

THE UPPER SCHOOL

CURRICULUM INFORMATION BOOKLET

2010 - 2011

JERUDONG INTERNATIONAL SCHOOL



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 450 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



Higher Education and Careers Guidance

During Term 1, Year 8 students have an opportunity during PSHE to complete an online interest questionnaire (*Fast Tomato*) from the Morrisby organisation in the UK (<http://www.fasttomato.com>). This helps the students to get to know themselves better which is the starting point for all their careers research. It then generates career suggestions which provide opportunities for ongoing research and discussion. The students will keep their Fast Tomato account all year and can access it from home, or anywhere that had internet. Students also prepared 'Careers Portfolio and Record of Achievement' files ready to store certificates and other evidence of involvement and achievement throughout their school careers. These folders, and the habits formed through keeping them, will be invaluable preparation of future CVs, personal statements, goal setting and planning.

Further opportunities provided in Upper School to reflect on potential career paths, include the return to a more mature version of the Fast Tomato questionnaires in Years 10 and 11 and the opportunity to join the Futurewise Scheme in Year 11. Futurewise is offered by the UK-based Independent Schools Careers Organisation (ISCO). Its main feature is the Morrisby Profile, one of the most accurate and respected psychometric tests available. Membership of the Futurewise scheme lasts until the student is twenty three years old. The careers suggestions generated by these questionnaires form a basis for discussion with students about Sixth Form subject choices, higher education courses and career paths.

Year 11 students take part in our annual *Careers Carousel*, when many professionals visit JIS and give presentations about their roles and career opportunities within their profession.

A drop-in Careers ASA runs on Tuesday afternoons from 2:30-3:30pm in the Careers Resources Office next to the Junior School library. All students and parents are welcome, without an appointment, to ask questions and discuss any 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 for students, across a range of careers after IGCSE 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.

General Information

IMPORTANT CONTACTS

Mailing address:

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Brunei

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Kampong Tungku
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Brunei

Telephone: + 673 241 1000

Website: www.jis.edu.bn

Facsimile: + 673 241 1010

Email: enrol@jis.edu.bn or office@jis.edu.bn

The Boarding House

Telephone: +673 241 1000 ext 3110

Head of Upper School

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Deputy Head of Upper School

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House coordinator

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Upper School secretary

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Principal's secretary

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

Accounts Department

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Adinah Salleh adinah.salleh@jis.edu.bn ext 1206

Catherine Liew catherine.liew@jis.edu.bn ext 2208

Stationery and Uniform Shop

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

TERM DATES

TERM 1

Tuesday 31 August – Friday 15 October 2010

Monday 25 October – Friday 10 December

MID TERM BREAK

Saturday 16 October – Sunday 24 October

TERM 1 BREAK

Saturday 11 December 2010 – Monday 3 January 2011

TERM 2 (Provisional)

Tuesday 4 January – Wednesday 2 February 2011

Monday 7 February – Friday 18 March

MID-TERM BREAK

Thursday 3 February – Sunday 6 February

TERM 2 BREAK

Saturday 19 March – Sunday 3 April

TERM 3

Monday 4 April – Friday 27 May

Monday 6 June – Friday 8 July

MID TERM BREAK

Saturday 28 May – Sunday 5 June

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 - 1:00 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

The Uniform is available for purchase from the Stationery and Uniform Shop on the school site. Please be advised that the shop only accepts cash or cheque purchases.

Girls

White collar blouse (short sleeves) - \$30

White collar blouse (long sleeves) - \$35

Short tartan skirt - \$40

Long tartan skirt - \$45

School tie - \$21

Black shoes and white socks

Boys

White open neck shirt (short sleeves) - \$30

White collar shirt (short sleeves) - \$30

White collar shirt (long sleeves) - \$35

Navy blue trousers - \$35 - \$40

School tie - \$21

Black leather belt - \$18

Black shoes and white socks

Physical Education uniform (for both girls and boys)

Polo shirt - \$25 - \$30

Blue knit shorts - \$30

Blue sweatpants - \$40

Appropriate footwear (ie trainers)

House team shirt - \$10 (optional)

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 8:00 am – 3:30 pm, Monday to Friday or request that we mail, email or courier the forms to you.

