

# KS4 Curriculum Guide 2024-2026



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# Introduction

Welcome to Key Stage 4, the two-year programme of study for 14 to 16 year olds. At St. Georges we offer IGCSEs and BTEC Level 2 courses to prepare students for International A Level and BTEC Level 3 courses.

IGCSEs (International General Certificate of Secondary Education) are international specialised qualifications from the four leading UK examination boards: AQA, Pearson Edexcel, CCEA and Cambridge. These courses run over two years, starting in Year 10 and with final examinations in Year 11 offering students the opportunity to enter our Sixth Form in Year 12.

The BTEC (Business Technology Education Council) courses are the equivalent of an IGCSE. They are high-quality, career-focused qualifications grounded in the real world of work. This means BTEC learners develop and apply the knowledge, skills, and behaviours that employers and universities are looking for. They are coursework based modular qualifications over two years and therefore have no final examination.

Subject offerings are regularly updated to meet the needs of our students.

The wellbeing of our students is fundamental to the fabric of St George's school life. As part of our wider provision our form tutors are our 'in-school parent'. The form tutor is the first port of call for student questions and concerns. Each Year group is led by a Head of Year. Our Secondary school PDv mentor also offers one to one support to students where guidance is needed for a range of issues including relationships, organisation and exam stress. In addition to the key Pastoral staff all St George's students have timetabled Personal Development (PDv) lessons on their timetable for 55 mins each week. The purpose of these sessions is to further develop the character, enhance the physical and mental health of our students and help them learn how to make safe and wise decisions in life.

**Mr Davis (Head of Year 10)**

**Miss Bloom (Head of Year 11)**

## Overview

Here at St George's International School, we aim to offer students a broad and balanced curriculum of IGCSEs in Years 10 and 11. Some subjects are compulsory while others are chosen from a range of options.

### **Compulsory subjects are:**

- English Language & Literature (which counts as 2 IGCSEs)
- Coordinated Sciences (which counts as 2 IGCSEs and covers biology, chemistry & physics)
- Maths
- Modern Foreign Language (French or German)
- Physical Education
- Personal Development

\*Students then choose four further subjects from a list given in the Option Forms. The provision of option subjects changes from year to year, depending on the needs of each cohort.

## Option subjects that are currently being offered are:

- Art, Craft and Design
- BTEC Work Skills
- BTEC Sport
- BTEC Performing Arts/Production Arts
- Business studies
- Computer Science
- Drama
- Economics
- A 2<sup>nd</sup> Modern Foreign Language (either French or German)
- Further Mathematics
- Geography
- Government & Politics
- History
- Media Studies
- Music
- Psychology
- Sociology

*Please note this list is neither exhaustive nor permanent and subjects may be added or removed from year to year. There needs to be a minimum of 6 students to run a course.*

Students also have the opportunity, if requested, to sit an IGCSE language exam in their mother tongue and, in the past, we have had students taking Dutch, Polish, Spanish and Japanese language examinations.



Assessment for the IGCSEs usually takes place at the end of the two-year course and includes written and oral tests, coursework and practical assessment. Grades awarded at these levels range from 1 to 9 (9 being the highest mark).

For entry into the Year 12 programme of study, students are asked to have at least 5 IGCSE passes at grade 5 and above, with English and Maths being two of the required subjects. To progress onto their chosen AS/A2 level courses they also need to meet the entry requirement for that specification ie. Maths would need a minimum of a 7 in iGCSE Maths.

For further information on the Key Stage 4 programme please email pastoral admin @ [pastoraladmin@st-georges.lu](mailto:pastoraladmin@st-georges.lu).

For further assessment information please see:

[www.cie.org.uk](http://www.cie.org.uk)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.edexcel.com](http://www.edexcel.com)  
[www.ccea.org.uk](http://www.ccea.org.uk)

# Personal Development

Beyond the IGCSE curriculum, students have weekly Personal Development lessons often with their form tutor.

Personal Development, (PDV), covers a range of subjects including stress management, mental health, positive dietary choices, online safety, sexual health, positive relationships, global issues, career choices, discrimination and employment rights.

This programme enables students to make their own decisions and to take responsibility for their own lives and contribution to their communities.

Students will also take part in several schemes which are designed to assist them both in preparation for further education and possible career choices.

## **Year 10 and 11 PDV curriculum overview**

Well-being and mental health (Year 10-11)

Relationships (Year 10-11)

Revision – introduction to GCSE pod (Year 10)

Careers – Focus on preparation for work experience (Year 10)

First aid (Year 11)

Poverty and Homeless outreach (Year 11)

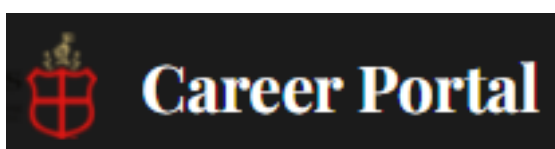
Exam preparation (Year 11)

Regular sessions on Sustainable Development Goals (Year 10-11)

## **Careers Guidance**

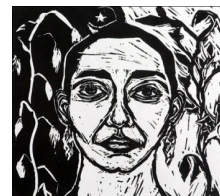
As part of the PDV programme, students will receive high quality careers advice and assistance during their time at St George's School. They will create a Unifrog account, which they will use to identify interests and research careers. An online Career Portal includes a range of resources including the careers learning journey, work experience opportunities, and information to help with A-Level subject choices. Our careers advisor, Mrs Hudson, will have individual meetings with students to explore their career aspirations and help them make informed decisions about their future pathways. Please follow this link to access the [Career Portal](#).

