
NCBIS CURRICULUM GUIDE

Secondary School
Key Stage 4
2021 / 2022

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WELCOME TO NCBIS SECONDARY SCHOOL

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

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

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

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

David Mate
Head of Secondary

The NCBIS mission is:

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

Vision Statement

In 2027 NCBIS will be the first school of choice in Cairo, providing unrivalled experiences that will enable all students to follow their passions and become successful, caring citizens and leaders in tomorrow's world.

Values:

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

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

NCBIS LEARNER PROFILE

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

We strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

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

THE WIDER SCHOOL

The role of the tutor

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

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

The role of parents

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

Baseline testing

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

Challenges week - Philosophy and rationale

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

These areas include:

- C - creativity, culture & curriculum
- A - activity & adventure
- S - service learning

Challenges week enhances the standard curriculum and provide you with opportunities for cultural enrichment,

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

OVERVIEW OF GCSE AND IGCSE

What are GCSEs and IGCSE?

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

GCSE – The General Certificate of Secondary Education

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

IGCSE – The International GCSE:

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

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

Which subjects can I take?

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

The IB Diploma Programme requires students to complete 6 subjects (one subject from Studies in Language and

Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and a free choice from The Arts or Language Acquisition or Individuals and Societies or Science). Students must also satisfy the core elements of writing an Extended Essay, participating in the Theory of Knowledge course and taking an active 2-year involvement in Creativity, Activity and Service (CAS).

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

APPROACH TO LEARNING

	Cause for Concern	Needs Improvement	Meeting expectations	Outstanding
Attitude towards studies	Rarely makes use of time in class that enhances learning and makes limited or no use of opportunities available	Engagement in learning is variable and makes limited use of information gained in class	Is actively meeting most expectations in learning but relies on information gained in class	Is actively engaged in learning and shows clear evidence of independent learning
Behaviour	Is rarely on task and has a detrimental effect on the learning of others	Occasionally has to be reminded to get back on task and can dis-tract others from their learning	Remains on task with very few reminders and is considerate of the learning of others	Is always on task and has a positive effect on the learning of others
Collaborative skills	Rarely shares ideas and tends to take a passive role during activities	Will share ideas when prompted and takes up a very limited number of roles during activities	Will share ideas with others and will take up some roles during activities	Play a positive role in sharing ideas, encouraging others to participate and valuing their opinion
Quality of Homework	The standard of work is rarely in line with their ability	The standard of work is lower than expected in relation to their ability	The standard of work is in line with their ability	Work is consistently completed to a high standard
Preparation and organisation	Rarely comes to the lesson with the correct equipment, use of the planner is ineffective and deadlines are rarely met	Usually comes to the lesson with the correct equipment, the planner is occasionally used effectively and meets some deadlines	Mostly comes to the lesson with the correct equipment, uses the planner effectively and meets most deadlines	Always comes to the lesson with the correct equipment, makes effective use of the planner and meets all deadlines

HIGHER EDUCATION AND CAREERS GUIDANCE

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

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

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

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

Egyptian National Students/Students studying in Egypt

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

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

- Please be aware that GUC, BUE do not accept drama, PE or music.
- GCSE MFL Arabic is not accepted by any Egyptian university.
- AUC currently accepts all Edexcel GCSE and IGCSE courses that we offer.

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

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

KS4 TIMELINE

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

YEAR 10			YEAR 11		
Term 1	September	Meet the Tutor	Term 1	September	Meet the Tutor
	October	Grade Report		October	Grade Report
	November	PTC (Parent Teacher Communication Day - no lessons)		November	PTC (Parent Teacher Communication)
Term 2	January	-	Term 2	January	Year 11 Mock Exams
	February	-		February	Year 11 PTC
	March	Challenges Week		March	Challenges Week
				Year 11 Full Reports	
IB Options					
Term 3	May	-	Term 3	May	GCSE study leave begins
	June	End of Year Exams		May/ June	(I)GCSE examinations
	June	Full Report		Late August	(I)GCSE examination results released
		PTC			

SUBJECTS OFFERED IN YEAR 10 & 11

MATHEMATICS

Why Study maths?

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

What will the course be like?