To complete the application form you will need to fill out a Health History form, a language option form and an ICT Agreement form. You must also 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. A parent must accompany the students to the interview.

ARRANGING A TOUR

The Admissions staff are happy to show you the school site at any time during office hours (8:00 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. Students may not commence their studies at the school without a valid 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
- Examination 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: Foreign Language Chinese (Mandarin), Foreign Language Malay, Bahasa Melayu, French and Spanish (subject to availability);
- Physical Education.

	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
YEAR 9	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 Dean of Higher Education.

CREATIVE SUBJECTS

- Art and Design
- Design and Technology: Resistant Materials
- Design and Technology: Food Technology
- Drama
- Music
- ICT

NON CREATIVE SUBJECTS

- Geography
- History

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.

In Year 9 we continue with the MEP scheme that has been followed in the Middle School. All students follow a common course, however classes are 'set'. The depth that each topic is covered depends upon the ability level of the set. There is an accelerated class which covers the Year 10 material during Year 9 and will take their GCSE at the end of Year 10. Entry to this class is based upon teacher recommendation and the class follows the Year 10 GCSE syllabus.

Students cover the following topics:

- Linear graphs and equations
- Statistical diagrams
- Algebraic manipulation
- Estimation and approximation
- Probability
- Area, perimeter and volume
- Angles, constructions and loci
- Trigonometry
- Transformations
- Sequences
- Graphs, equations and inequalities
- Cumulative frequency

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.

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 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, 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, writing, listening and speaking. Some students will wish to consider taking two foreign languages at GCSE level if they are talented linguists, in consultation with the appropriate language teachers.

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 course is designed for students whose mother tongue is Malay and who wish to achieve the standard of Bahasa Melayu GCE O Level in Year 11. Students learn how to communicate accurately, appropriately and effectively in Malay. They learn how to deploy a wide-ranging vocabulary, use correct grammar, spelling, punctuation and sentence structures. They are encouraged to read widely for enjoyment and to keep up with current issues especially local customs, traditions, practices and religion.

FOREIGN LANGUAGE MALAY

This course is designed for students learning Malay as a foreign language. It is designed for students who have studied at least one year of Malay and who wish to achieve the standard of GCSE Foreign Language Malay in Year 11. The aim is to develop an ability to use the language effectively for purposes of practical communication. This is not a course for Malay native speakers.

Students cover the following topics:

- Places
- Weekend activities
- Music and television
- Animals
- Holidays
- School and work
- Shopping

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 IGCSE Foreign Language Chinese in Year 11.

Students cover the following topics:

- My life
- Leisure
- Holidays
- School

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

This course is designed for students who have studied at least one year of French and who wish to achieve the standard of GCSE Foreign Language French in Year 11.

Students cover the following contexts and purposes:

- Home and environment
- Work and education
- Leisure
- Relationship and choices

Students also begin work on compiling GCSE coursework.

SPANISH

This course is designed for students who have very little or no knowledge of the Spanish language and who wish to achieve the standard of GCSE Foreign Language Spanish in Year 11. This is not a course for Spanish native speakers.

Students cover the following contexts and purposes:

- Home and environment
- Work and education
- Leisure
- Relationship and choices

Students also begin work on compiling GCSE coursework.

Subject Descriptions - 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 TECHNOLOGY

The Year 9 Food Technology course is based on the five food groups and the building of skills through extensive practical work. The nutrient groups are covered starting with protein, looking at the functions of eggs and cooking with them; then moving onto carbohydrates and cooking pasta, bread, rice and different types of pastry. In Term 2 students learn more about fat, vitamins and minerals in addition to special diets and other areas related to the food industry.

Students are assessed on four different skills: verbal, written, practical and theoretical knowledge.

Students are given the opportunity to make short presentations, work in groups on class debates, complete practical work, organise and present final dishes and demonstrate an ability to understand theory and design work by putting their ideas down on paper and using what has been taught to create their own, new and innovative dishes.

There is lots of cooking involved and pupils are expected to bring their own ingredients in every other week.

DESIGN TECHNOLOGY: RESISTANT MATERIALS

The Year 9 Product Design course concentrates on skill development and has a strong practical focus to prepare students for GCSE's. 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 dramatic 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

The Year 9 Geography course is designed to develop the students' knowledge and understanding of geographical processes and related issues on a variety of scales.