**Further information about our Careers provision can be found in the Careers section later in this document.**



# Edexcel Art & Design GCSE

## Unendorsed Art, Craft and Design (1AD0) Option



### Course content:

- An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes.
- It should lead to greater understanding of the role of the visual arts in the history of civilisations.
- It should widen cultural horizons and enrich the individual.
- It should combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.
- Art and Design complements literary, mathematical, scientific and factual subjects.
- It is especially concerned with the development of visual perception and aesthetics.
- It is a form of communication and a means of expressing ideas and feelings.

### What will students need to do, know and learn?

Every piece of work undertaken, whether in class or at home, will be part of the preparation towards the examination. Students will be expected to complete at least 3 to 4 hours of homework per week. Students are also encouraged to visit galleries and museums in their free time. It is essential that students become independent learners and thinkers for this course.

The Edexcel GCSE in Art and Design enables students to develop the four assessment objectives:

- Creative and imaginative skills and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
- Investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills.
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate.
- Knowledge and understanding of art, craft and design in contemporary society and in other times and cultures.

### Art, Craft and Design: Unendorsed (1AD0)

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes.

Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.



Work produced for this subject will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

## How will students be assessed?

This GCSE qualification has two parts:

**Unit 1:** Personal Portfolio (Coursework) 60% final grade, together with

**Unit 2:** Externally Set Assignment (Examination), 40% final grade.

Students must show evidence of working in at least two disciplines and the work must show evidence of all four assessment objectives.

## Overview of assessment:

### Coursework

#### **Unit 1: Personal Portfolio**

- Themes for student's personal portfolio will be selected by the teachers and developed by the students.
- Themes may have a separate focus or can be interconnected.
- Internally set, marked and standardised.
- Externally moderated.
- Total of 72 marks awarded (18 for each assessment objective).
- Work must show evidence of all four assessment objectives.

#### **Unit 2: Externally Set Assignment**

- Examination piece with set preparatory time and 10 hours assessment time (Exam).
- 72 marks available for this assessment (18 for each assessment objective).
- Externally set, internally marked and standardised, externally moderated by visiting examiner.
- Work must show evidence of all four assessment objectives.

| GCSE Assessment Objectives |  |
|----------------------------|--|
| AO1                        | Develop ideas through investigations, demonstrating critical understanding of sources.                                   |
| AO2                        | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. |
| AO3                        | Record ideas, observations and insights relevant to intentions as work progresses.                                       |
| AO4                        | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.   |

# BTEC International Award in Performing Arts/Production Arts (Level 2)



## (Pearson/Edexcel) Option\*

### What will students learn?

This qualification is designed to support learners who are interested in learning about the Performing Arts industry alongside other fields of study. The Level 2 Award is equivalent to one International GCSE. Students can choose either a performance or production pathway within this course.

### Course Overview

The course covers a combination of 2 mandatory units, which includes 1 internal unit: *Introduction to the Performing and Production Arts*, and 1 Pearson set assignment: *Performing Arts Production*.

| Unit (number and title)                          | Unit size<br>(GLH) | Award<br>(120 GLH) |
|--|--------------------|--------------------|
| 1 Introduction to Performing and Production Arts | 60                 | M                  |
| 2 Performing Arts Production                     | 60                 | M                  |

### How will students be assessed?

All units in the International BTEC qualification are internally assessed and externally Verified by the exam board. Each unit within the qualification has specified assessment and grading criteria using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

To achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria.

To achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria in addition to the 'pass' criteria.

To achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria in addition to the 'pass' and 'merit' criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

### What can students do after they finish this course?

This course supports progression to the BTEC Level 3 Subsidiary Diploma in Performing Arts which is the equivalent of one A level, The Drama and Theatre Studies International AS/A level or a wide range of other A level courses. 95% of universities and colleges in the UK now accept BTEC as an alternative to an A level.



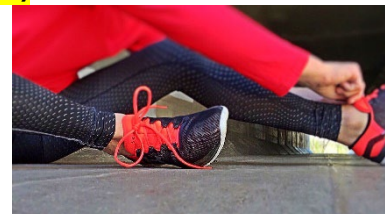
## Employment prospects

A total of 1.7 million people are employed in performance related jobs across the EU with 8.7 million people filling roles across the wider cultural sector.

<https://culture.ec.europa.eu/policies/selected-themes/data-on-the-cultural-sector>

**\*IGCSE Drama OR BTEC Performing Arts/Production Arts Level 2 Award (to be determined after initial choices are made but before the final option blocks are released)**

# BTEC International Award in Sport (Level 2) (Pearson/Edexcel) Option



## What will students learn?

This qualification is designed to support learners who are interested in learning about the sports industry alongside other fields of study. The Level 2 Award is equivalent to one International GCSE.

