



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

IGCSE CURRICULUM & OPTIONS 2022-23





CONTENTS

03	Welcome from the Principal	18	Italian IGCSE
04	IGCSE Overview	19	Italian A Language and Literature Pre-IB
05	Subject Selection	20	Italian B Pre-IB
05	Top Tips for Choosing your Subjects	21	Latin IGCSE
06	English Language IGCSE	22	Spanish IGCSE
07	English Literature IGCSE	23	Computer Science IGCSE
08	Mathematics IGCSE	24	Design and Technology IGCSE
09	Biology IGCSE	25	Drama GCSE
10	Chemistry IGCSE	26	Fine Art GCSE
11	Physics IGCSE	27	Music GCSE
12	Geography IGCSE	28	PE IGCSE
13	History IGCSE	29	Citizenship
14	Chinese IGCSE	29	Core PE
15	English as an Additional Language (EAL)	30	PSHE Education
16	French IGCSE	31	The Duke of Edinburgh's International Award
17	German IGCSE		



WELCOME FROM THE PRINCIPAL

It gives me great pleasure to introduce you to our IGCSE programme.

As pupils here at St George's enter the IGCSE years they are given the opportunity, for the very first time in their school life, to 'tailor' their own curriculum to their unique set of interests, passions, aspirations and ambitions. This is the very first step the pupils will take on a road towards specialisation that will see them negotiate their IB years, university and a challenging and rewarding profession, before hopefully become true experts in their chosen fields.

This decision, therefore, represents an exciting time in the pupils' lives as they must reflect on who they are as an individual, where their talents lie and what they want to achieve in the future.

The transition from Key Stage 3 to IGCSE is an important one - the pupils will notice increased expectations on them both in terms of the work they are expected to produce and understand, and in terms of the independence and maturity that they are expected to demonstrate. Fortunately, the team here at St George's has a great deal of experience of this process, and the IGCSE results the team has achieved for its pupils are comparable with the leading independent schools in the United Kingdom,



many of which are more academically selective than St George's.

Led by the Head of Senior School, Mary-Clare Startin, and overseen by the Head of Upper School Mr John Talbot, pupils are further supported by the Heads of Year 10 and Year 11 respectively, as well as their form tutor.

If you have any questions about the IGCSEs or would like to know more than that which can be summarised in the pages of a document of this nature, the team are more than happy to meet with you to go through your queries in more detail.

David Tongue
Principal



IGCSE OVERVIEW

During Key Stage 4 (Years 10-11) the majority of St George's pupils will study ten GCSE/IGCSE subjects: English Language, English Literature, Mathematics, Biology, Chemistry, Physics and four optional subjects, which include History and/or Geography and a foreign language.

GCSEs (General Certificates of Secondary Education) are the main qualifications taken by 14- to 16-year-olds in the UK and have been used as a benchmark to judge student ability for more than 35 years. They are also available to British international schools, as are IGCSEs (International GCSEs), their international equivalents.

The two main awarding bodies for GCSEs and IGCSEs are Pearson Edexcel and Cambridge Assessment International Education. (I)GCSEs are linear qualifications, meaning that students take all of the exams at the end of the course. Both sets of qualifications are widely recognised by higher education institutions and employers around the world as evidence of academic ability, and provide a very good foundation for the International Baccalaureate Diploma Programme which is studied during Key Stage 5 (Years 12-13).

All (I)GCSEs are assessed using a numerical scale from 9-1 (with 9 being the highest grade) with the exception of Latin, which is assessed using the legacy A*-G scale.

	New grading structure	Old grading structure
The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.	9	A*
	8	
The bottom of the grade 7 aligns with the bottom of the grade A.	7	A
	6	B
There's a greater differentiation in the middle of the scale, with grades 6, 5 and 4 being equivalent to the old grades B and C.	5	
	4	C
The bottom of the grade 4 aligns with the bottom of the grade C.	3	D
	2	E
The bottom of the grade 1 aligns with the bottom of the grade G.	1	F
		G
	U	U

All (I)GCSE subjects are now assessed using the new 9-1 grading structure, replacing the old A*-G system.

Please refer to the table for a comparison of the two scales.

Grade 9 is more challenging to achieve than the A* grade from the previous grading structure, and is designed to recognise the very highest performing pupils.

The bottom of the grade 7 aligns with the bottom of the grade A; the bottom of the grade 4 aligns with the bottom of the grade C; and the bottom of the grade 1 aligns with the bottom of the grade G.



SUBJECT SELECTION

Following the Year 9 Options Evening in March pupils must choose their '**Options**'. Some subjects are **compulsory** and are studied by all pupils.

These are:

- English Language ▪ English Literature
- Mathematics ▪ Biology
- Chemistry ▪ Physics

We expect the majority of pupils to be entered for three separate science IGCSE examinations. Some pupils may be entered instead for the Double Award in Science, equivalent to two IGCSEs. A small number of EAL (English as an Additional Language) pupils may follow the English Language IGCSE only, enabling further tailored language support to be provided.

Pupils must also choose **at least** one language, **at least** one humanities subject and two other subjects. The two subjects can be chosen from languages, humanities or the other subjects offered. Pupils are strongly advised to continue the language that they have been studying in Year 9.

Humanities subjects offered are:

- Geography
- History

Language subjects offered are:

- Chinese
- French
- German
- Italian IGCSE
- Italian A Language and Literature (pre-IB)
- Italian B (pre-IB)
- Latin
- Spanish (IGCSE course for complete beginners)

Other subjects offered are:

- Fine Art
- Computer Science
- Design and Technology
- Drama
- Music
- PE IGCSE

The running of any course depends upon the number of pupils opting for the subject and the constraints of the timetable. In addition to their IGCSE courses, pupils also participate in Personal, Social, Health and Economic (PSHE) Education, as well as Citizenship and Core PE sessions. Although these areas are not examined, they form a vital part of our curriculum.

What follows is a brief description of the subjects available. They are organised into compulsory and optional subjects.

TOP TIPS FOR CHOOSING YOUR SUBJECTS

- **Do** choose subjects which you like.
- **Do** choose subjects at which you are successful.
- **Do** choose subjects which you may need for a career or further education.
- **Do** find out everything that you can about the subject before you choose it. Once you have started a subject we expect you to stick with it for two years.
- **Do** talk to the people who know you.
- **Do** listen to the advice your subject teachers give you.
- **Do** use the Unifrog Subjects and Careers Libraries as well as the Read, Watch Listen app to explore potential pathways
- **Do not** choose a subject because you think it will be easy.
- **Do not** choose a subject just because your friend has chosen it.
- **Do not** choose a subject just because you like a particular teacher, they may not end up teaching you.