Students investigate the following topics:

- Weather and climate
- Energy issues
- Coastal landforms
- Tropical rainforests
- The geography of fashion

As part of their studies, students carry out fieldwork at Berakas Beach and also have the opportunity to visit Bukit Patoi in Temburong District.

The following skills are incorporated into the course:

- Map work
- Decision making
- Data collection, presentation and analysis
- Application of ICT
- Evaluation

Subject Descriptions - Optional Subjects

HISTORY

The Year 9 History course provides a foundation for the GCSE years. Chronologically and thematically, GCSE follows on from the topics covered in Year 9 which are:

- Industrialization – the nature of industrialization and its global impact;
- Empire – the development and impact of European empires in Asia and Africa;
- Revolution – the impact of revolutionary ideas, Marxism and the Russian Revolution;
- Global conflict – World Wars One and Two; the changing nature of warfare.

Students develop their ability to:

- analyse and evaluate historical evidence;
- construct explanations and arguments, making clear judgments supported with evidence;
- write clear, structured essays.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

During the course students cover four main areas as outlined:

Investigate using ICT

- Using referencing tools, and mind-mapping software
- Database investigations – online and offline
- Producing and interpreting information in graphs
- Using software to create, carry out, analyse and report on surveys
- Analysing data

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

Website programming

- Understanding website structure and design
- Using stylesheets (CSS) and animation (Macromedia Flash) to enhance website design
- Using Macromedia DreamWeaver

Issues in ICT

Throughout the year, you will have opportunities to explore a range of applications of computing in everyday life, and to consider practical and ethical issues arising from the use of computers.

Use modelling 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 and Band-In-A-Box) to create their own original compositions and arrangements.
- Blues and Western classical styles.

Listening and Music Appreciation

- 12 Bar Blues, Minimalist, 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 10 and 11.

GCSEs 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 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 Qualifications and Assessment Council (QCA) website at www.qca.org.uk.

Detailed syllabus information can be found 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

	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
YEAR 10	Phys. Educ.	Language Choice	English				Mathematics				Science						Option 1			Option 2			Option 3														
											Biology	Chemistry	Physics																								

The core subjects of English, Mathematics and Science cannot be dropped. Physical Education is also compulsory for all students in the Upper School.

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

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 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 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 complement the core curriculum with three optional subjects chosen from:

- Accounting
- Art and Design
- Business Studies
- Design Technology: Resistant Materials
- Drama
- Economics
- Geography
- History
- Design Technology: Food and Nutrition
- ICT
- Music
- Physical Education
- Media Studies

Accounting, Business Studies and Economics are new subjects at GCSE and it is assumed that all students have no prior knowledge of the disciplines. Students cannot enter Accounting a month after the commencement of the course. 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 Dean of Higher Education and the Careers Counsellor are valuable people to consult. The Dean of Higher Education advises 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.

Subject Descriptions - core subjects

ENGLISH LANGUAGE AND ENGLISH LITERATURE

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 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, analyse, 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.

ENGLISH LITERATURE

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 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.

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 fifty (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.

Subject Descriptions - core subjects

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.

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: 4360

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 also develop skills of reasoning and problem solving, and learn to communicate their ideas mathematically.

Unit 1: Statistics and Number – Working with numbers and the number system; Fractions, Decimals and Percentages; Ratio and Proportion; The Language of Algebra; Sequences, Functions and Graphs; The Data Handling Cycle; Data Collection; Data presentation and analysis; Data Interpretation; Probability.

Unit 2: Number and Algebra – Working with numbers and the number system; Fractions, Decimals and Percentages; Ratio and Proportion; The Language of Algebra; Expressions and Equations; Sequences, Functions and Graphs.

Unit 3: Geometry and Algebra - Working with numbers and the number system; Fractions, Decimals and Percentages; Ratio and Proportion; The Language of Algebra; Expressions and Equations; Sequences, Functions and Graphs; Properties of angles and shapes; Geometrical reasoning and calculation; Measures and Construction, Mensuration.

Course assessment

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

The final grade for students is determined by three external examinations (one for each of the units listed above).

Unit 1: Statistics and Number (one hour worth 26.7% of final mark).