## Course Overview

The course covers a combination of 2 mandatory units, which includes 1 internal unit, the practical sport assessment, and 1 set assignment on the Principles of Fitness and Fitness Testing. All students must be able to play 1 practical sport to a good standard to pass the practical sport assessment. There is also 1 optional unit over two years of study.

| Pearson BTEC International Level 2 Award in Sport         |   |     |           |                |
|---|---|-----|-----------|----------------|
| Unit number   | Unit title                                | GLH | Type      | How assessed   |
| Mandatory units - learners complete and achieve all units |   |     |           |                |
| 1   | Principles of Fitness and Fitness Testing | 30  | Mandatory | Set assignment |
| 5   | Practical Sport                           | 60  | Mandatory | Internal       |
| Optional units - learners must complete 1 optional unit   |   |     |           |                |
| 2   | Training for Personal Fitness             | 30  | Optional  | Set assignment |
| 7   | Anatomy and Physiology for Sport          | 30  | Optional  | Internal       |
| 8   | Sports-related Injuries and Illnesses     | 30  | Optional  | Internal       |

## How will students be assessed?

All units in the International BTEC qualification are internally assessed and externally Verified by the exam board. Each unit within the qualification has specified assessment and grading criteria using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

To achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria.  
To achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria in addition to the 'pass' criteria.  
To achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria in addition to the 'pass' and 'merit' criteria.  
Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

### **What can students do after they finish this course?**

This course supports progression to the BTEC Level 3 Subsidiary Diploma in Sport in the 6<sup>th</sup> Form which is the equivalent of one A level, or a wide range of other A level courses. 95% of universities and colleges in the UK now accept BTEC as an alternative to an A level.

### **Employment prospects**

A total of 1.51 million people are employed in the sector across the EU.  
There is an increase of 10.9% since 2022. The sports sector is now one of the fastest growing areas of employment.

<https://ec.europa.eu/eurostat/web/products-eurostat-news/w/ddn-20230728-1>

# **BTEC International Extended Award in Workskills (Level 2)**

## **Pearson/Edexcel Option**



### **What will students learn?**

The Pearson BTEC Level 2 Extended Award in Workskills is for learners who need to develop their skills and knowledge of employability to access the job market. The Level 2 Extended Award is of an equivalent level to one International GCSE.

### **Course Overview**

The Pearson BTEC Level 2 in Workskills enables learners to:

- Develop skills valued by employers and are in demand in the workplace.
- Develop knowledge related to employability and the workplace.
- Embrace the 21st century workplace and build a career plan.
- Achieve an internationally recognised Level 2 qualification that prepares students for employment or self-employment.
- Develop self-awareness of skills and knowledge and the ability to continually.
- Upskill to meet the changing demands of the workplace.

### **How will students be assessed?**

- Internal assessment.
- The qualification and units are graded Pass/Fail.

Students must complete the units below to obtain the qualification:

| Unit name  |
|--|
| <b>Developing Work-related Skills and Behaviours</b>       |
| <b>Developing Job Application Skills</b>                   |
| <b>Applying Literacy in the Workplace</b>                  |
| <b>Celebrating Equality and Diversity in the Workplace</b> |

### What can students do after they finish this course?

Successful completion of the course supports progression into the Key Stage 5 and Level 3 BTECs.

### Employment prospects

BTEC Workskills provides students with a set of skills relevant to all careers.

## Business Studies IGCSE Cambridge (0986) Option



### Course content

Business Studies is a two-year IGCSE course. The curriculum covers a wide range of topics, which can be summarised as follows:

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

Students taking the course will develop both a knowledge and understanding of business terminology, concepts, methods and theories. They will also learn how to make effective use of them and how to apply them to business problems and issues in a wide range of appropriate contexts. They should also be able to recognise the strengths and weaknesses of the ideas used.

During the course students will also develop skills of numeracy, literacy, enquiry and the presentation and interpretation of data. They will also learn how to distinguish between fact and opinion and how to develop arguments and make informed judgements and decisions.

### How will students be assessed?

The four assessment objectives in Business Studies are:

1. **Knowledge and Understanding** : demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories and techniques commonly applied to or used as part of business behaviour.

2. **Application:** apply knowledge and understanding of facts, terms, concepts, conventions, theories and techniques.
3. **Analysis:** distinguish between evidence and opinion in a business context; order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.
4. **Evaluation:** present reasoned explanations, develop arguments, understand implications and draw inferences; make judgements, recommendations and decisions.

The students will be entered for two written papers:

|                |  |                 |
|----------------|--|-----------------|
| <b>Paper 1</b> | Short-answer structured, data response questions based on short case studies.<br>There will be no choice of questions.                               | Weighting – 50% |
| <b>Paper 2</b> | Students will be presented with one longer case study and are required to answer questions arising from it.<br>There will be no choice of questions. | Weighting – 50% |

## Why choose Cambridge IGCSE Business Studies?

Cambridge IGCSE (9–1) Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses.

Learners will be able to:

- understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations, and finance.
- appreciate the role of people in business success.

They will also gain lifelong skills, including:

- the ability to calculate and interpret business data
- communication skills needed to support arguments with reasons
- the ability to analyse business situations and reach decisions or judgements.

IGCSE Business Studies provides a thorough knowledge and understanding of the subject and helps to develop the skills learners need to continue their studies further to A-Level or University. It also provides an excellent base for a career in all kinds of business and is also useful for those thinking of careers in law, economics, and accounting.

## Careers Curriculum



At St George's we believe that career describes our journey through life, learning and work. Our career curriculum aims to:

- help students understand and be able to explain their skills, qualities, attitudes and behaviours alongside their grades;
- support students in gathering information about careers, considering the available pathways, and finding the inspiration and motivation to develop the skills and achieve the qualifications they need in order to fulfil their potential;
- prepare students for the opportunities, responsibilities and experiences of life as they manage transitions from school to adult life;
- develop students understanding of the world of work and ability to respond to changing opportunities; and
- create opportunities for students to develop their enterprise and employment skills

Our career curriculum incorporates the new CDI Framework which is the UK national framework of career development skills. Its six learning areas encompass the skills, knowledge, attitudes, and behaviours that support individuals to achieve a positive career.

