



GCSE
CURRICULUM
OPTIONS
2023 - 2024

أكاديمية جيمس ولينغتون - شارع الخيل
GEMS Wellington Academy
AL KHALIL



GEMS
EDUCATION



Malavika won the Sheikha Fatima Award 2023 for her commitment to raising awareness of youth mental health. Malavika has been a driving force behind student workshops, supporting younger students with their mental health needs and equipping them with tools and strategies to support their wellbeing.





FOREWORD

Dear Parents,

Welcome to Key Stage 4 at GEMS Wellington Academy - Al Khail. I am absolutely delighted that you are considering a GCSE/Level 2 pathway with us, and I hope that this prospectus helps you make an informed decision with excellence and aspiration at the heart of it.

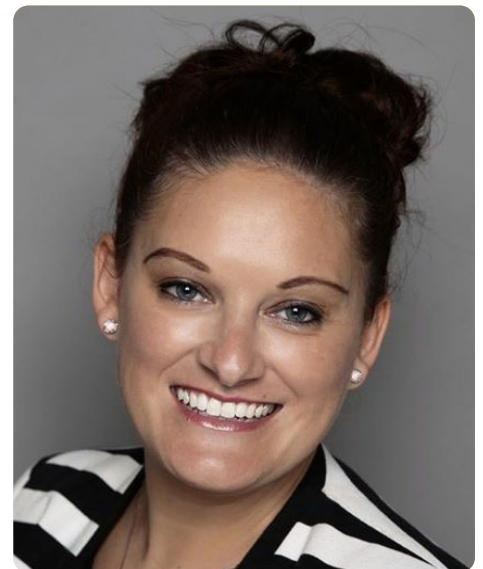
GCSE should be a time where your child seeks out areas of interest and explores them in greater detail, which is why the advice I would give students at this stage in their academic career is to choose options that excite, motivate and play to their strengths. No doors are ever closed to any career or university with GCSE option choices, and in fact, universities and employers speak highly of those students that chose to follow a broad and balanced set of subjects at both Key Stage 4 and Post 16. They are looking for students who are not only academically excellent, but those that are creative, confident, motivated and self-starters. So, I actively encourage our students to pick subjects they enjoy, and the choices should always be made by the student as they are the ones who have to engage with their studies for the next two years.

The next two years are a very important transition stage for our Year 10 and 11 students, and the home-school partnership continues to be a really significant relationship. The home environment is important in the quest for success. Children who come from homes where there is conversation between adults and children, where they have books to read, games to play and have help with character development will thrive, as these interactions further fuel their learning in the classroom. The High Performance Learning (HPL) philosophy believes that high achievement and curiosity are linked, enabling our children to build empathy, encourage collaboration and an expectation that they can achieve highly. This is something that we actively encourage in the classroom, on the sports field, in the productions and the other countless extra-curricular opportunities at the Academy, and we look forward to working with you as parents to reinforce this at home.

Once you have had an opportunity to read this prospectus, please reach out with any questions to the teachers of the subjects, form tutor, Head of Year or any of the Secondary leadership team. We are here to help your child make informed decisions, and have many years of experience in teaching and guiding students on their GCSE pathway.

We relish the opportunity to welcome you into Key Stage 4 at the Academy and to show you just why this is the right place for your child as they continue their Secondary journey.

Gemma Thornley
Secondary Principal







AN OVERVIEW OF THE YEAR 9 OPTIONS PROCEDURE

INTRODUCTION

This guide is intended for students, parents and staff and our aim is to explain the curriculum we offer students in Years 10 and 11. The 14-19 phase of education has been changing continually in recent years, but we are about to enter the most significant phase of these changes. We want to enable our students to make an effective transition from the largely compulsory curriculum of Key Stage 3 to the more flexible curriculum of Key Stage 4 and beyond. We aim to provide advice and guidance that is informed, accurate and impartial.

