

JERUDONG INTERNATIONAL SCHOOL

THE UPPER SCHOOL



2008 - 2009



At Upper School level we aim to develop inquisitive, self-assured and well motivated young men and women who are equipped with a wide range of academic skills and are also capable to reflect upon their own learning. We encourage all students to strive not only to achieve the best results they can but also to continue to develop their skills outside the classroom through the After School Activities programme.

There are over 400 students in Upper School representative of more than thirty different nationalities. A significant number of these students are boarders. The international nature of Upper School helps all students to broaden their horizons and to gain a good understanding of the world beyond JIS and Brunei.

Upper School comprises Years 9 to 11. In Years 10 and 11 students follow the I/GCSE programme of study culminating in a set of externally assessed examinations at the end of Year 11. Year 9 courses provide a foundation for successful study at I/GCSE level.

Teaching and learning is supported by a team of dedicated tutors and the Upper School pastoral team. Pastoral care remains an essential element of school life and students develop strong relationships with their tutor. The Upper School Pastoral Team ensures that student behaviour and academic progress are carefully monitored, and we work closely with tutors to ensure that students receive support when they need it. Assemblies and school socials encourage a strong sense of identity and help students feel valued and well represented in the life of the school.

The Upper School Student Council is also very active and makes sure that the pastoral leaders are kept in touch with student opinion. Each tutor group has a representative who regularly communicates with the Student Council. To put it simply, we want to create students who take an active part in their school and who believe that they can make a difference to the environment in which they find themselves.

The academic life of an Upper School student is complemented by a wide ranging programme of Personal, Social and Health Education (PSHE). The PSHE programme aims to make students reflect upon important social and ethical problems and to be aware of their rights and responsibilities within the school and the broader community. It is also our firm desire to promote global knowledge and help to instil intellectual curiosity in our students.

Students are also encouraged to join the many co-curricular activities on offer here at JIS. These range from sports teams and the International Award to drama groups and show choirs and provide students with the opportunity to mix socially with students from other year levels as well as develop new skills.

A student's time in Upper School should be both challenging and stimulating in an academic sense, undoubtedly hard work, but ultimately an enjoyable experience.

I hope you enjoy your time with us in Upper School.

Peter Flynn
Head of Upper School

General Information

IMPORTANT CONTACTS

Mailing address:

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Brunei

Street address:

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Kampong Tungku
Bandar Seri Begawan BE2119
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Email: enrol@jis.edu.bn or office@jis.edu.bn

The Boarding House

Telephone: +673 241 1000 ext 3111

Head of Upper School

Peter Flynn peter.flynn@jis.edu.bn ext 1105

Deputy Head of Upper School

Robert Airdrie robert.airdire@jis.edu.bn ext 1208
Richard Bourbon richard.bourbon@jis.edu.bn ext 1208
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House coordinator

Laury McPherson laury.mcpherson@jis.edu.bn ext 2322

Upper School secretary

Hyen Seem Chong hyenseem.chong@jis.edu.bn ext 1106

Boarding Housemaster

John White john.white@jis.edu.bn ext 3110

Principal's secretary

Nor Abdullah nor.abdullah@jis.edu.bn ext 1115

Accounts Department

Lim Choong Ling choonling.lim@jis.edu.bn ext 1311

Admissions Office

Lynn Payne lynn.payne@jis.edu.bn ext 1214
Adinah Salleh adinah.salleh@jis.edu.bn ext 1206

Stationery and Uniform Shop

Liza Sheriff liza.sheriff@jis.edu.bn ext 1302

TERM DATES

TERM 1

Monday, 25 August - Friday, 17 October 2008
Monday, 27 October - Friday, 5 December 2008

Mid-term break

Saturday, 18 October - Sunday, 26 October 2008

Term 1 break

Saturday, 6 December 2008 – Sunday, 4 January 2009

TERM 2 (PROVISIONAL)

Monday, 5 January - Friday, 13 March 2009

Term 2 break

Saturday, 14 March - Sunday, 29 March 2009

TERM 3 (PROVISIONAL)

Monday, 30 March - Friday, 22 May 2009
Monday, 1 June - Friday, 10 July 2009

Mid-term break

Saturday, 23 May - Sunday, 31 May 2009

TIMES OF THE DAY

Monday and Wednesday

7:40 am - 3:00 pm
Morning break: 10:15 - 10:35 am
Lunch: 12:05 - 12:45 pm
After School Activities: 3:15 - 4:45 pm

Tuesday

7:40 am - 2:15 pm
Morning break: 10:15 - 10:35 am
Lunch: 12:05 - 12:45 pm
After School Activities: 2:30 - 4:15 pm

Thursday

7:40 am - 2:30 pm
Morning break: 10:00 - 10:20 am
Lunch: 12:25 - 1:05 pm
After School Activities: 2:45 - 4:30 pm

Friday

7:40 am - 2:30 pm
Morning break: 10:00 - 10:20 am
Lunch: 12:25 - 1:05 pm
After School Activities: 2:45 - 3:30 pm

Note: Boarding House students depart at 3:00 pm each Friday.

UNIFORM

Girls

White collar blouse - \$30
Short tartan skirt - \$40
Long tartan skirt - \$45
School tie - \$15
Black shoes and white socks

Boys

White open necked shirt or a collar shirt - \$30
Navy blue shorts - \$30
Navy blue trousers - \$40
School tie - \$15
Black leather belt - \$15
Black shoes and white socks

Physical Education uniform (for both girls and boys)

Polo shirt - \$25 - \$30
Blue knit shorts - \$25 - \$30
Blue sweatpants - \$35 - \$40
Appropriate footwear (ie trainers)

Enrolment Information

ADMISSIONS POLICY

Students are admitted to Jerudong International School on the basis of an interview with the relevant Head of School and the Head of Admissions and performance in a Cognitive Ability Test (CAT). This occurs from Year 6 only; Junior School students have an assessment with the Head of Junior School. From Kindergarten to Year 11 the school is generally not selective. However, applicants not suited to the broad academic curriculum offered by the school are unlikely to be offered a place. Students in the Upper School are expected to be capable of following GCSE courses to completion at the end of Year 11. At Sixth Form level it is a requirement that students have achieved a good standard in their GCSEs, O-levels or other equivalent examinations. Limited special needs support is available. Support is also given, where necessary, to students whose first language is not English.

APPLICATION PROCESS

The first stage in enrolling your child is to collect and complete an Application Form package. You can download these forms from our website, collect them from the Admissions Office anytime from 7:30 am – 3:30 pm, Monday to Friday or request that we facsimile, mail, email or courier the forms to you.

To complete the application form you will need to fill out a Health History Form, include a photocopy of your child's latest school report, three passport sized photographs, a copy of the student's identity card (IC) (if applicable) and the details of their passport. If these documents are not available, then a copy of the student's birth certificate is required. If you are a Bruneian citizen or permanent resident and qualify for a Brunei government subsidy, then we also require a copy of the qualifying parent's IC card.

It is important that all relevant questions are answered on the application form, particularly about the extent of your child's tuition in an English medium school and information about any special learning needs that your child has (with accompanying reports and assessments).

The final page of the Application for Admission form lists the Terms and Conditions of Enrolment at Jerudong International School. It is important that these are read carefully before you sign the form.

Forward the application form to the Admissions Office once it has been completed. We regret that we cannot accept facsimiled application forms. There is a B\$200 application fee to be paid when the forms are submitted. A receipt will be issued for you to claim reimbursement from your employer (if applicable). Overseas applicants can pay the application fee upon arrival in Brunei or arrange a bank transfer.

ASSESSMENT AND TESTING

The Head of Upper School assesses each application. Students are required to sit a Nfer Cognitive Ability Test. This paper takes approximately 2½ hours to complete. The test measures verbal, mathematical and non-verbal intelligence. Students who attain stanine 1, 2 or 3 in their CAT paper are referred to the Head of Learning Support or the Head of English as a Second Language for further assessment. Students wishing to enter Year 10 are required to sit additional entrance papers for both English and mathematics.

The GCSE is a two year certificate course and students are assessed throughout Year 10 and 11. As a result of this, JIS has a policy of not admitting students into Year 10 after the culmination of the first term (December). Students who wish to join the school after this period may be offered a place in Year 9, providing that spaces are available. Alternatively, the school may offer students a place in Year 10 in August of the following year so that they are able to begin the GCSE at the appropriate time.

THE INTERVIEW

All secondary aged students meet with the Head of Upper School for an interview. Each interview takes approximately fifteen minutes and gives your child an opportunity to talk about their interests, ask questions about the school and discover more about the structure of the school and its academic programme. Students select their subjects in consultation with the Head of Upper School during this interview.

ARRANGING A TOUR

The Admissions staff are happy to show you the school site at any time during office hours (7:30 am-3:30 pm, Monday – Friday). Boarding House tours are available before 2:00 pm most days. Each tour takes approximately twenty five minutes. Please phone to make an appointment.

FINALISING THE ENROLMENT

You will be notified by the Head of Admissions either at the end of the interview process or a few days later regarding the enrolment of your child. Successful applicants receive a formal letter of offer, car passes to enter the school grounds and an endorsed Student Pass* application (for non-Bruneian students). There is an acceptance form attached to the offer letter that needs to be signed and returned to the Admissions Office to formally complete the enrolment process.

STUDENT PASS*

All foreign students are required by the Brunei Government to have a Student Pass in order to study in Brunei. The form has to be endorsed by the school and countersigned by the Principal. The form is available from the Admissions Office or directly from the Ministry of Education. The application process for Boarding House students whose family resides outside of Brunei is handled by an agent retained by the school. The agent charges a fee in addition to the cost of the Student Pass.

Curriculum Information

Year 9 (Age 13 – 14)

The main aim of Year 9 is to develop the skills and characteristics needed by a successful GCSE student and to provide students with the opportunity to experience a range of subjects before beginning their actual GCSE courses in Year 10. We aim to provide our students with a broad and relevant curriculum that adequately prepares them, not only for GCSE study, but also for their future lives.

CORE ACADEMIC SKILLS

Throughout their time in Year 9 students develop a wide range of academic skills. These skills are not subject specific but are developed across all subjects. The skills are also transferable and as they progress through Year 9, students will become increasingly able to make links between subjects and become more adept at transferring generic skills from one subject to another.

These generic skills include:

- Analytical thinking
- Communication
- Critical thinking
- Debate
- Decision making
- Discussion
- Evaluation
- Exam technique
- Group work
- Hypothesis formation
- ICT/Multimedia skills
- Independent learning
- Investigative skills
- Listening
- Logic
- Planning
- Presentation skills
- Primary and secondary research
- Problem solving
- Revision skills
- Role play
- Speechmaking
- Time management

ASSESSMENT

Students' classwork and homework is marked regularly. Students are also set at least two formal assessment tasks each half term.

These include:

- Regular unit tests
- Research tasks
- Essay tasks
- Projects
- Investigative tasks
- Presentations
- Practical work
- Oral tests

Students sit internal examinations in May or June.

