

Key Stage 4 Options Booklet 2021 — 2023



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INTRODUCTION

The secondary education system is based on dividing learning into Key Stages. Key Stage 3 (KS3) includes Year 7 to Year 9, Key Stage 4 (KS4) includes Year 10 and Year 11, while KS5 includes Year 12 and Year 13. Late in KS3, decisions must be made about IGCSE options.

IGCSE / GCSE

Both IGCSE and the UK focussed GCSEs are the principle means of assessing student attainment at the end of Year 11. The IGCSE examinations are devised to satisfy United Kingdom nationally agreed criteria and any syllabi followed must be approved by the Qualifications and Curriculum Authority (QCA).

In the past, the main difference between the IGCSE and the GCSE qualification was the inclusion of a greater amount of coursework within the GCSE syllabus, whereas the IGCSE had been mainly assessed through final exams at the end of the course. This was due to the fact that IGCSEs had been designed more for international students who do not necessarily speak English as a first language.

Over time, the British government changed the format of GCSEs to remove much of the coursework and now assesses and assigns final grades for many subjects based predominantly on the end of course exams. Therefore, the differences between the IGCSE and GCSE are now very minor although there still exists a perception that IGCSE are harder and of higher quality than GCSEs in some quarters.

In keeping with UK educational practice, we aim to offer a broad and balanced curriculum for students of compulsory age.

Compulsory Subjects

- English Language (can also be offered as a second language)
- English Literature
- Mathematics
- Science (double award)
- French or Spanish (MFL) (compulsory for non-Arabs)
- Arabic (compulsory for students who hold a passport from an Arab nation)
- Islamic (compulsory for Muslim students)
- Social Studies (non-examination)
- Moral Education (non-examination)

In addition, students will choose three Option Subjects from those listed below:

- Art and Design
- Business Studies
- Computer Science
- Drama (*please note this is offered as a GCSE only)
- Geography

- History
- Information Communications Technology
- Economics
- Physical Education (*please note this is offered as a GCSE only)
- Music (*please note this is offered as a GCSE only)

SVS are able to offer a modified Key Stage 4 curriculum for students. This will be discussed on an individual basis with the Principal. This might include taking English as a Second Language instead of Literature and Language or who wish to study less than 3 option subjects.

Optional subjects are dependent on a minimum number of students to run therefore if this is not met you will be asked to choose another subject.

Students must choose a language and 3 other subjects (only one subject from a block):

LANGUAGE	M.A.D	HUMANITIES	BUSINESS/ ECONOMICS	TECHNOLOGY	HEALTH
Arabic	Art and Design	History	Business Studies	ICT	Physical Education
Spanish	Drama	Geography	Economics	Computer Science	
French	Music				

Advice for Students

Do choose a subject if:-

1. You are successful at it
2. You enjoy it

This subject may help you to achieve your career plans

Do not choose a subject if:-

The subject looks an easy option - all IGCSE courses have a similar level of difficulty.

You want to do it because your friend is also doing the subject. He or she may have different abilities and different career plans. They may also be in a different group to you.

You like the teacher you have this year. It is quite possible that you will have a different teacher next year.

For some subjects, it is possible to study them at A level, even if you do not choose them at IGCSE. These are: Business Studies, Economics, Drama and Information Communication Technology.

Looking ahead to A level choices and beyond, some subjects are called '**facilitating subjects**' if they are more frequently required for entry to degree courses at University. Choosing these courses gives you a wide range of options for University. These subjects include the Core subjects (Sciences, English and Maths) as well as Geography, History and Languages. Students in Year 11 choosing their A levels who do not have a clear idea of what they want to study at

University are advised to choose two facilitating subjects so that they have a wide range of degree courses to choose from.

Many future careers will be unaffected by IGCSE subject choices, but applicants to Law degrees need to have History or English Language or Literature A levels. If you have a particular career/course/ University in mind, it would be worth looking online to double-check entry requirements or speaking to Mr Simmonds or Ms Coy for guidance.

We all want to help you make the right choice, so please involve us in your decision!

