



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME

IGCSE CURRICULUM & OPTIONS **2024-25**





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INTRODUCING THE IGCSE PROGRAMME



It gives me great pleasure to introduce our IGCSE options booklet for 2024-25.

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

These decisions, therefore, represent 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.

I hope the information in this booklet, along with the advice of their Head of Year, tutors and teachers will support the pupils in making those decisions and will build their anticipation about stepping up to the next stage of their academic journey.

Mary-Clare Startin

Vice Principal & Head of Senior School

TRANSITION TO KEY STAGE 4



The transition from Key Stage 3 to IGCSE (Key Stage 4) 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 achieved by pupils are comparable with the leading independent schools in the United Kingdom, many of which are more academically selective than St George's.

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.

John Talbot

Assistant Head, Head of Upper School (Key Stage 4)



IGCSE OVERVIEW

During Key Stage 4 (Years 10-11) pupils will study nine IGCSE subjects. Mathematics, English Language and English Literature are compulsory subjects. Pupils must also select a minimum of two science subjects, at least one humanities subject and at least one language subject.

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

From September 2024, pupils in Key Stage 4 will benefit from an enhanced curriculum which aims to better prepare them for the demands of post-16 studies both in the Sixth Form and at university. The curriculum for the majority of students will be formed by three core IGCSEs (English Language, English Literature and Mathematics) and six additional IGCSE options. In order to maintain the breadth required for their future studies, it is expected that these six additional options will include:

- at least two science subjects
- at least one language subject
- at least one humanities subject
- at least one elective subject

As part of the enhanced curriculum, pupils will also develop their research and project management skills by completing a Higher Project Qualification (HPQ), which is worth 1/2 of an IGCSE.

Following the Year 9 Options Evening in January pupils are invited to select their six IGCSE options from the range of courses available.

Science subjects:

- Biology
- Chemistry
- Physics

Humanities subjects:

- Geography
- History

Language subjects:

- Chinese
- French
- German
- Italian IGCSE
- Italian A Language and Literature (pre-IB)
- Italian B (pre-IB)
- Latin
- Spanish (Beginner to IGCSE)

Elective subjects:

- Fine Art
- Computer Science
- Design and Technology
- Drama
- Music
- PE IGCSE
- English as an Additional Language (EAL) (non-assessed)

Some pupils who are following EAL may focus on the study of the English Language IGCSE and not be entered for the English Literature IGCSE. This pathway will enable pupils to be provided with further tailored language support.

Please note that 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 and the HPQ, pupils also participate in PSHE (Personal, Social, Health and Economic Education) as well as Citizenship and Core PE sessions. Although these areas are not examined, they form a vital part of the curriculum.

TOP TIPS

- **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

ENGLISH LITERATURE IGCSE

Compulsory | Exam Board: Edexcel | Syllabus Code: 4EA1 (Language) 4ET1 (Literature)

Overview

English is an essential subject that helps pupils to develop the skills necessary to 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. English is a compulsory subject for pupils at St George's and at the end of Year 11 pupils sit two separate IGCSE examinations, in English Language and in English Literature.

During the two years, pupils will work on increasing their language 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.

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, 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.

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. Please refer to the English as an Additional Language (EAL) entry page within this booklet for further information.

Assessment

The English Language IGCSE and the English Literature IGCSE are both through one examination paper each, worth 60% of the final grade, and two pieces of coursework each, worth 40% of the final grade.

Future Pathways

English is among the most versatile of subjects that can be studied and is valued by all university admissions departments and for all courses. Communication skills underpin everything, whether it is medicine, law, architecture, journalism or politics. 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 Language and Literature or pure Literature at IB, this subject is also useful for future study of subjects such as history, business, philosophy, sociology and anything that involves thinking about human behaviour and development.





English Language & Literature Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Literature coursework: Modern Drama</p> <p>An Inspector Calls</p> <p>AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.</p> <p>AO2: Analyse the language, for and structure used by a writer to create meanings and effects.</p>	<p>Literature coursework: Literary Heritage, Macbeth</p> <p>AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style.</p> <p>AO2: Analyse the language, for and structure used by a writer to create meanings and effects.</p> <p>AO4: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>Language coursework: Imaginative writing</p> <p>AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.</p> <p>AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</p>
<p>Exam preparation: Transactional writing (Q6/7) AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.</p>		
<p>Writing to Advise/Inform Guide, Leaflet</p> <ul style="list-style-type: none"> Half-Caste Search for my Tongue The Tyger Prayer Before Birth Poem at 39 War Photographer Young and Dyslexic A Passage to Africa The Danger of a Single Story Explorers or Boys Messing About <p>Poetry: AO2: Analyse the language, form and structure used by a writer to create meanings and effects AO3: Explore links and connections between texts</p> <p>Non-fiction: AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</p> <p>Summative assessment: Literature: Modern Drama Coursework essay Language: Transactional Writing Q (Guide)</p>	<p>Writing to argue/persuade Speech Article</p> <ul style="list-style-type: none"> Sonnet 116 La Belle Dame sans Merci* My Last Duchess* If * Piano Chinese Cinderella Between a Rock and a Hard Place <p>Poetry: AO2: Analyse the language, form and structure used by a writer to create meanings and effects AO3: Explore links and connections between texts</p> <p>Non-fiction: AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects.</p> <p>Summative assessment: Literature: Literary Heritage Coursework essay & Poetry comparison Language: Reading paper</p>	<p>Writing to inform/explain Letter (of complaint), Review</p> <ul style="list-style-type: none"> Half Past Two Hide and Seek Do not go gentle Remember Blessing Beyond the Sky and Earth A Game of Polo H is for Hawk The Explorer's Daughter <p>Poetry: AO2: Analyse the language, form and structure used by a writer to create meanings and effects AO3: Explore links and connections between texts</p> <p>Non-fiction: AO3: Explore links and connections between writers' ideas and perspectives</p> <p>Summative assessment: Literature: Poetry comparison as EoY exam* Language: Entire paper as EoY exam</p>



English Language & Literature Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Literature examination: Section C: Of Mice and Men</p> <p>AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.</p> <p>AO4: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Language coursework: Poetry and/or Prose from Part B of the anthology</p> <p>AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</p> <p>AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects.</p> <p>Unseen Poetry</p> <p>AO2: Analyse the language, for and structure used by a writer to create meanings and effects.</p> <p>Summative assessment: Language: Poetry/Prose Coursework essay</p> <p>Mock examinations for both Language and Literature</p>	<p>Revision</p> <p>IGCSE Edexcel English Language</p> <p>Paper 1</p> <p>Q1: finding literal information (unseen) Q2: inference, listing without quotations (unseen) Q3: inference with quotations (unseen) Q4: language and structure (anthology) Q5: comparison of perspectives and ideas (unseen and anthology)</p> <p>IGCSE Edexcel English Literature</p> <p>Paper 1</p> <p>Q1: Unseen poetry Q2: Anthology poetry (comparison) Q3: Of Mice and Men (character or theme)</p> <p>Coursework</p> <p>Final improvements to Language and Literature coursework portfolios.</p> <p>Summative assessment: Coursework submitted to the board.</p> <p>Exam practice to be determined by the teacher to suit the needs of their class.</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



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, if not earlier, in consultation between teacher, parents and the Head of Maths.

The more able mathematicians are taught material outside of the IGCSE 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. Pupils sit the two examinations at the end of Year 11 in the May-June IGCSE session.

Future Pathways

A Grade 4 or above in IGCSE Mathematics will be required for entrance to all UK universities. Therefore, students who score below Grade 4 will be advised to retake their IGCSE Mathematics examinations in Year 12.

IGCSE Mathematics is an essential component in preparing for success at IB where all pupils must take a Mathematics course.