Data collated from formative and summative assessment is used to track student progress and to inform teaching and learning. At the end of Year 9, in the core subjects, assessment details are also used to inform students' subject placements; for example, whether a student will join the English Language and Literature classes or the classes working towards an English as a Second Language qualification. Assessment data will also be used to inform setting decisions in subjects such as Mathematics and English.

CORE PROGRAMME OF STUDY

All Year 9 students follow a core programme consisting of:

- Mathematics;
- English Language and Literature;
- Science (biology, chemistry and physics taught separately by specialist teachers);
- Modern Foreign Language: First Language Chinese (Mandarin), Foreign Language Chinese (Mandarin), Foreign Language Malay, Bahasa Melayu, French and Spanish (subject to availability);
- Physical Education.

YEAR 9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
	Phys. Educ.		Language Choice		English				Mathematics				Science			Option 1			Option 2			Option 3															
													Biology	Chemistry		Physics																					

Optional Subjects

Students complement the core subjects by selecting three more from the list below. Students are encouraged to continue with their study of a creative/practical subject and they are strongly advised to take at least one Humanities subject.

Some students may also choose to take a second foreign language. This choice should be made in conjunction with the student's language teacher. It is expected that these students will have displayed a strong aptitude for the study of languages and will be achieving high grades in their current chosen language.

It is important to consider breadth when choosing optional subjects. It would be unwise for a student to limit their options for further study at this early stage in their academic career. We advise against choosing three creative subjects at this stage in their schooling. However, at the same time we do recognise that there will always be exceptions to this.

Some students already know exactly which university course they wish to pursue in their future. If this is the case, it is important to find out if there are any pre-requisites in terms of subject choice. You can discuss such matters with the Senior Dean.

CREATIVE SUBJECTS

- Art and Design
- Design and Technology: Product Design
- Design and Technology: Food and Nutrition
- Drama
- Music

NON CREATIVE SUBJECTS

- Geography
- History
- ICT

ASSESSMENT AND REPORTING

Each student's work is marked and reported using grades. A grade describes the standard of work or the degree of attainment in a subject. The following grading scale is used in Jerudong International School:

Grade	A*	A	B	C	D	E	F	G	U
Mark	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 20	< 20

Students receive regular reports. Parents are also invited to attend meetings with their child's teachers and/or tutor to discuss their progress.

At the end of Year 9, students sit internal examinations which are set and marked by individual faculties. The results of the examinations are sent to parents and also contribute to the final grade the student receives on their report.

Subject Descriptions - core subjects

ENGLISH LANGUAGE AND LITERATURE

Students develop their English language skills through the following units:

- Short Story Writing
- Shakespeare
- The Media, News and Global Issues
- Poetry
- Study of Prose
- Film Study

The skills developed include:

- Literacy
- Discursive essays
- Film reviews
- Group orals
- Creative writing
- Commentary on prose and poetry
- Interviewing skills
- Analytical essays
- Poetry writing
- Public speaking

MATHEMATICS

The topics covered are taught in a spiral curriculum where all the strands of Number, Space, Chance and Data, and Measurement are revisited and extended further in a developmental manner.

This course is a foundation for studies in Years 10 and 11 where students will elect to choose between Higher Mathematics and Foundation Mathematics. In Year 9, all students study a common course, however classes are 'set'. Students in the top sets will cover the same topics at a faster pace and deeper level than students in lower sets.

Students cover the following topics:

- Negative numbers.
- Algebra – patterns, coordinate geometry, scatter-graphs, straight lines.
- Circles – circumference, area of composite shapes.
- Data Handling – displaying data, stem and leaf plots, cumulative frequency graphs.
- Algebra – simplification, indices, formulae, solving equations, simultaneous equations.
- Transformations and scaling – similar figures, ratio, locus.
- Theorem of Pythagoras – 2D and 3D applications, trigonometry.
- Numbers in Standard Form – significant figures, order of magnitude, dimension, speed, travel graphs.
- Probability – addition and multiplication principles, tree diagrams.
- Venn diagrams.

SCIENCE

JIS students start their GCSE Science studies at the beginning of Year 9. We run a three year GCSE programme which leads to students receiving a GCSE grade in each of biology, chemistry and physics at the end of Year 11.

The courses we follow are administered by AQA in the UK and are modular in nature. This means that the assessment is spread throughout the three years of the course, rather than all being left until the end of Year 11. In biology, students study modules B1, B2 and B3 leading to the Biology (4411) GCSE. In chemistry, students study modules C1, C2 and C3 leading to the Chemistry (4421) GCSE. In physics, students study modules P1, P2 and P3 leading to the Physics (4451) GCSE.

The first module in each subject (B1, C1 and P1) is split into two parts, each part being assessed by a thirty (30) minute multiple choice examination paper. Modules 2 and 3 in each subject are assessed by structured question papers which involve a little more writing. A draft timeline for the module examinations is shown below.

Exam Timeline	June 2008	June 2008	June 2009	June 2010
	Year 9	Year 10		Year 11
Triple Science	B1, C1, P1 Syllabus A Part 1	B1, C1, P1 Syllabus A Part 2	B2, C2, P2	B3, C3, P3

Each student has three teachers; one each for biology, chemistry and physics. Students spend three lessons each week with each teacher. This ensures students are taught by subject specialists. We aim to provide a stimulating experience in Science for all students. Wherever possible, students carry out practical work related to the concepts they are studying. All science lessons occur in specialist laboratories designed for this purpose.

PHYSICAL EDUCATION

Students in Physical Education study a broad curriculum covering the activity areas of:

- Games – football, basketball, badminton and softball.
- Athletics – track and field events.
- Swimming – stroke development, personal survival leading basic life saving.
- Fitness – understanding how the body works during exercise and the effects of training.

Students work on the technical skills needed to play successfully and conditions are set to develop tactical awareness. Whenever possible students are expected to take on different roles within sport, such as refereeing and coaching. Pupils are encouraged to further their sporting knowledge by attending After School Activities in a sport of their choice and participation in school and House events. Performance in Year 9 Physical Education is a strong indicator of a student's suitability to undertake GCSE Physical Education.

Subject Descriptions - Modern Foreign Language

All languages studied as foreign languages cover the four basic skills of:

- Reading
- Listening
- Writing
- Speaking

Students continue to develop the four skill areas with an emphasis on communication through the study of aspects of contemporary life. Students learn increasingly complex expressions and structures in the context of dialogue, conversations and short reading selections from everyday social situations.

BAHASA MELAYU

This is available for students wishing to work towards the O Level qualification.

FOREIGN LANGUAGE MALAY

Students cover the following topics:

- Features of Towns
- Holidays
- Animals and Shopping
- Cities and Villages
- Tourist Sites in Brunei
- Music
- Television

FIRST LANGUAGE CHINESE

This course is designed for students whose mother tongue is Chinese and who wish to achieve the standard of IGCSE First Language Chinese in Year 11. The focus is mainly on developing reading and writing skills. Students develop their Chinese language skills in order to communicate accurately, appropriately and effectively. They learn how to deploy a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read for their own enjoyment in order to develop an appreciation of how writers achieve their effects.

Students cover the following topics:

- Self Improvement
- Family Life
- Social Issues
- National and International Affairs

FOREIGN LANGUAGE CHINESE

This course is designed for students who have studied one or two years of Chinese (or who have had an equivalent level of instruction) and who wish to achieve the standard of GCSE Foreign Language Chinese in Year 11.

Students cover the following topics:

- Clothes
- Weather and Holidays
- Hobbies
- School Life

Characters are an integral part of the reading and writing process and Hanyu Pinyin will be used less frequently. Students are expected to demonstrate their comprehension and application of the language through role-play dialogues, oral reports, notes, letter, diary and essay writing. The course also develops a student's cultural awareness of the Mandarin-speaking world.

FRENCH

Students cover the following topics:

- Everyday Life
- School and Work
- Holidays
- Places
- Future Plans
- Our World
- Activities
- Health

Students also begin work on compiling GCSE coursework.

SPANISH

Students cover the following topics:

- Introducing Yourself
- Hobbies
- Clothes
- School
- Food
- Home and Family
- Health

Optional Subjects

ART AND DESIGN

Art in Year 9 is structured to prepare students for GCSE Art. The course provides students with opportunities to develop:

- Creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
- Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills;
- Understanding of codes and conventions of art, craft and design and awareness of contexts in which they operate;
- Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

During the year, students complete three or four projects using some of the following media areas: painting and drawing, sculpture, printmaking and digital media.

DESIGN TECHNOLOGY: FOOD AND NUTRITION

The Year 9 Food and Nutrition course follows the GCSE topics covering the basics of nutrition, balanced diets, how ingredients work, food safety and hygiene and an introduction to making wise consumer choices.

Throughout the course students develop a wide range of practical skills during both food preparation lessons and food science experiments and they will complete a small coursework project on special diets.

Practical skills such as organisation, the presentation and completion of project work and working safely and hygienically will be assessed throughout the course.

DESIGN TECHNOLOGY: PRODUCT DESIGN

The Year 9 Product Design course concentrates on skill development and has a strong practical focus to prepare students for GCSE Product Design. This includes Computer Aided Design and Computer Aided Manufacture (CAD/CAM). The year is divided into eight units.

During the course students develop a range of hand tool, CAD/CAM, machine tool and graphic design skills.

Assessment is carried out through a series of modular projects.

DRAMA

In Year 9 students experience a taste of the Edexcel GCSE programme. This is geared towards developing their ability to create performances from drama texts provided by the teacher. These can be scripts or other stimuli such as songs, poems, television programmes or news articles. The course is invaluable in developing imaginative, collaborative and practical skills. As with all Drama lessons, the benefits to the individual go far and beyond the artistic; the subject offers constant opportunities to build self-esteem, confidence and self-expression, as well as developing problem-solving and analytical skills.

In Year 9, Drama texts include:

- *Macbeth* – a study of Shakespeare’s classic, focusing on the staging of the major action set pieces.
- *Craig and Bentley* – the notorious British murder case of the fifties provides the template for a look at crime and punishment.
- *She’s Leaving Home* – the Beatles song is used as the springboard for a project that exercises story-building skills within the context of social drama.
- *Gadong Point* – an analysis of the conventions and structure of soap operas leads to the creation of a brand new character-driven drama.
- *Abigail’s Party* – a study of Mike Leigh’s ground-breaking satire, including a look at the unique creation process and an opportunity for the students to experience his methods whilst building their own characters.

GEOGRAPHY

Students cover the following topics:

- Coastal Environments
- Ecosystems
- The Geography of Sport
- Energy
- Global Fashion
- Agriculture

Students develop a range of subject specific skills including:

- Spatial awareness
- Fieldwork Techniques
- Map Skills
- Geographical enquiry using primary and secondary research

During the course students complete a piece of coursework linked to the Coastal Environments topic.

HISTORY

Students cover the following topics:

- Britain in the Nineteenth Century, especially the Industrial Revolution, steam power, railways and industry.
- Twentieth Century World History, including the World Wars, especially WWII in South East Asia.
- The Cold War (1945 to 1991), including the Korean War, Vietnam and the Cuban Missile Crisis.

Students develop their ability to:

- Interpret and evaluate written, aural and visual evidence;
- Evaluate the reliability of primary and secondary source material;
- Write essays and reports;
- Prepare coursework-style essays.