IGCSE /GCSE ASSESSMENT

The IGCSE and GCSE systems are very similar and usually only differ slightly in content and assessment. In some subjects, the final examination grade is achieved by a combination of the final examination and internal assessment of coursework completed during the two years of study. Coursework demands vary from subject to subject.

In the majority of subjects, the students are awarded levels on the scale 9-1 (9 being the highest, 1 being the lowest). The exception to this is Further Maths which is awarded on A* to G scale.

EXAMINING GROUPS

The examination boards are:

Pearson Edexcel – Pearson Qualifications [qualifications.pearson.com](https://www.pearson.com/qualifications)

Additional information about subject specifications can be viewed on the website listed above.

ACCESS ARRANGEMENTS

Examination boards are able to authorize access arrangements where a student meets the criteria. Examples include: extended time, a scribe, a prompt, or rest breaks. The purpose of access arrangements is to remove barriers that may prevent students reaching their potential.

The Inclusion Department monitor the needs of students on an individual basis and contact parents if a student is entitled to access arrangements.

EXAMINATION FEES

Examination fees are payable upon confirmation of the examinations being taken by the student. Parents will be invoiced by the school in the third term (added to the school fee invoice) in Year 11. Currently the fee range is AED 300 to AED 800 per subject. Variation in fee structure is dependent on the nature of the course and is controlled by the examining body.

FREQUENTLY ASKED QUESTIONS

If different examining groups set the examinations, will subjects clash on the final examination timetable?

Examining groups work together to draw up common examination timetables to avoid possible clashes for candidates taking subjects from different boards. On the odd occasion that a clash occurs, examinations for that particular student can be reorganised without compromising the security of the examination paper.

Will students all do the same examination papers?

Some subjects offer alternative papers at different levels (known as tiers) and students will sit the paper according to their own ability. Papers are tiered so that students are exposed to questions that are set at an appropriate level of difficulty, encourage the more able to respond in depth and use appropriate language so as not to exclude students from accessing the information in the paper.

How do coursework grades tie into the final examination grade?

From the individual subject information, you will see that different subjects allocate different marks to examinations and coursework. The coursework is marked by the subject teacher but is moderated by an external examiner. Examinations are all marked by external examiners. The final percentage is arrived at according to the percentage breakdown of course and examination work for that particular subject. It is collated by external examiners and recorded as an overall final grade.

CORE IGCSE SUBJECTS

ENGLISH LANGUAGE

Qualification: IGCSE English Language

Exam board: Pearson Edexcel

Course Structure:

The course aims to develop the essential reading and writing skills which support critical thinking and communication, both within the subject and across the curriculum. Students analyse a variety of short literary and non-fiction texts, and thus develop their appreciation of the ways in which writers employ their techniques to convey thought-provoking themes and attitudes. In addition, the focus on writing both creatively and analytically enables students to write for a variety of purposes, tailoring their response to a range of target audiences. Students will be expected to study both IGCSE Language and Literature over the two years, and thus the focus will alternate between the two subjects over the KS4 course. The Language course will involve studying for the two assessment components outlined below.

Method of Assessment:

There are two methods of assessment: Paper 1, the final external examination, worth 60%, and Paper 3, internally assessed coursework. The examination assesses students' reading skills, in responses involving comprehension, analysis and comparison of an unseen and a pre-studied non-fiction text, and their transactional writing. The coursework, worth 40%, consists of an analytical essay on two short literary texts from the Pearson Edexcel Anthology, and a creative writing piece.

Outline:

Through studying English, students will develop their ability to appreciate how both literary and non-fiction texts use techniques to communicate meaning, and thus become independent critical readers. In addition, the course will give them opportunities to think both creatively and reflectively, developing their ability to evaluate, redraft and improve their work. The critical discussion of texts promotes collaborative learning, enabling students to operate as part of a team, showing leadership and exploring how to challenge and extend their peers' ideas. By the end of the course, students will express themselves confidently, accurately and lucidly in both speaking and writing. These skills are the basis for study in the Sixth Form and beyond, and are essential for effective interaction in the workplace.