ENGLISH LANGUAGE IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4EA1

Overview

English Language is an essential subject and relates to everything else you study in school.

The study of English helps pupils to develop the skills necessary to read closely for understanding, think critically about texts and consider how writers use language. Not only will this help pupils to interpret a range of challenging texts, but it will also provide good models for their own writing and oral work. During the two years, pupils will work on increasing their accuracy and develop their vocabulary in order to communicate clearly, concisely and persuasively, adapting their style to suit different audiences and to achieve a multitude of purposes.

Pupils will study an anthology of high quality non-fiction texts alongside developing their own transactional writing skills for the examination. They will also explore a selection of poetry and prose fiction and write imaginatively in a range of forms for their coursework.

NB. For pupils who are still developing their English skills, there is the option to only study English Language, rather than taking both English Language and English Literature. This decision will be taken on a case-by-case basis.

Assessment

The course is assessed through two pieces of coursework worth 40% of the final grade and one examination paper worth 60%.

Future Pathways

As all pupils must take an English course at IB level at St George's, achieving at least a grade 4 at IGCSE is an important stepping stone towards the Diploma.

English is probably one of the most versatile subjects that can be studied and is valued by all admissions departments and for all courses. Communication skills underpin everything, whether it is medicine, law, architecture, journalism, diplomacy, politics or business.





ENGLISH LITERATURE IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4ET1

Overview

By studying literature, pupils study life as it is experienced by people from different times and cultures! Through the eyes of poets, playwrights and novelists, pupils will engage with a range of different ideas about our shared world. They will be asked to respond to the texts we read, interpret them and offer opinions. In addition, pupils will learn to appreciate the ways in which the writers studied achieve their literary effects. Finally, the course equips pupils to find enjoyment in reading literature as well as to understand its influence on individuals and societies.

During the course, pupils will study two plays: one from the twentieth century and one by Shakespeare. They will also cover a diverse selection of poetry and a modern novel, as well as developing the skills needed to respond to an unseen text in the examination.

Assessment

The course is assessed through two pieces of coursework worth 40% of the final grade and one examination paper worth 60%.

Future Pathways

English is a compulsory subject at IB level at St George's and all courses involve elements of literary appreciation and analysis. Achieving at least a grade 4 is an important step towards future success at IB Diploma level.

Being able to read closely and infer meaning will also help pupils with any subject that requires analysis of texts. As well as being strong preparation for the study of Literature at a higher level, whether in English or another language, this subject is also useful for future study of subjects such as history, law, business, philosophy, sociology and anything that involves thinking about human behaviour and development.





MATHEMATICS

IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4MA1

Overview

IGCSE Maths is designed to meet the needs of pupils of all abilities as they explore the key areas of arithmetic, algebra, geometry and handling data. Pupils will learn to use numerical skills both in a purely mathematical way and in real life situations, to use algebra to set up and solve problems, to construct and use graphs of functions, and to use geometrical properties of angles and shapes. They will develop a range of statistical techniques, solve probability questions and learn to use calculators effectively when solving more demanding problems.

All pupils follow the Edexcel IGCSE 9-1 course, although different emphasis is placed on topics in different sets. In each set the teacher builds on the prior knowledge of each pupil to develop their mathematical skills and problem solving. The majority of pupils are entered for the Higher Tier Exam, unless there is an indication that entry into the Foundation Tier will produce a better outcome (this decision is made after the mock exams at the latest in consultation between teacher, parent and the Head of Maths). The more able mathematicians are taught material outside of the syllabus in order to prepare them for IB Mathematics at Higher Level, and help them to assess whether they will enjoy that level of mathematics.

Pupils are expected to bring their own TI-84 Plus CE-T calculator to every lesson, together with the rest of their equipment.

Assessment

For all pupils the final assessment consists of two 2-hour written examination papers (worth 50% each) where calculators are allowed; there is no coursework component. Students sit the two examinations at the end of Year 11 in the May-June IGCSE session.

As an optional exam, set 1 pupils can also take the Pure Mathematics 1 examination in Year 11 in the January examination session. This is a one and half-hour written examination paper where scientific calculators are allowed.

Future Pathways

IGCSE Mathematics is an essential component in preparing for success at the IB where all pupils must take a mathematics course. A Grade 4 or above in IGCSE Mathematics will be required for entrance to all UK universities.

Pure Mathematics 1 is an essential component in preparing for success at the IB Mathematics Higher level courses.





BIOLOGY

IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4BI1

Overview

Biology is the study of living organisms and their structure, life cycles, adaptations and environment. The course is wide-ranging and pupils will study aspects of both human and plant biology in the different units. The course begins with the study of key biological concepts such as cells and transport in and out of cells. It then goes on to look at human and plant systems, DNA and inheritance and the use of biology in the food industry.

Biology is a fascinating and highly relevant course of study. Biologists are involved in answering current key questions regarding famine and farming, global health and the future of our planet. As the IGCSE course progresses, pupils will explore how the body defends itself against disease, how humans impact upon the environment and how health can be maintained.

Investigative and analytical skills are essential in this course. Each cycle, pupils will work with others to carry out or design investigations, and will learn to effectively analyse and evaluate their results and to present their findings accurately.

Assessment

The course is assessed through final written examinations. There is no coursework component to this course.

Future Pathways

As with the other sciences, Biology helps pupils to build up research, problem solving, organisation and analytical skills. These skills are useful in scientific and non-scientific courses of study.





CHEMISTRY

IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4CH1

Overview

Chemistry is about the materials everything is made up of. Chemists have changed our world and transformed every aspect of our daily lives. By studying Chemistry, pupils will be challenged, inspired and stimulated. They will be encouraged to develop scientific thinking and increase their depth of knowledge of the subject.

Even though only a small number will become professional scientists, all of us need to be able to cope with the science that shapes our lives. The study of Chemistry will increase the understanding of materials in every sector of everyday life, from medicines to fuels.

The aim of this course is to:

- Learn about patterns and themes of chemistry.
- Appreciate the practical nature of chemistry by acquiring safe experimental and investigative skills.
- Form hypotheses.
- Develop a logical approach to problem solving.
- Understand the importance of chemistry from a worldwide sense.

The course directly follows on from the key stage three course. Topics covered include Principles of Chemistry, Inorganic Chemistry, Organic Chemistry and Physical Chemistry. It also looks at how chemists have an appreciation of social, industrial, technological, environmental and economic consequences for the whole community. Lessons will include a mixture of theory, problem solving and practical based work. The course also requires a basic competency in algebra, manipulating equations and a good level of general numeracy.