Students complete a piece of assessed coursework linked to the Twentieth Century World History topics.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

During the course students cover four main areas as outlined:

Investigate using ICT

- Using Referencing Tools
- Desktop Publishing
- Analysing Data
- Using Library Databases
- Database investigations – online and offline

Use multimedia to present an ICT topic (interactive and linear)

- Sound and Video Editing
- Multimedia and Interactivity
- Animation
- Using Presentation Software

Carry out a website makeover

- Understanding Website Structure and Design
- Using Stylesheets (CSS) and Animation (Macromedia Flash) to enhance website design
- Using Macromedia DreamWeaver

Use modeling and virtual worlds

- Modelling and Problem-Solving
- Introduction to Control Programming

Students are involved in group presentations and self-evaluation as part of ICT assessments.

MUSIC

At Year 9 all music students are expected to have professional private music tuition in their main performance instrument.

Students cover the following topics:

Performance

- Two solo and one ensemble performance during the year.
- Introduction to playing drum-kit, guitar, bass, keyboard and percussion instruments.

Composition

- Students use a wide range of music software programmes (MAGIX, Sibelius, Logic and Band-In-A-Box) to create their own original compositions and arrangements.
- Dance Re-Mix (incorporating video), Blues and world music styles.

Listening and Music Appreciation

- 12 Bar Blues, Brunei & Balinese Gamelan, Salsa, Minimalist, African Drumming, Classical Music 1600 -1900 and the Elements of Music.
- Theory and rudiments of music.
- Career options in music.

Students develop the following range of music based skills:

- Performance, improvisation, aural and ear training
- Developing ideas in music
- Communicating in music
- Understanding music in context
- Note, rhythm and chord reading
- Developing practical knowledge in music
- Interpreting music
- Music terminology

Years 10 and 11: I/GCSE Course (Ages 14 – 16)

The GCSE years offer new challenges for students at JIS: the curriculum is more academically demanding than in previous years and assessment in the form of coursework occurs throughout the two year period. Students have to plan their time more effectively and show greater initiative in their studies.

We are very keen that every student at JIS fulfills his or her potential. In academic terms, this means that each student should gain the best grades of which they are capable in the different sets of external examinations they sit.

GCSE or the General Certificate of Secondary Education (IGCSE is the international version) is the external examination which students in England and Wales take at the end of Year 11, usually when they are sixteen years old. In JIS, the exception to this is the AQA Science GCSE which is divided into discrete modules. This means that students sit externally assessed examinations in Years 9, 10 and 11.

These are important examinations. Not only do the results give an indication of a student's attainment in the subjects they have taken in Years 10 and 11, they also give a broad sense of what may lie ahead in terms of the paths they take in their education. Naturally, students are encouraged to study only the subjects in which they have ability. Entry to the Sixth Form is selective and students are expected to achieve a grade B at GCSE in order to continue the study of a subject in the Sixth Form.

In addition to the examinations, students are assessed by coursework, the nature of which differs according to the subject. Coursework requires planning, research, initiative and patience; it is a very valuable learning experience, in addition to being an important form of assessment. Redrafting, proofreading and editing of coursework assignments help to make students more critically aware of their own weaknesses and also teaches them how to improve the quality and depth of their work.

It is essential that students maintain as broad an education as they can, for as long as they can. All academic subjects in universities, and virtually all employers, seek students and employees with a wide education. At the same time, the English educational system is notable for its depth. The examinations which students take at the age of eighteen, Advanced Levels, are renowned for the degree of academic ability they require. Most independent schools in England aim to provide their students with breadth and depth in their education for as long as possible. Jerudong International School shares this aspiration.

In conclusion, the GCSE years are indeed challenging, but they are also an intellectually stimulating time. Students truly begin to engage with the complexities of different disciplines and coursework allows them to pursue the branches of knowledge that interests them. There are greater opportunities for independent learning and initiative is essential to do well. The breadth and depth of GCSEs are an ideal foundation for more specialised study at A-level.

FACTS ABOUT THE GCSE

In general, GCSE examinations are taken at the end of Year 11 in the UK education system. The General Certificate of Secondary Education is administered by examination boards based in the UK. The examination boards EDEXCEL, AQA and OCR all offer GCSE courses which are broadly considered to be the equivalent of one another.

The IGCSE, or International General Certificate of Secondary Education, is designed for students studying outside of England or Wales. In theory, its focus is less euro-centric than the GCSE but many international schools prefer the domestic examination boards. In JIS, most faculties have chosen to offer the GCSE curriculum but a number of IGCSEs are also on offer. Universities make no distinction between the GCSE or IGCSE qualifications.

Specific details for each course, such as examination board and syllabus number, are listed in this handbook. There is also a broad description of the curriculum that will be covered during the GCSE course.

For further information please refer to the QCA, Qualifications and Assessment Council, website at www.qca.org.uk.

Detailed syllabus information can be found at on the following websites:

AQA	www.aqa.org.uk
EDEXCEL	www.edexcel.org.uk
CIE	www.cie.org.uk

YEAR 10 AND 11 CURRICULUM DESIGN

YEAR 10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	
	Phys. Educ.	Language Choice		English			Mathematics			Science			Option 1			Option 2			Option 3																			
														Biology	Chemistry	Physics																						

Every student takes as their core GCSE course, examinations in:

- English Language
- Mathematics
- Science (biology, chemistry and physics)
- Modern Foreign Language

The majority of students also study for a GCSE in English Literature as part of their timetabled English classes.

In almost every case, a student is also expected to take a Modern Foreign Language, something which is very useful in today's global world.

Students choose their foreign language from First Language Chinese (Mandarin), Foreign Language Chinese (Mandarin), French, Spanish, Foreign Language Malay and GCE O Level Bahasa Melayu. Students who have studied two languages in Year 9, and have demonstrated a clear aptitude for languages, may continue their study of both at GCSE level.

First Language Malay speakers will follow the Bahasa Melayu O Level syllabus which is in keeping with government schools in Brunei. Please note that Bahasa Melayu is required for any Bruneian student wishing to qualify for a university grant or employment with the government in Brunei.

Students and parents need to read this booklet and discuss subject selections carefully. The core subjects of English, Mathematics and Science cannot be dropped. Physical Education is also compulsory for all students in the Upper School.

We strongly advise that students maintain a balanced programme of study at GCSE level. To do so we suggest that all students continue their study of a 'creative' subject to GCSE.

Students complement the core curriculum with three optional subjects chosen from:

- | | | |
|-------------------------------------|--------------|---|
| • Accounting | • Drama | • Design Technology: Food and Nutrition |
| • Art and Design | • Economics* | • ICT |
| • Business Studies* | • Geography | • Music |
| • Design Technology: Product Design | • History | • Physical Education |

* Students are not able to study both Business Studies and Economics.

Accounting, Business Studies and Economics are new subjects at GCSE and it is assumed that all students have no prior knowledge of the disciplines. In some cases, students may also be able to take subjects which they did not take in previous years in spite of the fact that these were previously on offer. Product Design, Food and Nutrition, Art and Drama may be taken at GCSE without prior experience but, if a student chooses to do this, they must be very committed to the subject as they will certainly have to catch up curriculum knowledge and acquire skills that other students already possess. In contrast, Music is a highly specialised subject and students will have to possess reasonable experience with an instrument and some knowledge of written music if they wish to study this subject at GCSE.

Students should not take subjects in which they have little or no interest; it is highly unlikely that they will do well in these and such a choice usually means that the subject takes up a disproportionate amount of a student's time. When in doubt, parents and students should seek advice; in addition to subject teachers and tutors, the Senior Dean and Careers Counsellor are valuable people to consult. The Senior Dean deals with Higher Education enquiries and can advise parents concerning university requirements in many different countries, whilst the Careers Counsellor can provide valuable insights about what employers are looking for.

ASSESSMENT

Each student's work is marked and reported using grades. A grade describes the standard of work or the degree of attainment in a subject. The grading system in Years 10 and 11 in JIS follows the GCSE grade scale:

Grade	A*	A	B	C	D	E	F	G	U
Mark	100 - 90	89 - 80	79 - 70	69 - 60	59 - 50	49 - 40	39 - 30	29 - 20	< 20

Those who fail a course are given a U (unclassified) and the subject is not included on their certificates. Receiving five or more A*-C grades is often a requirement for continued study in the Sixth Form, and this is certainly the case at JIS. Most universities typically require a C or better in English and Mathematics, regardless of a student's performance in their A-level or Foundation Degree course after leaving school. Many students who fail to get a C in English and Mathematics will retake their GCSEs in those subjects at a later date. This is why so much emphasis is placed on the core subjects of English, mathematics and science.

TIERING AND GCSE EXAMINATIONS

GCSE examination papers are divided into two tiers:

Higher Tier papers allow students to access grades A* to D.

Foundation Tier papers are designed to cater for students who are not particularly strong in a subject. It covers grades C to G.

The majority of students in JIS will be entered for Higher Tier examinations, but where faculties feel it more appropriate, a student will be entered for the Foundation Tier. Parents and students will be notified when such decisions are made. In general, faculties make this decision after the Internal Examinations in Term 2 of Year 11 as the assessment data provides a sense of the likely grade a student will receive in the GCSE examination.

Although the Foundation paper does not allow a student the opportunity to score a grade A or B, it is designed to be more accessible. Students who struggle with difficult concepts in a subject are more likely to obtain a pass in this paper. This is something that parents will have the opportunity of discussing with teachers in Term 2 of Year 11.

REPORTING

Students receive regular reports. Parents are also invited to attend meetings with their child's teachers and/or tutor to discuss their progress.

At the end of Year 10, students sit internal examinations which are set and marked by individual faculties. The results of the examinations are sent to parents and also contribute to the final grade the student receives on their report. In January of Year 11, students sit internal examinations which are closely based on GCSE papers. The final GCSE examinations occur in May and June, and the scripts are sent to the UK for external marking. Students usually receive the results of these in August, shortly before they begin their A-level programme.

In addition to all the examinations, students complete a variety of coursework tasks throughout the GCSE programme all of which contribute to the final grade they receive. Coursework tasks vary according to the subject.

HIGHER EDUCATION GUIDANCE

All Year 10 students complete Pathfinder, which takes around an hour, during a dedicated session. This program was initially developed at Edinburgh University and the school pays a yearly subscription to make it available to students. Records are kept of suggestions generated by the questionnaire and these inform discussion with students about Sixth Form subject choices, higher education courses and career paths.

In Year 11, students have the opportunity of subscribing individually to the Morrisby Futurewise scheme, which includes specialist testing by a visiting provider, a detailed report of relative strengths and suggested career paths, and access to information and advice on both higher education and careers until the student reaches the age of 23. More information on the scheme and costs involved will be provided as your child approaches Year 11.

A drop-in Higher Education/Careers ASA runs on Tuesday afternoons from 2:30 – 3:30 pm. All students and parents are welcome without an appointment to ask questions and discuss any HE/Careers issue. This slot is also used from time to time for Careers Talks by visiting speakers.

The faculty also aims to provide around fifty opportunities for work attachments across a range of careers for students after their GCSE and AS Level examinations. The placements available each year are published to students in Term 2. Students must apply for their preferred attachments and brief selection interviews are held at school before places are confirmed.