### The six learning areas



Careers and Future Planning lessons begin in Year 7 and form part of our Personal Development Programme. Each year, as students' progress through secondary school, they will build on their career skills and knowledge.

|          | <b>Year 10</b>                            | <b>Year 11</b>                      |
|----------|---|-------------------------------------|
|          | Assembly: Introduction to Work Experience |                                     |
| Lesson 1 | Refresher: Skills & Activities            | Post-16 Options                     |
| Lesson 2 | Career Library research skills            | Refresher: Unifrog                  |
| Lesson 3 | CVs & Covering Letters                    | A-level Choices                     |
| Lesson 4 | Work Environments                         | University Systems Around the World |
| Lesson 5 | How to Behave in the Workplace            | Computer Time                       |
| Lesson 6 | Discrimination & Employment Rights        | Creating an Online Profile          |
| Lesson 7 | Unifrog Computer Time                     | Unifrog Computer Time               |

|          |                       |                                |
|----------|-----------------------|--------------------------------|
| Lesson 8 | Unifrog Computer Time | Unifrog Computer Time          |
|          |                       |                                |
| Events   | Work Experience week  | A Level Taster Week            |
|          |                       | One to One with Career Advisor |

In addition to our career curriculum all students in years 7-13 have access to the school's online Career Portal, they can make an appointment at any time in school hours with the school's in-house Career Adviser and they have their own personal account on Unifrog: an award-winning, online careers platform designed to support learners in making the informed decisions about their future. Unifrog has a range of tools that are suitable for all year groups and provides a wide range of information related to each students' individual interests and aspirations.

Key features of the Unifrog platform include:

- Exploring Pathways: personality and interest quizzes, career and subject profiles, MOOCs, and webinars
- Recording: self-reflection about extracurricular activities and key employability skills
- Opportunities: search tools showing live vacancies, courses, and placements for universities around the world, virtual work experience and much more
- Applications: tools to help students build applications for a range of pathways (e.g., resumés, Common App Essays, personal statements)

## Computer Science IGCSE

### Cambridge (0984) Option



#### Course content

The course is divided into two sections Theory of Computer Science and Programming skills. All students will use the Cambridge IGCSE Computer Science Textbook to support the theory and practical elements of the Cambridge IGCSE Computer Science and the Programming Book for Python to further support the practical element. All content is examined across two written papers at the end of Year 11.

The Theory textbook covers the full range of topics from the Syllabus, including Binary and Hexadecimal systems, Communication and Internet Technologies, Programming Concepts, and Databases.

The programming textbook covers a full range of programming topics based around the Python language including Sequence, Selection, Iteration, Designing Algorithms and examination practice.



## Content overview:

|   |  |
|---|--|
| <b>Computer Systems</b> <ul style="list-style-type: none"><li>• Data representation</li><li>• Data transmission</li><li>• Hardware</li><li>• Software</li><li>• The internet and its uses</li><li>• Automated and emerging technologies</li></ul> | <b>Algorithm, programming and logic</b> <ul style="list-style-type: none"><li>• Algorithm design and problem-solving</li><li>• Programming</li><li>• Databases</li><li>• Boolean logic</li></ul> |
|---|--|

## How will students be assessed?

There are two papers as detailed below:

| Computer Science (IGCSE) |     |  |                           |
|--------------------------|-----|--|---------------------------|
| IGCSE                    | 50% | Paper 1<br>1 hour 45 minutes<br>Short-answer and structured questions<br>Topics 1-6<br>No calculators are permitted                                | Theory                    |
|                          | 50% | Paper 2<br>1 hour 45 minutes<br>Short-answer and structured questions and a scenario-based question<br>Topics 7-10<br>No calculators are permitted | Programming and Databases |

## Aims

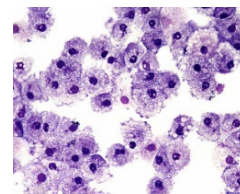
Computer Science is a practical subject, and a range of practical exercises will be integral to the teaching of this qualification.

The aims of the course are to enable students to develop:

- Computational thinking skills
- An understanding of the main principles of solving problems using computers
- The skills necessary to solve computer-based problems using a high-level programming language (PYTHON)
- An understanding of the component parts of computer systems and how they interrelate
- An understanding of the internet as a means of communication and its associated risks
- An understanding of the development and use of automated and emerging technologies.

# Co-ordinated Sciences IGCSE

## Cambridge (0973)



The Co-ordinated Sciences course is a two-year programme of study which is examined at the end of Year 11. The course covers a wide range of biology, chemistry and physics topics which will be taught separately but examined together.

### Course content:

|   |   |
|---|---|
| <b>Biology topics</b><br>B1 Characteristics of living organisms<br>B2 Cells<br>B3 Movement in and out of cells<br>B4 Biological molecules<br>B5 Enzymes<br>B6 Plant nutrition<br>B7 Human nutrition<br>B8 Transport in plants<br>B9 Transport in animals<br>B10 Diseases and immunity<br>B11 Gas exchange in humans<br>B12 Respiration<br>B13 Coordination and response<br>B14 Drugs<br>B15 Reproduction<br>B16 Inheritance<br>B17 Variation and selection<br>B18 Organisms and their environment<br>B19 Human influences on ecosystems | <b>Chemistry topics</b><br>C1 States of matter<br>C2 Atoms, elements and compounds<br>C3 Stoichiometry<br>C4 Electrochemistry<br>C5 Chemical energetics<br>C6 Chemical reactions<br>C7 Acids, bases and salts<br>C8 The Periodic Table<br>C9 Metals<br>C10 Chemistry of the environment<br>C11 Organic chemistry<br>C12 Experimental techniques and chemical analysis |
| <b>Physics topics</b><br>P1 Motion, forces, and energy<br>P2 Thermal physics<br>P3 Waves<br>P4 Electricity and magnetism<br>P5 Nuclear physics<br>P6 Space physics  |   |