Assessment

The course is assessed through a final examination consisting of two papers. There is no course-work component to this course.

Future Pathways

Chemistry helps to develop skills in analysing, problem solving, logical reasoning and researching. IGCSE Chemistry also helps set a strong foundation for further study in Chemistry and a range of other subjects. The study of Chemistry often leads to careers in engineering, medicine and forensic science.





PHYSICS

IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4PH1

Overview

IGCSE Physics seeks to inform pupils about the universe, from the very small (atomic) to the very large (astronomical), taking in more familiar areas of investigation along the way such as how rockets work, insulators and conductors, how cameras use light waves and why magnets are used in motors.

Lessons are interactive and include investigation and plenty of experimentation. Pupils will use ICT not just for web-related research but also for experimentation with high-speed data-logging and analysis. The topics studied are Forces and Motion, Astronomy, Electricity, Waves, Energy, Solids Liquids and Gases, Magnetism and Atomic Physics. Pupils on this course will gain skills in experimental methods, where they will be able to collect and appraise data and develop reasoned thinking and critical appraisal of scientific arguments. Some mathematical skill is required but the emphasis of the course is on Physics as an experimental science.

Assessment

The course is assessed through a final examination consisting of two papers. There is no coursework component to this course.

Future Pathways

Naturally, IGCSE Physics supports the study of IB Physics. It also builds very useful scientific skills for the other IB science courses. Even for pupils who are not aiming at a science-related career, the IGCSE Physics course contains much of interest to the citizen-scientist and pupils will be well informed about the frontiers of current Physics research from this study.





GEOGRAPHY

IGCSE

Humanities Option | Exam Board: Cambridge Assessment International | Syllabus Code: 0976

Overview

Geography is known as an 'umbrella subject' and geographers learn skills that can be applied to all subject areas. Pupils will learn an equal balance of human and physical geography, including topics such as the environmental impact of development and hazards - topics which are at the forefront of our planet's future. They will be developed as autonomous learners and, by the end of the course, will be able to plan, manage, lead and conclude investigations with minimal guidance from teachers.

Pupils will use technology that is at the forefront of geography's growing importance such as GIS (Geographical Information Systems), which are used by planners, developers, political groups and military organisations to lay digital data over geographical information. They will also develop and embed mathematical, aural, literacy and debating skills.

The internal assessment required by the course allows pupils to exhibit their skills and knowledge through an extended investigation which also involves an overnight fieldtrip to the investigation site, currently in Abruzzo.

Assessment

Paper 1: Short answer questions and case study knowledge.

Paper 2: Skills papers based on map work, graph interpretation and application of skills. Internal

Internal Assessment: A short project completed in Year 10 and improved in Year 11.

Future Pathways

IGCSE Geography helps to develop skills that can be applied to all subjects, including TOK and the Extended Essay, which are compulsory elements of the IB. Geography is a very popular choice at university as it allows progression into diverse careers, from hazard mitigation to governmental advisor. Geographers are seen as amongst the most skilled graduates.





HISTORY

IGCSE

Humanities Option | Exam Board: Edexcel | Syllabus Code: 4HI1

Overview

The IGCSE History course is specifically designed for pupils in International schools and continues to build on the skills already acquired during Key Stage 3. The aim during the course is to further develop the skills of analysis, document interpretation and deployment of knowledge, to enable pupils to arrive at their own judgments about issues from the past.

Assessment

All assessment of this course is externally examined. There is no coursework. There are two 90-minute exam papers which will assess knowledge and understanding of the following topics:

- Development of Dictatorship: Germany 1918-1945
- A World Divided: Superpower Relations 1945-62
- History of the USA 1918-1941
- The Changing Role of International Organisations: The League of Nations and UN 1919-2011

The exam papers will focus on the following skills:

- The recollection, selection and deployment of knowledge.
- The understanding and evaluation of historical sources in context.
- The comprehension, analysis and evaluation of how and why events, people, situations and change have been interpreted and represented.

Future Pathways

Approximately 50% of St George's pupils who study IGCSE History go on to study History at IB level. Looking further ahead, studying History at university provides a student with skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a valuable skillset for pupils, but it also keeps career options open. Any career that rewards clear thinking, good writing, articulate speaking and the ability to ask and answer complicated questions about how the world works will be open to a student of history.





CHINESE IGCSE

Languages Option | Exam Board: Edexcel | Syllabus Code: 4CN1

Overview

Chinese IGCSE is for pupils who have at least two years of previous knowledge of the language. The aim of the course is to develop pupils' understanding of the written and spoken forms of the Chinese language in simplified characters; this is the official Chinese language, as opposed to Cantonese, which uses the traditional character form. Through a range of activities encompassing the four skills of reading, writing, listening and speaking, pupils will learn to communicate effectively in the target language. Topics covered by the course include home and family, hobbies and food, school and future plans.

Assessment

The Chinese exam consists of three externally assessed papers. There is no coursework component to this course.

Paper 1 (25%): Listening

Paper 2 (50%): Reading and Writing

Paper 3 (25%): Speaking

Future Pathways

Pupils will also learn about Chinese culture and civilisation through a series of meaningful experiences, all the while acquiring the grammatical knowledge for further study of the language at IB level (Chinese B). Those who decide not to continue studying Chinese will have acquired a good level of proficiency in the written and spoken language. All will be useful assets in future studies and employment, as China boasts the second fastest-growing economy in the world. Knowledge of Chinese language and culture is a valuable asset for careers in business, diplomacy, engineering, humanities, law, philosophy, political science, technology and computer science, art history and religious studies.





Overview

In the five lessons per cycle, pupils will work through consolidating the four skills of reading, writing, speaking and listening by engaging in small group activities. Grammar work is tailored to language needs of writing coherently and concisely, with the support of the Cambridge ESL Corpus of Common Mistakes. Oracy is the foundation for building second language proficiency, and a prerequisite in each lesson to support writing activities. Pupils will be guided in transactional writing, sentence construction - through editing strategies and language enhancement - and dictations as an analytical approach to the Anthology texts.