The study of English in texts from a range of cultures enhances students' understanding of the world around them, and encourages a balanced, informed, open-minded response. The IGCSE provides an excellent grounding for advanced study at IBDP level, where English is compulsory, and the non-fiction and media works explored during the course are a sound basis for understanding the kinds of texts studied in IB Language and Literature. English IGCSE is required by most employers and universities, and it is difficult to think of a future career path in which the ability to understand ideas and the means by which they are communicated, and to express one's opinions effectively to other people, will not be of the utmost importance. English is not merely for school, but for life.

More details of the English Language course can be found at:

[http://qualifications.pearson.com/en/qualifications/Pearson Edexcel-international-IGCSEs-and-Pearson Edexcel-certificates/international-IGCSE-english-language-a-2016.html](http://qualifications.pearson.com/en/qualifications/Pearson%20Edexcel-international-IGCSEs-and-Pearson%20Edexcel-certificates/international-IGCSE-english-language-a-2016.html)

ENGLISH LITERATURE

Qualification: IGCSE English Literature

Exam board: Pearson Edexcel

Course Structure:

During the course, students will study a range of texts from different genres, including poetry, modern prose, modern drama and texts from the English literary heritage. They will explore and appreciate the ways in which authors achieve their literary effects, and how writers' contexts impact on their work, and will develop their ability to express their interpretations through formal analytical essays. Students will be expected to study both IGCSE Language and Literature over the two years, and thus the focus will alternate between the two subjects over the KS4 course.

Method of Assessment:

There are two methods of assessment: Paper 1, the final external examination, worth 60%, and Paper 3, internally assessed coursework. The examination assesses students' abilities to write analytical essays on unseen and pre-studied poetry, and on the modern novel that they have explored in class. The coursework (40%) consists of two analytical essays on, respectively, a modern play and a literary heritage text.

Outline:

Through the study of English Literature, students will be enabled to develop a response to literature which is both personally engaged and firmly grounded in a focused critical interpretation of textual features. They will extend their communication skills through mastering the challenging demands of the formal analytical essay. Literary study helps students to foster a balanced, open-minded approach to different cultures and perspectives, and to understand which themes and attitudes are universal. Textual interpretation promotes independent critical thinking, and allows students to handle and express complex ideas, to perceive patterns, and to relate information to its wider context. These skills are the basis for study in the sixth form and beyond, and are essential for effective performance in the workplace. The IGCSE provides an excellent grounding for advanced study at IBDP level, where English is compulsory, and the literary works explored during the course are a sound basis for understanding the kinds of texts studied in IB Literature. In addition, it is to be hoped that exposure to engaging and thought-provoking texts will sustain a lifelong interest in literature and its influence on individuals and societies.

More details of the Literature course can be found at:

[http://qualifications.pearson.com/en/qualifications/Pearson Edexcel-international-IGCSEs-and-Pearson Edexcel-certificates/international-IGCSE-english-literature-2016.html](http://qualifications.pearson.com/en/qualifications/Pearson%20Edexcel-international-IGCSEs-and-Pearson%20Edexcel-certificates/international-IGCSE-english-literature-2016.html)

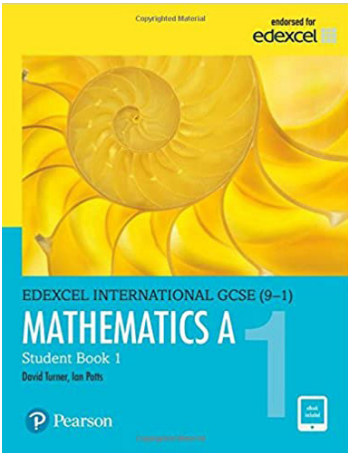


MATHEMATICS

Qualification: IGCSE Mathematics
Examination Board: Pearson Edexcel

All students will be entered for this qualification. Candidates must be entered for one of two tiers; the grades available for each tier are as follows:

Tier	Grades available
Foundation	5 - 1
Higher	9 - 4



Outline:

The Pearson Pearson Edexcel IGCSE in Mathematics (Specification A) qualification enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques
- acquire a foundation of mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study.

Method of Assessment:

External Assessment (100%). Two equally weighted Papers - both calculator. Each paper is assessed through a 2-hour examination. The total number of marks for each paper is 100.