Mathematics Programme of Study

YEAR 10

AUTUMN TERM

SPRING TERM

SUMMER TERM

HIGHER TIER

- 1) Types of number, wholes, decimals, indices and standard form
- 2) Fractions, expressions and formulae
- 3) Ratio, proportion, percentages

AUTUMN HALF TERM

- 4) Rounding and use of calculator, bounds
- 5/1) Angles, measures,
- 5/2) 2D similarity, Pythagoras

CHRISTMAS HOLIDAYS

- 6) Linear graphs, coordinate geometry
- 7) Equations, simultaneous equations, inequalities

FEBRUARY HALF TERM

- 8) General trigonometry
- 9) Transformations

EASTER HOLIDAYS

- 10) Functions and graphs 1

MAY WEEK

- 10) Functions and graphs 2
- 11) Proportionality
- 12) Venn-diagrams, probability

SUMMER HOLIDAYS

FOUNDATION TIER

- 1) Types of number, wholes, decimals, indices and standard form
- 2) Fractions, expressions and formulae
- 3) Ratio, proportion, percentages

AUTUMN HALF TERM

- 4) Rounding and use of calculator, bounds
- 5/1) Angles, measures, area
- 5/2) 2D similarity, Pythagoras and RAT trigonometry

CHRISTMAS HOLIDAYS

- 6) Linear graphs, coordinate geometry
- 7) Equations, simultaneous equations, inequalities

FEBRUARY HALF TERM

- 8) General trigonometry
- 9) Transformations

EASTER HOLIDAYS

- 10) Functions and graphs 1

MAY WEEK

- 10) Functions and graphs 2
- 11) Proportionality
- 12) Venn-diagrams, probability

SUMMER HOLIDAYS



Mathematics Programme of Study

YEAR 11

AUTUMN TERM

SPRING TERM

SUMMER TERM

HIGHER TIER

- 1) Statistics
- 2) Geometry review, 3D geometry
- 3) Algebra review, further algebra / Set 1: Exponentials and logarithms

AUTUMN HALF TERM

- 4) Sequences, APs
- 5) Number review, surds / Set 1: GPs

CHRISTMAS HOLIDAYS

- 6) Angles review, circle theorems / Set 1: Vectors
- 7) Transformations review, vectors
- 8) Functions algebra, trigonometric functions
- 9) Algebra review, linear and quadratic inequalities / Set 1: Differentiation

FEBRUARY HALF TERM

- 10) Constructions
- 11) Statistics review, histograms
- 12) Calculus / Set 1: Integration
- 9) Transformations

EASTER HOLIDAYS

Revision, Exam Preparation, Study Leave and IB Induction Week.

FOUNDATION TIER

- 1) Statistics
- 2) Geometry review, 3D geometry
- 3) Algebra review, further algebra

AUTUMN HALF TERM

- 4) Sequences, APs
- 5) Number review, surds

CHRISTMAS HOLIDAYS

- 6) Angles review, circle theorems
- 7) Transformations review, vectors
- 8) Functions algebra, trigonometric functions
- 9) Algebra review, linear and quadratic inequalities

FEBRUARY HALF TERM

- 10) Constructions
- 11) Statistics review, histograms
- 12) Extension: Calculus

EASTER HOLIDAYS

Revision, Exam Preparation, Study Leave and IB Induction Week.



BIOLOGY

IGCSE

Sciences Option | 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.





Biology Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Characteristics and variety of living organisms 1.1-1.4</p> <p>a) Levels of organisation 2.1</p> <p>b) Cell structure 2.2- 2.4 2.5B 2.6B</p> <p>Biological molecules: Cell transport 2.15</p> <p>Biological molecules: cell transport 2.16.2.17</p> <p>Photosynthesis equation and rate 2.18-2.20</p> <p>Photosynthesis practical oxygen 2.23</p> <p>Leaf structure and mineral needs 2.21, 2.23</p> <p>AUTUMN HALF TERM</p> <p>Biological molecules: Enzymes 2.10 - 2.14</p> <p>Biological molecules: Food 2.7 -2.9</p> <p>Human diet and energy 2.24-2.26, 2.33</p> <p>Human digestive system 2.27-2.28</p> <p>Digestive enzymes and bile 2.29-2.31</p> <p>Small intestine adaptations 2.32</p> <p>CHRISTMAS HOLIDAYS</p>	<p>Respiration aerobic and anaerobic; ATP 2.34-2.37</p> <p>Respiration practical 2.38-2.39</p> <p>Plant respiration : stomata; hydrogen carbonate 2.40-2.45</p> <p>Human breathing organs incl. alveoli 2.46, 2.48</p> <p>Human breathing mechanism and rate 2.47, 2.50</p> <p>Effects of smoking on breathing 2.49</p> <p>FEBRUARY HALF TERM</p> <p>Transport in plants: xylem, phloem 2.53, 2.54 root hairs 2.55B, Transpiration 2.56B-2.57B</p> <p>Transport: blood composition, 2.59-2.61</p> <p>Transport: immunity 2.62 vaccination, clotting 2.63B-2.64B</p> <p>Human transport heart and vessel structure 2.65-2.66</p> <p>Human transport CHD 2.67, 2.69</p> <p>EASTER HOLIDAYS</p>	<p>Revision</p> <p>Revision</p> <p>Exams</p> <p>Exams</p> <p>MAY WEEK</p> <p>Ecology and environment 4.1-4.17</p> <p>Ecology and environment 4.1-4.17</p> <p>Ecology and environment 4.1-4.17</p> <p>Ecology and environment 4.1-4.17</p> <p>Ecology and environment 4.1-4.17</p> <p>SUMMER HOLIDAYS</p>



Biology Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Excretion in plants and humans 2.70-2.71 Kidney function 2.72B-2.73B</p> <p>Excretion: nephron structure and function 2.74B-2.77B ADH, water regulation and urine composition 2.78B-2.79B</p> <p>Coordination: responses, homeostasis, nerves v. hormones 2.80-2.82, 2.86</p> <p>Coordination in plants: geotropism, phototropism, auxin 2.83-2.85</p> <p>Coordination: CNS, Nerves, synapses and reflexes 2.88-2.90</p> <p>Coordination: Eye structure and focusing</p> <p>Coordination: Skin structure and temperature control 2.93-2.94, hormones 2.95B</p> <p>AUTUMN HALF TERM</p> <p>Reproduction: sexual and asexual, 3.1, asexual in plants 3.7, pollination 3.2</p> <p>Reproduction: flower structure, pollen tubes, germination conditions 3.4-3.7</p> <p>Mock exams</p> <p>Mock exams</p> <p>Human reproduction: organs, 3.8</p> <p>Human reproduction: hormones 3.9, 3.13 FSH, LH 3.10B</p> <p>Human reproduction: placenta and embryo 3.11, 3.12</p> <p>CHRISTMAS HOLIDAYS</p>	<p>Inheritance: DNA, chromosomes, genes 3.14-3.15 DNA helix 3.16B RNA 3.17B</p> <p>Inheritance: transcription and translation 3.17</p> <p>Inheritance: alleles and terminology 3.18-3.20 monohybrid cross</p> <p>Inheritance: pedigrees, probabilities, XX&XY polygenes, codominance 3.20B</p> <p>Inheritance: mitosis & meiosis 3.28-3.32, genetic & environmental variation 3.33-3.34</p> <p>FEBRUARY HALF TERM</p> <p>Inheritance: natural selection & antibiotic resistance 3.38-3.39 mutation 3.35-3.37B</p> <p>Biological resources: glasshouses, crops 5.1-5.4 and environment review</p> <p>Microorganisms: yeast, yoghurt, fermenters 5.5-5.8</p> <p>Biological resources Fish farming 5.9B selective breeding 5.10-5.11</p> <p>Genetic modification 5.12-5.16 micropropagation & cloning mammals 5.17B-5.20B</p> <p>EASTER HOLIDAYS</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



CHEMISTRY IGCSE

Sciences Option | 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.