Assessment

Future Pathways

ORACY = Proficiency in oral Expression & Comprehension

Physical Skills

- Fluency & pace of speaking
- Tone variation
- Clarity of pronunciation
- Voice projection
- Posture
- Hand gestures
- Facial expression
- Eye contact

Linguistic Skills

- Appropriate vocabulary choice
- Register
- Grammar
- Metaphors & similes
- Irony
- Humour

Cognitive Skill

- Choice of content
- Building on others' views
- Organisation of talk
- Clarifying through questioning
- Summarising
- Giving reasons to support views
- Examining ideas expressed

Social BE emotional Skills

- Guiding interactions
- Taking turns
- Listening actively
- Responding appropriately
- Self-assurance
- Liveness and flair
- Taking account of level of understanding of the audience

Talking better

- Plan the most effective way to structure your ideas
- Choose your words carefully to suit your audience and purpose
- Vary your volume, pace, intonation and body language
- Take account of what others say before replying
- Ask questions to extend thinking and generate new questions
- Speak formally if the situation requires it
- Rebuttal and refine

EAL ORACY WALL

Rules for talk

- Respect each other's opinions
- Don't raise a voice
- Don't yell or shout
- Don't interrupt
- Don't copy what you hear
- Build on what others say
- Support and include each other
- Try to come up with something new
- Try to make your own contribution
- Be honest about what you think

Listening

- Pay attention to what is being said
- Listen for the main point
- Listen for the speaker's tone of voice
- Listen for the speaker's body language
- Listen for the speaker's facial expression
- Listen for the speaker's eye contact
- Listen for the speaker's hand gestures
- Listen for the speaker's foot position
- Listen for the speaker's posture
- Listen for the speaker's breathing
- Listen for the speaker's heartbeat
- Listen for the speaker's blood pressure
- Listen for the speaker's cholesterol level
- Listen for the speaker's glucose levels
- Listen for the speaker's vitamin levels
- Listen for the speaker's mineral levels
- Listen for the speaker's hormone levels
- Listen for the speaker's enzyme levels
- Listen for the speaker's antibody levels
- Listen for the speaker's neurotransmitter levels
- Listen for the speaker's cytokine levels
- Listen for the speaker's chemokine levels
- Listen for the speaker's growth factor levels
- Listen for the speaker's cytokine receptor levels
- Listen for the speaker's chemokine receptor levels
- Listen for the speaker's growth factor receptor levels
- Listen for the speaker's cytokine receptor ligand levels
- Listen for the speaker's chemokine receptor ligand levels
- Listen for the speaker's growth factor receptor ligand levels

Thinking

- Think about what is being said
- Think about the speaker's intention
- Think about the speaker's perspective
- Think about the speaker's bias
- Think about the speaker's agenda
- Think about the speaker's motives
- Think about the speaker's values
- Think about the speaker's beliefs
- Think about the speaker's attitudes
- Think about the speaker's emotions
- Think about the speaker's personality
- Think about the speaker's character
- Think about the speaker's reputation
- Think about the speaker's status
- Think about the speaker's power
- Think about the speaker's influence
- Think about the speaker's authority
- Think about the speaker's expertise
- Think about the speaker's knowledge
- Think about the speaker's experience
- Think about the speaker's education
- Think about the speaker's training
- Think about the speaker's qualifications
- Think about the speaker's credentials
- Think about the speaker's references
- Think about the speaker's testimonials
- Think about the speaker's reviews
- Think about the speaker's ratings
- Think about the speaker's scores
- Think about the speaker's grades
- Think about the speaker's marks
- Think about the speaker's results
- Think about the speaker's achievements
- Think about the speaker's accomplishments
- Think about the speaker's successes
- Think about the speaker's triumphs
- Think about the speaker's victories
- Think about the speaker's conquests
- Think about the speaker's exploits
- Think about the speaker's adventures
- Think about the speaker's journeys
- Think about the speaker's travels
- Think about the speaker's wanderings
- Think about the speaker's peregrinations
- Think about the speaker's excursions
- Think about the speaker's expeditions
- Think about the speaker's ventures
- Think about the speaker's enterprises
- Think about the speaker's undertakings
- Think about the speaker's assignments
- Think about the speaker's commissions
- Think about the speaker's mandates
- Think about the speaker's decrees
- Think about the speaker's edicts
- Think about the speaker's ordinances
- Think about the speaker's resolutions
- Think about the speaker's orders
- Think about the speaker's commands
- Think about the speaker's injunctions
- Think about the speaker's prohibitions
- Think about the speaker's interdictions
- Think about the speaker's excommunications
- Think about the speaker's censures
- Think about the speaker's rebukes
- Think about the speaker's reprimands
- Think about the speaker's admonitions
- Think about the speaker's warnings
- Think about the speaker's cautions
- Think about the speaker's alerts
- Think about the speaker's notices
- Think about the speaker's announcements
- Think about the speaker's disclosures
- Think about the speaker's revelations
- Think about the speaker's disclosures
- Think about the speaker's confessions
- Think about the speaker's admissions
- Think about the speaker's acknowledgments
- Think about the speaker's recognitions
- Think about the speaker's appreciations
- Think about the speaker's acknowledgments
- Think about the speaker's congratulations
- Think about the speaker's commendations
- Think about the speaker's praises
- Think about the speaker's compliments
- Think about the speaker's accolades
- Think about the speaker's honors
- Think about the speaker's awards
- Think about the speaker's prizes
- Think about the speaker's trophies
- Think about the speaker's medals
- Think about the speaker's emblems
- Think about the speaker's insignias
- Think about the speaker's crests
- Think about the speaker's coats of arms
- Think about the speaker's banners
- Think about the speaker's flags
- Think about the speaker's pennants
- Think about the speaker's streamers
- Think about the speaker's bunting
- Think about the speaker's decorations
- Think about the speaker's ornaments
- Think about the speaker's trappings
- Think about the speaker's accoutrements
- Think about the speaker's habiliments
- Think about the speaker's vestments
- Think about the speaker's garments
- Think about the speaker's apparel
- Think about the speaker's dress
- Think about the speaker's attire
- Think about the speaker's costume
- Think about the speaker's outfit
- Think about the speaker's ensemble
- Think about the speaker's look
- Think about the speaker's appearance
- Think about the speaker's presentation
- Think about the speaker's demeanor
- Think about the speaker's bearing
- Think about the speaker's deportment
- Think about the speaker's conduct
- Think about the speaker's behavior
- Think about the speaker's actions
- Think about the speaker's deeds
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- Think about the speaker's exploits
- Think about the speaker's adventures
- Think about the speaker's journeys
- Think about the speaker's travels
- Think about the speaker's wanderings
- Think about the speaker's peregrinations
- Think about the speaker's excursions
- Think about the speaker's expeditions
- Think about the speaker's ventures
- Think about the speaker's enterprises
- Think about the speaker's undertakings
- Think about the speaker's assignments
- Think about the speaker's commissions
- Think about the speaker's mandates
- Think about the speaker's decrees
- Think about the speaker's edicts
- Think about the speaker's ordinances
- Think about the speaker's resolutions
- Think about the speaker's orders
- Think about the speaker's commands
- Think about the speaker's injunctions
- Think about the speaker's prohibitions
- Think about the speaker's interdictions
- Think about the speaker's excommunications
- Think about the speaker's censures
- Think about the speaker's rebukes
- Think about the speaker's reprimands
- Think about the speaker



FRENCH IGCSE

Languages Option | Exam Board: Edexcel | Syllabus Code: 4FR1

Overview

IGCSE French is for pupils who already have at least one year of previous study of the language. We follow the Edexcel course (syllabus code: 4FR1).