Our intention is that students at GEMS Wellington Academy - Al Khail have the ability to make an informed decision about their GCSE choices by fully supporting them throughout the process. During this period of decision-making, students need to have an accurate and realistic picture of themselves and their strengths and weaknesses when considering the suitability of opportunities available to them. Points to consider when making these choices are:

ABILITY

Students must recognise where their abilities lie and choose subjects where success is possible with the right amount of hard work.

INTEREST

Success is often related to hard work, which in turn is linked to the interest and motivation that a student has in the subject.

CAREER AND QUALIFICATIONS

Very few students in Year 9 know exactly the career, higher or further education path on which they would like to embark. Later on, certain subjects may become an essential requirement for certain careers, but at this stage our curriculum is designed to minimise the possibility of restricting future career paths.

EASY CHOICES

There can be a tendency to assume that it is easier to gain a qualification in some subjects than others. All subjects are rigorous in their own way. As stated above a student's ability and interest in a subject will be the best guide.

VOLUME

The option process allows students to follow a Key Stage 4 programme of study that might range from 6 to 9 GCSE or equivalent courses. Students and parents should think carefully about the optimum number of subjects that a student might study to ensure they achieve the best outcome in all they do whilst ensuring they do not take on too little or too much.

FLEXIBILITY

Be prepared to have reserve choices because option subjects will only be timetabled if there are sufficient numbers to make a viable group size.

ADVICE

Pastoral and subject staff will provide guidance to the students throughout this period of decision making. Please do not hesitate to contact the school if you require any further assistance in making the final decision.

January	Course information becomes available to all students and parents
February	Year 9 Options Evening
Mid-February	GCSE Options choices Deadline
May	Choices confirmed with parents for September



KEY INFORMATION

All students have to take the following core compulsory subjects:

- » English Language IGCSE
- » English Literature IGCSE
- » Mathematics GCSE
- » Combined Science
- » Physical Education (Non Examined)
- » Islamic Studies (for Muslim students only)
- » Arabic as a first language IGCSE (for those students who only hold an Arabic passport)

At WEK, students are also given the opportunity to study four additional GCSE or IGCSE qualifications to add to the core compulsory subjects above. These are:

1. Arabic B (as a Second Language GCSE)
2. Islamic IGCSE
3. French GCSE
4. Spanish GCSE
5. Business Studies IGCSE
6. Economics IGCSE
7. Enterprise IGCSE
8. ASDAN International Silver Award
9. Geography IGCSE
10. History GCSE
11. Art and Design GCSE
12. Design and Technology GCSE
13. Food Preparation and Nutrition GCSE
14. Computer Science GCSE
15. Drama GCSE
16. Media Studies GCSE
17. Photography GCSE
18. Music GCSE
19. Psychology GCSE
20. Physical Education GCSE
21. BTEC Sports
22. BTEC Hospitality
23. BTEC Creative Media Skills

At WEK, we feel it is important that students aim for a balanced set of choices in order to maintain flexibility into Sixth Form study and beyond.

We reserve the right however, not to offer a course if there is insufficient demand for it. If this does occur, students will be informed as soon as possible after the options deadline and offered appropriate advice.

In addition to the four selected subjects, at the time of opting, students will also provide two second choices in the event of a clash in the timetable. We will of course do everything we can to minimise these.

- » **Examination fees have not yet been confirmed by the examination boards, but this will be a necessary payment by all parents for each subject at GCSE.**
- » Students who miss the noon deadline may not receive their preferred choices.
- » All options choices will be analysed by Subject Leaders and SLT to ensure that such courses are suitable for your son/daughter.
- » Students may change their minds about options choices at a later date. However, they will only be allowed to change if their new choice fits in with the option blocks and there is sufficient space available in subject sets. If there is insufficient space, then the student will be added to a waiting list for that subject.

Note: Students with Arabic as a first Language and with an Arabic only passport will select from three not four additional subjects.



