

# **THE UPPER SCHOOL**

**CURRICULUM INFORMATION BOOKLET**

**2012 - 2013**

**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 can 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 (ASA) 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 Leadership Team. Pastoral care remains an essential element of school life and students develop strong relationships with their tutor. The Leadership 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

In Year 9 and 10 students have the opportunity during PSHE to complete an online interest questionnaire from the Morrisby Organisation in the UK (<http://www.fasttomato.com>). This helps to promote self-concept and relates interests and attitudes to potential careers, which may provide a starting point for ongoing research and discussion. Students keep their Fast Tomato account throughout their time in the Upper School and can access it from home, or anywhere that has internet.

Students are encouraged to start a 'Careers Portfolio' file in which to store certificates and other evidence of involvement and achievement throughout their school careers. These portfolios and the habits formed through organising and up-dating them, will be invaluable for preparation of future CVs, personal statements, goal setting and planning.

Year 11 students take part in our annual "Careers Carousel", in which numerous professionals visit JIS to give presentations about their careers and opportunities within their profession. The Careers Carousel offers students an excellent opportunity to discover from the experts the realities of working in a particular field and they are encouraged to actively engage with the speakers who attend on the day. Additionally, throughout the year, the Careers Counselling service organises visiting speakers and careers trips covering a range of careers.

Further opportunities provided in Upper School to reflect on potential career and higher education pathways, include the opportunity for Year 11 students to take the Morrisby Profile, one of the most accurate and highly respected psychometric test used by the careers services in over 400 of the UK's top schools. It identifies potential careers, A Level/IBDP subjects and degree subjects by analysing students' abilities, personality and interests. Year 11 students also have a personal Higher Education and Careers interview to discuss their options beyond Year 11.

To assist students with their future choices, opportunities for work attachments are offered across a range of careers. This excellent scheme gives students first-hand experience of their prospective career and opportunities for networking with professionals. It usually takes place in the holiday period following the end of the IGCSE exams.

Students and parents are always welcome to discuss career-related issues with the Careers Adviser by appointment. Please call Ms Ann Lord on 2411000 ext 1126. Email: [ann.lord@jis.edu.bn](mailto:ann.lord@jis.edu.bn)

# General Information

## IMPORTANT CONTACTS

### **Mailing address:**

PO Box 1408  
Bandar Seri Begawan BS8672  
Brunei

### **Street address:**

Jalan Universiti  
Kampong Tungku  
Bandar Seri Begawan BE2119  
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

### **Head of Upper School**

Peter Flynn peter.flynn@jis.edu.bn

### **Deputy Head of Upper School**

Robert Airdrie robert.airdire@jis.edu.bn ext 1208

Richard Bourbon richard.bourbon@jis.edu.bn ext 1208

Steve Whiteley steve.whiteley@jis.edu.bn ext 1216

### **House coordinator**

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

### **Upper School secretary**

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

Josephine Foo josephine.foo@jis.edu.bn ext 1100

### **Boarding Housemaster**

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

### **Principal's secretary**

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

### **Accounts Department**

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

Karen Yong karen.yong@jis.edu.bn ext 1314

### **Admissions Office**

Anne Dickinson anne.dickinson@jis.edu.bn ext 1214

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

Suriani Kadir suriani.kadir@jis.edu.bn ext 2208

### **Stationery and Uniform Shop**

Liza Sheriff liza.sheriff@jis.edu.bn ext 5223

## TERM DATES

### **TERM 1**

Tuesday 28th August – Wednesday 12th December 2012

### **MID TERM BREAK**

Saturday 20th October – Sunday 28th October 2012

### **TERM 1 BREAK**

Thursday 13th December 2012 – Sunday 6th January 2013

### **TERM 2**

Monday 7th January – Friday 15th March 2013

### **MID TERM BREAK**

Saturday 9th to Tuesday 12th February

### **TERM 2 BREAK**

Saturday 16th March - Sunday 31st March 2013

### **TERM 3**

Tuesday 2nd April – Friday 5th July 2013

### **MID TERM BREAK**

Saturday 25th May – Sunday 2nd June 2013

## TIMES OF THE DAY

### **Monday to Thursday**

7:40 am - 3:00 pm

Morning break: 10:10 - 10:30 am

Lunch: 12:00 - 12:45 pm

After School Activities: 3:15 - 4:45 pm

### **Friday**

7:40 am - 12:00 pm

Morning break: 9:45 - 10:00 am

School finishes 12:00 pm

ext 3110 After school activities run from Monday to Thursday at 3:15 – 4:45 pm. Ugama classes operate from 3:15 to 4:45pm (Monday to Thursday) and 2:00 to 4:00 pm (Friday).