SCIENCE

Qualification: IGCSE Science (Double Award)
Exam board: Pearson Edexcel

The Pearson Edexcel International GCSE in Science (Double Award) comprises three externally-assessed papers:

- Biology Paper 1
- Chemistry Paper 1
- Physics Paper 1.

Structure

The Pearson Edexcel International GCSE in Science (Double Award) is a linear qualification. Three written examinations must be taken in the same series at the end of the course of study. Content: relevant, engaging, up to date and of equivalent standard to Pearson’s regulated GCSE in Combined Science. Assessment: untiered, written examinations with questions designed to be accessible to students of all abilities.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- learn about unifying patterns and themes in science and use them in new and changing situations
- acquire knowledge and understanding of scientific facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of science, including those related to the applications of science, to different contexts
- evaluate scientific information, making judgements on the basis of this information
- appreciate the practical nature of science, developing experimental and investigative skills based on correct and safe laboratory techniques
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- recognise the importance of accurate experimental work and reporting scientific methods in science
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of mathematics relevant to science as set out under each topic
- prepare for more advanced courses in science and for other courses that require knowledge of science.



ARABIC

for non-native speakers

Qualification: IGCSE Arabic
Exam Board: Pearson Edexcel

Course Structure:

The Pearson Pearson Edexcel IGCSE in Arabic consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Each paper is available at Foundation tier (grades 5 – 1) or Higher tier (grades 9 – 4). The use of dictionaries is not permitted.

Method of Assessment:

External Assessment: 4 Units
Paper 1: Listening and Understanding in Arabic - 25%

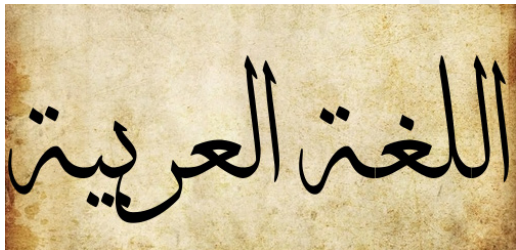
Paper 2: Speaking in Arabic - 25%
Paper 3: Reading and Understanding in Arabic– 25%
Paper 4: Writing in Arabic - 25%

Outline:

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Identity and Culture; Local Area, Holiday, Travel; School; Future Aspirations, Study and Work; International and Global Dimension.

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.



SPANISH

Qualification: IGCSE
Exam Board: Pearson Edexcel

Course Structure:

The Pearson Edexcel Level 1/Level 2 GCSE in Spanish (9-1) allows students to develop their ability to communicate with Spanish native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of Spanish-speaking communities and countries. Students will need to develop and use their knowledge and understanding of Spanish grammar progressively through their course of study.

Subject aims and learning objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Method of Assessment:

Listening	25%	Externally assessed
Speaking	25%	Internally assessed—externally moderated
Reading	25%	Externally assessed
Writing	25%	Externally assessed

Outline:

The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year.



Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

FRENCH

Qualification: IGCSE

Exam Board: Pearson Edexcel

Course Structure:

The Pearson Edexcel Level 1/Level 2 GCSE in French (9-1) allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries.



Subject aims and learning objectives

The aims and objectives of this qualification are to enable students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Themes and topics

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

Identity and culture

Local area, holiday and travel

School

Future aspirations, study and work

International and global dimension.

Method of Assessment (9-1):

Listening	25%	Externally assessed
Speaking	25%	Internally assessed—externally moderated
Reading	25%	Externally assessed
Writing	25%	Externally assessed

Outline:

This should allow students to develop:

- the ability to communicate effectively using the target language
- insights into the culture and society of countries where the language is spoken
- an awareness of the nature of language and language learning
- positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- an enjoyment and intellectual stimulation
- transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