ENGLISH LANGUAGE AND LITERATURE IGCSE

Please consult: **Head of Department**

Examination Board: **Edexcel**

WHAT WE AIM TO DO

This course will encourage students to develop both an interest in and enjoyment of language and literature, through reading widely, critically and independently, across centuries, genre and gender.

Students will explore how language and structure convey meaning and become sensitive to a variety of textual interpretations. They will consider the impact of the social and historical context of texts as well as their contemporary relevance.

WHAT WE STUDY

At GEMS Wellington Academy - Al Khail, we study Edexcel IGCSE English Language and English Literature. You will be assessed through coursework and examination. The course is split into two awards:

1. English Language

40% of your final mark is from coursework which assesses your ability to read and respond to a variety of texts and write creatively. 60% of the Language grade comes from the exam, which will be in two sections: Non-Fiction Texts and Transactional Writing.

There will be a separate spoken language endorsement where students will present on a topic of their choice, listen to questions and respond using Standard English. This endorsement will be reported as a separate line on the certificate.

HOW YOUR WORK WILL BE ASSESSED IN LANGUAGE

Coursework..... 40%

Written Examination 60%

2. English Literature

For IGCSE English Literature students will study 'Of Mice and Men' by John Steinbeck and a selection of poetry for the examination. For the coursework unit, students will complete two written assignments, one essay on the modern drama text, 'An Inspector Calls' by JB Priestley and one essay on a text from the literary heritage.

HOW YOUR WORK WILL BE ASSESSED IN LANGUAGE

Coursework..... 40%

Written Examination 60%



MATHEMATICS GCSE

Please consult: **Head of Department**

Examination Board: **Edexcel**

WHAT WE AIM TO DO

The reformed GCSE has a strong focus on developing problem-solving skills, reasoning and fluency in mathematics. It aims to help students understand concepts, apply techniques, solve problems, reason, interpret and communicate mathematically.

WHAT WE STUDY

The course will cover a wide range of topics in the four key areas of algebra, geometry, measure and data handling. Students will firstly be taught how to carry out routine procedures requiring multi-step solutions in all four areas, which will then allow them to reason, interpret and communicate mathematically and to progress on to solve problems both within mathematics and in other contexts.

1. English Language

40% of your final mark is from coursework which assesses your ability to read and respond to a variety of texts and write creatively. 60% of the Language grade comes from the exam, which will be in two sections: Non-Fiction Texts and Transactional Writing.

There will be a separate spoken language endorsement where students will present on a topic of their choice, listen to questions and respond using Standard English. This endorsement will be reported as a separate line on the certificate.

HOW YOUR WORK WILL BE ASSESSED IN LANGUAGE

The GCSE Mathematics course is linear and assessment is by written papers only. Some of the papers will allow the use of a calculator and others will be non-calculator papers. There is no controlled assessment or coursework.

The questions are assigned to three main assessment categories;

		Weighting	
		Higher	Foundation
A01	Use and apply standard techniques	40%	50%
A02	Reason, interpret and communicate mathematically	30%	25%
A03	Solve problems in mathematics and in other contexts	30%	25%

Foundation (grades 1-5)	Paper 1 Non-calculator	Paper 2 Non-calculator	Paper 3 Calculator
	33.3% weighting 1 hour, 30 minutes 80 marks	33.3% weighting 1 hour, 30 minutes 80 marks	33.3% weighting 1 hour, 30 minutes 80 marks
Higher (grades 4-9)	Paper 1 Non-calculator	Paper 2 Non-calculator	Paper 3 Calculator
	33.3% weighting 1 hour, 30 minutes 80 marks	33.3% weighting 1 hour, 30 minutes 80 marks	33.3% weighting 1 hour, 30 minutes 80 marks





Please consult: **Head of Science**

Examination Board: **Oxford AQA**

WHAT WE AIM TO DO

All students at GEMS Wellington Academy - Al Khail study the Oxford **AQA TRILOGY COMBINED SCIENCE** qualification at GCSE from the beginning of Year 10. This covers **all 3** sciences taught separately by specialist teachers but results in a 2 GCSE qualification in Science. This completely covers the UK KS4 National Curriculum for Science and students will receive a 1:1 to a 9:9 using the new GCSE grades. This Combined Trilogy course allows all students to progress onto KS5 courses.