Unit 2: Number and Algebra (one hour, fifteen minutes worth 33.3% of final mark).

Unit 3: Geometry and Algebra (one hour, thirty minutes worth 40% of final mark).

There is no coursework element for mathematics.

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.

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 level. For A-level Further Mathematics, a grade of A* is necessary.

STATISTICS

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 4310

Course content

This course is only 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. Placement in this subject is at the discretion of the Head of Mathematics.

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 one external examination and one piece of controlled assessment. The examination counts for 75% of the final grade and the controlled assessment counts for 25%.

SCIENCE

EXAMINATION BOARD: AQA

SPECIFICATION NUMBERS: 4411, 4421, 4451, 4461, 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	November	June
	Year 9	Year 10	Year 11
Triple Science	B1, C1, P1 Part A	B1, C1, P1 Part B	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 are 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 form the basis for more advanced study in biology, chemistry and physics at A-level in the Sixth form.

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
- Oral 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 hour 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 hour 30 minutes) *Pemahaman*: Candidates are required to answer three questions. The first question 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 also examined on their ability to read, comprehend and converse in Bahasa Melayu.

Special Features

Students of Bahasa Melayu have the opportunity to sit for the IGCSE Foreign Language Malay 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 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 worth 35% of total marks. Objective and extended questions relating to short passages.

Paper 3: Speaking worth 30% of total marks. Role-plays, prepared and general conversation.

Paper 4: Continuous Writing worth 35% of total marks. 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. There is no coursework option for this course.

Links to A-levels

There is no A-level option available for Foreign Language Malay.

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. 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.

This course aims to:

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

Course assessment

Component 1 (2 hours): Reading worth 60% of total IGCSE marks.

Questions will relate to two passages of about 1200-1400 characters, linked by a common theme.

- Question 1 (25 marks) is divided into a series of sub-questions requiring answers of different lengths. These will be based on Passage 1.
- Question 2 (25 marks) requires students to write a summary of approximately 225-275 characters based on Passage 1 and Passage 2.

Component 2 (1 hour 15 minutes): Writing worth 40% of total IGCSE marks.

Students are required to write one composition to be chosen from either of the following two sections.

- Section 1 – Discussion and argument
- Section 2 – Description and narration

There is no coursework option for this course.

Special Features

Even though simplified characters are taught throughout the course, the final examination paper by CIE offers students a choice between traditional and simplified characters. All texts and questions will be printed in both traditional and simplified characters and students may write their answers in either traditional or simplified characters.

Links to A-levels

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

Subject Descriptions - Modern Foreign Language

FOREIGN LANGUAGE CHINESE EXAMINATION BOARD: CIE SPECIFICATION NUMBER: 0547

Course content

This is a course in Chinese as a foreign language. It exposes the student to various themes and topics including everyday activities, personal and social life, the world around us, the world of work as well as the international world. The emphasis is on developing the ability to communicate effectively in practical situations in countries where Chinese is spoken.

Course assessment

Students are required to demonstrate their ability across the four skills of listening, speaking, reading and writing.

Paper 1: Listening (core 33%; extended 25%) 35 minutes.

Paper 2: Reading and Directed Writing (core 33%; extended 25%) 90 minutes.

Paper 3: Speaking (core 33%; extended 25%) 15 minutes Paper 4: Continuous Writing (extended 25%) 75 minutes.

Core candidates take papers 1 to 3 only. The maximum grade core candidates can achieve is a C grade, whereas the extended candidates can score the full range of grades from A*-G.

Special Features

It is recommended that students who wish to sit the IGCSE Foreign Language Chinese examination should have had at least three to four years of instruction.

Links to A-levels

This course is a prerequisite for those students who wish to take Foreign Language Chinese at AS and A-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: 4658

Course content

This new 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. It aims to develop language skills in a variety of contexts. The course's flexible structure allows students to maximize their achievement in this subject. It embraces opportunities offered by new subject criteria to lessen the stress of assessment in speaking tasks. The course builds on a student's prior study of the language and prepares them for further study at AS and A-level.

Topics include the following:

- Lifestyle: healthy and unhealthy lifestyles and their consequences.
- Relationships and choices: relationships with family and friends; future plans (i.e. marriage/partnership).
- Social issues and equality.