Subject Descriptions - core subjects

ENGLISH LANGUAGE AND ENGLISH LITERATURE

EXAMINATION BOARD: AQA

SPECIFICATION NUMBERS: 3702 SYLLABUS A

Course content

The majority of students study both AQA English Language and English Literature concurrently. This allows students to gain credit in two GCSE awards while enabling them to understand and respond appropriately to experiences and demonstrate an appreciation of texts and themes. A number of students will study CIE First Language English only.

The qualification is moderated and marked by both JIS accredited staff and AQA examiners. The assessment structure of the AQA GCSE English Language and Literature course is as follows:

Assessment

Paper 1 (1 hour 45 minutes) worth 30% total GCSE marks.

Section A: Reading responses to unseen media and non-fiction texts. Two or more passages requiring comprehension style responses to meaning and language/format use (1 hour).

Section B: A choice of one from three questions testing writing which seeks to argue, persuade or advise (45 minutes).

Paper 2 (1 hour 45 minutes) worth 30% total GCSE marks.

Section A: A choice of one from two questions based on a cluster of poetry drawn from "Different Cultures and Traditions" in the Anthology (provided, but clear of annotation) (1 hour).

Section B: A choice of one from three questions testing writing which seeks to inform, explain or describe (45 minutes).

Coursework: in two media, oral and written, but which will be integrated into the study of both English and Literature.

Speaking and Listening (20% total GCSE marks):

- explain, describe, narrate (a lecturette);
- explore, analyze, imagine (a drama/media performance);
- discuss, argue, persuade (a small group/paired discussion).

Written submissions (20% total GCSE marks):

- Original writing
- Media assignment
- Shakespeare play*
- Pre-1914 Prose Study* (criteria same as Shakespeare play)

* Crossover piece: either one of these must be handwritten, the rest can be typed.

Paper 4 (50%): Continuous Writing Coursework.

IGCSE English Literature

Paper 4 (100%): Closed Book Examination

ENGLISH LITERATURE

EXAMINATION BOARD: AQA

SPECIFICATION NUMBERS: 3712 SYLLABUS A

This qualification is taught concurrently alongside the English Language GCSE. The qualification is moderated and marked by both JIS accredited staff and AQA examiners.

Assessment

Written Paper (1 hour 45 minutes) worth 70% total GCSE marks.

Section A (45 minutes): One response based on post-1914 Prose. There will be a choice of questions (30%).

Section B (1 hour): One response based on pre and post-1914 Poetry from the anthology. There will be a choice of questions (40%).

Criteria

- Respond to texts critically, sensitively and in detail, select appropriate ways to convey responses using textual evidence as appropriate;
- Explore how language, structure and form contributes to the meaning of texts and consider alternative/different interpretations;
- Explore relationships and comparisons between texts, select and evaluate relevant material.

Coursework worth 30% total GCSE marks.

- Shakespeare play
- Pre-1914 Prose Study
- Post-1914 Drama
- Crossover piece: either one of these must be handwritten, the rest can be typed.

Criteria

- Relate texts to their social, cultural, historical and literary traditions/contexts;
- Respond to texts critically, sensitively and in detail;
- Select appropriate ways to convey responses using textual evidence as appropriate;
- Explore how language, structure and form contributes to the meaning of texts and consider alternative/different interpretations. explore relationships and comparisons between texts, select and evaluate relevant material.

The Pre-1914 prose study, Shakespeare and Post 1914 drama texts are chosen by JIS staff, whilst the prose response (Section A, examination) where not based on the anthology of short stories, needs to be a prescribed author from the syllabus. Incomplete coursework folders and an inability to meet coursework deadlines receive U grades.

Special Features

In addition to fostering a love of reading and literature, all English courses focus on improving communication skills, which are important, not only in students' personal lives, but in their academic studies across all subject areas and indeed in their future world of work.

Link to A-levels

All students go on to study AS Language or IELTS in Year 12 and GCSE English is important preparation for further study at Sixth Form. Please note that AQA English Literature is a prerequisite for the study of A-level English Literature and AS Language.

FIRST LANGUAGE ENGLISH EXAMINATION BOARD: CIE SPECIFICATION NUMBERS: 0500

Students who remain in the First Language stream but are not suited to the study of English Literature are placed in a Language only class. This means that they receive a single GCSE certificate at the end of the course. Language only students follow a CIE syllabus and not the AQA syllabus taken by students who study both English Literature and Language.

Course Content

The curriculum content of the English Language component is divided into four domains:

- Reading and directed writing
- Continuous writing
- Language use
- Oral/aural communication

Course Assessment

The majority of students sit the combination of Paper 2 and Paper 4.

Paper 2 (2 hours 15 minutes): Reading and Directed Writing Examination (extended) worth 50% total GCSE marks.
AND

Paper 4: Continuous Writing Coursework worth 50% total GCSE marks.

Candidates are required to submit a portfolio of three assignments, each of about 500 - 800 words. The final mark for the coursework portfolio is out of 50.

Assignment 1: informative, analytical and/or argumentative writing.

Assignment 2: imaginative, descriptive and/or narrative writing.

Assignment 3: a response to texts revealing a student's ability to select, analyse and evaluate points from the material provided.

Students are expected to have completed all folio drafts prior to the conclusion of Term 1 (Year 11), with only minor amendments taking place after this date.

The three pieces that constitute the coursework writing folio are marked collectively and should reflect the student's best work.

Special Features

Students who take this course still study literary texts but are not examined on them. In spite of this, we still try to instil a life love of reading and wider reading remains an important aspect of the course.

Link to A-levels

Students who take this course and go on to the Sixth Form usually follow the ASDAN Universities Award in the Core Studies line.

ENGLISH AS A SECOND LANGUAGE
EXAMINATION BOARD: CIE
SPECIFICATION NUMBER: 0510

Course content

IGCSE Second Language English is intended for students who have English as an additional language and reflects the widespread use of English globally, in education, commerce and also in entertainment. Through their studies, students learn how to use English effectively in the many different environments and contexts they encounter in their daily lives. The aim is not only to achieve a competent level of practical communication for everyday use but also to provide a foundation for further study in other subjects.

The course aims to:

- develop the ability to use English effectively for the purpose of practical communication in a variety of situations;
- develop the core skills of reading, writing, listening and speaking;
- form a sound base for the skills required for further study or employment using English as the medium;
- develop an awareness of the nature of language and language-learning skills along with skills of a more general application (e.g. analysing and synthesising material);
- cover a range of topics ensuring common examination themes are discussed and practised, for example, the environment, travel and technology.

Course assessment

There is no coursework involved in this subject but students will undertake classwork and homework, including reading and writing, presentation of projects and oral and listening tasks.

Language skills are integrated within a two-year, topic-based course.

The subject matter of the examination material reflects an international perspective and uses material which is largely authentic.

The final examination consists of:

Paper 1 (1 hour 30 minutes): Reading and Directed Writing (core) worth 70% of total GCSE marks.

Paper 2 (2 hours): Reading and Directed Writing (extended) worth 70% of total GCSE marks.

AND

Paper 3 (30-40 minutes): Listening (core) worth 30% of total GCSE marks.

Paper 4 (45 minutes): Listening (extended) worth 30% of total GCSE marks.

Paper 5 (10 – 12 minutes): Oral (Interview).

Links to A-levels

It is assumed that most candidates for English as a Second Language will be studying the language in order to promote their educational or employment prospects. The skills they develop in this course can be extended at Sixth Form level within the IELTS course. Basic language skills developed in the course also serve many of the language demands in other English-medium subjects.

MATHEMATICS
EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 4301

Course content

The course expands on the mathematical experiences of Key Stage 3, and seeks to consolidate and broaden student skills in the areas of Number, Algebra, Shape and Space, and Data Handling. Students will also develop skills of reasoning and problem solving, and learn to communicate their ideas mathematically.

Number – the four processes, decimals and fractions, rate, ratio, financial arithmetic, percentages.

Algebra – linear and quadratic graphs and equations, indices, variation, expansion and factorisation, linear programming, functions.

Shape, Space and Measures – geometrical constructions, properties of 2D and 3D figures, trigonometry of right and non-right triangles, locus, mensuration, symmetry, transformations, properties of circles, vectors.

Data Handling – collection and organisation of data, statistical measures of centre and spread, graphical presentation of data, design of a statistical investigation, simple and compound probabilities.

Course assessment

A student's progress is monitored through topic tests and semester examinations, as well as submission of assignments and written reports on mathematical investigations.

The final grade for students is determined by two external examinations.

There are two tiers of examination papers (Higher and Foundation) which are available. In consultation with staff and parents, the student is able to select the tier which is most appropriate for them.

Higher Tier papers are two hours in length, Foundation tier papers are ninety minutes long. In only one of the papers is a calculator permitted. For each tier, the examination counts for 100% of the final grade as coursework has now been removed from Mathematics

Special Features

The students are arranged in classes according to the tier which is most appropriate for them. The top tier of Higher Mathematics students will study statistics in greater depth, with the possible option of taking GCSE Statistics in Year 11 as well as Mathematics. This will only be on the recommendation of the class teacher.

Links to A-levels

To access the A-level Mathematics course on entering Year 12, a student will only be accepted if he/she has achieved a minimum grade B at the Higher tier. For A-level Further Mathematics, a grade of A* is necessary.

STATISTICS

EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 3311

Course content

This course is offered to those students in the top set for Mathematics as an opportunity to extend their mathematical knowledge in the data handling aspect of mathematics. Classroom time for these students will be shared between the statistics course and the normal mathematics course.

The course allows students to:

- analyse a statistical problem and plan an appropriate strategy;
- describe and use appropriate methods to select and collect data;
- analyse and present data for comparisons and solve probability and statistical problems;
- use the language and facts of statistics and probability to perform relevant computations;
- identify and communicate inferences and interpretation of statistical information.

Course assessment

The final grade for students is determined by two external examinations and one piece of extended coursework. The examination counts for 75% of the final grade and the coursework counts for 25%.

SCIENCE

EXAMINATION BOARD: AQA
SPECIFICATION NUMBERS: 4462/4463

Course content

Existing JIS students have already started their GCSE Triple Science studies at the beginning of Year 9. They follow a three year, triple GCSE programme which leads to a GCSE grade in each of biology, chemistry and physics at the end of Year 11. The AQA syllabus codes are Biology 4411, Chemistry 4421 and Physics 4451.

Students in Year 10 have three periods per week in each of biology, chemistry and physics. These disciplines are taught separately by subject specialists. Within these three subjects there is an emphasis on the evaluation of evidence and the implications of science for society.

Students joining JIS at the start of Year 10 follow a course leading to two GCSEs in Science and Additional Science. They also have three periods per week in each of biology, chemistry and physics, with separate teachers. The AQA syllabus codes are Science 4461 and Additional Science 4463.

Course assessment

The courses we follow are administered by AQA in the UK and are modular in nature. This means that the assessment is spread throughout the three years of the course, rather than all being left until the end of Year 11. The students' final GCSE grades will be assessed by externally set and marked examinations (75%) and internally marked Investigative Skills Assignments or ISAs (25%).