Some students who are keen to continue Science qualifications into KS5 either at A'level or IB may wish to be selected to follow the Triple Science course. There is an expectation that the students are achieving a **MASTERY** level in their Key Assessments 1 and 2 in Year 9 and score a **Grade 5** or above in **all 3** GCSE science introduction units at the end of Year 9. We also require the students to have shown a high commitment and aptitude for the subject through out the year to ensure they are selected for this course. The Head of Science will confirm your eligibility during the options process.

Triple Science students earn 3 separate GCSE grades: one for Biology, one for Chemistry and one for Physics. The weighting of these is equal across the 3 subjects and always taught by a specialist. Students have to take **all 3** Sciences.

Content covered in both Combined and Triple Science is the same. Level of depth increase in Triple.

Biology	Chemistry	Physics
<p>WHAT WE STUDY</p> <p>Biology offers students the chance to explore the living world of plants and animals gaining a greater understanding of where we came from and what the living world could become.</p> <ol style="list-style-type: none"> 1. Cell Biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 	<p>WHAT WE STUDY</p> <p>Chemistry offers students the chance to explore how things are created and what keeps them together.</p> <ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using Earths resources 	<p>WHAT WE STUDY</p> <p>Physics enables students to understand how the world is powered and what can be done to utilise this flow of energy to further develop the human race.</p> <ol style="list-style-type: none"> 1. Forces 2. Energy 3. Waves 4. Electricity 5. Magnetism and electromagnetism 6. Particle model of matter 7. Atomic structure 8. Space physics (TRIPLE ONLY)

HOW YOUR WORK WILL BE ASSESSED

All examinations will be taken in the summer of Year 11 with no resit opportunities.

TRIPLE SCIENCE

Each science has 2 examinations worth 50% each.

Students have to study ALL 3 Sciences so they will have 6 examinations in total.

Each exam is 1 hour 45 minutes (90 marks).

COMBINED SCIENCE

The content is assessed through three 1 hour and 45 minutes written papers. Papers are tiered Core and Extension.

All exam papers consist of closed questions, structured questions and questions needing longer answers. They are split into 3 key assessment objectives; 30% AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. 40% AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. 20% AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. 10% AO4: Ability to select, describe and evaluate scientific procedures

PRACTICAL WORK

There is **no coursework** in Oxford AQA Science qualifications. However 15% of all exam questions focus on the required practicals skills and techniques. The students will complete all of these required practicals during the course.





CORE PHYSICAL EDUCATION

Please consult: **Head of Physical Education**

WHAT WE AIM TO DO

The course will offer each student access to a broad and balanced curriculum, and will provide a wealth of opportunities to experience success in a variety of ways.

Students are encouraged to develop a range of skills in a variety of team games and individual sports while developing an appreciation and understanding of the importance of exercise.

WHAT WE STUDY

Our aim is to encourage positive attitudes to health and fitness, which you will take with you into adulthood.

Units of Work		
» Fitness	» Football	» Hockey
» Athletics	» Table tennis	» Fitness
» Boxing	» Tennis	» Rock Climbing
» Softball	» Netball	» Water Polo
» Badminton	» Cricket	
» Basketball	» Volleyball	

HOW YOU WILL BE ASSESSED

You will be assessed according to the National Curriculum standards every five weeks. You will receive a mastery grade for each unit of work as in Key Stage 3 and you will be given regular targets about the different ways in which you can improve your work.

THE SKILLS THAT YOU WILL GAIN

You will gain a range of skills in a variety of team games and individual sports while developing an appreciation and understanding of the importance of exercise.