The course aims to develop an ability to use the French language for practical communication, as well as a strong grounding in the grammatical structures. It will enable pupils to acquire the skills required for further study of the language and also to develop an understanding of the culture and civilisation of Francophone countries. The course concentrates on authentic situations to allow pupils to practise the four different skills (reading, writing, listening and speaking) and covers topics such as home and family, holidays, school and future plans, trips abroad and daily life. At the end of Year 11, pupils will be assessed in all four skills.

Pupils with a higher level of language proficiency may be able to take their IGCSE exam at the end of Year 10, and will then be offered a specific provision in preparation for the French B HL course in the IB.

Assessment

The French IGCSE examination consists of three externally assessed papers. There is no coursework component to this course.

Paper 1 (25%): Listening (5 questions - a mix of open and closed questions)

Paper 2 (50%): Reading (5 questions - a mix of open and closed questions)

Writing (2 questions, maximum length 150 words and one grammar gap-fill activity)

Paper 3 (25%): Speaking (a ten minute exam which includes presentation of a photo and general conversation questions. The exam, which is conducted with a teacher in school, is recorded and then assessed by Edexcel)

Future Pathways

Following the IGCSE course in French facilitates continued studies of French as part of the IB programme, at either SL or HL. Pupils may go on to study French related programmes at degree level in universities around the world. Knowledge of another language is extremely useful in the workplace and having qualifications in French will support many different career pathways. Pupils will also be able to communicate with other French speakers around the world and enjoy speaking French when visiting other countries.





GERMAN IGCSE

Languages Option | Exam Board: Edexcel | Syllabus Code: 4GN1

Overview

German IGCSE is designed for pupils who have at least two years' previous study of the language. The course aims to develop the ability to use the German language for practical communication. It enables pupils to acquire the skills required for further study of the language and also to develop an understanding of the culture and civilisation of German speaking countries. The course concentrates on authentic situations to allow pupils to practise the four different skills (reading, writing, listening and speaking) and covers topics such as home and family, holidays, school and future plans, trips abroad and daily life.

Assessment

The exam consists of three external assessments.

Paper 1 (25%): this paper assesses listening skills across five topic areas

Paper 2 (50%): this paper assesses reading and writing skills in separate sections across five topic areas.

Paper 3 (25%): this paper assesses speaking skills across five topic areas. The assessment time is 8-10 minutes.

Future Pathways

Pupils who successfully complete this course will be able to continue their studies as part of the IB programme, at either Higher or Standard level. They may go on to study German related programmes at degree level in universities around the world. Knowledge of another language is extremely useful in the work place and having qualifications in German will support many different career pathways. Pupils will also be able to communicate with other German speakers around the world and enjoy speaking German when visiting other countries.





ITALIAN IGCSE

Languages Option | Exam Board: Cambridge Assessment International | Syllabus Code: 7164

Overview

The Italian GCSE course is designed for pupils who have no prior knowledge of Italian or who have recently joined the school. During the course, participants will develop their ability to use the language for purposes of practical communication, acquire the skills required for further study, and develop an understanding of the culture and civilisation of other countries. The course concentrates on authentic situations to practise the four different skills (reading, writing, listening and speaking) and covers topics such as everyday activities, personal and social life, the world around us, the world of work, the international world. All themes and topics will be studied in the context of both the home country and that of the countries and communities where Italian is spoken.

From June 2021 the syllabus was updated, and will develop language proficiency at Level A2 with elements of B1 of the Common European Framework of Reference for Languages. During the course, pupils will be exposed to material related to Italian culture such as articles, films, songs, and short stories.

Assessment

The Italian IGCSE consists of four separate papers: Listening, Speaking, Reading and Writing.

Examinations:

25% Listening Paper

25% Speaking

25% Reading Paper

25% Writing Paper

Future Pathways

At the end of this course, pupils may continue studying Italian B at Standard level in the IB Programme, if they have achieved a level 9. Those who decide not to continue studying Italian will have acquired a good level of proficiency in written and spoken language, which will be useful in their everyday life in Italy.





ITALIAN A LANGUAGE AND LITERATURE PRE-IB

Languages Option | Internal Assessment

Overview

This course is for pupils whose first language is Italian, or bilingual pupils with a high proficiency in the written and spoken language. It is designed for pupils who plan to study Italian as a first language at IB level (known as Italian A: Literature or Language and Literature). It is also for those who will not continue with Italian A in the IB but would like the opportunity to expand their knowledge of Italian language and literature through the analysis of different texts, and be exposed to different literary genres. The course is organised in broad topics per term, tackled through the parallel study of literary and non literary texts. Students are also exposed to the main stylistic features of different literary genres and start to apply their knowledge in the analysis and interpretation of the theme and message of the texts.

Assessment

Over the two years, pupils will study a minimum of four works, including novels, poetry, drama and other non-literary texts like advertisements, articles, visual texts, speeches, films, etc. At the end of Year 10 and Year 11 pupils will be assessed internally according to criteria published by the International Baccalaureate. **Please note that this is a non-exam course**, which is graded using the IB scale, from 1 (lowest) to 7 (highest).

Future Pathways

The aim of the course is to develop a personal involvement and a more mature approach towards reading and analysing different types of texts. Pupils will be introduced to the techniques of literary criticism and will develop their ability to use language in a variety of contexts, principally as a vehicle for expressing ideas and responding critically (both in written and oral form) to literary and not literary texts. At the end of the course, pupils will continue studying Italian A SL or HL at IB. Those who decide not to continue studying Italian will have acquired a good knowledge of Italian culture, language and literature throughout the centuries, and sound analytical and interpretation skills.





ITALIAN B PRE-IB

Languages Option | Internal Assessment

Overview

This course is designed for pupils who have obtained at least a level 8 in IGCSE Italian in Year 9 and who wish to improve their knowledge of the language and culture. It offers an excellent foundation for non-native pupils who wish to study Italian as a Language B at IB Standard or Higher level.