OPTIONAL IGCSE SUBJECTS

ART AND DESIGN

Qualification: IGCSE
Exam Board: Pearson Edexcel

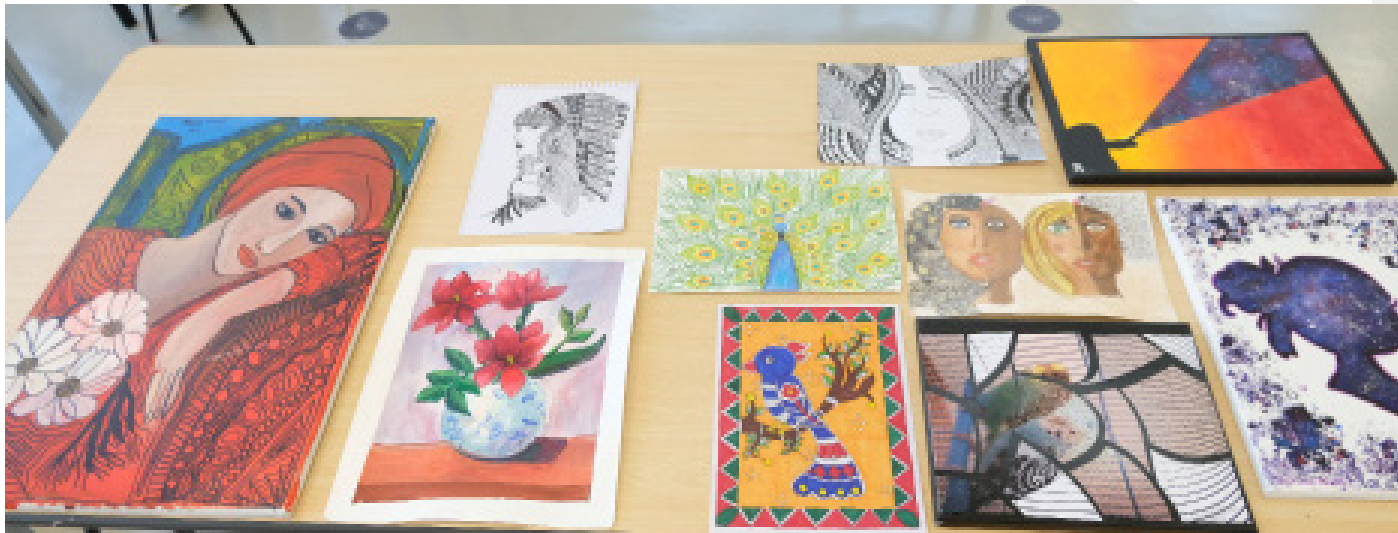
Course Structure:

This course encourages an adventurous and enquiring approach to Art and Design. The focus is on Art and Design practice and the integration of theory, knowledge and understanding to reach a personal response that embraces a range of ideas.

Method of Assessment:

Paper	Component	Weight	Method of assessment	Requirements
1	Unit 1 Personal portfolio of work	60%	Internally set and assessed	Must show evidence of all assessment objectives
2	Unit 2 Externally set Assignment (ESA)	40%	Externally set, Internally assessed, Externally moderated 20 hours preparatory period, 10 hours timed test	Must show evidence of all assessment objectives Assessment must include preparatory work

There are no tiered examination papers available for IGCSE Art.



Outline:

The main focus of the course builds on the students' practical artistic skills and abilities developed at KS3. Disciplines may include drawing and painting, printmaking, sculpture, textiles and photography.

Students develop a portfolio of work, including a sketchbook. This contains evidence of the development of students' ideas, including reference to the work of others, showing understanding of meanings, contexts and the ability to make skilled judgements.

In Year 10, students develop a series of coursework units covering work produced from activities, themes or projects. In Year 11, students complete a controlled assessment and an externally set assignment (ESA). The ESA takes the form of a themed paper being issued from the examination board, followed by a preparatory period of 20 hours. This is followed by a 10-hour timed test under examination conditions with timed sessions spread over two days.

The course will:

- encourage visual expression using a variety of media and an understanding of past and contemporary Art and Design practice
- extend creative skills for post 16 level that can lead onto foundation or degree courses in disciplines such as Fashion and Textiles Design, Graphics, Industrial Design, Animation, Illustration. Film, Photography, Digital Media and Fine Art
- provide possible career choices that need Art and Design skills, be it Graphic Designer, Product Design, Architecture, Digital/ Multi Media, Spatial Design, Photographer or Communication or Community Arts fields
- provide a critical appreciation of works of art through residential and educational visits to galleries during the course.