Course assessment

Students are required to demonstrate an ability across the four skills of listening, speaking, reading and writing. For the listening and reading examinations, student can be entered for either Foundation or Higher tier (but not both).

Listening (20%)

Foundation tier (30 minutes).

Higher tier (40 minutes).

Reading (20%)

Foundation tier (30 minutes).

Higher tier (50 minutes).

Speaking (30%) and Writing (30%)

Students complete two controlled assessment tasks in each area. These tasks are untiered. Differentiation is by outcome, not by task.

Special Features

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: 4698

Course content

This new 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. It aims to develop language skills in a variety of contexts. The course's flexible structure allows students to maximize their achievement in this subject. It embraces opportunities offered by new subject criteria to lessen the stress of assessment in speaking tasks. The course builds on a student's prior study of the language and prepares them for further study at AS and A-level.

Topics include the following:

- Lifestyle: healthy and unhealthy lifestyles and their consequences.
- Relationships and choices: relationships with family and friends; future plans (i.e. marriage/partnership).
- Social issues and equality.

Course assessment

Students are required to demonstrate an ability across the four skills of listening, speaking, reading and writing. For the listening and reading examinations, student can be entered for either Foundation or Higher tier (but not both).

Listening (20%)

Foundation tier (30 minutes).

Higher tier (40 minutes).

Reading (20%)

Foundation tier (30 minutes).

Higher tier (50 minutes).

Speaking (30%) and Writing (30%)

Students complete two controlled assessment tasks in each area. These tasks are untiered. Differentiation is by outcome, not by task.

Special Features

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: CIE

SPECIFICATION NUMBER: 0452

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 two 1 ¾ hour examination papers. There is a single tier of entry assessing grades 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: 4202

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 11 which makes up the final 40% of the GCSE Grade.

Course assessment

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 examination: 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.

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 of 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 strong skills and a 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: EDEXCEL

SPECIFICATION NUMBER: 4BS0

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 a single two hour examination paper. There is no coursework for this syllabus.

The examination paper features structured questions focussing on 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, Economics 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 analytical skills are particularly useful in all A-level courses.

DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 4547

Course content

The food and drink industry is one of largest manufacturing sectors in the world. It is highly competitive and rapidly evolving, employing over 16.5 million people in the US alone. This course provides a range of life skills covering knowledge and the practice of food preparation methods. The course covers the manufacturing dimension of food technology, opening doors for the future and broadening the students' awareness of industry and commercial practice. The course provides students with the knowledge and skills required to function as an informed consumer in today's society.

The course content is split into three main areas:

- Materials and components
- Design and market influences
- Processes and manufacture

Subject Descriptions - Optional Subjects

Course assessment

External examination (2 hours) worth 40% total GCSE marks.

Section A

A design question based on a pre-released topic (30 marks).

Section B

A number of compulsory questions on all areas studied (90 marks).

Controlled Assessment (45 hours) worth 60% total GCSE marks.

A single design-and-make activity selected from a choice of set tasks, consisting of design and making with a concise design folder and photographic evidence of making (twenty A3 pages).

Special Features

Students are involved in the development, preparation and presentation of food products. Opportunities will be available through the course to visit industry links and meet specialists in the food sector. Throughout the course students will also be involved in experimental practical tasks designed to provide a detailed knowledge of food science.

Links to A-levels

This course has been designed to enable candidates to move towards a range of careers in the food industry. Career opportunities exist in the fields of food science and technology, dietetics, health professionals, hospitality and catering, marketing and management.

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

DESIGN AND TECHNOLOGY: RESISTANT MATERIALS

EXAMINATION BOARD: AQA

SPECIFICATION NUMBER: 4560

Course content

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

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 an examination board set 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 (CAD/CAM).

A practical approach is encouraged. Students are to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques. A working knowledge of woods, metals, plastics and composite materials are required, but other materials may be used in addition.

Course assessment

External examination (2 hours) worth 40% total GCSE marks.

Section A

A design question based on a pre-released topic (30 marks).

Section B

A number of compulsory questions on all areas studied (90 marks).

Controlled Assessment (45 hours) worth 60% total GCSE marks.

A single design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence. These tasks are reviewed every two years. It is expected that students should spend approximately 45 hours on this activity.