The topics covered in this course mirror the IB Language B syllabus: identities (lifestyles, health and wellbeing), experiences (leisure activities, holidays and travel, customs and traditions), human ingenuity (entertainment, communication and media, technology), social organisation (education, relationships, the working world) and sharing the planet (the environment, equality and globalisation). Pupils will be exposed to different types of texts (articles, videos, films, songs, short stories, blogs, web pages, etc.), which they will read and share opinions on, through speaking and writing. They will learn to write different types of texts, becoming familiar with the target audience and main stylistic devices of the texts. Moreover, they will study in detail an Italian book, focusing on its themes and characters.

The course aims to develop and provide a deeper awareness of vocabulary, idiomatic structures and grammar, in order to acquire a more advanced level of proficiency, as well as enriching the cultural knowledge of Italy and the target language.

By the end of the course, students should be able to reach the level B1 (with some elements of B2) of the Common European Framework of Languages.

Assessment

At the end of Year 10 and Year 11, pupils will be assessed internally according to criteria published by the International Baccalaureate. **Please note that this is a non-exam course**, which is graded using the IB scale, from 1 (lowest) to 7 (highest).

Future Pathways

At the end of this course, pupils could continue studying IB Italian B, either at Standard level or Higher level (if they have reached at least a grade 6 at the end of Year 11), in the IB. Those who decide not to continue studying Italian will have acquired a very good level of proficiency of the written and spoken language, which will be useful in their everyday life in Italy.





LATIN IGCSE

Languages Option | Exam Board: Cambridge Assessment International | Syllabus Code: 0480

Overview

Latin IGCSE is for pupils who have already undertaken at least two years prior study of the language. The Cambridge IGCSE Latin syllabus places equal emphasis on the study of the Latin language and the study of Latin prose and verse literature in its social and historical context.

This Latin syllabus aims to develop the ability to understand Latin vocabulary, morphology and syntax, and to read, understand and appreciate some of the best of Latin literature. Between 2023-2025 the prescribed texts for Paper 2 are an extract from Virgil's Aeneid Book 3 (lines 209–277 and lines 588–691), one of the greatest Latin epic poems, written to celebrate the glory of Rome and its noble origin; and from “Introducing Cicero”, Chapter 2 “A Useful Lesson” and Chapter 5 “Theft from Segesta”. Thanks to this course, you will develop an analytical approach to learning language, and be better equipped to compare the structure of Latin with those of other languages, as well as be able to recognise the impact of Latin on modern English. The course also encourages you to develop an appreciation of literature, both in terms of content and style, together with social and historical contexts as you will have a better understanding of some of the elements of Roman civilization and of the attitudes of people of a different time and culture, while considering the legacy of Rome to the modern world.

Assessment

Candidates take two compulsory components (1 hour and 30 mins each):

Paper 1 (50%) – Prose- two sections:

Section 1: translation of an unseen Latin text into English (approx. 120 words in length) Section 2: comprehension questions on another unseen Latin text

Paper 2 (50%) Literature:

Two passages from each of the prescribed texts with questions on each passage to test comprehension, translation, scansion and appreciation of the literature. The aim of these questions is to show understanding of the literature, with reference to its subject matter, genre, metre and background. In addition, the questions test candidates' ability to translate the text.

Future Pathways

Cambridge IGCSE is accepted by universities and employers worldwide as proof of knowledge and understanding of Latin language and literature.





SPANISH

IGCSE

Languages Option | Exam Board: Edexcel | Syllabus Code: 4SP1

Overview

IGCSE Spanish is for pupils who are complete beginners in the language. It is a fast paced course in which students start Spanish from the basics and go on to cover the whole IGCSE syllabus in two years. Please note that this course is not appropriate for pupils that already have some level of proficiency in the language. In these cases, students can take the IGCSE exam independently if they wish to, but not as their timetabled language of choice.

The IGCSE course aims to develop the ability to use the Spanish language for practical communication. The course will enable pupils to acquire the skills required for further study of the language and also to develop an understanding of the culture and civilisation of Spanish speaking countries. The course concentrates on authentic situations to allow pupils to practise the four different skills (reading, writing, listening and speaking) and covers topics such as home and family, holidays, school and future plans, trips abroad and daily life.

Assessment

The Spanish IGCSE examination consists of three externally assessed papers. There is no coursework component to this course.

Paper 1 (25%): Listening

Paper 2 (50%): Reading and Writing

Paper 3 (25%): Speaking

Future Pathways

At the end of this course, pupils may progress to studying Spanish B at Standard or Higher level as part of the IB programme. As a global language of communication, fluency in Spanish is an invaluable asset for young adults as they enter university and develop their professional careers. For those students already fluent in Italian or French, it is an added value that can enrich their academic and personal lives.





COMPUTER SCIENCE IGCSE

Option | Exam Board: Cambridge Assessment International | Syllabus Code: 0984

Overview

Computer Science is a course that has real relevance in our modern world and offers great opportunities for true creativity and innovativeness. While many pupils will no doubt already have some knowledge of computers and related areas, the course gives pupils an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”.

Through the study of computer programming, the course will help learners develop critical thinking, analysis and problem-solving skills. The course provides a fun and interesting way to develop these skills, which can be transferred to other subjects and applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Computer Science is above all a discipline that spans theory and practice. It requires thinking both in abstract and concrete terms. Getting computers to do what you want them to do requires intensive hands-on experience. In addition, computer science can be seen on a higher level, as a science of problem solving.

Key Learning Outcomes:

- Develop an understanding of current and emerging technologies, understanding how they work and apply this knowledge and understanding in a range of contexts.
- Acquire and apply knowledge and technical skills and an understanding of the use of algorithms in computer programs to solve problems.
- Develop computer programmes to solve problems.
- Develop the skills to work collaboratively.
- Evaluate the effectiveness of computer programmes / solutions and the impact of and issues related to the use of computer technology in society.

Assessment

100% examination including a pre seen case study
Two exam papers - one on theory and one on programming (including questions on the pre release programming material developed in class).

Future Pathways

Computing is part of everything we do and future opportunities in computing are without boundaries. Expertise in computing enables individuals to solve complex, challenging problems and make a positive difference in the world. It is part of a well-rounded academic preparation for a wide range of careers including Web Design and Development, Games Development, Business and IT Consultancy.





DESIGN AND TECHNOLOGY

IGCSE

Option | Exam Board: Cambridge Assessment International | Syllabus Code: 0979

Overview

Every product we interact with has been designed. From the pencil we write with to the car we drive, the mobile phone we communicate with and the clothes we wear. Good design is more important and prominent in our lives than ever. Our increasing use and reliance on technology demands a vital future investment in the designers and technologists of tomorrow.

This subject aims to give pupils the opportunity to explore design needs that lead to creative solutions through the research and development of their own ideas. They will be encouraged to design and make products that are fit for purpose but also push the boundaries of their imagination.