This course aims to enable students to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study

## Experimental skills

During this course learners will develop the ability to:

- demonstrate knowledge of how to safely use techniques, apparatus and materials
- plan experiments and investigations
- make and record observations, measurements and estimates
- interpret and evaluate experimental observations and data
- evaluate methods and suggest possible improvements

## How will students be assessed?

| Co-ordinated Sciences - Double Award (0973) |     |   |
|---|-----|---|
| Three written examinations                  | 30% | Paper 1 or 2<br>Multiple choice (core or extended) 45 minutes |
|   | 50% | Paper 3 or 4<br>Written theory (core or extended) 2 hours     |
|   | 20% | Paper 6<br>Alternative to practical 1 hour 30 minutes         |

All papers contain biology, chemistry and physics questions.

| Tier of Entry | Grades |    |    |    |    |    |    |    |    |
|---------------|--------|----|----|----|----|----|----|----|----|
| Extended      | 99     | 88 | 77 | 66 | 55 | 44 | 33 | 22 | 11 |
| Core          |        |    |    |    | 55 | 44 | 33 | 22 | 11 |

The course content of the Core tier is less than that of the Extended tier and the examination questions are more clearly structured to guide students through them.

**'Double award' means that the course is equivalent to and provides two IGCSE grades.**

## Drama IGCSE

## CIE (0411) Option \*

### Course Content

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.



## What will students study?

| Component 1  |            |  |
|--|------------|--|
| <b>Written Examination (2 ½ hrs)</b><br><br><b>Externally assessed</b>             | <b>40%</b> | <p>The exam board will provide pre-release materials from which students will study play texts in preparation for a written paper.</p> <p>The questions on this paper relate to the practical work students have completed during this part of the course. They will write about their practical devised drama and complete a practical study of an extended extract from a play (or an abridged version of an entire play).</p>   |
| Component 2  |            |  |
| <b>Practical coursework</b><br><br><b>Internally assessed/externally moderated</b> | <b>60%</b> | <p>Students will submit three pieces of practical coursework.</p> <p><b>One individual piece (3-5 minutes)</b></p> <p>Students will perform an extract from a play as a monologue or soliloquy. This demanding element of the course is excellent preparation for any student who aspires to a career requiring solo presentation, from budding actors requiring a repertoire of audition monologues to those with a future in business, law or management positions.</p> <p><b>One original devised piece (15 minutes)</b></p> <p>With guidance from the teacher students will work as part of a small group to produce a new and original piece of theatre.</p> <p><b>One adaptation of a play script extract (15 minutes)</b></p> <p>With guidance from the teacher students will work in a small group to study and perform an extract from a published play script.</p> |

## Why choose Drama?

Cambridge IGCSE drama is accepted by universities and employers as proof of knowledge and understanding of both the theory and practical application of drama.

Through practical and theoretical study, the Cambridge IGCSE drama syllabus encourages students to understand and enjoy drama by:

- developing their performance skills, both individually and in groups
- understanding the role of actor, director and designer in creating a piece of theatre
- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own.

## How will students be assessed?

| Assessment Objectives                | Component 1<br>Written | Component 2<br>Practical | Weighting   |
|--------------------------------------|------------------------|--------------------------|-------------|
| <b>AO1: Understanding Repertoire</b> | 22%                    | 15%                      | 37%         |
| <b>AO2: Devising</b>                 | 18%                    | 15%                      | 33%         |
| <b>AO3: Acting Skills</b>            | –                      | 30%                      | 30%         |
| <b>Total</b>                         | <b>40%</b>             | <b>60%</b>               | <b>100%</b> |

Component 1 will be assessed externally.

Component 2 will be assessed internally and moderated externally.

## Course pre-requisites:

Students who wish to undertake IGCSE drama will be expected to:

- participate in rehearsals and public performances outside of school time
- commit to attending theatre trips outside of school time.

*\*IGCSE Drama OR BTEC Performing Arts/Production Arts Level 2 Award (to be determined after initial choices are made but before the final option blocks are released)*

# Economics IGCSE

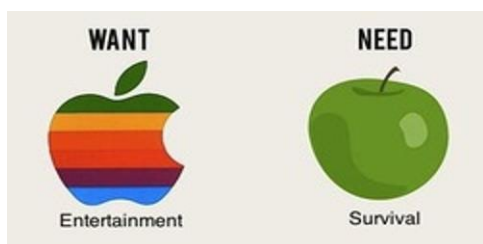
## Cambridge 0987 Option



### Course content:

Economics is a two-year IGCSE course. The curriculum covers a wide range of topics, which can be summarised as follows:

1. The **basic economic problem** – concepts such as **scarcity** and **opportunity cost**



2. The **allocation of resources** – concepts such as supply and demand, market failure and how governments intervene.



3. **Microeconomic decision makers** – concepts such as banking and the labour market.



4. **Government and the macroeconomy** – concepts such as Economic Growth, Unemployment and Inflation.



5. **Economic development** – concepts such as changes in population, living standards, poverty
6. **International trade and globalisation** – concepts such as free trade versus protectionism.

Students taking the course will develop both a knowledge and understanding of economic terminology, principles, elementary economic theory and will learn how to use the tools of economic analysis in particular situations. They will also learn how to employ economic skills with reference to individuals, groups, organisations and governments in order to better understand the world in which they live.

During the course students will also develop skills of numeracy, literacy and the ability to handle simple data including graphs and diagrams. They will learn to identify and discriminate between different sources of information and to distinguish between fact and value judgements in economic issues.