ext 1105

## 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

Formal Black shoes and navy blue/black socks

### **Boys**

White collar shirt (long sleeves) - \$35

Navy blue trousers - \$35 - \$40

School tie - \$21

Black leather belt - \$18

Formal Black shoes and navy blue/black 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

# 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 Senior Registrar and performance in a Cognitive Ability Test (CAT). This occurs from Year 4 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 I/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 I/GCSEs, O-levels or other equivalent examinations. Limited special needs support is available. Support is also given, where necessary, to students whose first language is not English.

## APPLICATION PROCESS

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

To complete the application form you need to fill out a Health History form and a Language Option 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 to Jerudong International School form must be signed by both parents and/or a guardian. This page lists the Terms and Conditions of enrolment at Jerudong International School. It is important that this page is 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 (non-corporate only) 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 Upper School application. Students are required to sit a Nfer Cognitive Ability Test. This online computer test 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 either Year 9 or Year 10 are required to sit additional entrance papers for both English and mathematics.

The I/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 I/GCSE at the appropriate time.

## THE INTERVIEW

All students meet with the Head of Upper School for an interview. Each interview takes approximately thirty 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 at least 24 hours in advance to make an appointment.

## FINALISING THE ENROLMENT

You will be notified by the Senior Registrar 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 JIS Admissions Office. 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 I/GCSE student and to provide students with the opportunity to experience a range of subjects before beginning their actual I/GCSE courses in Year 10. We aim to provide our students with a broad and relevant curriculum that adequately prepares them, not only for I/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
- Speech-making
- Time management

### ASSESSMENT

Students' class work 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);
- Geography
- History
- 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	38
PSHE	Mathematics					English					Science					Games & PE		Geography			History			MFL			Option 1			Option 2							

# Optional Subjects

Students complement the core subjects by selecting two more from the list below. A wide variety of creative subjects are on offer as we strongly believe that the study of such subjects is a necessary part of a holistic education.

In order to maintain breadth in their studies, students are not permitted to take two design subjects in Year 9.

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.

## CREATIVE SUBJECTS

- Art and Design
- Design and Technology: Product Design
- Design and Technology: Food Technology
- Design and Technology: Textiles
- Drama
- Music
- ICT

## LANGUAGES

- Bahasa Melayu
- Chinese Foreign Language
- French
- Malay Foreign Language
- Spanish

## 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

In the Year 9 Science course we aim to develop the students' understanding of core scientific concepts. In addition, important experimental skills and techniques are taught and then practised frequently. Our aim is to provide a variety of stimulating experiences and prepare all students for IGCSE study in the Sciences in Years 10 and 11.

Each student has three teachers; one each for biology, chemistry and physics. Students spend two lessons each week with each teacher. This ensures students are taught by subject specialists. All Year 9 science lessons will occur in specialist laboratories designed for this purpose.

## 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
- Development and globalisation
- Population and resources

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

## HISTORY

The Year 9 History course builds on the concepts and continues the big historical stories covered in Middle School. Pupils will complete the SHP History course begun in Year 7, bringing their knowledge and understanding of History into the modern world.

Key issues tackled in Year 9 will include:

- Empire: Why is the British Empire so controversial?
- Conflict: How have conflicts affected soldiers and civilians?
- Power: How did dictatorship affect people's lives? How have people campaigned for equal rights?
- Ordinary Life: What has had the biggest impact in improving people's lives?

Students will look at the reasons for the partition of India, the causes and effects of the World Wars, the reasons the USA withdrew from Vietnam; the reasons for the Holocaust; the Civil Rights struggle of black Americans and the ending of Apartheid in South Africa. Students will gain a deeper understanding of the significance of individuals such as Mahatma Gandhi, Adolf Hitler, Martin Luther King and Nelson Mandela.

## 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.

Students will be given opportunity to represent their house during games lessons and, where possible, represent JIS in inter-school sports. Generally in Brunei sports is run at U15 and U18 age categories.