Throughout the course we aim to promote the benefits of, and prepare you for, an active and healthy lifestyle through developing positive attitudes to physical activity. You will develop personal qualities of co-operation, social awareness, fair play, enthusiasm and teamwork.

Ultimately, you will be equipped with the knowledge to continue lifelong learning in your health and fitness.

ADDITIONAL INFORMATION / SPECIALIST REQUIREMENTS

The course will offer you access to a broad and balanced curriculum, and will provide a wealth of opportunities to experience success in a variety of ways.

CORRECT PE KIT IS ESSENTIAL FOR SUCCESSFUL AND ENJOYABLE PARTICIPATION.



ISLAMIC STUDIES YEAR 10

Please consult: **Head of Department**

Examination Board: **N/A**

WHAT WE AIM TO DO

The course will offer each student access to a broad and balanced curriculum, and will provide a wealth of opportunities to experience success in a variety of ways.

Students are encouraged to develop a range of skills in a variety of team games and individual sports while developing an appreciation and understanding of the importance of exercise.

WHAT WE STUDY

Components	Content Overview
Divine Revelation	<ul style="list-style-type: none"> » The Holy Qur'an and its science » Surah Al Kahf
Sunnah (the prophetic tradition)	<ul style="list-style-type: none"> » The position of Sunnah in Shariah » Different types of Prophet Sunnah » Evidence of the authority of Sunnah
Islamic Creed	<ul style="list-style-type: none"> » Reasoning and logic in Islam » The methodology of thinking in Islam
The Rulings of Islam and Their Purposes	<ul style="list-style-type: none"> » Principles of rulings » Concept of Fiqh (jurisprudence) schools » Causes behind the emergence of Fiqh (jurisprudence) schools » Comparison between Fiqh schools » Difference between the four Madhabs (Schools of Thought)
Prophet's biography (Seerah)	<ul style="list-style-type: none"> » The Prophet's methodology in Da'wah » Characteristics of Prophet's methodology in Da'wah » Styles of Prophet's methodology in Da'wah » Effects of Prophet's methodology in Da'wah on a Muslim's life
National Identity and contemporary Issues	<ul style="list-style-type: none"> » Concept of Endowment » Different types of Endowment » The role endowment plays in serving the community

HOW YOUR WORK WILL BE ASSESSED

Your work will be assessed based on the following:

Written paper	70%
Holy Qur'an Recitation and Memorization	30%

WHAT THIS SUBJECT CAN LEAD TO

- » Develop an understanding of characteristics of Makki and Madani Surahs and stages of the collection of Qur'an.
- » Evaluate the relationship between the Prophet's Sunnah and the Holy Qur'an.
- » Explain the effect of methodological thinking in Islam on society.
- » Argue the position of Muslims towards difference among the Islamic jurists.
- » Apply the rules of Tajweed in Qur'an recitation and compare between 4 schools of thought.





ISLAMIC STUDIES YEAR 11

Please consult: **Head of Department**

Examination Board: **N/A**

WHAT WE AIM TO DO

Learning Islamic Education is compulsory for Muslim students up to Year 12 as per KHDA requirement. This syllabus enables students to develop an understanding to the Holy Qur'an and its science, Sunnah (Prophetic Tradition) Islamic Creed, the rulings of Islam and their Purposes, National Identity and Current Issues.

Learners are encouraged to recite Qur'an accurately with correct pronunciation following the rules of Tajweed. They are expected to memorize the significant part of Surah Al Ahzab.