BUSINESS STUDIES

Qualification: IGCSE

Exam Board: Pearson Edexcel

Examination - two papers of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks – total of 80 marks in each paper therefore each paper is worth 50% of the total mark. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

Course Structure:

Business Studies involves discovering how businesses are set up, why they are set up, what they aim to achieve and how they do it. The course is designed to give students the ability to calculate and interpret business data, and the communication skills needed to support arguments with reasons. This enables them to analyse business situations across the world and reach decisions or judgements.

Most of us will have to work at some points in our lives and all of us are consumers. Business Studies investigates the main areas of business, what is involved in doing that type of work and how businesses persuade us to buy goods and services.

1 – Business activity and influences on business This section covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives.

2 – People in business This section looks at people in organisations, focusing on their roles, relationships and management in business.

3 – Business finance This section explores the use of accounting and financial information as an aid to decision making.

4 – Marketing This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

5 – Business operations This section examines the way organisations use and manage resources to produce goods and services.

Method of Assessment:

The examination for Paper 1 and Paper 2 can draw on the knowledge and understanding from across the entire specification content. The five sections of business content interrelate and can be applied to real-life business scenarios that cover both small and large businesses. Paper 1 will focus on a small business of up to 49 employees that has a local/national market. Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market.



Outline:

This course should enable students to:

- apply concepts learned on the course IGCSE course to real life situations giving them a better understanding of the actions their employers may take
- gain an insight into how businesses encourage us to buy their goods and services, questioning the ethics involved
- give a real international understanding which is so important for students in Dubai who may live, study and work around the world.

Qualification aims and objectives

The Pearson Edexcel International GCSE in Business qualification enables students to:

- develop an interest in and enthusiasm for the study of business
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- understand how the main types of business are organised, financed and operated
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses.

COMPUTER SCIENCE

Qualification: IGCSE
Exam board: Pearson Edexcel

Course Structure:

The course consists of six units:

- Topic 1 – Computational Thinking
- Topic 2 – Data
- Topic 3 – Computers
- Topic 4 – Networks
- Topic 5 – Issues and Impact
- Topic 6 – Problem solving with programming

Assessment:

The course contains two formal assessments.

Component 1: Principles of Computer Science

- A written examination: 1 hour and 30 minutes
- 75 marks
- 50% of the qualification

- understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- understanding of binary, data representation, data storage and compression.
- understanding of hardware and software components of computer systems and characteristics of programming languages.
- understanding of computer networks and network security.
- awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Component 2: Applications of Computational Thinking

- An on-screen assessment: 2 hours
- 75 marks
- 50% of the qualification

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs.
- This practical paper requires students to design, write, test and refine programs in order to solve problems.

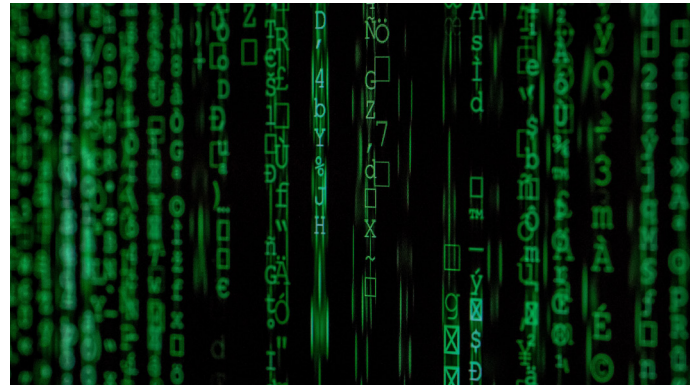
Outline:

The aims and objectives of this qualification are to enable students to understand and apply the fundamental principles and concepts of computer science, including abstraction,

decomposition, logic, algorithms, and data representation.

Students will learn to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

Key skills: think creatively, innovatively, analytically, logically and critically.