# 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 IGCSE 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
- Week-end activities
- Music and television
- Animals
- Holidays
- School and work
- Shopping

## FOREIGN LANGUAGE CHINESE

This course is designed for students who have studied two to three years of Chinese as a foreign language (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

The aim of this course is to develop an ability to use the language effectively for the purpose of practical communication and to develop a student's cultural awareness of the Mandarin speaking world. This is not a course for Chinese native speakers who have studied the language before as a first language.

## 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:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The aim of this course is to develop an ability to use the language effectively for the purpose of practical communication and to develop a student's cultural awareness of the French speaking world.

## 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:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The aim of this course is to develop an ability to use the language effectively for the purpose of practical communication and to develop a student's cultural awareness of the French speaking world.

# 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: PRODUCT DESIGN

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.

## DESIGN TECHNOLOGY: TEXTILES AND FASHION DESIGN

This is a new course at JIS with lots of possibilities and potential for young designers. Students will be enthused and challenged by the range of practical activities that Textiles have to offer.

The Year 9 Textiles course will concentrate on skill development and has a strong practical focus to prepare students for a new GCSE course. This includes computer aided design and computer aided manufacture (CAD/CAM), smart and modern textiles. The year is divided into a number of units that will focus on making and experimenting using materials creatively, to produce desirable textile products used to improve our lives.

During the course students develop a range of machine skills, assembly techniques, CAD/CAM and fashion design skills.

Assessment is carried out through a series of modular projects which include written portfolios and design research.

## DRAMA

In Year 9 students experience a taste of the CIE IGCSE programme. This is geared towards developing their ability to create performances from dramatic texts provided by the teacher. 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 studies include:

- Improvisation and the Language of Theatre
- Developing ideas through Drama
- Communicating and Interpreting Drama
- Studying Commedia and the traditions of improvised theatre
- Studying character building and drama techniques and methods whilst building their own characters.

## 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

### **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.
- Career options in music.
- Theory and rudiments of 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 I/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.

I/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 I/GCSE in order to continue the study of a subject in the Sixth Form.

In addition to the examinations, students are assessed by coursework and controlled assessments, 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. I/GCSEs provide a sound base on which to build in later study. In the Sixth Form, at both A-level and International Baccalaureate diploma level, students will have the opportunity to specialise further and study subjects in greater depth.

In conclusion, the I/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 I/GCSEs are an ideal foundation for more specialised study.

## FACTS ABOUT THE I/GCSE

In general, I/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 I/GCSE course.

For further information please refer to the Qualifications and Assessment Council (QCA) website at [www.qca.org.uk](http://www.qca.org.uk).

Detailed syllabus information can be found on the following websites:

AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
EDEXCEL	<a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a>
CIE	<a href="http://www.cie.org.uk">www.cie.org.uk</a>

## YEAR 10 AND 11 CURRICULUM DESIGN

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

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 I/GCSE course, examinations in:

- English Language
- Mathematics
- Science (Biology, Chemistry and Physics)
- Modern Foreign Language

The majority of students also study for a IGCSE 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 I/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: Product Design
- Drama
- Economics
- Geography
- History
- Design Technology: Food Technology
- ICT
- Music
- Physical Education
- Media Studies

Accounting, Business Studies and Economics are new subjects at IGCSE 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 Technology, 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 I/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 I/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 I/GCSE papers. The final I/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 enter the Sixth Form.

In addition to all the examinations, students complete a variety of coursework tasks throughout the I/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

EXAMINATION BOARD: EDEXCEL

SPECIFICATION NUMBER: 4EAO (SPECIFICATION A)

### Course content

The Edexcel IGCSE in English Language (Specification A) is designed as a two-year course. The specification includes a wide range of reading and writing, and both written and oral coursework. This qualification is taught concurrently alongside the English Literature IGCSE and is moderated and marked by both JIS accredited staff and Edexcel examiners. This is a single tier entry course.

Edexcel IGCSE in English Language (Specification A) enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities;
- develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects;
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

### Assessment

**Paper 1 (2 hours 30 minutes)** - assesses 70% of the total English Language (Specification A) qualification and assesses Reading (35%) and Writing (35%).

There will be **three** sections on the paper.

#### Section A

- There will be questions on an unprepared non-fiction reading passage printed on the examination paper.
- Questions will test factual comprehension, inference and an understanding of how writers use language, as well as evaluation of how writers use linguistic and structural devices to achieve effects.
- Students will answer all questions in this section.