In biology, students study modules B1, B2 and B3. In chemistry, students study modules C1, C2 and C3. In physics, students study modules P1, P2 and P3. The first module in each subject (B1, C1 and P1) is split into two parts, each part being assessed by a thirty minute multiple choice examination paper. Modules 2 and 3 in each subject are assessed by structured question papers which involve a little more writing. A timeline for the module examinations is shown below.

Exam Timeline	June 2008	June 2008	June 2009	June 2010
	Year 9	Year 10		Year 11
Triple Science	B1, C1, P1 Syllabus A Part 1	B1, C1, P1 Syllabus A Part 2	B2, C2, P2	B3, C3, P3

Students may enter for either Foundation or Higher tier examination papers. The Higher tier papers examine a slightly greater course content and consist of more demanding questions. Students will be advised by the Science Faculty which tier they should sit in order to maximise their final examination grades.

The Investigative Skills Assignments (ISA) require the students to carry out a practical task, then record and analyse their data. The students are given a number of externally set questions relating directly to their own data. In addition students are given another set of related data and are expected to answer questions relating to the analysis and evaluation of this data. The responses are assessed by the teacher, using a marking scheme provided by AQA. It is likely that during the GCSE course a student will attempt more than one ISA in each subject. Only their best score contributes to their final grade.

Special Features

During their time in the Upper School students will be encouraged to develop their interest in, and enthusiasm for, biology, chemistry and physics. They acquire the scientific skills, knowledge and understanding necessary for progression to further learning. In addition, students are helped to develop a critical approach to scientific evidence and methods. They should also acquire and apply knowledge and understanding of how science works and its essential role in society.

Links to A Levels

These courses will form the basis for more advanced study in biology, chemistry and physics at A-level in Years 12 and 13.

Subject Descriptions - Modern Foreign Language

BAHASA MELAYU

EXAM BOARD ADMINISTERED BY MINISTRY OF EDUCATION

SPECIFICATION NUMBER: 1201

This course requires the student to study the Malay language at an advanced level.

Course content

- Composition/essay writing
- Summarising a written passage
- Written comprehension
- Translation of classical text into modern Malay
- Poetry appreciation
- Malay grammar
- Speaking test

Course assessment

There are two papers in the syllabus. To obtain a pass candidates must reach a satisfactory standard in both Papers 1 and 2. Students are assessed via an external examination set by the University of Cambridge Local Examinations Syndicate.

Paper 1 (1 hours 30 minutes) *Karangan*. Candidates are required to write one composition from a choice of seven questions concerning the life, customs and folklore of the Malays and life in Brunei generally, as well as general subjects lending themselves to narrative, dramatic or analytical treatment.

Paper 2 (1 hours 30 minutes) *Pemahaman*. Candidates are required to answer three questions; question 1 and two others. Question 1 is based on a prose passage (300 words) which candidates have to summarise. The remaining questions are based on prose/verse passages. These questions include word explanations, comprehension, Malay idiom and grammar, and a rewriting of old Malay into modern Malay and poetry.

Candidates are examined on their ability to read, comprehend and converse in Bahasa Melayu.

Special Features

Students of Bahasa Melayu will have the opportunity to sit for the IGCSE Malay Foreign Language examination in Year 11 if they wish. As there are no formal lessons in this subject for these students, it is essential that their command of Malay is excellent in each of the following four areas - speaking, listening, reading and writing.

FOREIGN LANGUAGE MALAY

EXAMINATION BOARD: CIE

SPECIFICATION NUMBER: 0546

Course content

This course exposes the student to various themes and topics which reflect everyday activities, personal and social life, the environment and the international world. The emphasis is on developing the ability to communicate effectively in practical situations in countries where Malay is spoken. This is a course in Malay as a foreign language.

Course assessment

Students are assessed on their reading, speaking, writing and listening skills. There are two sets of examinations (oral and written) which are set by the University of Cambridge International Examinations Board. These are held in June each year.

Core candidates receive a maximum C grade, whereas the extended candidates can score a full range of marks from A* - G.

Paper 2 Reading and Directed Writing (35%): Objective and extended questions relating to short passages.

Paper 3 Speaking (30%): Role-plays, prepared and general conversation.

Paper 4 Continuous Writing (35%): Two pieces of writing not exceeding 140 words each.

Core candidates take papers 2 and 3 only.

Special Features

There is no prerequisite for this course. Students who choose to study this course without prior knowledge of the language can sit for the core curriculum component while students with a background in it can sit for the extended paper.

**FIRST LANGUAGE CHINESE
EXAMINATION BOARD: CIE
SPECIFICATION NUMBER: 0509**

Course content

This is a course in Chinese as a first language. It is designed for students whose mother tongue is Chinese. The focus of study is mainly on developing reading and writing skills. Students learn how to deploy a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

This course aims to:

- to develop the ability to communicate accurately, appropriately and effectively;
- to encourage students to enjoy and appreciate the variety of language;
- to complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
- to promote the student's personal development and an understanding of themselves and others.

Course assessment

Paper 2 (2 hours 15 minutes) Reading and Directed Writing (60%).

Paper 3 (1 hour 45 minutes) Continuous writing (40%).

Special Features

In addition to developing reading and writing skills, the IGCSE Chinese course focuses also on improving communication skills, which are important, not only in students' personal lives, but in their academic studies as well as in their future world of work. Students are also encouraged to read for their own enjoyment in order to develop an appreciation of how writers achieve their effects.

Links to A-levels

There is no A-level option available for First Language Chinese.

**FOREIGN LANGUAGE CHINESE
EXAMINATION BOARD: EDEXCEL
SPECIFICATION NUMBER: 1666**

Course content

This is a course in Chinese as a foreign language. It is recommended that non-background speakers of Chinese who wish to sit the GCSE examinations should have had at least three to four years of instruction.

The aims of the course are:

- to develop the ability to use Chinese effectively for the purpose of practical communication;
- to develop an awareness of the nature of language and language learning;
- to acquire the skills and attitudes which will form a sound basis for further study, work and leisure;
- to promote learning skills of a more general application, such as the use of information technology, analysing and drawing inferences, recognising attitudes and emotions and summarising, reporting and explaining;
- to develop students' understanding of themselves and their own culture;
- to offer insights into the culture and civilisation of other countries;
- to encourage positive attitudes to language learning and to other cultures and civilisations;
- to promote independence in language learning and use;
- to provide enjoyment and intellectual stimulation.

Topics covered include:

- | | |
|---------------------------------|---|
| • Life at Home | • Food and Drink |
| • Health and Fitness | • School Life |
| • Myself, My Family and Friends | • Free Time and Social Activities |
| • Home Town and Local Area | • Environment and Society |
| • Further Education and Work | • Language and Communication in the Workplace |
| • Travel at Home and Abroad | • World Events and Issues |

Mandarin is a very relevant language to anyone who is intending to stay in Asia or work in China, Taiwan or Singapore.

Course assessment

Paper 1 (45 minutes) Listening and Responding (25%).

Paper 2 (10 - 15 minutes) Speaking (25%).

Paper 3 (55 minutes) Reading and Responding (25%).

Paper 4 (1 hour 15 minutes) Writing (25%).

Links to A-levels

This course is prerequisite for those students who wish to take Foreign Language Mandarin Chinese at AS Level. Many universities encourage their applicants to do a foreign language at A-level to demonstrate breadth of ability as well as linguistic skills.

FRENCH
EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 3651

Course content

This course is designed to improve a student's ability to listen to, speak, read and write French in situations that you may find yourself when visiting a French-speaking country.

Topics covered include:

- Everyday Activities (school, home, health, food).
- Personal and Social Life (family, friends, hobbies).
- The World Around Us (shopping, transport, public services).

Grammatical components include the use of the past, present and future verb tenses. In addition to the three areas of experience this course also focuses on The World of Work and The International World.

Topics include the following:

- Continuing Education
- Weather
- Careers and Employment
- World Events and Issues
- Holiday Travel

Course assessment

Students are required to demonstrate an ability across the four skills of listening, speaking, reading and writing. Each skill carries 25% of the final mark.

Listening: short dialogues and more extensive passages from which objective and short questions must be answered in French or English.

Speaking: a role-play, a presentation/discussion and a general conversation.

Reading: short and more extensive passages from which objective and short questions must be answered in French or English.

Writing: Three pieces of coursework on different areas of experience, completed under controlled conditions are completed throughout the course. This element of the course contributes 25% to a student's final grade. There is no written examination (unless the candidate has a bilingual background).

Special Features

The French GCSE course has as its broadest aim the desire to provide all students with a sound practical knowledge of French. Within this framework, able linguists are stretched well beyond basic competence and weaker linguists are encouraged to acquire the basic communication skills required for success at GCSE.

The GCSE examination offers papers at two levels (Foundation tier and Higher tier) in each skill. Most students are entered for Higher tier. However, regular monitoring allows us to advise pupils as to which tier they should enter, bearing in mind that a good GCSE grade can be achieved without sitting Higher tier in all skills.

Links to A-levels

A-level French is offered at JIS. Many universities encourage their applicants to do a foreign language at A-level to demonstrate breadth of ability as well as linguistic skills.

SPANISH
EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 3691

Course content

This course is designed to improve a student's ability to listen to, speak, read and write Spanish in situations that you may find yourself when visiting a Spanish-speaking country.

Topics covered include:

- Everyday Activities (school, home, health, food).
- Personal and Social Life (family, friends, hobbies).
- The World Around Us (shopping, transport, public services).

Grammatical components include the use of the past, present and future verb tenses. In addition to the three areas of experience this course also focuses on The World of Work and The International World.

Topics include the following:

- Continuing Education
- Careers and Employment
- Holiday Travel
- Weather
- World Events and Issues

Course assessment

Students are required to demonstrate ability across the four skills of listening, speaking, reading and writing. Each skill carries 25% of the final mark.

Listening: short dialogues and more extensive passages from which objective and short questions must be answered in Spanish or English.

Speaking: a role-play, a presentation/discussion and a general conversation.

Reading: short and more extensive passages from which objective and short questions must be answered in Spanish or English.

Writing: Three pieces of coursework on different areas of experience, completed under controlled conditions are completed throughout the course. This element of the course contributes 25% to a student's final grade. There is no written examination (unless the candidate has a bilingual background).

Special Features

The Spanish GCSE course has as its broadest aim the desire to provide all pupils with a sound practical knowledge of Spanish. Within this framework, able linguists are stretched well beyond basic competence and weaker linguists are encouraged to acquire the basic communication skills required for success at GCSE.

The GCSE examination offers papers at two levels (Foundation tier and Higher tier) in each skill. Most students are entered for Higher tier. However, regular monitoring allows us to advise pupils as to which tier they should enter, bearing in mind that a good GCSE grade can be achieved without sitting Higher tier in all skills.

Links to A-levels

A-level Spanish is offered at JIS. Many universities encourage their applicants to do a foreign language at A-level to demonstrate breadth of ability as well as linguistic skills.

Subject Descriptions - Optional Subjects

ACCOUNTING

EXAMINATION BOARD: EDEXCEL

SPECIFICATION NUMBER: 4305

Course content

Accounting provides students with a general knowledge and understanding of accounting procedures and techniques used by businesses.