The design folder should consist of approximately twenty pages of A3 paper, equivalent A4 paper or the ICT equivalent.

As part of the evidence submitted, students should include photographs of the finished products as well as photographs at various stages of the process.

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 mathematics, 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.

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.

Subject Descriptions - Optional Subjects

ECONOMICS **EXAMINATION BOARD: EDEXCEL** **SPECIFICATION NUMBER: 4EC0**

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

The assessment of this qualification is through a single 2½ hour examination paper that is set and marked by Edexcel. The paper consists of four compulsory questions, each worth 30 marks. There is a single tier of entry. The style of questions includes a mixture of structured, data response, short-answer, multiple-choice and open-ended questions. Each question is based on a particular theme. The theme of each question relates to one of the four sections of the subject content. However, due to the nature of economics, there may be some overlap between the sections in the questions.

There is no coursework for this syllabus.

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, Business Studies and Geography.

Links to A-levels

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

GEOGRAPHY **EXAMINATION BOARD AQA** **SPECIFICATION NUMBER: 4035, GEOB**

Course content

Geography is relevant, stimulating and interesting. The GCSE course looks at people and their societies, economies, culture and the environment. This is done on a variety of scales, dealing with global, national and local issues.

By the end of the course students are able to answer questions such as;

- Is palm oil the next fuel for the future? What effects will this have on the rainforests of Borneo?
- How can flooding be prevented?
- Can tourism help countries develop their economies without damaging local cultures or the natural environment?
- How can traffic congestion in cities be reduced?
- What caused the eruption of Mt St Helens? Why was the death toll so low?

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

Course assessment

Unit 1: Managing places in the 21st Century: 1 hour examination (25% of the final grade).
This involves studying either coastal environments or urban environments.

Unit 2: Hostile World: 1 hour examination (25% of the final grade).
This involves studying either natural hazards or extreme environments.

Unit 3: Investigating the Shrinking World: 1 hour examination (25% of the final grade).
This involves studying either the globalisation of industry or global tourism.

Unit 4: Coursework: Two tasks are completed under direct supervision.
Task 1: Local Investigation, including fieldwork (15% of the final grade).
Task 2: Geographical issue investigation (10% of the final grade).

Special Features

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study (Dr Rita Gardner director of the Royal Geographical Society).

Students gain greater appreciation of their environment and the role of humans in managing it sustainably. They also develop important skills, involving research, data presentation and analysis, ICT, mapwork, debating, issue evaluation and decision making.

The world in which we live is likely to change more in the next fifty years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people for them. It is a subject about now and the future.

Links to A-levels

The course provides an excellent foundation 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: EDEXCEL

SPECIFICATION NUMBER: 4H10

Course content

IGCSE History offers students the opportunity to investigate some of the key personalities and events of the last century. The four main options are:

- Change in Africa: from colonialism to independence, 1945-2000.
- The USA 1945-74 – a Divided Union?
- A World Divided: Superpower Relations, 1945-62
- The Fall of Communism in Europe, 1979-91

These options allow students to explore the impact and significance of fascinating personalities such as Martin Luther King, Mao Zedong, Ronald Reagan, Mikhail Gorbachev and Deng Xiaoping.

IGCSE History students develop their ability to:

- construct effective, substantiated arguments both orally and in essay form;
- reach clear, reasoned judgements;
- analyse and make effective use of evidence;
- construct reasoned explanations;
- explain how and why events, people and issues have been interpreted and represented in different ways.

Together the course units equip students with a broad and detailed understanding of key developments that have shaped the contemporary world.

Course assessment

IGCSE History is assessed by one final examination. No coursework is required for IGCSE History.

Special Features

We are very excited to be offering this new IGCSE course. In particular, this course offers:

- an international approach to studying the modern world with options focusing on the USA, Europe and Asia;
- an accessible method of assessment specifically designed for international students;
- time to explore topics in detail without the pressure of coursework.

Links to A-levels

The IGCSE options have been carefully chosen to prepare students for A-level History. Together, the IGCSE and A-level options provide students with a broad and detailed understanding of the modern world from an international perspective. All of these are, of course, vital skills both for life, business and for a wide variety of A-level options. In opting for History IGCSE, students can be confident that they are opening doors for their future, whether they intend to carry History through to A-Level or not.