#### Section B

- This section will have two compulsory questions.
- One question will test understanding of a passage from Section A of the anthology.
- One question will be a writing task, based on the topic of the reading passage in the first question of this section.

#### Section C

- One question will be set in this section to test the students' ability when writing to inform, explain, describe.

### Written Coursework

Students have to complete two assignments — one on reading and one on writing worth a combined total of 20% of the IGCSE language qualification.

#### Reading

A piece of writing responding to Section B of the Edexcel Anthology for IGCSE English Language (Specification A) and IGCSE English Literature.

#### Writing

A piece of personal and imaginative writing to explore, imagine, entertain or writing to argue, persuade, advise.

#### Speaking and Listening Coursework

Students have to complete three assignments — an individual talk, a paired activity and one group activity worth a combined total of 10% of the IGCSE qualification.

Students will be provided with opportunities (in a variety of formal and informal contexts) to:

- explain, describe, narrate. (Individual talk)
- discuss, argue, persuade. (Group work)

### Links to A-levels and the International Baccalaureate

Many 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 Edexcel IGCSE English Literature is a prerequisite for the study of A-level English Literature, the IB English course and AS Language.

**ENGLISH LITERATURE**  
**EXAMINATION BOARD: EDEXCEL**  
**SPECIFICATION NUMBER: 4ET0**

**Course Content**

This qualification is taught concurrently alongside the English Language IGCSE. The qualification is moderated and marked by both JIS accredited staff and Edexcel examiners. This is a single tier entry course.

The Edexcel IGCSE in English Literature is designed as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts. The examination questions allow all students to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating introduction to the study of English Literature.

Edexcel IGCSE in English Literature enables students to:

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

**Assessment**

Paper 1 – Drama and Prose (1 hour 30 minutes) worth 70% of total IGCSE Literature marks.

- The paper is divided into two sections: Drama and Prose.
- Students must answer one question from each section, based on the set prose and drama texts they have been studying in lessons. There is a choice of two questions for each text in both sections.

Paper 2 – Poetry (45 minutes) worth 30% of the total IGCSE Literature mark.

- There will be a choice of three questions on the paper. Students must answer one question.
- One question will be set on an unprepared poem and another two questions will be set on poems from Section C of the Edexcel IGCSE Anthology.

**Links to A-levels and the International Baccalaureate**

Edexcel IGCSE English Literature is a prerequisite for the study of A-level English Literature, the IB English course and AS Language. It is advised that students wishing to study either of these courses in the Sixth Form should achieve a B grade or above in IGCSE Literature.

**ENGLISH AS A SECOND LANGUAGE (ESL)**  
**EXAMINATION BOARD: EDEXCEL**  
**SPECIFICATION NUMBER: 4ES0**

**Course content**

IGCSE English as a Second Language 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 a 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
- Covering a range of topics to ensure that 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 class work 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 reflects an international perspective and uses materials which are largely authentic.

The final examination consists of:

- Paper 1: Reading and Writing (2 hours worth 66% of final mark)
- Paper 2: Listening (45 minutes worth 33% of final mark)
- Paper 3: Speaking - Interview (12 minutes, separately endorsed assessment)

Single tier of entry for each paper.

### ***Links to A-levels and the International Baccalaureate***

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 and the International Baccalaureate***

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.

Mathematics is studied by all students taking the IB course. Students who take Higher Level GCSE Mathematics and achieve a minimum a B grade should be able to cope with the demands of either Standard Level or Higher Level Mathematics IB studies. It is unlikely that students taking the foundation GCSE course will be able to cope with the Mathematical demands of the IB course.

# Subject Descriptions - core subjects

## 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: 4401, 4402, 4403, 4405, 4408**

### *Course content*

Existing JIS students started their GCSE 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 4401, Chemistry 4402 and Physics 4403.

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 4405 and Additional Science 4408.

### *Course assessment*

The courses we follow are administered by AQA in the UK and are modular in nature. This means that the assessment may be 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 units B1, B2 and B3. In chemistry, students study units C1, C2 and C3. In physics, students study units P1, P2 and P3. A student studying for Science and Additional Science will study only units 1 and 2 in each subject.