### How will students be assessed?

|         |  |                 |
|---------|--|-----------------|
| Paper 1 | Multiple-choice (45 minutes)   | Weighting – 30% |
| Paper 2 | Structured questions (2 hours 15 minutes)<br>1 compulsory question and 3 optional questions from a choice of 4 | Weighting – 70% |



### What will students be assessed on?

The three assessment objectives in Cambridge IGCSE Economics are:

## A01: Knowledge with understanding

- Show knowledge and understanding of economic facts, definitions, concepts and theories.
- Use economic terminology.

## A02: Analysis

- Select, organise and interpret data.
- Use economic information and data to recognise patterns and to deduce relationships.
- Apply economic analysis to written, numerical, diagrammatic and graphical data.
- Analyse economic issues and situations, identifying and developing links.

## A03: Evaluation

- Evaluate economic information and data.
- Distinguish between economic analysis and unreasoned statements.
- Recognise the uncertainties of the outcomes of economic decisions and events.
- Communicate economic thinking in a logical manner.

## Why choose Cambridge IGCSE Economics?

Cambridge IGCSE economics is accepted by universities and employers as proof of knowledge and understanding of economics.

Successful Cambridge IGCSE economics candidates gain lifelong skills, including:

- An understanding of economic theory, terminology and principles
- The ability to apply the tools of economic analysis
- The ability to distinguish between facts and value judgements in economic issues
- An understanding of, and an ability to use, basic economic numeracy and literacy
- The ability to take a greater part in decision-making processes in everyday life
- An ability to use examples from a variety of economies
- An excellent foundation for advanced study in economics.

# English Language GCSE

## Edexcel (4EA1)

## Course content

## Unit 1: Non-fiction reading and transactional writing (Exam)

Students cover a wide range of contemporary texts to evaluate, analyse and understand the use of language in the modern world. Texts examined include extracts from non-fiction writing, travel writing and magazine articles. Students are examined on their ability to:

- Analyse, comment upon and compare contemporary non-fiction texts.
- Produce letters or speeches which express ideas and information clearly, taking into account context, audience and purpose.



## Unit 2: Directed & Compositional Writing (Coursework)

Students' understanding of how techniques are used in language is assessed through:

- their own creative and compositional writings
- comparisons of three short fictional texts.

### How will students be assessed?

Unit 1 is assessed by examination and Unit 2 by coursework.

Unit 1 is worth 60% of the final grade, and Unit 2 40%.

### Unit 1 Exam:

1. Comprehension Task
2. Analysis of Language Task
3. Comparative task between two short texts.

### Unit 2 Coursework:

1. Comparison of three short fiction texts.
2. A choice between a narrative task and a descriptive task

# English Literature GCSE

## Edexcel (4ET1)



### Course content

#### 1: Poetry & Modern Prose (Exam)

Students study a range of English and World Literature from both Pre-1914 and more contemporary writers.

##### 1(a). Poetry

Students study 16 poems from the Edexcel Poetry Anthology which includes poems from both Pre-1914 and Post-1914, as well as poems from other English speaking cultures. Poetic technique, style and structure are also taught so students learn the skills of poetry appreciation and criticism, allowing them to analyse a poem they have not previously seen.

##### 1(b). Modern Prose

Students study one novel by a modern writer. Possible texts include:

- *To Kill a Mockingbird*. Harper Lee.
- *Of Mice and Men*. John Steinbeck.

#### 2: Modern Drama & Literary Heritage. (Coursework)

Students study one Modern Drama text and one Literary Heritage text from a choice which includes both Pre-1914 and Post-1914 Literature.

##### 2 (a) Modern Drama

Students study one modern drama text from a choice of modern writers including:

- *A View from the Bridge*. Arthur Miller.
- *An Inspector Calls*. J.B. Priestley.

## 2 (b) Literary Heritage.

Students study one text from a choice of pre 1914 writers including:

- *Romeo & Juliet*. Shakespeare
- *Macbeth*. Shakespeare.
- *The Merchant of Venice*. Shakespeare.

### How will students be assessed?

#### Component 1: Poetry & Modern Prose

**The exam is worth 60% of the final grade.**

**Poetry:** At least two poems from the Poetry Anthology are examined with questions based on a thematic, linguistic and structural basis. All poems are published on the exam paper. **(Open book question)**

**Unseen Texts:** An unseen poem with a literary analysis question. **(Open book question)**

**Modern Prose:** An essay based question on one chosen text. Students are not allowed to take their text into the exam. **(Closed book question)**

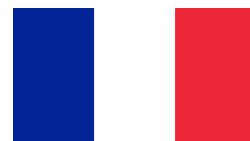
#### Component 2: Modern Drama & Literary Heritage assignments.

**Coursework is worth 40% of the final grade.**

Students complete two assignments, one on a Modern Drama Text and one on a Literary Heritage text. They will work on these essays both in class and at home.

## French IGCSE

Cambridge (7156)



**One foreign language is compulsory (French or German).  
A second one would be optional.**

### Course content:

Students will develop the skills and knowledge they have already acquired in the language they are studying. In addition to that, they will cover more topics and work at a higher level than they did in the first years.

They will learn to use the language for the purpose of practical communication. They will be given as much practice as possible in the four attainment targets of speaking, listening, reading and writing. They will be encouraged to use dictionaries and reference materials to assist in their learning.

### How will students be assessed?

Students will be continually assessed through regular tests in all skill areas. These assessments will help teachers decide which IGCSE level is most suitable for them. It is expected that they will enter the IGCSE Cambridge International Examinations (CIE). This includes tests of speaking, listening, reading and writing.