The syllabus requires students to demonstrate their ability in:

- **Using and applying mathematics** (making and monitoring decisions to solve problems, communicating mathematically, developing skills of mathematical reasoning)
- **Number and algebra** (understanding and using numbers, the number system, relationships between numbers and developing methods of calculation, solving numerical problems, understanding and using equations, formulae and identities, sequences, functions and graphs)
- **Shape, space and measures** (developing geometrical reasoning, understanding and using properties of transformation and coordinates, understanding and using measures, developing skills in mathematical construction)
- **Handling data** (specify a problem and plan work, collect, process and represent data, interpret and discuss their results)

How will I be assessed?

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

ENGLISH LANGUAGE AND ENGLISH LITERATURE

Why study English Language and English Literature?

The new International GCSE qualifications in English Language and English Literature (2016) build upon the academic rigour of the old IGCSE through closer focus on a wider range of studied texts and the introduction of the new 9-1 Grading scale. This scale seeks to identify truly outstanding performance at the top end of the grade scale, with a level 9 becoming the equivalent of an old style A*, with an extra level of '*'. Speaking and Listening assignments no longer contribute to the English Language grade, but an endorsement in Spoken

Language replaces this and will be completed to help compliment your two IGCSE grades.

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

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

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

How will I be assessed?

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

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

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

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

LIFE SKILLS (NON-EXAMINED)

Life Skills (including PSHE/RSHE) is an educational requirement in the UK and as a British international school NCBIS is dedicated to offering a curriculum that fulfills this. Hence, LifeSkills contributes to our students' personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The programme of study of LifeSkills at NCBIS covers Key Stages 3 to 5 and is based on three core themes within which there is broad overlap and flexibility:

- **Core theme 1:** Health and Wellbeing
- **Core theme 2:** Relationships (including RSHE)
- **Core theme 3:** Living in the Wider World

These core themes underpin the 12 strands of LifeSkills taught at NCBIS.

The 12 strands

The course is based upon 12 life-long PSHE learning strands, which will be covered in increasing depth at each key stage level. These are as follows:

- 1) Mental Wellbeing
- 2) Internet Safety and Harms
- 3) Physical Health and Fitness
- 4) Healthy Eating
- 5) Drugs Alcohol & Tobacco
- 6) Relationships, Sex and Health Education
- 7) Basic First Aid
- 8) Changing Adolescent Body
- 9) Protected Characteristics
- 10) Online Safety
- 11) Options / HE / Careers
- 12) Leadership, Agency & Self Governance

PHYSICAL EDUCATION (NON-EXAMINED)

What will the course be like?

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

How will you be assessed?

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

ART, DESIGN AND GRAPHIC COMMUNICATION

Why choose Art and Design?

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

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

and typography. You will learn to manipulate colour, signs and symbols, to persuade your audience and successfully fulfil the brief.

GCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, NCBIS GCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience, click [here](#)

What will the course be like?

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

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

BIOLOGY

Why should I study Biology?

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

What will the course be like?

This course will enable you to:

- learn and apply knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques
- develop analytical and practical skills by applying understanding of scientific concepts and principles to a range of familiar and unfamiliar situations
- prepare for more advanced courses in Biology and for other courses that require knowledge of Biology.

The course is broken down into 5 large units:

1. The nature and variety of living organisms
2. Structures and functions in living organisms
3. Reproduction and inheritance

4. Ecology and the environment
5. Use of biological resources

How will I be assessed?

The Pearson Edexcel International GCSE in Biology comprises two externally-assessed papers:

Biology Paper 1 - 61.1% of the final grade.

Biology Paper 2 - 38.9% of the final grade.

The total number of marks for this qualification is 180. This total is obtained by adding the mark for Paper 1B (out of 110 marks) to the mark for Paper 2B (out of 70 marks). The marks for the papers are not scaled.

BUSINESS

Why Choose Business?

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

What will the course be like?

Topics over the 2 years

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

How will I be assessed?

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

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

CHEMISTRY

Why should I study chemistry?

Chemistry is a challenging, yet exciting subject that will take students on a journey of how matter interacts at a microscopic level to create amazing macroscopic materials. Students will gain knowledge of chemical reactions and their application to a wide variety of concepts, such as maintaining blood pH levels to the production of plastics.

Chemistry is a middle science as it incorporates concepts from biology and physics and is often a requirement for medical and engineering degrees. Click [here](#). Specification Code Edexcel 4CH1.

What will the course be like?