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. 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 and the International Baccalaureate*

These courses form the basis for more advanced study in biology, chemistry and physics at both A-level and the IB 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**

It is recommended that students who wish to sit the Foreign Language Malay examination should have had significant previous exposure to Malay language learning.

### **Links to A-levels and the International Baccalaureate**

There is no A-level option available for Foreign Language Malay but students who achieve an A grade can opt for IB Malay (Standard level).

# 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 four to five years of instruction. Students will also have to complete an entrance test in Chinese if they are not already in the School.

## *Links to A-levels and the International Baccalaureate*

This course is a prerequisite for those students who wish to take A-level Foreign Language Chinese and IB Language B Chinese. Many universities encourage their applicants to do a foreign language at A-level or as part of the IB Diploma to demonstrate breadth of ability as well as linguistic skills.

**FRENCH**  
**EXAMINATION BOARD: CIE**  
**SPECIFICATION NUMBER: 0685**

## *Course content*

The French IGCSE course 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 French is spoken.

The course builds on a student's prior study of the language and prepares them for further study at AS, A-level or IB.

## *Course assessment*

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

Paper 1: Listening (25%) 45 minutes.

Paper 2: Reading and Directed Writing (25%) 90 minutes.

Paper 3: Speaking (25%) 15 minutes

Paper 4: Continuous Writing (25%) 75 minutes.

Candidates can score the full range of grades from A\*-G.

## *Special Features*

It is recommended that students who wish to sit the IGCSE French examination should have had significant previous exposure to French language learning.

## *Links to A-levels and the International Baccalaureate*

This course is a prerequisite for those students who wish to take A-level French and IB Language B French. Many universities encourage their applicants to do a foreign language at A-level or as part of the IB Diploma to demonstrate breadth of ability as well as linguistic skills.

**SPANISH**  
**EXAMINATION BOARD: CIE**  
**SPECIFICATION NUMBER: 0678**

***Course content***

The Spanish IGCSE course 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 Spanish is spoken.

The course builds on a student's prior study of the language and prepares them for further study at AS, A-level or IB.

***Course assessment***

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

Paper 1: Listening (25%) 45 minutes.

Paper 2: Reading and Directed Writing (25%) 90 minutes.

Paper 3: Speaking (25%) 15 minutes

Paper 4: Continuous Writing (25%) 75 minutes.

Candidates can score the full range of grades from A\*-G.

***Special Features***

It is recommended that students who wish to sit the IGCSE Spanish examination should have had previous exposure to Spanish language learning.

***Links to A-level***

This course is a prerequisite for those students who wish to take A-level Spanish. 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-level

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 and the International Baccalaureate**

This course provides strong skills and a knowledge base for students undertaking further study at A-level and the International Baccalaureate. 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.

# Subject Descriptions - Optional Subjects

**DESIGN AND TECHNOLOGY: FOOD TECHNOLOGY**  
**EXAMINATION BOARD: AQA**  
**SPECIFICATION NUMBER: 4545**

## **Course content**

The food and drink industry is one of the 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

## **Course assessment**

External examination (2 hours) worth 40% total GCSE marks sat at the end of Year 10.

**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 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: PRODUCT DESIGN**  
**EXAMINATION BOARD: AQA**  
**SPECIFICATION NUMBER: 4555**

## **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 and the International Baccalaureate**

Students should see this GCSE course 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: CIE**

**SPECIFICATION NUMBER: 0401**

### **Entry requirements**

Students selecting this course should have a strong interest in the subject area and demonstrate a willingness to be involved in a range of performance projects.

### **Aims**

1. To develop candidates' understanding of Drama through practical and theoretical study.
2. To enable candidates to realise the performance possibilities of text and other stimuli.
3. To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.
4. To help candidates to acquire and develop skills in Drama, both individually and in groups.
5. To develop understanding of the processes leading to performance and the elements involved in creating a performance; to be able to evaluate the various stages of performance work.
6. To encourage enjoyment of drama.

### **Course content**

Student performers develop performance skills, both individually and in groups. They also discover the performance possibilities in texts and other stimuli. Students are expected to perform or to a variety of audiences. Students do practical coursework and a written exam based on pre-released material and stimuli.

### **Special features**

This course involves performance work and understanding Drama in performance and thus places special demands on a student. The course may include field trips to see live performances in Brunei, Singapore or Australia and this does involve extra cost and time commitment.