The elements in the assessment are as follows:

| <b>Extended curriculum</b><br><b>Grades available: 9 - 1</b> |
|--|
| Paper 1 Listening<br>(approx. 50 minutes)                    |
| Paper 2 Reading<br>(1 hour)                                  |
| Paper 3 Speaking<br>(approx. 10 minutes)                     |
| Paper 4 Writing<br>(1 hour)                                  |

#### **WEIGHTING OF PAPERS**

| <b>Paper</b> | <b>Weighting</b> |
|--------------|------------------|
| <b>1</b>     | 25%              |
| <b>2</b>     | 25%              |
| <b>3</b>     | 25%              |
| <b>4</b>     | 25%              |

## **German IGCSE**

Cambridge (7159)



**One foreign language is compulsory (French or German).  
A second one would be optional.**

#### **Course content:**

Students will develop the skills and knowledge they have already acquired in the language they are studying. In addition to that, they will cover more topics and work at a higher level than they did in the first years.

They will learn to use the language for the purpose of practical communication. They will be given as much practice as possible in the four attainment targets of speaking, listening, reading and writing. They will be encouraged to use dictionaries and reference materials to assist in their learning.

#### **How will students be assessed?**

They will be continually assessed through regular tests in all skill areas. These assessments will help teachers decide which IGCSE level is most suitable for them. It is expected that they will enter the

IGCSE Cambridge International Examinations (CIE). This includes tests of speaking, listening, reading and writing.

The elements in the assessment are as follows:

| <b>Extended curriculum</b><br><b>Grades available: 9 - 1</b> |
|--|
| Paper 1 Listening<br>(approx. 50 minutes)                    |
| Paper 2 Reading<br>(1 hour)                                  |
| Paper 3 Speaking<br>(approx. 10 minutes)                     |
| Paper 4 Writing<br>(1 hour)                                  |

#### **WEIGHTING OF PAPERS**

| <b>Paper</b> | <b>Weighting:</b> |
|--------------|-------------------|
| <b>1</b>     | 25%               |
| <b>2</b>     | 25%               |
| <b>3</b>     | 25%               |
| <b>4</b>     | 25%               |

## **French and German First Language IGCSE**

### **Cambridge (0501/0505) Option**



**This examination is for students whose first language is French or German (only possible if agreed by HoF).**

The syllabus develops learners' ability to communicate clearly, accurately, and effectively.

They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling, and punctuation, and develop a personal style and awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to develop an appreciation of how writers achieve their effects.

Candidates will be eligible for grades A\* to G.

| <b>Paper 1</b>   | <b>Paper 2</b>  |
|--|---|
| <i>Reading and Directed Writing</i><br>50% of the final mark<br><br>50 marks<br>Structured and extended writing questions.<br>Questions are based on three reading texts.<br>Externally assessed | <i>Writing</i><br>50% of the final mark<br><br>50 marks<br>Composition tasks Externally assessed. |
| Duration: 2 hours  | Duration: 2 hours   |

# Further Pure Mathematics IGCSE Edexcel (4PM1) Option



## Course content

The Edexcel IGCSE in Further Mathematics consists of ten topics in pure mathematics. The syllabus builds upon mathematics taught at Key Stage 3 and requires students to demonstrate a confident knowledge and application of techniques of pure mathematics. All students study from the Pearson Edexcel IGCSE 9-1 Further Pure Mathematics textbook. Students are expected to develop excellent mathematical communication skills and are assessed on their ability to write clear and accurate solutions.

Topics studied include:

- Surds; exponential functions; logarithms;  $e$  and the natural logarithm; solving equations.
- Quadratic equations: completing the square; using the discriminant; the sum and product of roots theorem.
- Simultaneous equations with one linear, one quadratic; quadratic inequalities; polynomial long division; the factor theorem; the remainder theorem.
- Sketching graphs: quadratic functions; cubic functions; reciprocal functions; exponential functions; logarithmic functions; applying transformations to curves.
- Sequences and series: arithmetic series; the sum of the natural numbers; geometric series; the sum to infinity of a convergent geometric series; use of sigma notation.
- The binomial expansion: finite and infinite series expansions using positive and negative integer powers and fractional powers.
- Vectors: vector notation and drawing diagrams; vector addition and subtraction; solving problems in vector geometry.
- Straight line graphs: gradients of straight lines; the equation of a straight line; distance between two points.
- Differential calculus: finding the gradient of a point on a curve; differentiating algebraic expressions; differentiating exponential and trigonometric expressions; the chain, product and quotient rules; equations of tangents and normal to curves; stationary points; optimisation problems; using calculus in kinematics.



- Integral calculus: integration as the reverse of differentiation; finding the area under or between curves; finding a volume of revolution; using calculus in kinematics.
- Trigonometry: radians; arc length and sector area; sine and cosine rules; 3D shapes; trigonometric identities; trigonometric equations; real world modelling.

### **How will students be assessed?**

There are two papers, each worth 50% of the total mark and each lasting 2 hours. Both papers are open ended written solutions with a mixture of content from the whole syllabus and require clear communication.

### **What do I need to study the course?**

The course will develop critical thinking skills, enabling students to translate problems in mathematical contexts into a series of mathematical processes. Students will develop initiative and require a strong work ethic with a resilient approach to learning. This course also develops communication skills, both verbally and written, and requires students to collaborate when problem solving.

A proficiency and interest in mathematics is required; students studying IGCSE Further Mathematics should be aiming for a grade 8 or 9 in IGCSE Mathematics.