Candidates are required to demonstrate specified knowledge and critical understanding of:

- The books of original entry.
- The Ledger.
- The Final Accounts: Trading account, profit and loss account and balance sheet of a sole trader.
- Adjustments to the accounts such as accrued expenses, prepayments and depreciation.
- Partnership accounting.
- Incomplete records.
- Non-profit making organisations.
- Manufacturing accounts.
- Limited companies.
- Analysis and interpretation of accounts.

Course assessment

Students are assessed on:

- their knowledge and understanding of accounting terminology, principles, procedures and limitations of accounting information;
- their ability to apply accounting knowledge to assemble and classify accounting data in a variety of situations and use it to solve problems;
- their ability to select, organise, interpret and use information from various sources to analyse problems and issues;
- their ability to evaluate accounting information to make reasoned judgements and present conclusions accurately, logically and appropriately.

The final assessment consists of a single two and a half hour examination paper. There is a single tier of entry assessing grades from A * to G. Students do not complete coursework for this course.

Special Features

Accounting is often seen as a vocational subject, but this is not necessarily true. Accounting adds to your understanding of the world around you and develops your thinking skills.

Links to A-levels

IGCSE Accounting lays an appropriate foundation for the future study of A-level Accounting as well as other business related courses in Year 12 and university. The specification also provides a useful grounding for the foundation examinations offered by the professional accountancy bodies.

ART AND DESIGN

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 3202

Course content

Students undertake four units of coursework which together contribute 60% to the GCSE final grade. There is a practical exam in the February of Year Eleven which makes up the final 40% of the GCSE Grade.

In the coursework and examination students are expected to:

- analyse and evaluate images, objects and artefacts, showing understanding of context. This research is expected to inspire and inform the student's own work, but they should use the ideas in an original/personal way – in other words, they must not rely too heavily upon the work of others;
- record observations, ideas and experiences in forms that are appropriate to intentions. This could include sketches, drawings (in a variety of media), photographs, brainstorming and notes;
- develop and explore ideas using media, processes and resources, reviewing, modifying and refining their work as it progresses. Students must show that they have more than one idea and that they can make changes to improve their work;
- present a personal response, realising intentions and making informed connections with the work of others. Students should ensure that their final work is complete, original and reflective of their best work.

Summary of Coursework Units

Unit 1 – Painting and Drawing: Using observation as a starting point, students produce a series of drawings. They analyse the work of other artists and use insights gained to inform their own work. Students develop their ideas experimenting with media and produce an outcome demonstrating knowledge and understanding of four assessment areas. Drawing and painting media can include pencil, pastel, charcoal, collage, oil paint, watercolour paint and acrylic paint.

Unit 2 - Printmaking: Using a given theme as a starting point, students record visual and other information. They investigate and analyse the work of others and use insights gained to inform their own work. Students develop their ideas and produce a final print or series of prints that demonstrate knowledge and understanding of the four assessment areas. Printmaking media can include lino block printing, monoprinting or screen printing.

Unit 3 – Sculpture: Responding to a given starting point, students record visual and other information. They investigate and analyse the work of others and use insights gained to inform the development of their own 3D work. Students develop a range of ideas and produce a final sculpture that demonstrates knowledge and understanding of four assessment areas. Sculpture media can include clay, card, wood, Mod Roc, plaster or metal.

Unit 4 – Final Unit / Internal Exam: Using a given theme as a starting point, students record visual and other information. They develop ideas and practice planning a final piece within a limited timescale. Following this the internal examination paper is issued and students have six weeks to research and develop ideas for their work. They select a media area within which to work. Students are required to work with a good degree of independence during this period and are expected to produce their final work unaided, under examination conditions.

Course assessment

Coursework is ongoing and begins at the start of Year 10. There is no written examination paper for this course. In the February of Year 11, students are required to begin the external exam. The two parts of assessment are weighted as follows:

Part 1: Four units of coursework (60%). Themes are usually set by the teacher but students are expected to learn to make their choices about artists, media and the outcome of their project with increasing confidence.

Part 2: Examination (40%). Students select a project from the examination paper and complete four weeks of preparatory work. In the final part of the examination, students are expected to complete a final outcome for their project (ten hours of supervised time.)

Special Features

The Art and Design Faculty is committed to providing a broad-based experience in Art and Design enabling students to develop a portfolio of work in a range of disciplines with the option of specialisation in Year 11. Other features include an overseas trip for gallery visits to view work of both historical and contemporary artists. This trip is an integral part the course. Students are encouraged to utilise a digital and SLR camera to record work in progress and develop research and investigation skills.

Links to A-levels

This course provides a strong skills and knowledge base for students undertaking further study at A-level. Strong links can be forged with other areas of study, including Design and Technology, History, Drama, ICT and English.

BUSINESS STUDIES

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 3133

Course content

Business Studies at GCSE focuses on what a business is and how it can be run successfully. A student finds out about different types of businesses and how they are affected by the economy and government, as well as learning about their important features. By the end of the course a student can answer questions such as:

- How can I set up my own business?
- What is the best type of business to set up?
- Can I afford to buy a new piece of equipment?
- How should I keep a record of my accounts?
- What is the best way of attracting new customers?
- How can I persuade my employees to work harder without paying them more?
- Should I borrow money from the bank or find a partner to share costs?

Course assessment

Students are assessed at the end of the course by two examination papers and one piece of coursework.

Paper 1 features structured questions based on two or more business case studies.

Paper 2 is a problem solving exercise based on given data about a business issue.

Paper 3 features structured questions on two or more business case studies.

Special Features

In this subject students learn about business by studying real businesses or trying out business techniques. The course teaches students to solve problems by considering a range of solutions and deciding which is best. Business Studies also teaches students about the world around us.

The course complements many other GCSE courses such as Accounting, History, Geography, Design & Technology, English and Maths. All of these are related to parts of the Business Studies course.

Links to A-level

Business Studies provides an excellent foundation for all related A-levels. Problem solving and analysis skills are particularly useful in all A-level courses.

DESIGN AND TECHNOLOGY: FOOD AND NUTRITION

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 3562

Course content

We constantly hear reports that more and more people in the world are obese and that the number of people diagnosed with adult onset diabetes is increasing rapidly. The Food and Nutrition course addresses the reasons for problems such as these by providing students with a detailed knowledge of human nutrition and the effect of diet on health. The course also aims to provide students with the knowledge and skills required to function as an informed consumer in today's society.

The course content is split into four main areas:

- Nutrition and Health.
- Food Choice.
- Food Preparation, Processing and Safety.
- The Role of the Consumer.

Course assessment

Student progress is assessed throughout the course using a combination of written tests, addressing knowledge and understanding, and practical investigations.

The course's assessment objectives are weighted as follows:

- Knowledge and Understanding (50%).
- Investigations and practical tasks (50%).

The student's final grade is based on an examination (50%) and one piece of coursework (50%). The examination is two hours long and covers all aspects of the course.

The coursework takes the form of an extended piece of practical investigation work. Students are expected to identify a current food related issue that can be explored through primary and secondary research and that leads to a practical outcome.

The investigation is split into four main sections:

- background research and analysis;
- planning investigations and practical work;
- practical food preparation tasks;
- evaluation.

Students are expected to spend approximately ten hours on practical work and twenty hours on producing a supporting written report. Examples of past coursework topics include investigating how we encourage young children to eat more fruit and vegetables; comparing ready made, convenience meals with home made equivalents and investigating the links between diet and tooth decay.

Special Features

Students are involved in the development, preparation and presentation of food products. Throughout the course students are also involved in experimental practical tasks designed to provide a detailed knowledge of food science.

Links to A-levels

The course can be viewed as a foundation for the study of Food Technology at A-level or as a stepping-stone towards a range of careers in the food industry. Career opportunities exist in the fields of Food Science and Technology, Dietetics, Health Promotions, Hospitality and Catering, Marketing and Management.

Students are encouraged to visit the faculty for an informal chat and to take a look at work produced by other students following this course.

DESIGN AND TECHNOLOGY: PRODUCT DESIGN
EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 3544

Course content

This course allows students to carry out designing and making activities which use a variety of materials including styro-foam, card, resistant materials, electronics and composites.

Students demonstrate their capabilities by exploring a variety of materials, processes and manufacturing techniques and producing outcomes through small projects in Year 10. This leads to a major piece of coursework in Year 11 which is a free choice project where students make use of the knowledge, understanding and experience that they gain throughout the course.

Students will be given opportunities through:

- analysing and evaluating products and processes;
- engaging in focused tasks to develop and demonstrate techniques;
- engaging in strategies for developing ideas, planning and producing products;
- considering how past and present design and technology affects society;
- recognising the moral, cultural and environmental issues inherent in design and technology;
- the use of ICT to design products prior to manufacture;
- the use of Computer Aided Design/Manufacture.

Example coursework projects could be:

- Keeping up with current news is very important in some situations. Cricket enthusiasts can often be seen at matches clutching a radio to their ear listening to the commentary. Could you design and produce a radio which could be easily worn?
- Design, manufacture, market and package a product to mark a particular celebration (Eid, Easter, Ramadhan, Yom Kippur, etc).
- A new magazine is to be launched. Choose the subject and design the cover to include a 'freebie' to encourage sales.

Course assessment

Assessment is through written, design and practical tasks.

The course's assessment objectives are weighted as follows:

- Designing (40%).
- Making (60%).

Assessment components are weighted as follows:

- Final Examination (40%).
- Coursework (60%).

The coursework consists of a single project where students are expected to design and make a quality product. This takes the form of a design portfolio and realisation of a design. Students are encouraged at all times to assess the progress of their own work, as well as the work of their peers.

Special Features

Students have the opportunity to:

- design and make their own products to carry out tasks they have identified;
- research and analyse a range of existing products in order to understand them fully;
- use a wide range of materials to develop products;
- visit professionals experiencing their specialisms in the workplace.

Links to A-levels

Students should see this as a foundation to any design related career, or course of higher education at college or university degree level such as Product Design or Graphic Design. Strong links can be forged with other areas of study, in particular Maths, Art and Physics. Students are encouraged to visit the faculty for an informal chat and to take a look at work produced by other students following this course.

DRAMA
EXAMINATION BOARD: EDEXCEL
SPECIFICATION NUMBER: 1699

Course content

This course allows students to explore a variety of approaches to Drama and Theatre Arts. Students participate in a range of practical activities that explore various topics within a dramatic framework.

Students will:

- develop devising skills;
- explore plays and other stimulus material through role play and improvisation;
- use and develop skills in stagecraft;
- work together to develop a wide range of presentations.

Course assessment

The GCSE Drama course is assessed through the completion of both practical and written work.

Coursework Assessments

Unit 1: Drama Exploration 1

This is completed in scheduled class time during the first half of Term 1 in Year 11. This aspect of the coursework is practical in nature and involves devised performance and the completion of a written portfolio. It is essential that students attend all lessons during the assessment period. This unit contributes 30% to a student's final grade.