WHAT WE STUDY

Components	Content Overview
Divine Revelation	<ul style="list-style-type: none"> » Surah Al Ahzab » Steadfastness to Truth » Reverence of the Messenger of Allah
Sunnah (the prophetic tradition)	<ul style="list-style-type: none"> » Diligence of Hadith scholars in studying Isnad (chain of narrators)
Islamic Creed	<ul style="list-style-type: none"> » Aql (Reason) and (Naql) Revelation in Islam » The relationship between reason and revelation
The Rulings of Islam and Their Purposes	<ul style="list-style-type: none"> » The financial contracts in Islam » Classification of financial contracts in terms of legitimacy and purpose
Prophet's biography (Seerah)	<ul style="list-style-type: none"> » Planning milestone in Prophet's life (Seerah) » Importance of planning in the life of individual and society
The Values and Morals of Islam	<ul style="list-style-type: none"> » Manners and benefits of good listening » Dialogue deficiencies and weaknesses

HOW YOUR WORK WILL BE ASSESSED

Your work will be assessed based on the following:

Written paper	70%
Holy Qur'an Recitation and Memorization	30%

WHAT THIS SUBJECT CAN LEAD TO

- » Develop an understanding of the covenant of Prophets, the good role model and truthfulness in conduct and deeds.
- » Differentiate between between Mutawatir and Ahad Hadith.
- » Explain the conditions of a Mutawatir Hadith and argue the Islamic point of view about the challenge of the human intellect.
- » Value the foundation of family building in Islam and evaluate the aspects of care and functions of the family.
- » Investigate the planning followed by the Prophet P.B.U.H in his life and apply the manners of Dialogue in real life situations.



ARABIC AS A FIRST LANGUAGE IGCSE

Please consult: **Head of Department**

Examination Board: **Edexcel**

WHAT WE AIM TO DO

The Edexcel IGCSE First Language Arabic syllabus is designed for students whose first language is Arabic. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

WHAT WE STUDY

- » Learning Arabic is compulsory for all Arab students up to year 13. In years (10 and 11) we will combine the MOE curriculum along with the Cambridge IGCSE (0508) requirements.
- » Our resources will be the: MOE books and stories, selected topics to match the IGCSE curriculum from the internet, newspapers and magazines.

HOW YOUR WORK WILL BE ASSESSED

Grade 10 IGCSE as the IGCSE 1st language (0508) consists of two papers based on the following skills: Reading and comprehension combining texts and continuous writing.

Paper 1: <ul style="list-style-type: none">» Reading and Responding. (30 marks)» Summarizing and responding to texts. (20 marks)» Arabic Grammar. (20 marks)	70%
Paper 2: <ul style="list-style-type: none">» Continuous writing	30%

WHAT THIS SUBJECT CAN LEAD TO

- » Enable you to communicate accurately, appropriately and effectively in writing.
- » Enable you to understand and respond appropriately to what you read.
- » Encourage you to enjoy and appreciate the variety of language.
- » Promote the students' personal development and an understanding of themselves and others.







BTEC LEVEL 2

INTRODUCTION: UNDERSTANDING BTEC LEVEL 2

In the realm of academic choices, the BTEC (Business and Technology Education Council) Level 2 qualification stands out as a practical and valuable pathway for students. BTEC Level 2 is an equivalent qualification to GCSEs, offering a unique approach to learning that intertwines theoretical knowledge with hands-on practical skills.

WHAT IS BTEC?

BTEC, administered by Pearson, provides a vocational and applied learning experience, fostering a holistic understanding of subjects like Creative Media. The Level 2 qualification serves as an entry point into the world of BTEC, offering students a platform to engage with real-world scenarios and develop skills relevant to their chosen field.

WHY CHOOSE BTEC?

Students often opt for BTEC due to its emphasis on practical application. It caters to diverse learning styles, allowing individuals to explore subjects in a more tangible and immersive manner. BTEC is particularly appealing to those who thrive in hands-on environments and prefer a dynamic, project-based approach to education.

CAN BTEC BE COMBINED WITH GCSE?

Certainly! BTEC Level 2 can seamlessly complement a student's GCSE studies. This integration offers a balanced academic experience, allowing students to blend theoretical knowledge from GCSEs with the practical skills gained through BTEC. Notably, BTEC Level 2 is recognised as equivalent to one GCSE, providing students with the opportunity to diversify their skill set while contributing to the overall depth and breadth of their educational portfolio. The synergy of both qualifications enhances a student's overall educational profile.