Subject Descriptions - Optional Subjects

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) EXAMINATION BOARD: EDEXCEL SPECIFICATION NUMBER: 41TO

Course content

In GCSE Information and Communication Technology students learn to:

- apply knowledge, skills and understanding of ICT to a range of situations;
- reflect critically on the way you and others use, create or develop ICT systems;
- discuss and review the impact of ICT applications in the wider world.

Practical Skills

Students also develop practical ICT skills through the use of word-processing, desktop publishing, website authoring, multimedia presentation, video and audio-editing, e-mail, graphing, spreadsheet and database packages.

There maybe a chance to sit up to seven short practical exams for the Internatiom Computer Driving License using the same skills.

Students complete the following topics:

- computer hardware – input, output, processing, storage devices;
- types of software – including applications and system software;
- networks;
- the internet;
- using electronic information sources;
- effects, issues and constraints arising from the use of computers;
- health, safety and security.

Course assessment

Examination (100%)

Paper 1: a single 1 ½ hour written paper

Paper 2: practical (3 hours).

There is no coursework required in this subject.

Links to A-levels

The theory content of ICT IGCSE is a very useful preparation for A-level studies in computing. A-level Computing does not, however, require you to have studied ICT at IGCSE. Maybe more important is the relevance of the skills you will learn to the efficient use of computer tools throughout your other subjects, and the background knowledge, skills and understanding you will have for managing your home computer, and others, later in your life as you begin higher education and enter the world of work.

MEDIA STUDIES EXAMINATION BOARD: AQA SPECIFICATION NUMBER: 4810

Course content

This course allows students to study both practical and theoretical aspects of Media Studies. The mass media play an increasingly important role in contemporary society, providing us with information and entertainment. In addition, the media play an important part in shaping attitudes and social values. This specification is designed to enable candidates to develop a critical understanding of the role of mass media in society. Students will develop skills in this course through:

- Planning, making, creating and editing videos;
- Create a minimum of four pieces based on real media products such as a video, magazine pages for a teenage magazine, a storyline, a DVD cover for a new film or promotional material for a new singer or band;
- Study Media Studies theories, debates and issues;
- Work individually and in groups on projects and presentations;
- View and study media texts including films, webpages and newspapers.

Key Concepts

These four key concepts form the basis of the subject content. These key concepts are:

- Media language - forms and conventions
- Audience
- Institutions
- Representation

Assessment

The assessment structure of the AQA GCSE Media Studies course is as follows:

Paper 1 Coursework (50% of assessment and comprises two sections).

Section A: Coursework (three assignments of 700-800 words each).

In Section A, candidates are required to submit three coursework assignments, each of 700-800 words or the equivalent in design and production work. The assignments are equally weighted. At least one assignment must focus on 'Moving Image' unless the topic for the Controlled Test is Moving Image. Each assignment should focus on a different medium.

Section B: In Section B, candidates are required to undertake a practical production from conception to realisation, together with a supporting account of 700-800 words. The production should cover all three assessment objectives. Production work undertaken in this section does not need to be a finished product, but may consist of pre-production planning in the form of scripts, storyboards or mock-ups. An important element of setting coursework is to ensure an appropriate balance in the assessing of the three assessment objectives.

Paper 2 Controlled External (50% of assessment).

Paper 2 comprises a three hour exam with four tasks on a prescribed area. A number of platforms and mediums must be prepared for in the exam.

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

There is a mixture of external examinations and coursework assessment tasks for IGCSE Music. Both the performing and composition aspects of the coursework tasks are moderated by the teacher of the course.

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 or on a student's second instrument/voice. One of these performances is to be candidate's own composition. This section of the course is moderated by the teacher.

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 (15%) must be performed as part of performing during the course.

Composition 2 (15%) is moderated by the teacher.

Listening and Appraising (40%)

Candidates respond to questions based on extracts of music in a written examination. This paper is marked externally by Edexcel 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.

Subject Descriptions - Optional Subjects

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: EDEXCEL SPECIFICATION NUMBER: 1827

Course content

The Edexcel 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 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;
- produce a personal exercise plan.

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.

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 and 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 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 is learner centered and offers opportunities for a negotiated curriculum which is modular and activity based. It 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. 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.