Chemistry Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
1a) States of matter	2d) Reactivity Series	Year 10 exams
1b) Elements, mixtures, compounds	1i) Electrolysis (molten only)	MAY WEEK
1c) Atomic structure	2e) Extraction and uses of metals	3b) Rates of reaction
1d) Periodic table	1h) Metallic bonding	SUMMER HOLIDAYS
1f) Ionic bonding	FEBRUARY HALF TERM	
AUTUMN HALF TERM	2c) Gases in the atmosphere	
1g) Covalent bonding	2h) Chemical tests	
1e 1.25 (only) Chemical formulae, equations and calculations	EASTER HOLIDAYS	
2a) Group 1 alkali metals (Li, Na, K)		
2b) Group 7 Halogens (Cl, Br, I)		
CHRISTMAS HOLIDAYS		



Chemistry Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
2f) Acids, alkalis and titrations	4d) Alkenes	Revision, Exam Preparation, Study Leave and IB Induction Week.
2g) Acids, bases and salt preparation	4b) Crude oil	
1e) Chemical formulae, equations and calculations	4e) Alcohols	
1i) Electrolysis (aqueous)	4f) Carboxylic acids	
AUTUMN HALF TERM	4g) Esters	
MOCK examinations	4h) Synthetic polymers	
4a) Organic Chemistry introduction	FEBRUARY HALF TERM	
4c) Alkanes	3a) Energetics	
CHRISTMAS HOLIDAYS	3c) Reversible reactions and equilibria	
	EASTER HOLIDAYS	



PHYSICS IGCSE

Sciences Option | 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.

For pupils who experience excessive demand from the full IGCSE Physics course, we offer the IGCSE Double Award Science course. This course results in a rigorous IGCSE science qualification that is good preparation for any of the IBDP science courses.





Physics Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
Unit 1 Forces and Motion	Unit 2 Electricity B	Unit 8 Astro
Unit 2 Electricity A	Unit 3 Waves	Unit 4 Energy A

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
Unit 4 Energy B	Electromag B and Unit 7 Radioactivity	Revision, Exam Preparation, Study Leave and IB Induction Week.
Unit 5 Sol Liq Gas		
Unit 6 Electromag A		



GEOGRAPHY

IGCSE

Humanities Option | Exam Board: Edexcel International | Syllabus Code: 4GE1

Overview

Geography is known as an 'umbrella subject' and students of geography 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 fieldwork investigation skills required by the course allows pupils to complete several field trip in the local area, including into Rome, to the ENEA laboratory and to a local river. Without the time or pressure of writing-up a full piece of work, these skills are then applied to exam style questions but also equip the students for the IB, further education and the career of their choice.

Assessment

Paper 1:

Examination of 1 hour and 10 minutes, consisting of two sections.

Section A: Two out of three questions on: river environments, coastal environments, hazardous environments.

Section B: One out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.

Paper 2:

Examination of 1 hour and 45 minutes, consisting of three sections.

Section A: Two out of three questions on: economic activity and energy, rural environments, urban environments.

Section B: One out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments.

Section C: Candidates choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.

Future Pathways

IGCSE Geography develops 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 highly skilled and desirable graduates.





Geography Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
Human development & Welfare Part 1 - Question 9	Rivers Topic	Economic Activity & Energy
AUTUMN HALF TERM	FEBRUARY HALF TERM	MAY WEEK
Human development and Welfare Part 2 - Question 9	Rivers Topic	Economic Activity & Energy
CHRISTMAS HOLIDAYS	Geographical Enquiry	SUMMER HOLIDAYS
	Rivers Fieldwork Trip	
	EASTER HOLIDAYS	

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
Hazardous environments	Urban Environments	Revision, Exam Preparation, Study Leave and IB Induction Week.
AUTUMN HALF TERM	FEBRUARY HALF TERM	
Hazardous environments	Urban environments	
CHRISTMAS HOLIDAYS	Urban (Human) fieldwork trip	
	EASTER HOLIDAYS	



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
- China: conflict crisis and change 1900-89

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.





YEAR 10

AUTUMN TERM

Germany: development of dictatorship, 1918–45

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

SPRING AND SUMMER TERMS

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 and Czechoslovakia

The Thaw and moves towards Détente, 1963–72



History Programme of Study

YEAR 11

AUTUMN TERM

The USA, 1918–41

The Roaring Twenties

The economic benefits of the First World War.

Increased social tensions in the 1920s

The USA in Depression, 1929–33

Roosevelt and the New Deal, 1933–41

The Opposition to the New Deal

SPRING AND SUMMER TERMS

China: conflict, crisis and change, 1900–89

The fall of the Qing, Warlordism and chaos, 1900–34

The triumph of Mao and the CCP, 1934–49

Change under Mao, 1949–63

The Cultural Revolution and its impact, 1965–76

China, 1976–89 The rise and fall of the 'Gang of Four'.



CHINESE IGCSE

Languages Option | Exam Board: Edexcel | Syllabus Code: 1CN0/Foundation

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 four externally assessed papers. There is no coursework component to this course.

Paper 1 (25%): Listening and understanding in Chinese

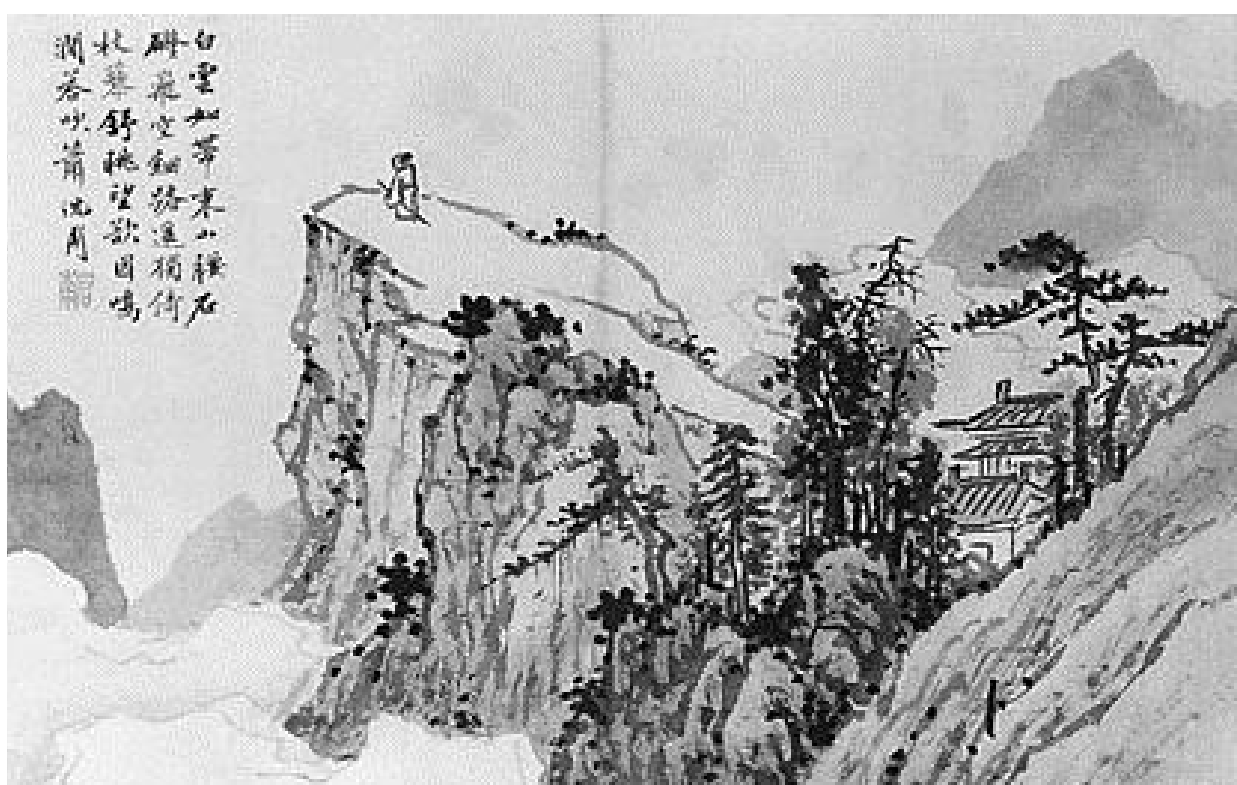
Paper 2 (25%): Speaking in Chinese

Paper 3 (25%): Reading and understanding in Chinese

Paper 4 (25%): Writing in Chinese

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.