BENEFITS OF TAKING BTEC AND IMPACT ON FURTHER ACADEMIC STUDIES

Choosing BTEC Level 2 not only provides students with a robust foundation in their chosen subject, but also equips them with valuable life skills. The emphasis on practical application fosters critical thinking, problem-solving, and teamwork. Moreover, BTEC's alignment with industry standards ensures that students are well-prepared for both higher education and the workforce.





PEARSON BTEC INTERNATIONAL LEVEL 2 CERTIFICATE IN SPORT

The BTEC qualification in Sports provides students with a comprehensive understanding of various aspects within the field of sports, combining theoretical knowledge with practical skills. This dynamic programme is designed to equip learners with the necessary tools to pursue a career in the sports industry, fostering a holistic approach to sports education.

WHAT DOES THIS QUALIFICATION COVER?

This qualification encompasses a diverse range of topics, including sports science, coaching, fitness, and sports management. Students delve into the principles of anatomy, physiology, and psychology, gaining insights into the mechanics of physical activity. Practical elements involve hands-on experiences in coaching techniques, fitness programming, and sports event management, ensuring a well-rounded skill set for aspiring professionals in the sports sector.

LIST OF UNITS

1. Anatomy and Physiology in Sport
2. Fitness Training and Programming for Health, Sport, and Well-being
3. Professional Development in the Sports Industry
4. Sports Leadership
5. Application of Fitness Testing
6. Practical Sports Performance
7. Sports Psychology
8. Coaching for Performance
9. Research Methods in Sport

WHAT DOES THIS QUALIFICATION LEAD TO?

Successful completion of this BTEC Sport qualification opens doors to a variety of career paths within the sports industry. Graduates may pursue roles such as sports coaches, fitness instructors, sports therapists, or sports event managers. Additionally, the qualification provides a solid foundation for further academic study in sports-related disciplines at higher education institutions.

ASSESSMENT

Assessment in the BTEC Sport qualification involves a combination of practical assignments, and coursework. Students showcase their understanding through real-world scenarios, applying theoretical knowledge to practical situations. Continuous assessment ensures a comprehensive evaluation of students' skills and knowledge, preparing them for the dynamic challenges of the sports industry.



PEARSON BTEC INTERNATIONAL LEVEL 2 CERTIFICATE IN SPORT

240 GLH Equivalent in size to two International GCSEs. At least five units, of which two are mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).

THE COURSE OUTLINE

Pearson BTEC International Level 2 Certificate in Sport

This qualification is designed to support learners who are interested in learning about the sport sector alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.

SIZE AND STRUCTURE

Pearson BTEC International Level 2 Certificate in Sport

240 GLH Equivalent in size to two International GCSEs. At least five units, of which two are mandatory and assessed by a Pearson Set Assignment. Mandatory content (50%).

COURSE CONTENT

1. Principles of Fitness and Fitness Testing
2. Training for Personal Fitness
3. Business Skills in Sport
4. Sports Development
5. Practical Sport
6. Leadership in Sport
7. Anatomy and Physiology for Sport
8. Sports-related Injuries and Illnesses
9. Planning and Leading Sports Events
10. Technical Skills and Tactical Awareness for Sport
11. Psychology for Sports Performance
12. Nutrition for Sports Performance
13. Work Experience in the Sports Industry
14. Exercise and Fitness Instructions
15. Outdoor and Adventurous Activities
16. Expedition Experience

HOW DO THE QUALIFICATIONS PROVIDE TRANSFERABLE KNOWLEDGE AND SKILLS FOR FURTHER AND HIGHER EDUCATION?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include: · the ability to learn independently · the ability to research actively and methodically · the ability to give presentations and be active group members. BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.