This course will enable you to:

- learn and apply knowledge and understanding of Chemistry facts, terminology, concepts, principles and practical techniques
- develop analytical and practical skills by applying understanding of scientific concepts and principles to a range of familiar and unfamiliar situations
- Prepare for more advanced courses in Chemistry and for other courses that require knowledge of Chemistry.

The course is broken down into 4 large units:

1. Principles of chemistry
2. Inorganic chemistry
3. Physical chemistry
4. Organic chemistry

How will I be assessed?

The Pearson Edexcel International GCSE in Chemistry comprises two externally-assessed papers:

Chemistry Paper 1 - 61.1% of the final grade.

Chemistry Paper 2 - 38.9% of the final grade.

The total number of marks for this qualification is 180. This total is obtained by adding the mark for Paper 1C (out of 110 marks) to the mark for Paper 2C (out of 70 marks). The marks for the papers are not scaled.

COMPUTER SCIENCE

Why choose Computer Science?

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

What will the course be like?

Our new Pearson Edexcel GCSE (9-1) Computer Science qualification has a written and a practical element. This balance provides students with a rounded experience of computer science in comparison with a traditional paper based exam that relies on students reading and writing pseudocode.

The course consist of 5 units:

1. Computational Thinking
2. Data
3. Computers
4. Networks
5. Problem Solving with Programming

How will I be assessed?

The balance of theory and practical assessment are equally weighted, with a total assessment time of 3hrs 30 mins and a total of 150 marks (75 marks per paper).

DRAMA

Why choose Drama:

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

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

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

What will the course be like?

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

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

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

How will I be assessed?

Drawing on feedback from all parts of the Drama subject community, the 2016 GCSE specification has been designed to support students in developing the following skills, which have been identified as key for progression in this subject:

- creative skills
- practical skills
- devising skills
- self-reflection skills

Component One: Devising - 40% of the final mark

Component Two: Performance from text - 20% of the final mark

Component Three: Theatre Makers in Practice - 40% of the final mark

FURTHER PURE MATHEMATICS

Why Study Further Pure Maths?

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

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

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

What will the course be like?

The syllabus requires students to demonstrate their ability in:

Number

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

Algebra and calculus

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

Geometry and trigonometry

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

How will I be assessed?

Each paper is assessed through a 2-hour examination set and marked by Pearson. The total number of marks for each paper is 100. Each paper will consist of around 11 questions with varying mark allocations per question, which will be stated on the paper. Each paper will contain questions from any part of the specification content, and the solution of any questions may require knowledge of more than one section of the specification content. Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

GEOGRAPHY

Why Choose Geography?

Syllabus Code 4GE1

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

What will the course be like?

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

How will I be assessed?

International GCSE Geography assessment model	
Component 1 – Physical Geography Total Marks: 70 Weighting: 40% Optionality: Section A and Section B Exam duration: 1hour 10 Mins	Section A: Students choose two out of three questions on: River environments, Coastal environments, Hazardous environments.
	Section B: Students choose one out of three questions on fieldwork-related questions on: River environments, Coastal environments, Hazardous environments.
Component 2 – Human Geography Total Marks: 105 Weighting: 60% Optionality: Section A, B, C Exam duration: 1 hour 45 mins	Section A: Students choose two out of three questions on: Economic activity and energy, Rural environments, Urban environments.
	Section B: Students choose one out of three questions on fieldwork-related questions on: Economic activity and energy, Rural environments, Urban environments.
	Section C: Students answer one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.

HISTORY

Why study history?

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

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

What will the course be like?

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

How will I be assessed?

Paper	Examination structure
Paper 1 Weighting: 50% Total marks: 60 Exam time: 1h 30	Depth studies Two questions, each containing three sub-questions
Paper 2 Weighting: 50% Total marks: 60 Exam time: 1h 30	Section A Historical Investigation One question consisting of three sub-questions
	Section B Breadth Study in Change One question consisting of three sub-questions

FRENCH, GERMAN AND SPANISH

What courses are on offer at NCBIS?

[French](#) 4FR1 [German](#)4GN1 [Spanish](#) 4SP1

Why choose to study another language?

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

What will the course be like?

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

How will I be assessed?

Paper 1: Listening - 25% of IGCSE grade
The paper is assessed through an examination paper lasting 30 minutes, plus five minutes' reading time, set and marked by Edexcel. Total marks available: 40
Paper 2: Reading and Writing - 50% of IGCSE grade

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

Paper 3: Speaking - 25%

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

ARABIC AS A SECOND LANGUAGE

Why choose to study Arabic as a second language?