The Cambridge IGCSE Design and Technology syllabus enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools. Candidates gain technical and design awareness as a result, and develop skills such as initiative, resourcefulness, enquiry and ingenuity.

In Year 10, pupils will develop their Design Technology skills through a number of small projects which lead into a final project. This final project will take the form of a themed piece of coursework presented as an A3 folder. This represents 50% of the final grade. Pupils will also sit two exam papers in Year 11 based around product design and technical drawing.

Assessment

The course is assessed through a final examination consisting of two papers (50%) and a coursework component worth a further 50%.

Future Pathways

Design and Technology as a subject in schools plays a pivotal role in preparing pupils for the professional world of design and other career paths where problem solving and visual communication are key. Skills such as identifying needs, product analysis, research, sketching, technical drawing, modelling, production and Computer Aided Design are nurtured and developed within an exciting and dynamic environment. This course prepares students for any Design-based career, including Architecture, Graphic Design, Design Engineering, Product Design and many, many more.





DRAMA GCSE

Option | Exam Board: Edexcel | Syllabus Code: 1DR0

Overview	<p>GCSE Drama is an exciting and engaging course in which pupils are able to stretch out in their thinking, work collaboratively, and do in-depth study of dramatic texts. The performance work includes a component in which students rehearse and perform from play texts, as well as a component in which students collaborate to devise, rehearse, and produce their own original piece of theatre. In addition to performance, students will do an in-depth study of a written play text, and learn to approach it through the lens of performance, direction, and artistic production. GCSE Drama enables pupils' perception of theatre to be expanded to see not only the role of the Performer, but also study and engage with the work of the Director, Set Designer, Costume and Lighting Designer. Students who enjoy taking creative risks, and bringing ideas to life through performance will both do well, and enjoy the challenges of this course.</p>
Assessment	<p>Performance Components:</p> <p>Component 1: The Devising Project (40% of the GCSE). In this project, pupils create their own original piece of live theatre and document the creative journey in a portfolio which will be sent to the examination board. Although the component is focused on a performance, the pupils' account of their creative process in the portfolio is essential to their final mark.</p> <p>Component 2: Performance from a Text (20% of the GCSE). In this component, pupils choose, memorise, and self-direct two scenes from plays already written. Pupils read plays together in class from which they may choose a scene or monologue, or they may choose a text of their own.</p> <p>Exam Component:</p> <p>Component 3: Theatre Makers in Practice (40% of the GCSE) is a written examination: This part is an actual sit-down exam, in which students analyse a play text (for 2021 that text is DNA by Dennis Kelly). In section 1, pupils will answer a series of creative questions based on the set text that will be studied in class. Pupils will interpret the text through a series of different perspectives as a performer, director and designer. In section 2, pupils will respond to questions analysing a live theatre production of their choice that they have seen during the course.</p>
Future Pathways	<p>In GCSE Drama, pupils will learn to take creative risks, and to support risk-taking in a learning community: two essential life skills for the arts, as well as any possible future career or lifestyle. Pupils will stretch out in their thinking, develop leadership skills, and learn to make individual contributions to a collaborative project. Moreover, pupils will exercise their ability to analyse texts, and go a step further by describing how they might achieve their artistic intentions in a production of that dramatic text.</p> <p>Pupils who choose GCSE Drama will establish a very solid foundation to prepare for further studies and careers in a wide range of areas including Theatre and Performing Arts, Film, Communications and Broadcasting, Film and Television Production, Arts Administration, Events Management and leadership roles of all types. Like any of the fine arts, drama exercises intangible thinking and communication skills which will serve any life, or lifestyle. Even if drama is not part of your future career, the skills you learn can be part of your future.</p>



FINE ART GCSE

Option | Exam Board: Edexcel | Syllabus Code: 1FA0

Overview

We offer pupils the chance to develop their practical and critical skills to an extremely high level, through a wide-ranging Fine Art GCSE syllabus.

The coursework portfolio is divided into two separate, themed projects each with one or more major outcomes (sculpture, painting, fashion garment etc) and is supported by a large-scale 'work journal'. The work journals record pupils' experimentation and research in a range of advanced media and techniques. These can include batik/textiles, photography, computer modelling, huge sculptural projects, ceramics, printmaking, drawing and painting. Pupils spend a whole term on each preparatory work journal before going on to develop their final outcomes over the following term.

The use of other artist's work for reference and inspiration forms an essential part of the syllabus. Gallery and practical trips and visits throughout the course enrich each pupil's artistic evolution.

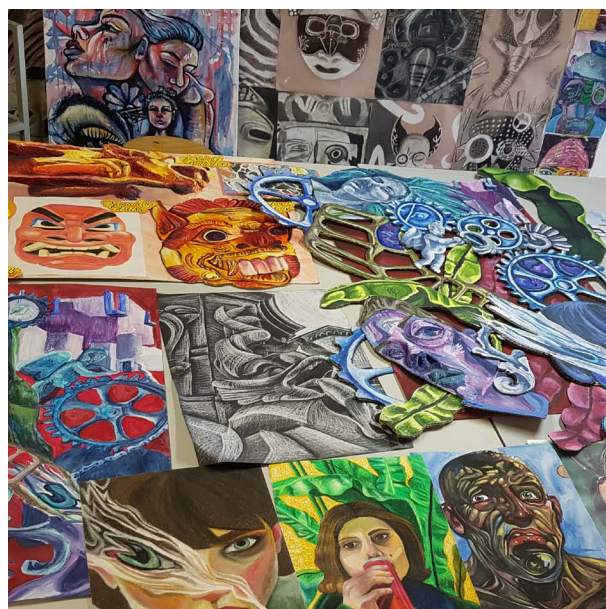
Excellent studio and workshop facilities allow pupils to produce work of uncommon scale and complexity. To fully appreciate the diversity and quality of work produced by pupils on this course, one should visit the displays in the main corridor and in the department itself. The historical grade average of over 90% 9-7 (100% 9-7 in 2018) and the numerous awards won by our GCSE artists, reflect their unwavering level of commitment and enthusiasm.

Assessment

Final assessment is by a practical examination for which the pupils are given eight weeks to prepare (40% of final grade), plus an exhibition of the coursework units along with work journals and other supporting studies (60% of final grade).

Future Pathways

This course is absolutely essential for any pupil who is interested in any Art or Design-based career such as fashion, architecture, interior design, vehicle design and so on. This is because universities and colleges expect to see a diverse portfolio of creative practical work from applicants. However, many pupils choose this subject simply because they enjoy Art and want to undertake a fun and exciting GCSE course!