PEARSON BTEC LEVEL 2 EXTENDED CERTIFICATE IN CREATIVE MEDIA SKILLS

The 240-GLH Extended Certificate, equivalent to two GCSEs, is for learners who are looking to study creative media as part of a one-year course alongside other areas of study. If taken as part of a programme of study that includes other BTECs or GCSEs, it supports progression to Level 3 study in Creative Media or can provide fundamental creative skills that are valued in other subject areas such as art, design, engineering, business or marketing. It could also support progression to an apprenticeship in creative media or a related sector.

WHAT DOES THIS QUALIFICATION COVER?

The content of this qualification has been developed in consultation with teachers and industry professionals to ensure that it supports progression to further study or training at Level 3. These consultants have ensured that the content is appropriate for study at Level 2, and consistent with current industry practice, providing learners with a foundation in the skills needed to progress to further education with an understanding of industry and the roles and opportunities available to them. Learners taking this qualification will study two mandatory learning and teaching modules:

- » Exploring and Developing Creative Media Skills
- » Personal Development

WHAT COULD THIS QUALIFICATION LEAD TO?

Learners who complete this qualification alongside other Level 2 qualifications may progress to further learning at Level 3, for example the Pearson BTEC National Extended Diploma in Creative Media Practice or a 540-GLH Diploma in Creative Media alongside another diploma in a complementary sector. This qualification gives learners the opportunity to develop their technical Creative Media skills through a process of self-evaluation, practice and review. In addition to the sector-specific content available in this qualification, the requirements mean that learners develop the transferable skills needed to progress to further education and ultimately higher education and employment, for example communication, planning and managing projects and creative problem solving. The qualification also supports learners in becoming more confident in taking ownership of and responsibility for their own direction, work and choices.

ASSESSMENT

The synoptic assessment in the Certificate and the Extended Certificate is related to Assessment Unit A2: Creative Media Project. In this assessment unit, learners apply their learning synoptically to complete a project in response to a vocationally relevant brief. The unit assesses learners' ability to use their skills in an integrated way to produce a response that meets the requirements of a brief, applying a range of skills covering all assessment criteria.



PEARSON BTEC LEVEL 2 EXTENDED CERTIFICATE IN HOSPITALITY

The 240-GLH Extended Certificate, equivalent to two GCSEs, is designed to support learners who are interested in learning about the hospitality industry alongside other fields of study, with a view to progressing to a wide range of courses at Level 3/pre-tertiary level, not necessarily in hospitality related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs.

WHAT DOES THIS QUALIFICATION COVER?

Pearson has developed the content of the new BTEC International Level 2 qualifications in collaboration with employers and subject experts so that content is up to date and includes knowledge, understanding, skills and personal attributes required in the sector. The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be worthwhile and fulfilling, and will also provide a basis for further study at Level 3. Learners are expected to show achievement across mandatory units as detailed in Section 2 Structure.

UNIT (NUMBER AND TITLE)

- | | |
|--|---|
| 1. Introducing the Hospitality Industry | 11. Accommodation Services in Hospitality |
| 2. Hospitality Workplace Skills | 12. Hospitality Front Office Operations |
| 3. Customer Service Skills in the Hospitality Industry | 13. Merchandising and Promotion |
| 4. Sustainability in the Hospitality Industry | 14. Purchasing and Stock Control |
| 5. Health, Safety and Hygiene in Hospitality | 15. Enterprise in Hospitality |
| 6. Planning and Running a Hospitality Event | 16. Patisserie and Confectionery |
| 7. Healthy Lifestyles, Foods and Menu Choices | 17. Barista Skills |
| 8. Preparing Cooking and Presenting Food | 18. Work Experience in Hospitality |
| 9. Contemporary World Food | 19. Research Project |
| 10. Serving Food and Beverage | |

WHAT COULD THIS QUALIFICATION LEAD TO?

These qualifications support progression to further study in hospitality, for example courses in Pearson International BTEC Level 3 qualifications in:

- » Hospitality
- » Hospitality Supervision and Leadership
- » Food Hygiene
- » Professional Cookery
- » Hospitality and Catering

ASSESSMENT

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.



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