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

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

What will the course be like?

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

How will I be assessed?

Listening and understanding in Arabic 50 marks	Reading and understanding in Arabic 50 marks	Writing in Arabic 60 marks	Speaking in Arabic 70 marks
This requires you to listen to recordings in Arabic and answer questions on what you hear. Some of these questions will be multiple-choice and some will need you to write short answers in English and Arabic.	The reading section will give you texts to read and questions to answer. Some of these questions will be multiple-choice and some will need you to write short answers in English and Arabic. Texts will be from Arabic sources such as emails, magazines and books. You will also need to translate sentences or a	In the foundation paper you will write about a photo, write a short passage and write a longer passage on one of a choice of two topics. In the higher paper you will write longer passages about two topics from a choice of four. At both levels there is also a translation exercise, from	In this part of the exam you will do a short role play with the examiner and talk about a photo. You will also talk about two of the topics you have studied.

	short passage from Arabic into English.	English into Arabic.	
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ARABIC AS A FIRST LANGUAGE (STANDARD ARABIC)

Why choose Arabic as a first language?

This course is designed for students who are already able to read and write in Standard Arabic and have studied Arabic as a First Language in Key Stage 3 at NCBIS or in another school. Maintaining and developing a first language will help students to progress in all languages, including English, and has benefits for their ability to learn overall. The qualification focuses on reading, writing and grammar skills and is a suitable foundation for first language speakers of Arabic who wish to progress to further study of Arabic or other comparable qualifications. Click [here](#). Specification Code Edexcel 4AA1.

What will the course be like?

The content covers ten relevant and engaging topics: youth matters; education; media; culture; sport and leisure; travel and tourism; business, work and employment; environment, health, and technology.

How will I be assessed?

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

MUSIC

Why choose Music?

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

What will the course be like?

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

How will I be assessed?

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

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

PHYSICAL EDUCATION

Why should I choose Physical Education?

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

P.E IGCSE is a varied, fantastic subject that gives an insight into different aspects of Physical Education, ranging from how the body works in sports right through to reasons why different individuals participate in certain sports and the different barriers that exist and prevent involvement in physical activity.

Finally, make sure to read the assessment criteria at the bottom as there is a healthy practical element to the course that requires students to be assessed across a team and individual sports as well as creating their own Personal Exercise Programme (PEP). This course will suit a strong practical student in P.E. who has an interest in the wider sporting world. Click [here](#). Specification Code 1PE0.

What will the course be like?

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

Candidates will complete all of the following components:

1. Fitness and Body Systems
2. Health and Performance
3. Practical Performance
4. Personal Exercise Programme (PEP)

Practical performance plays a large role in the course. Please read below the course requirements from a Practical performance standpoint:

Practical Performance

Coursework is worth 30 percent of the total marks of the qualification (with the PEP worth an additional 10%) and each activity is marked out of 35 marks.

The practical performance component assesses candidates' performance in **three** physical activities from the lists below. One **must** be a team sport, one **must** be an individual sport and one will be a **free choice** from either the team or individual sport list.

Team Sports: Association Football, Badminton, Basketball, Camogie, Cricket, Dance, Gaelic football, Handball, Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby league, Rugby union, Squash, Table tennis, Tennis, Volleyball

Individual Sports: Amateur boxing, Athletics, Badminton, Canoeing, Cycling, Dance, Diving, Golf, Gymnastics, Equestrian, Kayaking, Rock climbing, Rowing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Tennis, Tennis, Trampolining

*Please note that there are some sports that are not allowed in combination with each other e.g. tennis as a team and individual sport. Please refer to the specification for full details.

PHYSICS

Why should I study Physics?

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

What will the course be like?

Students will develop analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations. Some examination questions will be more problem solving in style – addressing the need for mathematical skills to complement students’ knowledge.

The course is broken down into the below topics:

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfer
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. Astrophysics

How will I be assessed?

Paper 1 61.1%	120 minutes, 110 marks.
Paper 2 38.9%	75 minutes, 70 marks.

SUBJECT-SPECIFIC GUIDANCE

[Please view a more detailed plan for each subject in Year 10 and Year 11 here.](#)