Chinese Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Theme 1 –Identity and culture</p> <p>1) Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models</p> <p>2) Daily life: customs and everyday life;</p> <p>October assessment</p> <p>AUTUMN HALF TERM</p> <p>3) Food and drink; shopping; social media and technology (use of, advantages and disadvantages)</p> <p>November assessment</p> <p>4) Cultural life: celebrations and festivals; reading; music; sport; film and television</p> <p>CHRISTMAS HOLIDAYS</p>	<p>Theme 2: Local area, holiday and travel</p> <p>1) Holidays: preferences, experiences and destinations Travel and tourist</p> <p>January Assessment</p> <p>2) Transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping</p> <p>FEBRUARY HALF TERM</p> <p>3) Town, region and country: weather; places to see; things to do</p> <p>4) Future plans</p> <p>March Assessment</p> <p>EASTER HOLIDAYS</p>	<p>Revision and end of year exams (all four skills, full papers, themes 1 and 2)</p> <p>MAY WEEK</p> <p>Theme 3: School</p> <p>1) What school is like: school types; school day; subjects;</p> <p>2) Rules and pressures;</p> <p>3) Celebrating success</p> <p>4) School activities: school trips; events and exchanges</p> <p>SUMMER HOLIDAYS</p>



YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Theme 4: Future aspirations</p> <p>1) Study and work Using languages beyond the classroom: forming relationships; travel;</p> <p>2) Employment Ambitions: further study; volunteering; training</p> <p>3) Work: jobs; careers and professions</p> <p>October assessment</p> <p>AUTUMN HALF TERM</p> <p>Theme 5: International and global dimension</p> <p>1) Bringing the world together: sports events; music events; campaigns and good causes</p> <p>2) Environmental issues: being 'green'; access to natural resources</p> <p>CHRISTMAS HOLIDAYS</p>	<p>Beginning of January – Paper 1 ,3 and 4 mock exams</p> <p>Revision Focus on their writing and speaking</p> <p>FEBRUARY HALF TERM</p> <p>Revision</p> <p>EASTER HOLIDAYS</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



FRENCH IGCSE

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

Overview

IGCSE French is designed for pupils who already have at least two years of previous study of the language. 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.





French Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
Theme A – home and abroad 1) Life in the town and rural life 2) Holidays, tourist information and directions October assessment AUTUMN HALF TERM 3) Services (e.g. bank, post office)* November assessment 4) Customs 5) Everyday life, traditions and communities CHRISTMAS HOLIDAYS	2) Theme B - education and employment 1) School life and routine January Assessment 2) School rules and pressures 3) School trips, events and exchanges FEBRUARY HALF TERM 4) Work, careers and volunteering 5) Future plans March Assessment EASTER HOLIDAYS	Revision and end of year exams (all four skills, full papers, themes A and B) MAY WEEK 3) Theme C – personal life and relationships 1) House and home 2) Daily routines and helping at home SUMMER HOLIDAYS



French Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
Theme C continued 3) Role models* 4) Relationships with family and friends 5) Childhood* October assessment Theme D – the world around us 1) Environmental issues AUTUMN HALF TERM 2) Weather and climate* Nov assessment 3) Travel and transport 4) The media End of Dec – Mock speaking assessment CHRISTMAS HOLIDAYS	Beginning of January – Paper 1 and 2 mock exams 5) Information and communication technology Theme E – social activities, fitness and health 1) Special occasions 2) Hobbies, interests, sports and exercise 3) Shopping and money matters 4) Accidents, injuries, common ailments and health issues* 5) Food and drink February assessment FEBRUARY HALF TERM Revision EASTER HOLIDAYS	Revision, Exam Preparation, Study Leave and IB Induction Week.



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.





YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
1.) Everyday life at home and at school 1) House and home 2) School life and routine October assessment AUTUMN HALF TERM 3) Food and drink 4) Common ailments and healthy lifestyle November assessment 4) Media, TV and film December assessment CHRISTMAS HOLIDAYS	2) Self, family and friends - at home and abroad 1) Relationships with family and friends January Assessment 2) Daily routine and helping at home February Assessment FEBRUARY HALF TERM 3) Hobbies and interests 4) Special occasions March Assessment EASTER HOLIDAYS	2) Self, family and friends - at home and abroad 5) Holidays 6 Tourists information and directions Revision - Prüfungsecke MAY WEEK End of year exams SUMMER HOLIDAYS



YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>3. The world around us</p> <p>1) Life in town and rural life</p> <p>2) Shopping and money matters</p> <p>October assessment</p> <p>AUTUMN HALF TERM</p> <p>1) Environmental issues</p> <p>2) Weather and climate</p> <p>Nov assessment</p> <p>3) Everyday life in a German speaking country</p> <p>4) Customs and festivals</p> <p>5) Travel and transport</p> <p>End of December – Mock speaking assessment</p> <p>CHRISTMAS HOLIDAYS</p>	<p>Beginning of January – Paper 1 and 2 mock exams</p> <p>4. Life from infancy to adulthood</p> <p>1) Childhood</p> <p>2) School rules and pressure</p> <p>3) School trips, events, exchanges</p> <p>February assessment</p> <p>FEBRUARY HALF TERM</p> <p>4) The importance of sport</p> <p>5) The world of work</p> <p>Revision</p> <p>EASTER HOLIDAYS</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



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.





YEAR 10		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Theme 1: Introduce myself</p> <p>TOPIC 1 My home</p> <p>Grammar</p> <p>TOPIC 2 My school</p> <p>Grammar</p> <p>TOPIC 3 My eating habits</p> <p>Grammar</p> <p>AUTUMN HALF TERM</p> <p>TOPIC 4 My body and my health</p> <p>Grammar</p> <p>Theme 2: My family and my friends, at home and abroad</p> <p>TOPIC 1 Ti presento la mia famiglia</p> <p>Grammar</p> <p>TOPIC 2 House and home</p> <p>Grammar</p> <p>CHRISTMAS HOLIDAYS</p>	<p>TOPIC 3: Leisure, entertainments, invitations</p> <p>Grammar</p> <p>TOPIC 4: Eating out</p> <p>Grammar</p> <p>TOPIC 5: Special occasions</p> <p>Grammar</p> <p>FEBRUARY HALF TERM</p> <p>TOPIC 6: Family and friends abroad</p> <p>Grammar</p> <p>Theme 3: Home, town and geographical surroundings</p> <p>TOPIC 1: Io abito qui</p> <p>Grammar</p> <p>EASTER HOLIDAYS</p>	<ul style="list-style-type: none"> Abiti in città o in campagna? (Describing town and country locations, giving opinions) È meglio vivere al mare o in montagna? (Advantages and disadvantages of different places to live) <p>TOPIC 2: Shopping</p> <ul style="list-style-type: none"> Facciamo la spesa (Buying food and drinks) Vorrei fare un regalo (Buying presents) Vestirsi alla moda (Buying clothes) <p>Grammatica: Amount of food and drinks (e.g. una fetta di, una bottiglia di, una busta di)</p> <p>Quantifiers (molto, poco, un po', tanto, troppo, quanto)</p> <p>SUMMER HOLIDAYS</p>



Italian IGCSE Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
Theme 3: Home town and geographical surroundings TOPIC 3: Public services Grammar TOPIC 4: Natural environment TOPIC 5: The weather Grammar AUTUMN HALF TERM Mock exams TOPIC 6: Finding the way in town Grammar CHRISTMAS HOLIDAYS	Theme 4: Italian schools TOPIC 1: La vita al liceo Grammar TOPIC 2: Further education and training Grammar TOPIC 3: Future career plans TOPIC 4: Employment Grammar FEBRUARY HALF TERM TOPIC 5: Tecnology at work Theme 5: The international perspective TOPIC 1: International travel TOPIC 2: The weather on holiday TOPIC 3: Festival and faith EASTER HOLIDAYS	Revision, Exam Preparation, Study Leave and IB Induction Week.



