and electromagnetic induction are related to everyday situations.
Term 2 Y11	Topic 7- Radioactivity and particles	This begins with the structure of the atom and then looks at the process of radioactive decay. Alpha, Beta and Gamma decay are studied along with calculations of half-life and applications of radioactive decay, such as carbon dating.

Term 3 Y11		Revision and Exam preparation
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How will I be assessed?

Paper 1 41.1%	120 minutes, 110 marks.
Paper 2 38.9%	75 minutes, 70 marks.

GLOSSARY OF TERMS

IBO:	The International Baccalaureate Organization
GCSE:	General Certificate of Education, a two-year programme of study usually examined at the end of key stage
IGCSE :	The International General Certificate of Education—Examinations usually at the end of year 11.