MUSIC GCSE

Option | Exam Board: Edexcel | Syllabus Code: 1MU0

Overview

The Music course is suitable for any pupil who enjoys listening to music and playing or singing at any level of technical ability and in any style. Previous experience is preferred although not essential. However, pupils must be prepared to work at musical literacy and to support their performing skills with individual lessons. The Music department aims to teach pupils how to listen analytically, to master the basic techniques of composition with the use of Music Technology, and to perform music. The course has three main elements:

Performing - In which two pieces selected by the pupil are sung or played, one as part of a small group of performers. Pupils will need to support this activity through a programme of individual music lessons.

Composing - Pupils will submit two completed compositions; one must be in response to a board-set brief and one must be a piece of free composition.

Appraising - Through the focus on the four Areas of Study, pupils will learn to recognise music from any part of the world and from various styles and periods. They will learn to read and write staff notation and respond to unfamiliar music in the exam.

Assessment

30% Performance
30% Composition portfolio
40% Appraising exam paper

Future Pathways

The Music course can lead naturally to further study at IB level, which in turn supports applications to music conservatoires or the study of Music at university. The study of Music also helps develop an understanding of the Arts in general and complements other academic courses. Future careers can include work within the music industry, such as recording and production, or Arts management, as well as traditional performance routes, such as playing in an orchestra.





PE IGCSE

Option | Exam Board: Cambridge Assessment International | Syllabus Code: 0995

Overview

PE IGCSE pupils at St George's participate in a range of activities to help them balance knowledge, understanding and skills and become effective learners. They are assessed and graded on their theoretical knowledge and sporting ability. The course aims to develop skills, techniques and tactical knowledge within a variety of sports as well as ensuring that all pupils experience many theoretical learning opportunities.

In order to be successful in this course, pupils must be able to perform four sports/activities to a high standard. This will require regular commitment and participation in co-curricular school sport, and a high level of participation outside of school, preferably at club level. Please speak with your PE teacher if you would like clarification on what will be expected.

Assessment

Theoretical component (50% of total marks)

The theory component is broken down into the following sections:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences.

Practical component (50% of total marks)

Pupils will be required to demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities. Pupils work with their PE teachers to select which four practical activities they will be assessed in, from at least two of the seven categories featured in the following link

<https://www.cambridgeinternational.org/Images/329721-2019-2021-syllabus.pdf>:

Not all of the activities above will be covered within the course, however pupils may be assessed in activities they take part in at club level outside of school. The collection of video evidence for the sports that are not offered in school will be the responsibility of the individual student.

Future Pathways

IB Sport, Exercise and Health Science is a natural progression of the subject which is now offered as a Group 4 Science IB subject at St George's. From here pupils who study Physical Education can typically follow paths such as Sports Science, Biology, Sports Psychology, Physiotherapy, Sports Development, Sports Coaching, Health and Fitness and Leisure and Recreation Management.





CITIZENSHIP

Compulsory

Overview	In Year 10 and Year 11 there is one lesson of Citizenship per cycle. These lessons are organised in half-term blocks. Pupils will examine a great range of contemporary issues related to, for example, rights, the economy, health, animal rights, and laws, with a particular focus on the food industry. Pupils will also be introduced to the workings of the UN and have the opportunity to develop skills necessary to take part in the Model United Nations, for example researching a particular country, writing resolutions and position papers, debating and lobbying. They will research the role of various NGOs, and look at the function of governments and international courts.
Assessment	No Exam.
Future Pathways	The aim of these lessons is for pupils to explore the origins of a range of opinions on topical and controversial issues, to take part in informed debate and to argue persuasively. They will be encouraged to assess situations where rights and obligations are contested and to use a range of research strategies and sources of information.

CORE PE

Compulsory

Overview	<p>All pupils at St George's follow a core PE programme based on the following aims:</p> <ul style="list-style-type: none">▪ To promote a healthy lifestyle and highlight the benefits of life-long exercise.▪ To develop the skills and tactical understanding needed to perform effectively in chosen sporting activities.▪ To develop leadership, communication and organisational skills▪ To work effectively with others and build team spirit.▪ To problem-solve.▪ To understand and experience the different roles in sport-referee, coach, etc.▪ And most importantly - to have fun!
Assessment	No Exam.
Future Pathways	Pupils are encouraged to join one (or more) of the co-curricular sports clubs available throughout the year, leading to opportunities to represent the school against other international schools in Rome and in Italy in various competitions.





PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

Compulsory

PSHE is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in a modern, changing society. The course is made up of three strands and is taught by tutors in the form of one lesson every cycle.

Strand	Topics covered
Health and Well-being	Self esteem and confidence, mental health awareness, first aid, drugs education and well-being
Relationships	Contraception, STI's, positive and negative relationships, drugs, alcohol and decision making, consent and body image
Living in a wider world	Goal setting, prejudice and discrimination, digital citizenship, careers, study skills and community.





THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The Duke of Edinburgh's International Award is a voluntary, non-competitive, enjoyable and balanced programme that provides participants with the opportunity to develop a new skill, partake in physical activity and give back to the community through volunteering.

Pupils will be challenged in teams of 4-7 to plan an expedition across the Italian countryside. They will complete a two-day hike and will stay at camp sites. Pupils will develop skills in campcraft, map reading, route planning, navigation and orienteering, as well as having an enjoyable outdoor educational experience through two adventurous expeditions.

There are three levels to the Award: Bronze, Silver and Gold. Young people design their own Award programme, set their own goals and record their own progress. The only person they compete against is themselves, by challenging their own beliefs about what they can achieve.

The Duke of Edinburgh's International Award Bronze Level is available for pupils to partake in during Year 10 and 11. The Silver Level is available for pupils to partake in Year 12 and Year 13.

Please note that the International Award will only run if circumstances with regard to COVID will allow.



IGCSE COURSES AVAILABLE AT ST GEORGE'S

Compulsory Subjects:

English Language IGCSE	English Literature IGCSE	Mathematics IGCSE
Biology IGCSE	Chemistry IGCSE	Physics IGCSE

Humanities Options:

Geography IGCSE	History IGCSE
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Language Options:

Chinese IGCSE	EAL (non-assessed)	French IGCSE
German IGCSE	Italian IGCSE	Italian A Language and Literature Pre-IB
Italian B Pre-IB	Latin IGCSE	Spanish IGCSE

General Options:

Computer Science IGCSE	Design and Technology IGCSE	Drama GCSE
Fine Art GCSE	Music GCSE	PE IGCSE

Other Compulsory Courses (non-assessed):

Citizenship	Core PE	PSHE Education
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