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 A Language and Literature Pre-IB Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
1) COMUNICAZIONE E DIVERSITA' (Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica). Lettura e analisi in classe di testi letterari e non letterari: <ul style="list-style-type: none">• S. Quasimodo• G. Pascoli• C. Baudelaire (L'Albatros)• E. Montale, Ossi di Seppia• Articoli di giornale (P.Crepet)• Saggi brevi• Campagne pubblicitarie• Testi di comunicazioni aziendali e istituzionali• Documentari /reportage su razzismo e immigrazione• Testi giornalistici (saggi e articoli)• Foto, testo visivo (volantino)• Canzoni (Mio fratello è figlio unico, Mammud)• Film (Blanga) CHRISTMAS HOLIDAYS	2) SOCIETA' E CONSUMI (Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica.) Lettura e analisi in classe di testi letterari e non letterari: <ul style="list-style-type: none">• E. Sanguineti• I. Calvino• P.P.Pasolini, articoli, interviste, film (L'Accattone)• S. Benni• Saggi brevi• Pubblicità progresso / campagne (Apple)• Foto• Meme, vignette satiriche EASTER HOLIDAYS	2) PERSUASIONE E MANIPOLAZIONE (Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica.) Lettura e analisi in classe di testi non letterari: <ul style="list-style-type: none">• Programmi TV• Notizie (giornali, TV, web, radio, social networks)• Discorso politico• Campagne pubblicitarie (linguaggio pubblicitario e tecniche di analisi)• Discorsi di piazza (ambiente e attualità)• Social networks (uso privato e pubblico)• ROMANZI: :<ul style="list-style-type: none">• I. CALVINO, Il Sentiero dei nidi di ragno• Raccolta di racconti di un autore scelto (Buzzati, Carver) SUMMER HOLIDAYS



YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>1) FRAGILITA' UMANA E RELATIVITA' DELLA CONOSCENZA (FOLLIA)</p> <p>(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alle tematiche.)</p> <p>Lettura e analisi in classe di testi letterari e non letterari:</p> <ul style="list-style-type: none">• G. Leopardi (Idilli, Venditore di almanacchi)• Canzoni di V. Rossi• E. Montale (Forse un mattino andando)• L. Pirandello• G. Ungaretti, L'Allegria• Corazzini• Magritte• F.B. Oppen• Saggi brevi• Articoli di giornale• Foto• Film	<p>2) TECNOLOGIA, SCIENZA E FANTASCIENZA</p> <p>(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica.)</p> <p>Lettura e analisi in classe di testi letterari e non letterari:</p> <ul style="list-style-type: none">• D. Buzzati• G. Romagnoli• R. Bradbury• I. Asimov• Articoli di giornale• Blogs e siti web• Social network <p>EASTER HOLIDAYS</p>	<p>Revision, Presentations, Study Leave and IB Induction Week.</p>



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.





YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME 1 Communication and media Topic a) - Internet: <ul style="list-style-type: none">• Social media• Televisione• Telefoni• Musica AUTUMN HALF TERM Topic b) - Pubblicità: <ul style="list-style-type: none">• Sessismo• Influenza della pubblicità• Bias Grammar for Autumn Term Revision post summer holiday <ul style="list-style-type: none">• E.g passato prossimo,• Concordanza, pronomi• Preposizioni• Verbi di opinione• Congiunzioni Written formats for Autumn <ul style="list-style-type: none">• Term• Email• (formale e informale)• Articolo di giornale CHRISTMAS HOLIDAYS	THEME 2 Global issues Topic a) - Problemi sociali: <ul style="list-style-type: none">• Le droghe• Alcol• Il tabagismo• Il razzismo• Il lavoro• I senzatetto,• La povertà,• Le migrazioni FEBRUARY HALF TERM Topic b) - Ambiente: <ul style="list-style-type: none">• Inquinamento• Vite sostenibili Grammar for Spring Term <ul style="list-style-type: none">• condizionale• congiuntivo• pronomi oggetto• periodo ipotetico• Written formats for Spring Term• Volantino• Depliant EASTER HOLIDAYS	THEME 3 Social relationships Topic a) - La società italiana: <ul style="list-style-type: none">• La famiglia• Raggiungere la parità tra uomo e donna.• I diritti civili EOY exams Grammar for Summer Term <ul style="list-style-type: none">• Condizionale• Congiuntivo• Periodo ipotetico Written formats for Summer <ul style="list-style-type: none">• Term• Blog• Post SUMMER HOLIDAYS



YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>THEME 1 Health</p> <p>Topic a) Salute fisica e mentale</p> <p>Topic b) La nutrizione e la dieta mediterranea (una vita sana)</p> <p>AUTUMN HALF TERM</p> <p>Topic c) Il concetto di bellezza e la moda</p> <p>Theme 2 Esperienze</p> <p>Topic a) Customs and Traditions</p> <ul style="list-style-type: none"> Celebrazioni religiose e laiche (la battaglia delle arance, il carnevale la taranta) <p>Grammar for Autumn Term</p> <ul style="list-style-type: none"> Condizionale Congiuntivo Periodo ipotetico <p>Written formats for Autumn Term</p> <ul style="list-style-type: none"> Blog Post on social medi <p>CHRISTMAS HOLIDAYS</p>	<p>Topic b) Viaggi e vacanze Che tipo di viaggiatore sei?</p> <p>FEBRUARY HALF TERM</p> <p>Topic c) Migrazioni Perchè le persone viaggiano e lasciano il loro paese?</p> <p>Grammar for Spring Term</p> <ul style="list-style-type: none"> Passato prossimo Imperfetto Condizionale Congiuntivo Periodo ipotetico <p>Written formats for Autumn Term</p> <ul style="list-style-type: none"> Email Speech <p>EASTER HOLIDAYS</p>	<p>Revision, Presentations, Study Leave and IB Induction Week.</p>



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.





Latin Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Language:</p> <p>Grammar: Revision of past topics</p> <ul style="list-style-type: none"> 1st 2nd and 3rd declension (nouns and adjectives) the 4 conjugations (verbs) relevant syntactic constructions (different types of clauses) Study of new topics passive verbs - all tenses ablative absolute <p>Translation: translation of adapted suitable Latin texts (from the textbook and form other texts)</p> <p>Literature:</p> <ul style="list-style-type: none"> Virgil and his work the Aeneid in general Study and analysis of the first part of first prescribed core text (Virgil, Aeneid Book 3, lines 209–277) <p>CHRISTMAS HOLIDAYS</p>	<p>Language:</p> <p>Grammar: Revision of past topics</p> <ul style="list-style-type: none"> 1st 2nd and 3rd declension (nouns and adjectives) the 4 conjugations (verbs) relevant syntactic constructions (different types of clauses) Study of new topics future tense and active periphrastic <p>Translation: translation of adapted suitable Latin texts (from the textbook and form other texts)</p> <p>Literature:</p> <p>introduction to hexameters and metrical scansion Study and analysis of the first part of prescribed text (Virgil, Aeneid Book 3.588–691)</p> <p>EASTER HOLIDAYS</p>	<p>Language:</p> <p>Grammar: Study of new topics</p> <ul style="list-style-type: none"> the 4th and 5th declensions (nouns) indirect statement (accusative and infinitive construction) <p>Translation: translation of adapted suitable Latin texts (from the textbook and form other texts)</p> <p>Literature:</p> <ul style="list-style-type: none"> Study and analysis of the second part of prescribed text (Virgil, Aeneid Book 3.588–691) revision of the whole prescribed text <p>SUMMER HOLIDAYS</p>



Latin Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Language:</p> <p>Grammar: Revision of past topics</p> <ul style="list-style-type: none">the five declension (nouns and adjectives)the 4 conjugations (verbs)relevant syntactic constructions (different types of clauses)Study of new topicspresent and perfect subjunctiveindependent uses of subjunctive <p>Translation: translation of adapted suitable Latin texts (from the textbook and from other texts)</p> <p>Literature:</p> <ul style="list-style-type: none">introduction to Cicero and his workstudy of: introducing Cicero, Chapter 2, A useful lesson. <p>CHRISTMAS HOLIDAYS</p>	<p>MOCKS EXAMS</p> <p>Language: Ongoing revision of key-grammar topics as found in Latin texts used for practising translation skills in preparation for final exam - paper 1</p> <p>Literature:</p> <ul style="list-style-type: none">study of: introducing Cicero, Chapter 5, Theft from Segesta.Final revision of prescribed texts (Virgil and Cicero) in preparation for final exam - paper 2 <p>EASTER HOLIDAYS</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



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.





YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
Introduction to Spanish Numbers, months, days, greetings, classroom objects, nationalities, colours, family members. Nouns, adjectives, agreement, possessives. Tener, estar and ser in the present as well as present regular verbs. Family description and opinions Physical description, personality, asking for basic information. Near future, reflexive verbs, forms of me gusta CHRISTMAS HOLIDAYS	Holidays Holiday activities, accommodation, celebrations. Past simple (preterite) regular and irregular. Comparatives. Pronominal verbs and idiomatic language (me lo pasó bien). House and daily routine Rooms and objects in the house. Daily routine activities. Prepositions, stem-changing verbs (puedo, quiero, pido). EASTER HOLIDAYS	Neighbourhood and city Places found in town, activities you can do there. Advantages and disadvantages of living in a city or in the country. Revision of previous grammar. Introduction to the imperfect tense. School and studies Subjects, facilities. Topic will be continued in Year 11. SUMMER HOLIDAYS



Spanish Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>School, studies and future plans</p> <p>School life and routine, rules and pressures, future plans, work and careers.</p> <p>Revision of previous year's grammar. Introduction to the future simple and conditional. Intro to the present and imperfect subjunctive as fixed expressions (cuando sea, tenga, vaya/si fuera, tuviera, pudiera).</p> <p>Health, sports, accidents</p> <p>Revision of reflexive verbs and "me gusta" verbs (me duele, me hace daño).</p> <p>Revision of possessive adjectives and pronouns and contrast with object pronouns.</p> <p>CHRISTMAS HOLIDAYS</p>	<p>The world around us I</p> <p>Environmental issues, climate, public services and money matters.</p> <p>Demonstrative adjectives, quantities and measurements, indefinite pronouns. Further fixed structures that use the subjunctive.</p> <p>The world around us II</p> <p>The media, communication, keeping informed, TV and film.</p> <p>Revision of grammar. Special focus on spoken language in preparation for the speaking exam.</p> <p>EASTER HOLIDAYS</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



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.





Computer Science Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
1.1.1 Binary	8.1 Programming concepts	2.1 Types & Methods of Data transmission
1.1.2 Hexadecimal	8.2 Arrays	2.2 Methods of error detection
1.2 Text, Sound & Images	8.3 File Handling	2.3 Encryption
1.3 Data Storage & Compression	FEBRUARY HALF TERM	MAY WEEK
AUTUMN HALF TERM	8.1 Programming concepts	7.1 Algorithm design and problem-solving
10.0 Boolean Logic	8.2 Arrays	7.2 Pseudocode and Flowcharts
3.1 Computer architecture and the fetch-execute cycle	8.3 File Handling	7.4 Standard Methods
CHRISTMAS HOLIDAYS	EASTER HOLIDAYS	SUMMER HOLIDAYS

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
3.1 Input Devices	1.4 Security	Revision, Exam Preparation, Study Leave and IB Induction Week.
3.2 Output Devices	1.5 Ethics	
3.3 Storage Devices	6.1 Automated Systems	
AUTUMN HALF TERM	6.2 Robotics	
5.0 Internet Principles	6.3 Artificial Intelligence	
8.1 Programming concepts	FEBRUARY HALF TERM	
8.2 Arrays	8.1 Programming concepts	
10.0 Databases	8.2 Arrays	
CHRISTMAS HOLIDAYS	Revision	
	EASTER HOLIDAYS	



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.





Design and Technology Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>IGCSE Coursework: Criterion 1 - Identification of a need</p> <ul style="list-style-type: none"> • Identification of a need • Identification of intended users and clients • Design brief development <p>IGCSE Coursework: Criterion 2 - Research</p> <ul style="list-style-type: none"> • Identification of user and client's wants and needs • Site analysis • Existing building research <p>AUTUMN HALF TERM</p> <p>IGCSE Coursework: Criterion 2 - Research (continuation)</p> <ul style="list-style-type: none"> • Material research • Manufacturing research • Existing model analysis <p>CHRISTMAS HOLIDAYS</p>	<p>IGCSE Coursework: Criterion 2 - Research (continuation)</p> <ul style="list-style-type: none"> • Inspirational images research • Initial drawings and design ideas • Key measurements / ergonomics primary and secondary research • Design specifications development <p>FEBRUARY HALF TERM</p> <p>IGCSE Coursework: Criterion 3 - Generation of design ideas</p> <ul style="list-style-type: none"> • Inspirational images research • Initial drawings and design ideas <p>EASTER HOLIDAYS</p>	<p>Mock exam preparation</p> <ul style="list-style-type: none"> • Paper 1 content and exam practise • Paper 5 content and exam practise • Mock exams <p>MAY WEEK</p> <p>IGCSE Coursework: Criterion 3 - Generation of design ideas (continuation)</p> <ul style="list-style-type: none"> • Formal design ideas and annotations • Evaluation of design ideas <p>IGCSE Coursework: Criterion 4 - Development of proposed solution</p> <ul style="list-style-type: none"> • Design idea development through model making • Design idea development through 3D modelling <p>SUMMER HOLIDAYS</p>



Design and Technology Programme of Study

YEAR 11		
AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>IGCSE Coursework: Criterion 5 - Planning for production</p> <ul style="list-style-type: none"> • Orthographic projection • Gantt chart • Flowchart • Cutting list of materials <p>AUTUMN HALF TERM</p> <p>Mock exam preparation</p> <ul style="list-style-type: none"> • Paper 1 content and exam practise • Paper 5 content and exam practise • Mock exams <p>CHRISTMAS HOLIDAYS</p>	<p>IGCSE Coursework: Criterion 6 - Planning for production</p> <ul style="list-style-type: none"> • Final model manufacturing <p>IGCSE Coursework: Criterion 7 - Testing and evaluation</p> <ul style="list-style-type: none"> • Final model evaluation • Proposal of further amendments <p>FEBRUARY HALF TERM</p> <p>Exam preparation</p> <ul style="list-style-type: none"> • Paper 1 content and exam practise • Paper 5 content and exam practise <p>EASTER HOLIDAYS</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</p>



DRAMA GCSE

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

Overview

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 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 will enjoy the challenges and unique performance opportunities of this course.

Assessment

Performance Components:

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.

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.

Exam Component:

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 (DNA, by Dennis Kelly). In section 1, 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.

Future Pathways

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 - essential skills across a range of careers, as well as qualities of global changemakers.

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 leadership roles of all types, any collaborative work, and any work in which it is essential to be able to think out of the box and realise the products of one's imagination. These might include: 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.



YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Introduction to class</p> <ul style="list-style-type: none">• Norms, practices• Overview of course• Introducing our set text, DNA by Denis Kelley <p>Taster Micro-Projects using DNA as through-line</p> <ul style="list-style-type: none">• Analyze scene 1• Stage scene 1• Devise using stimulus from scene 1 <p>AUTUMN HALF TERM</p> <p>Use DNA text to address skills of all three components</p> <p>C3-A: Unpack Performance and Production skills and choices</p> <ul style="list-style-type: none">• Staging opening with production and performance• Dramatic reading and analysis together• Unpacking questions• Using subject specific vocabulary• Creating character analysis sheets• Analysis homework in the style of C3 questions• Use example responses and vocabulary lists <p>C2: Use excerpted scenes to perform with performance and production skills and choices, creating artistic intention</p> <ul style="list-style-type: none">• Perform various scenes from DNA• Formulate artistic intentions and performance <p>CHRISTMAS HOLIDAYS</p>	<p>Focus on C3-B: Analyzing and Evaluating Live Performance</p> <ul style="list-style-type: none">• Use National Theatre's Antigone as model of C3-B• Unpack assessment requirements and questions• Group Presentation: Live theatre analysis and evaluation, class jigsaw <p>C3-A: Making definitive choices for your vision of DNA, by Denis Kelley</p> <ul style="list-style-type: none">• Play text• Teacher created scaffolding and support materials• Example works• Close reading of rubric <p>EASTER HOLIDAYS</p>	<p>Mock Exam:</p> <p>Revision</p> <p>Abbreviated C3-A and C3-B (all but director questions)</p> <p>MAY WEEK</p> <p>C1: Use themes from DNA to explore devising techniques</p> <ul style="list-style-type: none">• Explore devising techniques, companies, productions• Verbatim Theatre: A time you were not believed• Image Theatre: Photo of Boys Climbing to the Sea, Morocco <p>Advanced Devising Techniques</p> <ul style="list-style-type: none">• Practice devised pieces using physical theatre (Frantic Assembly)• Practice using production elements <p>SUMMER HOLIDAYS</p>



Drama Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>C1: Devising</p> <ul style="list-style-type: none"> • Collaborative project stimuli! • Explore stimuli, create groups • Create collaborative project together • Developing Artistic Intention and devising with the portfolio in mind • Structure and budget of time • Understanding how to incorporate performance and production techniques in portfolio • Draft Questions 1, 2 • Perform before half-term <p>AUTUMN HALF TERM</p> <p>C1: Production Portfolio</p> <ul style="list-style-type: none"> • Unpack questions • Use exemplars and teacher scaffolding to address questions • Write portfolio as part of Y11 mock process <p>Begin process of selecting C2 scripts- group exploratory</p> <p>CHRISTMAS HOLIDAYS</p> <p>Watch C3-B Performance, Peter Pan</p> <p>Revise C1 Portfolio</p>	<p>C2: Select performance pieces</p> <ul style="list-style-type: none"> • Explore and select with partners • Unpack assessment expectations • Scene study: artistic intentions, character goals, arch of intensity, power lines <p>Rehearsal period</p> <ul style="list-style-type: none"> • Performance date <p>FEBRUARY HALF TERM</p> <p>Rehearsal period</p> <ul style="list-style-type: none"> • 2 Performance date <p>C1 Portfolio Final Draft</p> <p>C3 Revision for exam</p> <p>EASTER HOLIDAYS</p> <p>Student release for study Optional workshops and revision sessions</p>	<p>Revision, Exam Preparation, Study Leave and IB Induction Week.</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.

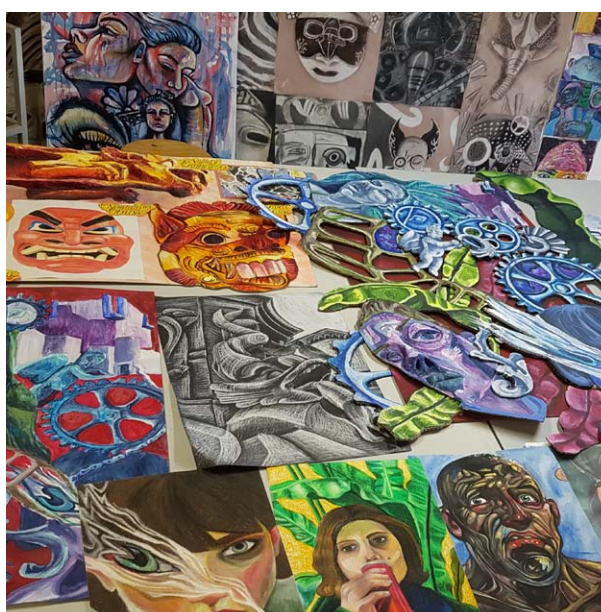
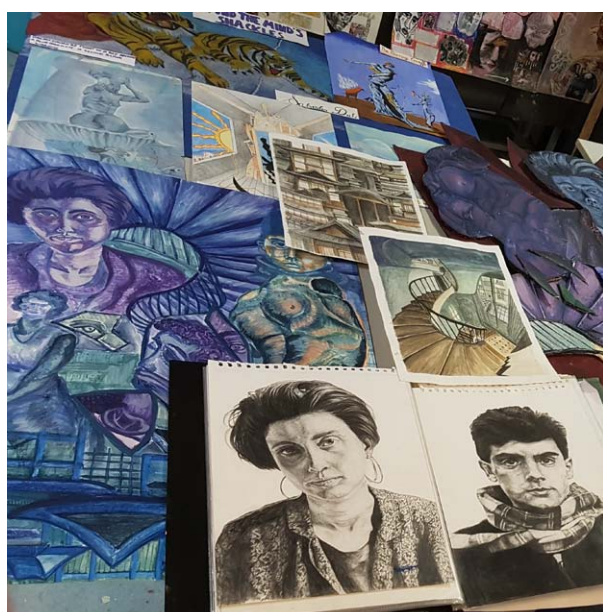
Excellent studio and workshop facilities allow pupils to produce work of uncommon scale and complexity. To fully appreciate the diversity and quality of work produced by pupils on this course, one should visit the displays in the main corridor and in the department itself. The historical grade average 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!





Fine Art Programme of Study

YEAR 10

AUTUMN TERM

Project A Work Journal

- Large scale observational drawing of skulls and bones (prep board 1)
- Large chalk and charcoal fountains drawing.
- Research into masks from diverse cultures (2D & 3D work)
- Rome fountains trip and fountains research
- Gargoyles and fantastic creatures research

AUTUMN HALF TERM

- Incredible animals research
- Surrealism research
- Three-dimensional gargoyle or DaVinci Anatomy board (prep board 2)
- Leonardo da Vinci anatomical studies research
- Large-scale Surrealism study in oil pastel (prep board 3)
- Critical and contextual written research (Google Docs)
- Initial sculpture designs (using drawing and collage techniques)

CHRISTMAS HOLIDAYS

SPRING TERM

Project A Final Outcome

- Final design for large sculpture (fully annotated)
- Main homework for this term is the sculpture process portfolio.
- Small clay maquette for final sculpture

FEBRUARY HALF TERM

- Working in clay to produce at least five major elements of the final sculpture (head, claws, wings etc)
- Final sculpture up to 2M tall. created in clay, wood, modroc and chicken wire
- Staring on Architecture research for Project B

EASTER HOLIDAYS

SUMMER TERM

Project B Work Journal

- Architecture and built environment research
- Studies of architectural forms from around the world in a range of media
- Mock exam composition
- Thematic work in a range of media
- Formal & contextual annotation

MAY WEEK

- Bracciano field trip
- Additional 2D thematic work (portraiture, landscape or mechanical forms)

SUMMER HOLIDAYS

- Additional thematic research (mixture of artist and observational research)



Fine Art Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Project B Final Outcomes</p> <ul style="list-style-type: none"> Lino printing (3 stage design related to selected theme) 3 x large painting designs (annotated) A1 final painting designs (collage and acrylic) Large semi-3D painting composition project derived from research. Focus on layering, depth, texture, lighting, detail, contrast <p>AUTUMN HALF TERM</p> <ul style="list-style-type: none"> Finishing large painting (as part of Y11 mock exam) <p>CHRISTMAS HOLIDAYS</p>	<p>Final Exam</p> <p>Research and preparation</p> <ul style="list-style-type: none"> Externally set theme 5 prep boards: 20 pieces of prep 8 artist research 7 observational 1 Mind Map 4 designs <p>FEBRUARY HALF TERM</p> <ul style="list-style-type: none"> Exam Prep Trip Complete 5 prep boards with annotation <p>EASTER HOLIDAYS</p>	<p>Final Exam</p> <p>10 hour exam (over 3 days)</p> <p>MAY WEEK</p>



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 and developing ensemble skills at Music co-curricular activities. 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 and diligent attendance of at least one CCA.