Unit 2: Drama Exploration 2

This is completed in scheduled class time over a period of three weeks. It takes place in the second half of Term 1 in Year 11. This aspect of the coursework is practical in nature and involves the study and performance of extracts of a published drama text, plus the completion of a written portfolio. It is essential that students attend all lessons during the assessment period. This unit contributes 30% to a student's final grade.

For both Units 1 and 2, students complete a portfolio of evidence outlining their ideas.

Performance Assessment - Devised Performance

Students select a subject of their choice and create a performance to be presented in front of a live audience. Work for this begins in January in class time and students are expected to arrange after school rehearsals to develop this aspect of their coursework.

The performance assessment contributes 40% to a student's final grade.

Special Features

This course aims to develop students' dramatic skills alongside an increased awareness of themselves and the world around them. By studying GCSE Drama, students gain confidence in presentation and performance and develop group awareness and interaction skills. The course is largely practical and performance deadlines may impose additional extra-curricular demands on students who choose to study Drama at this level. Visits to live theatre productions, both inside and out of school, are also part of the course.

Links to A-levels

The course is personally and academically challenging. It leads directly to A-level Drama and Theatre Studies.

ECONOMICS
EXAMINATION BOARD: EDEXCEL
SPECIFICATION NUMBER: 4350

Course content

Economics concerns the fact that individuals, businesses and governments have to make choices about how to use resources. In Economics, you will study both the private sector (individuals and governments) and the public sector (government).

By the end of the course you will be able to answer such questions as:

- How are prices set?
- How do businesses work out their costs?
- What are the effects of changes in the exchange rate?
- How can government control an economy?
- What is the standard of living in other countries and why is it different to ours?

Course assessment

Paper 1 (1 hours 45 minutes): Foundation examination (1F) worth 80% total GCSE marks.

Paper 2 (2 hours 15 minutes): Higher Tier examination (2H) worth 80% total GCSE marks.

Paper 3 (1 hours 10 minutes): Examination worth 20% total GCSE marks.

Candidates are required to take two of the above components. Foundation tier candidates Paper 1F and Paper 3 while Higher tier candidates take Paper 2H and Paper 3. A decision as to which papers students are entered for is not made until January of Year 11 after the practice examination is held.

Special Features

Economics affects and helps to explain the lives and futures of people everywhere. It offers insights into personal, business and public decision-making. It helps individuals make choices and understand the impact on them of world events.

The course also complements many other GCSE courses such as History and Geography.

Links to A-levels

Economics provides an excellent foundation for all related A-levels.

GEOGRAPHY EXAMINATION BOARD AQA SPECIFICATION NUMBER: 3033

Course content

Geography is relevant, stimulating and interesting. Although it could be said that geography is about people and places, it is much more than this. In Geography we tackle the questions and topics that shape our world:

- What caused the 2001 Indian Earthquake? Why was the death toll so high?
- Can tourism provide all of the solutions for a developing country?
- Is the world becoming over-populated? How are countries dealing with their expanding and shrinking populations?
- The world is able to grow enough food for everyone, so why do millions suffer from famine and hunger?
- What are the major issues facing the world's environment in the twenty first century?

The course is structured so that students consider not only the major trends in the world but also how we should try to manage the impacts of these trends.

Course assessment

The assessment includes geographical knowledge, understanding, analysis, judgement, decision making and investigation. Tasks include research projects involving fieldwork, assignments, topic tests and examinations.

The final GCSE examination comprises two examination papers:

Paper 1: Decision Making Exercise (25%).

Paper 2: Written Paper based on the content covered (50%).

AND

Paper 3: School based assessment (25%) – one coursework assignment involving fieldwork of approximately 2500 words.

Special Features

Students gain a greater appreciation of their environment and the role of humans in managing it sustainably. They also develop important skills including research, ICT map skills and fieldwork. Fieldwork excursions are an integral part in studying Geography.

Links to A-levels

The course provides an excellent base for students to go on to study Geography at A-level. It also provides a base for most A-level subjects as Geography is both a science and an arts subject.

HISTORY
EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 3042

Course content

The department offers a modern history syllabus which is designed to enable students to consolidate the work they have done in Middle School and to extend their knowledge further. The syllabus demands the study of world powers in the twentieth century and some of the key historical personalities and problems of the century: Hitler, Lenin, Stalin, Churchill, Roosevelt, Kennedy; the Middle East conflict and the impact of two world wars. In addition specific aspects of British history are covered including changes wrought by the two world wars and the changing role and status of Britain in the twentieth century.

Course assessment

There are three parts to the AQA examination syllabus offered:

Written papers: Two papers in which questions are set from the whole of the syllabus studied. They are externally marked and moderated and together constitute 75% of the marks available.

Coursework: two modules, presently the justification of the use of atomic bombs on Japan in 1945 and the impact of World War II in Britain. Coursework constitutes 25% of the total marks for the course.

Special Features

The course we have chosen is interesting and accessible to all JIS students.

During the course students will:

- enhance further their knowledge of, and interest in, the modern world;
- improve their literary and analytical skills, in particular the evaluation of evidence in arriving at secure, reasoned and balanced judgments;

In addition the course aims to:

- encourage independent learning through access to ICT and a variety of original source material;
- encourage the development of the learning skills appropriate to the Sixth Form and beyond.

We aim to ensure that our students enjoy their history and are successful in their examinations.

Links to A-levels

This question is often asked because, as history teaches us about yesterday, how can it prepare us for tomorrow? Our answer is that the study of history enables pupils to develop sensible perspectives on our modern world the better to understand its political and economic nuances. For an historian knowledge is an end in itself! For the educated layman a knowledge of history will make anyone a better lawyer, businessperson, scientist, accountant, doctor, engineer, surveyor or whatever a student's chosen career path may prove to be. In our opinion, no layman is educated without having knowledge of the fundamentals of our modern human condition. The GCSE course provides an excellent foundation for further study of History.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
EXAMINATION BOARD: EDEXCEL
SPECIFICATION NUMBER: 4385

Course content

In GCSE Information and Communication Technology students learn to:

- apply knowledge, skills and understanding of ICT to a range of situations;
- analyse, design, implement, test, evaluate and document ICT systems for others to use, and develop an understanding of the wider implications and effects of the use of ICT;
- reflect critically on the way you and others use ICT;
- discuss and review the impact of ICT applications in the wider world;
- consider social, economic, political, legal, ethical and moral issues and security needs surrounding the use of ICT;

More specifically, students develop their software skills in the use of multimedia, particularly the use of Macromedia Flash, data-handling software such as MS Access and Excel, and web development tools such as MS Frontpage and Macromedia Dreamweaver. Students also learn some programming using virtual control scenarios in Flowol3.

Course assessment

Examination: a single 1 ½ hour paper (70%).

Coursework (30%).

Project: set tasks based on a case study (15%).

Coursework: In Year 10 students complete a piece of coursework using multimedia software, combining skills in handling graphics, text, sound, animation and video. In Year 11 students complete a programming task. The best of these units is submitted for assessment. Additionally, the examination board sets a series of tasks using databases, spreadsheets and web development tools based on a case study. This forms the second coursework unit.

External Assessment – Paper 3 – Coursework

Project (15%)

Students undertake a mini-project in Year 10, and another in Year 11. The best of these is submitted for assessment. The first is a multi-media project in which each student designs a piece of interactive multimedia software for others to use. The second is a programming task. The processes of collecting information about the task (Identify), thinking about its computing requirements (Analysis), planning different aspects of the solution (Design), programming and testing the solution (Implement) and deciding how effectively it meets its requirements (Evaluate) are written up in nineteen short written pieces to form the project documentation which is submitted for assessment. The tasks are completed in lesson time, and some homework time as well.

Set tasks (15%)

The examination board sets a series of short tasks based on a case study using databases, spreadsheets and web development tools. Some of these tasks are completed for homework, and others in formal classroom assessments. These are completed in Year 11, although practice tasks are used in Year 10 to prepare students for what is expected of them.

Coursework is broken into small sub-tasks that are spread throughout the two years. This is to avoid the pressure that has been experienced by some students in the past. Most of the computer-based work is completed during lessons time. Some design and planning tasks as well as preparation for practical assessments is done within the homework time allocation.

Written examination

The final examination is sat at the end of the course. It is worth 70% of the total mark.

Links to A-levels

The full IGCSE is the best preparation for A-level studies in Computing. If students are considering the possibility of taking the A-level in Computing offered at JIS then prior study of IGCSE ICT is almost essential.

MUSIC

EXAMINATION BOARD: EDEXCEL

SPECIFICATION NUMBER: 1426

Course content

Students study the GCSE Music course administered through EDEXCEL. The course is divided into three sections (Performing, Composing and Listening and Appraising.)

Students will:

- become aware of the music scene, both locally, historically and world-wide;
- develop performing skills and be encouraged to participate in musical activities;
- develop an appreciation and enjoyment of music;
- create their own compositions;
- explore the use of music technology to assist in both the composing and performing processes.

Course assessment

1) Performing (30%)

- Solo Performing (15%). One solo performance on a student's main instrument/voice.
- Performing during the course (15%). Two performances are submitted, either as a member of an ensemble, on a second instrument or voice. One of these performances is to be the student's own composition. This section of the course is moderated by the teacher.

2) Composing (30%)

Two compositions are to be submitted. Each submission is composed according to a brief based on the given Areas of Study.

- Composition 1 must be performed as part of performing during the course (15%).
- Composition 2 is moderated by the teacher (15%).

3) Listening and Appraising (40%)

Students respond to questions based on extracts of music in a written examination. This paper is marked externally by the examiners.

Special Features

Any student who wishes to undertake GCSE should be already studying an instrument or voice. The continuation of instrumental and vocal study is imperative as it opens the door to the full range of activities offered in this course. The course suits a range of students who enjoy creating and performing music.

Features include attending performances of live concerts, access to music technology including recording and sound equipment and performance opportunities in a variety of ensembles and venues.

Links to A-levels

The achievement of a Grade B or higher in GCSE is a good indicator of success at A-level. The GCSE course leads directly into the A-level courses of Music Technology and Music (Performance).

**PHYSICAL EDUCATION
EXAMINATION BOARD: AQA
SPECIFICATION NUMBER: 3581/2**

Course content

The AQA syllabus offers students an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment of physical activity and to enable students to develop an understanding of effective and safe physical performance.

There are two components to this course:

- Practical (60%).
- Theory (40%).

Course assessment

Practical Coursework (60%)

Students are assessed on four activities, which must be chosen from several categories. They are required to:

- demonstrate physical performance on a range of at least four activities;
- demonstrate an ability to analyse and improve their own and others' performance.

Theory Exam (40%)

- Health, Fitness and Factors Affecting Performance: Health, Physiology and Anatomy, Physical Activity and Fitness, Diet, Exercise, Safety and Risk Assessment, Fitness for Physical Activities, Factors Affecting Performance.
- Social and Cultural Factors Affecting Performance: Sponsorship, Media, Social and Cultural Aspects, Influences of Local and National Providers.
- Factors Affecting Individual Performance and Participation: School, Changing Attitudes, Social Groupings, Leisure Time, Facilities Available.