DRAMA

Qualification: GCSE

Examination Board: Pearson Edexcel

Qualification Aims and Objectives:

The aims and objectives of this qualification are to enable students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

Core Skills:

The core skills developed in this qualification are:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director
- the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts
- the ability to analyse and evaluate their own work and the work of others
- the ability to understand how performance texts can be interpreted and performed.

Method of Assessment:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Drama consists of two non-examination assessment components and one externally examined paper. Students must complete all assessment by May/June in any single year.

Outline:

Studying Drama gives you the chance to acquire fundamentally important transferable skills for tomorrow's workplace, including team work, leadership, creative thinking and emotional intelligence. In order to succeed in this subject, you need to be energetic, creative, a team player and a risk-taker.

Past pupils have gained entry to world class drama schools in the UK and America, as well as prestigious universities world-wide to pursue a variety of subjects. It is also useful for the study of Law, Psychology and Business, with more students gaining entry to Law Degrees if they have a Drama qualification.



ECONOMICS

Qualification: IGCSE

Exam Board: Pearson Edexcel

Course Structure:

The Economics course is based on how society tackles the problem of infinite demands and limited resources. Every individual would like a better car, house, clothes, and holidays, and all governments would like to spend unlimited amounts on health and education. In reality, this cannot happen. As a result, individuals and societies must make choices on how best to allocate their resources to maximise their satisfaction.



Unit 1

The Market System

Demand and supply

The role of the market in solving the economic problem

The labour market

Unit 2

Business Economics

Production

Competition

Public and private sectors

Unit 3

Government and the Economy

Macroeconomic objectives

Policies

Relationship between objectives and policies

Unit 4

The Global Economy

Globalisation

International trade

Exchange rates

Method of Assessment:

Students will sit one 2 ½ hour paper at the end of Year 11 allowing demonstration of knowledge and understanding of business in a truly international context.

There is no coursework. There are no tiered examination papers available for this course.

Outline:

This course should enable students to:

- begin to understand the background to current topical and geo-political issues
- develop an understanding of economic concepts and apply these concepts to real-life situations
- interpret and evaluate economic data in order to make reasoned arguments and informed decisions

- develop the ability to understand economic issues, problems and possible solutions that affect both poor and rich economies
- acquire the knowledge and understanding to become better informed citizens.

GEOGRAPHY

Qualification: IGCSE
Exam board: Pearson Edexcel

Course structure:

The Geography course consists of three externally examined papers:

Component 1: The Physical Environment

Component 2: The Human environment

Component 3: Geographical Investigations: Fieldwork and UK Challenges

The subject content sets out the knowledge, understanding and skills relevant to this qualification. Together with the assessment information it provides the framework within which centres create their programmes of study, so ensuring progression from Key Stage 3 national curriculum requirements and the possibilities for development into A Level.

Qualification aims and objectives

GCSE specifications for the discipline of geography give students the opportunity to understand more about the world, the challenges it faces and their place within it. This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

The aims and objectives of this qualification are to enable students to build on their Key Stage 3 knowledge and skills to:

- develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts (know geographical material)
- gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).

Outline:



IGCSE Geography allows students to develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world. There is also an opportunity to investigate a local issue and develop their geographical skills through fieldwork.

The subject content has been written so that each topic in Component 1 and 2 is introduced by way of a geographical overview before progressing into geographical depth. Geographical overview content aims to develop students' broad, holistic understanding of the topic theme at a larger scale. Geographical depth content aims to develop students' detailed knowledge and understanding of processes and interactions in a particular smaller scale place or context.

HISTORY

Qualification: IGCSE

Exam board: Pearson Edexcel

Course structure:

Paper 1: 60 marks in total (Studied in Y11)

Students will study two depth studies

The origins and course of the First World War, 1905–18

The establishment of the Weimar Republic and its early problems

The recovery of Germany, 1924–29

The rise of Hitler and the Nazis to January 1933

Nazi Germany 1933–39

Germany and the occupied territories during the Second World War



A World divided: superpower relations, 1943-72

- Reasons for the Cold War
- Early Developments in the Cold War, 1945-49
- The Cold War in the 1950s
- Three Crises: Berlin, Cuba, Czechoslovakia
- The Thaw and Détente, 1963-72

Paper 2: 60 marks in total

Students will study one historical investigation:

The origins and course of the First World War, 1905–18

- The alliance system and international rivalry, 1905–14
- The growth of tension in Europe, 1905–14
- The Schlieffen Plan and deadlock on the Western Front

- The war at sea and Gallipoli
- The defeat of Germany

Students will study one breadth study in change:

Changes in medicine c1848-c1948

- Changes in medical treatment and in the understanding of the cause of illness.
- Improvements in public health provision
- Changes in surgery
- The changing role of women in medicine
- The impact of war, science and technology on medicine.