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.





Music Programme of Study

YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
Fusions <ul style="list-style-type: none"> Esperanza Spalding: Samba Em Preludio AND Wider Listening <p>(Component 3)</p> Performance Progress (In class solo performance) Instrumental Music 1700–1820 <ul style="list-style-type: none"> J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major <p>(Component 3)</p> AUTUMN HALF TERM <p>Instrumental Music 1700–1820</p> <ul style="list-style-type: none"> L van Beethoven: 1st Pathetique Sonata AND Wider Listening <p>(Component 3)</p> Performance Progress (In class solo performance) Music for Stage/ Screen <ul style="list-style-type: none"> J Williams: Main title/rebel blockade runner AND Wider Listening <p>(Component 3)</p> CHRISTMAS HOLIDAYS	Free Composition (15%) <ul style="list-style-type: none"> Inspiration Research Plan Draft <p>(Component 2)</p> FEBRUARY HALF TERM <p>Free Composition (15%)</p> <ul style="list-style-type: none"> Composition first draft completed Write up <p>(Component 2)</p> Performance Progress (In class solo performance) EASTER HOLIDAYS	Music for Stage and Screen <ul style="list-style-type: none"> S Schwartz: Defying Gravity AND Wider Listening Performance Progress (recording practice) Vocal Music <ul style="list-style-type: none"> Queen: Killer Queen AND Wider Listening <p>(Component 3)</p> MAY WEEK <p>Vocal Music</p> <ul style="list-style-type: none"> H Purcell: Music for a While AND Wider Listening Performance Progress (recording practice) Fusions <ul style="list-style-type: none"> Afro Celt Sound System: Release AND Wider Listening <p>(Component 3)</p> SUMMER HOLIDAYS <ul style="list-style-type: none"> Composition research for brief



Music Programme of Study

YEAR 11

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p>Brief Composition (15%)</p> <ul style="list-style-type: none"> Inspiration Research Plan Draft <p>(Component 2)</p> <p>AUTUMN HALF TERM</p> <p>Brief Composition (15%)</p> <ul style="list-style-type: none"> Composition completion Write up <p>(Component 2)</p> <p>Performance Progress (Record final performances)</p> <p>CHRISTMAS HOLIDAYS</p>	<p>EXAM REVISION (Component 3) Set Works</p> <ul style="list-style-type: none"> Bach Mercury Schwartz Afro Celt Sound System <p>Extended response</p> <p>Unfamiliar Listening</p> <p>Melodic Dictation</p> <p>FEBRUARY HALF TERM</p> <p>EXAM REVISION (Component 3) Set Works</p> <ul style="list-style-type: none"> Beethoven Purcell Williams Spalding <p>Extended response</p> <p>Unfamiliar Listening</p> <p>Melodic Dictation</p> <p>EASTER HOLIDAYS</p>	<p>Revision for Exam (Component 3)</p> <ul style="list-style-type: none"> 12 mark responses Melodic dictation <p>All Areas of Study</p> <p>MAY WEEK</p>



PE IGCSE

Option | Exam Board: Cambridge Assessment International | Syllabus Code: 0413

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 inline with the specification 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

www.cambridgeinternational.org/Images/411735-2019-coursework-guidelines-booklet.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.





YEAR 10

AUTUMN TERM	SPRING TERM	SUMMER TERM
Health, Fitness and Well-being (1) <ul style="list-style-type: none">• Fitness• Diet and energy sources AUTUMN HALF TERM Anatomy and Physiology (1) <ul style="list-style-type: none">• Skeletal system• Muscular system• Joints and movements• Muscle fibre types• Force, levers• Respiratory system• Cardiovascular system CHRISTMAS HOLIDAYS Anatomy and Physiology (2)	Social, Cultural and Ethical influences. <ul style="list-style-type: none">• Leisure and recreation• Sports development FEBRUARY HALF TERM Skill Acquisition and Psychology <ul style="list-style-type: none">• Skill and learning stages• Information processing model EASTER HOLIDAYS	MAY WEEK Skill Acquisition SUMMER HOLIDAYS



YEAR 11		
AUTUMN TERM	SPRING TERM	SUMMER TERM
Health, Fitness and Well-being <ul style="list-style-type: none"> • Components of fitness and fitness testing. • Vo2Max • Principles of training • High altitude training 	<ul style="list-style-type: none"> • Sponsorship • Media • Global events • Professionals vs Amateur • Technology • Performance enhancing drugs • Sportsmanship • Risk • Injuries 	Revision, Exam Preparation, Study Leave and IB Induction Week.
AUTUMN HALF TERM		
Health, Fitness and Well-being <ul style="list-style-type: none"> • Warm ups and cool downs 	FEBRUARY HALF TERM	
Skill Acquisition (2) <ul style="list-style-type: none"> • Feedback • Guidance • Motivation • Goal setting • Personality types 	Complete Socio-cultural	
	EASTER HOLIDAYS	
	Revision	
	Exam period	
CHRISTMAS HOLIDAYS		
Social, Cultural and Ethical Influences		



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 and improvement, the academic conventions required when analysing texts, and editing skills.

Assessment

No examination.

Future Pathways

The aim of these lessons is for pupils to feel empowered in their ability to succeed in all subjects. They will be encouraged to refine their study skills in line with their strengths as multilingual students.





COMPULSORY NON-ASSESSED COURSES

Citizenship

In Citizenship, pupils examine a great range of contemporary issues related to law, the economy, politics, health, welfare, animal rights and society. Pupils will explore the workings of the United Nations and have the opportunity to develop the skills necessary to take part in Model UN competitions, for example researching into a particular country, writing resolutions and position papers, debating, lobbying, presenting and public speaking. Pupils will research the role of various NGOs, and look at the function of governments and international courts. Other topics include an examination of the food industry, social media and consumerism.

Core PE

All pupils at St George's follow a core PE programme based on the aim of fostering a healthy lifestyle and highlighting the benefits of life-long exercise. Pupils will further develop the skills and tactical understanding needed to perform effectively in chosen sporting activities, enhance their leadership, communication and organisational skills, and work effectively with others. Sports that are played will include invasion games (e.g. hockey, football, basketball, netball, rugby, lacrosse, american football), as well as athletics, tennis, softball, table tennis, cricket or other sports to be selected by the class teacher.

Personal, Social, Health and Economic Education (PSHE)

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. The Health and Well-being strand explores self esteem and confidence, mental health, first aid and drugs education. The Relationships strand covers contraception, sexually transmitted infections, positive and negative relationships, body image, decision making and consent. The Living in a Wider World strand focuses on goal setting, prejudice and discrimination, careers, study skills and community.



IGCSE COURSES AVAILABLE AT ST GEORGE'S

Compulsory Subjects:		
English Language IGCSE	English Literature IGCSE	Mathematics IGCSE
Science Options:		
Biology IGCSE	Chemistry IGCSE	Physics IGCSE
Humanities Options:		
Geography IGCSE	History IGCSE	
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
Elective Options:		
Computer Science IGCSE	Design and Technology IGCSE	Drama GCSE
Fine Art GCSE	Music GCSE	PE IGCSE
Research and Project Management:		
Higher Project Qualification (HPQ)		
Other Compulsory Courses (non-assessed):		
Citizenship	Core PE	PSHE Education



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