Special Features

GCSE Physical Education is challenging and fascinating and is a suitable choice for any student who finds the subject interesting. The course develops a student's physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes a range of skills, physical development and a knowledge of the body in action. Physical Education provides opportunities for students to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Students learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Links to A-levels

Physical Education is also offered as an A-level subject. This course provides students with a substantial grounding for those who wish to consider A-level Physical Education. An A-level qualification in the subject is rapidly becoming an essential qualification for specialist study in Physical Education and Sport Studies in Higher Education, and it is also a suitable qualification for other areas of study.

Additional Information

SUPPORT IN ENGLISH LANGUAGE

The English as an Additional Language faculty (EAL) provides special assistance to students who are deemed to require more help in building English proficiency. The aim is to help them cope with the language demands of their various subjects. This provision is by invitation and is extended to students both in a withdrawal situation and, where possible, during classes in other subjects.

The language support provision is available at all year levels within the school. Students work in small groups, receiving help with the language aspects of their subjects. Teachers are available to students as a 'language resource' to help them clarify assignment tasks and coursework requirements, and assist in the development of strategies to meet the language demands of subject derived reading and writing tasks.

In Years 10 & 11, students receive four language support lessons a week within curriculum time. Some support is also offered in class. Language teachers work jointly with teachers in different subject areas and offer 'on the spot' assistance to students judged to have more urgent language needs.

This provision is reported and students receive a grade and comment on the quality of their commitment during the relevant lessons.

LEARNING SUPPORT

The Learning Support faculty helps students improve the skills of reading, writing, working with numbers and organisation. Students receive help and support completing GCSE work. They also have the opportunity to participate in the Certificate of Personal Effectiveness (CoPE). This option is by invitation only through the Learning Support faculty and the Head of Upper School.

The Certificate of Personal Effectiveness award is a portfolio based qualification which is equivalent to a GCSE. It can be awarded at two levels. Level 1 is equivalent to an E-F grade, while Level 2 is equivalent to a B grade.

The awarding of levels is dependent upon the completion of credits and the quality of the proforma documenting the key skills of working with others, improving own learning, problem solving, research, discussion and oral presentation. The CoPE encourages candidates to develop responsibility for their own learning through the process of action planning and review. It recognises achievement across the school curriculum and After School Activities. The completed CoPE portfolio is moderated internally and then externally verified by ASDAN in the UK.

THE HOUSE SYSTEM AND STUDENT LEADERSHIP

There are four House groups at the school; red, blue, yellow and green. The House system is in place to provide an avenue for competition and camaraderie amongst the students. Siblings are placed in the same House upon enrolment. At the end of the year the overall winning House is presented with the House trophy.

Students in the Upper School have the opportunity to nominate themselves and be voted in as House Captains for their year level. Two Year 11 students are elected as Upper School Captains. They chair the Upper School Council and represent the Upper School on the Whole School Student Council.

AFTER SCHOOL ACTIVITIES

Important though academic work is, education is not just about acquiring paper qualifications. Extra-curricular activities provide experience of being a team member, of communicating in a variety of circumstances and of leading when that is appropriate. These are very important opportunities and they offer our students the chance to develop personal skills and qualities which will stand them in great stead throughout their lives.

The extra curricular programme offers students an opportunity to take part in a variety of activities. The promotion of essential physical and personal skills form the focus of the After School Activities (ASA) programme. All activities are designed to excite and enthuse students, encouraging them to willingly offer input, challenge their understanding and stretch their imagination. Each term students make their selections based on the activities on offer.

All students must vacate the premises by 5:00 pm.

INSTRUMENTAL MUSIC TUITION

Students can enrol in the school's Instrumental Music Programme. Students receive tuition in an instrument of their choice with a specialist music teacher. These lessons are scheduled during the school day. Individual and shared lessons are available. Parents are able to hire instruments from the Music Faculty. Fees for this programme are additional to the tuition fees. For more information about this programme and the fee structure contact the Music secretary or Head of Music on 241 1000 (extension 2105).

EXCURSIONS

An integral part of the education in the Upper School is the range of field trips and excursions which students experience. These excursions broadens a student's understanding of work that is being covered in class in a practical and enjoyable way.

ATTENDANCE

The attendance register is taken each morning. If your child is late to school it is important that you notify the relevant school office in order to update the roll. If for any reason your child needs to be excused from PE lessons or other school activities, it is important that they bring a letter of explanation and hand this to the class tutor or subject specialist.

INFORMATION COMMUNICATION TECHNOLOGY

All students have access to the school's network. Students are given a log on name and password access. Upper School students are expected to read and sign the ICT Acceptable Use Policy to ensure that they use these facilities in accordance with the school's terms and conditions. Parents are also required to sign this form.

The school has an excellent website which provides a wealth of information about the school and its curriculum. Students have access to the intranet. The address of the website is www.jis.edu.bn.

ILLNESS OR ACCIDENTS

It is important that the emergency contact information given to the school is current. This allows us to make the necessary arrangements when children are taken ill during the day.

The school should be informed of any disabilities or medical problems that are cause for concern. A list of children and relevant health issues is put on the school intranet for whole school reference.

Please let us know if your child is unwell. If you think it is something that can be passed on to others, keep your child home so we can limit the spread of illness. If they are recovering from an illness and are not able to take part in Physical Education lessons, inform us by letter.

In the event of a minor accident or sickness children will be taken to the school nurse in the Health Centre and given first aid and made comfortable until they are able to return to class. They are given a note by the nurse detailing any action taken. If an injury causes us concern or hospital treatment is required we first seek the advice of the school nurse and then make every effort to contact a parent or the listed emergency contact as soon as possible. Where this is not possible we will make arrangements to accompany and transport children to hospital and seek further medical advice. If appropriate the services of an ambulance will be used.

MEDICATION

No form of medication can be given during the day without consultation with the school nurse. Staff are not allowed to give out medication or tablets with the exception of children who require inhalers to control their asthma. If medication other than this is required parents are asked to see the school nurse before school with instructions. The medication should be marked with the child's name, class and time of administration.

SKIN CARE

We recommend that students use sun protection on exposed skin and apply insect repellent when outside for extended periods of time. Students are encouraged to make use of available shade.

PARENT TEACHER COMMUNITY GROUP

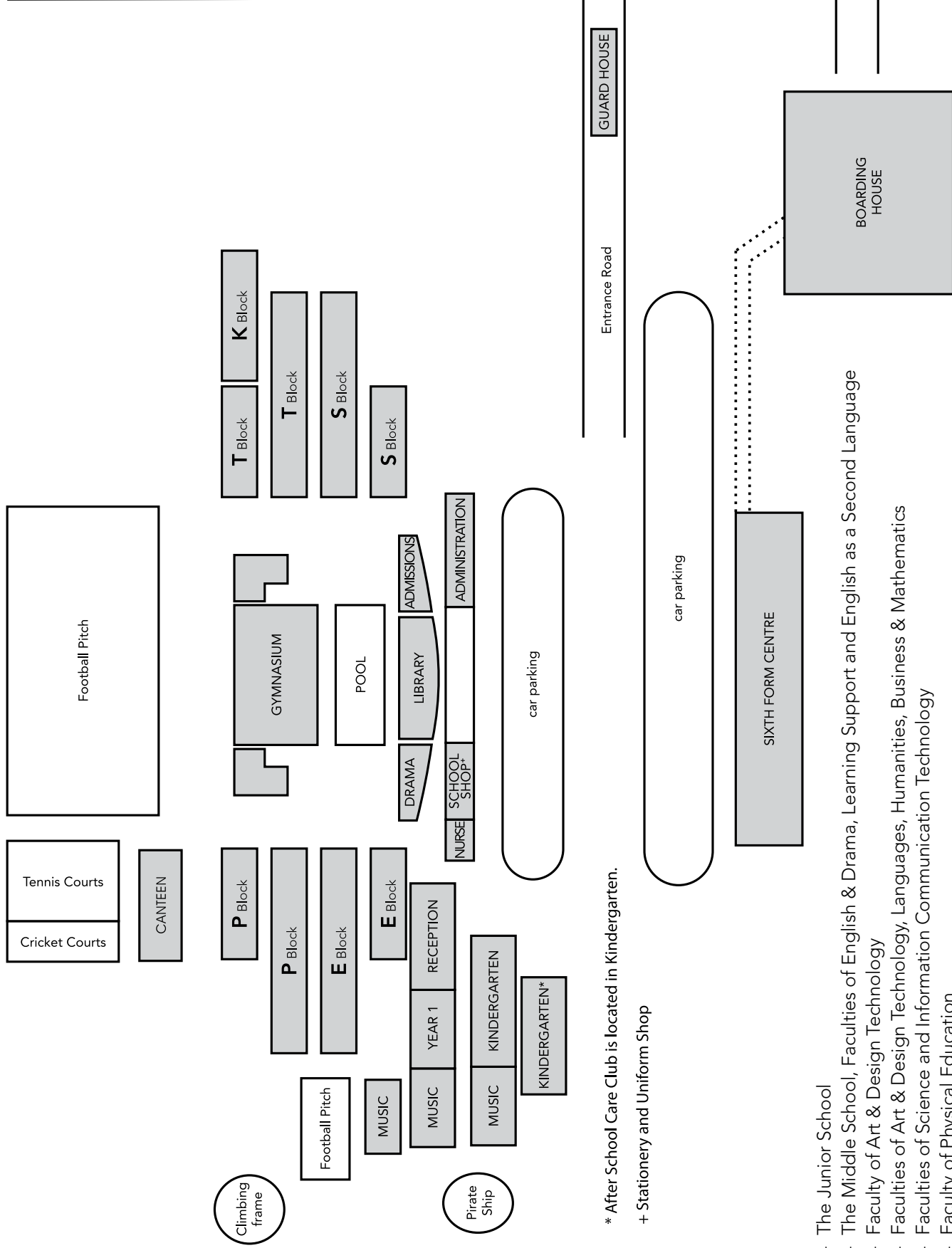
The Jerudong International School PTCG is an informal, voluntary group whose purpose is to provide opportunities for social interaction between students, parents and staff. This is an active group encouraging family involvement in the school. The PTCG provides links between the home and school through a variety of informal and formal evenings.

HOME SCHOOL PARTNERSHIP

We value good communication with parents and recognize the importance of keeping channels of communication open to ensure all students have a positive and successful experience during their time in the Upper School. Communication is regular and occurs in formal situations such as Parent Meetings, Parent-Teacher consultations and during informal situations such as a brief chat at the end of the day. Teachers are happy to make an appointment to meet parents if there are any specific concerns or questions concerning your child.

As well as having the facility of the telephone and the fax, the school offers information directly to parents using email. There have been very successful open evenings, open days and special events when parents and friends are invited to come and see the school in action.

MAP OF THE SCHOOL GROUNDS



* After School Care Club is located in Kindergarten.

+ Stationery and Uniform Shop

- E Block** - The Junior School
- P Block** - The Middle School, Faculties of English & Drama, Learning Support and English as a Second Language
- K Block** - Faculty of Art & Design Technology
- T Block** - Faculties of Art & Design Technology, Languages, Humanities, Business & Mathematics
- S Block** - Faculties of Science and Information Communication Technology
- Gymnasium** - Faculty of Physical Education