# Subject Descriptions - Optional Subjects

## **Course assessment**

- 60% externally-assessed practical work; 40% externally-assessed written examination.
- practical examination options in devised performance, performance support and scripted performance.
- centre choice of plays and stimulus material to be explored through practical work.
- contains a balance of practical and written work

## **Paper 1 Written Exam (40%)**

Candidates answer questions relating to a pre-release text and three stimuli.

- Section A (30 marks) 8 to 10 short-answer questions on all of the pre-release material. Answer all questions.
- Section B (25 marks) Answer one from three longer-answer questions on the pre-release extract.
- Section C (25 marks) Answer one from three longer-answer questions on the three stimuli.

## **Practical Performance Coursework**

## **Paper 2 Coursework (60%)**

Internally assessed and externally moderated.

Candidates submit three pieces of practical work:

- One individual performance piece (max 5 mins): either original devised work or a performance of a repertoire extract.
- Two group performance pieces (max 15 minutes each): one original devised piece and one performance of a repertoire extract.

## **Special Features**

This course aims to develop students' dramatic skills alongside an increased awareness of themselves and the world around them. By studying IGCSE 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 and the International Baccalaureate**

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

## **ECONOMICS**

**EXAMINATION BOARD: EDEXCEL**

**SPECIFICATION NUMBER: 4ECO**

## **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 businesses) 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 on the exchange rate?
- How can a 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 and the International Baccalaureate**

Economics provides an excellent foundation for all related A-levels and also for Economics at International Baccalaureate level.

**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;

- What are the consequences of urbanisation in the developing world?
- How are cities trying to create more sustainable living environments?
- Why do people continue to live in tectonically active parts of the world?
- Can tourism help countries develop their economies without damaging local cultures or the natural environment?
- Are tropical storms becoming more destructive and frequent?

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 and the International Baccalaureate**

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

# Subject Descriptions - Optional Subjects

## **HISTORY**

**EXAMINATION BOARD: EDEXCEL**

**SPECIFICATION NUMBER: 4HIO**

### **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:

- The USA, 1917-1929
- Development of Dictatorship: Germany 1918-1945
- A World Divided: Superpower Relations, 1945-62
- The changing nature of warfare c.1936-2003

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 and the International Baccalaureate**

The IGCSE options have been carefully chosen to prepare students for either A-level or IB History at Standard or Higher Level. They provide students with a broad and detailed understanding of the modern world from an international perspective. 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 the Sixth Form or not.

## **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 International Computer Driving Licence 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 music video, magazine pages for a teenage magazine, a screenplay, 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:

**Unit 1** Investigating the Media: Written Paper (40% of grade assessment and comprises two sections). Based on pre-released topic with guidance and stimulus.

Task 1 Knowledge and Understanding of Media concepts.

Task 2 Research, Planning and Presentation; Production and Evaluation.

**Unit 2** Understanding the Media: Controlled Internal Assessment (60% of grade assessment). Three assignments: Introductory assignment; Cross-media assignment; Practical Production and Evaluation.

### **Links to A-levels**

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

# Subject Descriptions - Optional Subjects

## 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.

### Links to A-levels and the International Baccalaureate

The achievement of a Grade B or higher in GCSE is a good indicator of success at both A-level and International Baccalaureate. The GCSE course leads directly into the A-level courses of Music Technology and Music (Performance). It also leads to the study of Music for the IB Diploma.

## PHYSICAL EDUCATION

EXAMINATION BOARD: EDEXCEL

SPECIFICATION NUMBER: 2PE01

### 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, coaching or leadership abilities 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 which is written up under controlled assessment.

### **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 and developments in Physical Education and UK sport.

### **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 I/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 I/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. Siblings are placed in the same House upon enrolment. The House system is in place to provide an avenue for competition and camaraderie amongst the students. There are regular House activities eg sports and music which are very well attended. 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 in Year 10. In Year 11, students can put themselves forward for the Upper School Student Council. This is a highly responsible position which gives members experience of organising events, public speaking, charity work and developing leadership skills.

## AFTER SCHOOL ACTIVITIES

Important though academic work is, education is not just about acquiring paper qualifications. Extra-curricular activities provide the 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 School 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.

We strongly discourage parents from taking their children on holidays during term time. This is likely to have a negative impact on their educational development and may affect their final I/GCSE examination results.

## **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](http://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 recognise 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.