Method of Assessment:

Assessed externally through two 90-minute examination papers, set and marked by Edexcel. The total number of raw marks available is 120. There is no controlled assessment or course work.

Outline:

This course will:

- enhance students' desire to learn about the past and to study History further
- provide opportunity to study History first hand with site visits
- develop further students' understanding of the modern world
- enable students to communicate their ideas and to express themselves clearly
- develop the skills that are crucial for History and the Humanities at IB level
- develop valuable everyday skills to enable students to work independently and as part of a team and to be able to analyse and evaluate information, being able to select evidence and use knowledge where appropriate and communicate findings effectively; these are all qualities which are attractive to potential employers
- Allow students to pursue courses in Higher Education that can lead to careers in accountancy, advertising, the armed services, business, heritage, law, media, publishing, teaching and many more.

PHYSICAL EDUCATION

Qualification: IGCSE

Exam Board: Edexcel

Content and assessment overview:

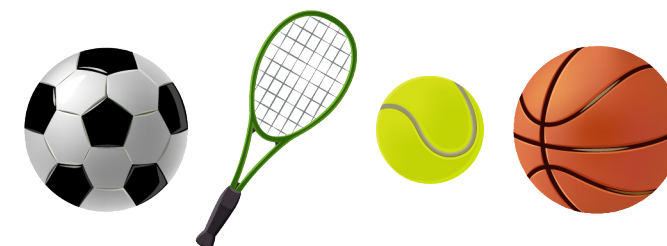
The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components.

Components 1 (Fitness and Body Systems) and 2 (Health and Performance) will be assessed in May/June in any single year.

Components 3 (Practical performance) and 4 (personal exercise program) may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing. Qualification aims and objectives The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and wellbeing
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.



INFORMATION & COMMUNICATION TECHNOLOGY

Qualification: IGCSE
Exam Board: Edexcel

Structure:

The Pearson Edexcel International GCSE in Information and Communication Technology (ICT) is a linear qualification. All papers must be taken at the end of the course of study.

Content: features a relevant and engaging body of content that has been updated to current standards.

Assessment: comprises both written and practical papers, allowing students to demonstrate and apply their knowledge and understanding of ICT.

Approach: building a foundation for students wishing to progress to the Pearson Edexcel International Advanced Level Applied ICT, or equivalent qualifications.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- explore how digital technology impacts on the lives of individuals, organisations and society
- learn about current and emerging digital technologies and the issues raised by their use in a range of contexts by individuals and organisations
- develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice
- broaden and enhance their ICT skills and capability
- work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts
- learn how to reflect critically on their own and others' use of ICT and how to adopt safe, secure and responsible practice.

Developing confident and competent ICT users – This qualification provides students with the opportunity of operating confidently in today's digital world. It is a useful, practical qualification which will provide skills needed in further education and work.

Providing students with relevant and transferable skills – Students will learn about topics ranging from digital devices and connectivity, safe and responsible practice, and understand the impact of internet on the way that organisations do business. They will be also be encouraged to practice using software applications effectively. A CBI and Pearson report on employability and skills in 2012 said that 'Many employers are also keen to see the government encouraging schools and colleges to strengthen technology skills amongst young people'

MUSIC

Qualification: GCSE
Exam Board: Edexcel

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Music consists of one externally examined paper and two non-examined assessments (NEA). Students must submit their non-examined assessments and complete the exam in May/June in any single year.

Component 1 = Performing 30%

Component 2 = Composing 30%

Component 3 = Appraising 40% written exam

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 qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, 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.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect on and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.