There is no requirement to take Further Mathematics in order to study maths at A Level. However, this course provides excellent support to the mathematics covered in A-level mathematics, as well as a good foundation for studying A-Level Further Mathematics. The Head of Faculty will make the final decision of which students will be accepted to study this course.

## **Geography IGCSE** **Cambridge (0976) Option**



### **Aims of the course**

The IGCSE Geography course aims to give students:

- an understanding of location on a local, regional, and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment
- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes, and phenomena.

### **How will students be assessed?**

The content of the course is assessed in three ways. Two of these comprise examinations at the end of Year 11, the third is coursework based on fieldwork conducted by the student towards the end of Year 10.

## Paper 1: Geographical themes

Theme 1: Population, migration, and settlement

Theme 2: Natural environments – earthquakes and volcanoes, rivers, coasts, weather, and climate.

Theme 3: Economic development – development, food production, industry, tourism, water, energy, and environmental risks of economic development.

## Paper 2: Geographical skills

Students will develop skills of application, interpretation, and analysis of geographical information, for example: topographical maps, other maps, tables of data, written material, diagrams, photographs and pictorial material, graphs, and the application of graphical and other techniques. Subject matter will relate to Themes 1,2 and 3.

## Paper 3: Coursework

Data will be collected from the Aesbech River and written up into a piece of coursework on the extent to which the river follows the Bradshaw Model.

| Exam Paper | Components                      | Exam Length/<br>Weighting               | Breakdown of Exam   |
|------------|---------------------------------|---|---|
| Paper 1    | All three themes outlined above | 1 hour 45 minutes<br>45% of GCSE        | Students answer <b>three</b> questions (3 x 25 marks). Six questions will be set: two on each of the three themes outlined above. Students must answer one set of questions from each theme.  |
| Paper 2    | Geographical skills             | 1 hour 30 minutes<br>27.5% of GCSE      | Students answer all the questions. The questions will not require specific information of place. One question will be specifically based on a large-scale (1:25 000 or 1:50 000) topographical map of an area that is unfamiliar to the students and will include a full key. |
| Paper 3    | Coursework                      | Coursework submission.<br>27.5% of GCSE | N/A   |

## Why choose Cambridge IGCSE Geography?

Cambridge IGCSE Geography develops lifelong skills, including:

- an understanding of the processes which affect physical and human environments
- an understanding of place on a local, regional, and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

## Government & Politics GCSE CCEA (4830) Option



### Course Content:

The course looks at politics at the local (Northern Ireland), national (UK) and international (EU, UN, NATO) levels and how these are interdependent. Many core concepts are explored including consideration of voting systems, pressure groups & campaigns, conflict resolution, international trade, migration, political parties, human rights and the media.

The following areas are explored in depth:

- ***Political ideas and concepts*** – what defines democracy/dictatorship?
- ***Decision-making in a democracy*** – layers of government; MLAs & MPs
- ***Elections & voting in a democracy*** – voting systems, referenda, why the voter turnout, especially for younger voters, is low & possible remedies
- ***Political parties in a democracy*** – left-/right-wing policies, UK & NI parties
- ***Political information in a democracy*** – media, power, PR, rights & responsibilities, regulation, Leveson
- ***Taking action in a democracy*** – pressure groups, tactics, effectiveness
- ***Interdependence*** – globalisation, trade, environmentalism, terrorism, technology
- ***The EU*** – origins, aims, Brexit
- ***Conflict & its resolution*** – causes, UN Security Council, Sierra Leone/Rwanda case studies, NATO (Kosovo/Afghanistan case studies)
- ***Conflict resolution in practice: Northern Ireland*** – Good Friday Agreement & subsequent treaties, role of Equality/Human Rights Commissions, threats to peace
- ***Migration*** – causes, laws, UNHCR, economic/social benefits, UK policies, NGOs

### What are the aims of the course?

To develop as independent, critical thinkers and understand how political power operates.

### What will students do?

Students will explore political concepts through study of political systems and campaigns at the local, national and international levels and how they overlap. There may be a trip to Northern Ireland to see local government in action and hear from local politicians first hand.

## How will students be assessed?

Two written exams with a mix of short and longer questions.

## Who should choose GCSE Government & Politics?

Developing research skills and critical thinking is beneficial for any field, but the course is particularly suited to anyone with an interest in fields such as government, civil service, business, media, charity/NGOs, campaigning, finance, and research ('SPaDs!').

| Assessment/units summary                        | Duration          | Weighting | Nature of Assessment |
|---|-------------------|-----------|----------------------|
| <b>Unit 1:</b> Democracy in Action              | 1 hour 30 minutes | 50%       | Written paper        |
| <b>Unit 2:</b> International Politics in Action | 1 hour 30 minutes | 50%       | Written paper        |

# History IGCSE

## Edexcel (4HI1) Option



### Course content:

#### The aims of the syllabus are as follows:

- actively engage students in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop students' knowledge and coherent understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- develop students' awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes
- develop students' abilities to ask relevant questions about the past and to investigate them
- critically use a range of sources in their historical context, recording significant information and reaching conclusions
- enable students to organise and communicate their historical knowledge and understanding in creative and different ways, so that they can draw conclusions and reach substantiated historical judgements
- recognise that students' historical knowledge, understanding and skills help them to understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.

## How will students be assessed?

The Edexcel International GCSE in History comprises two assessments:

- **Paper 1 written examination. Students complete two depth studies:**
  - Germany: Development of a Dictatorship, 1918-45
  - A World Divided: Superpower Relations, 1943-72
- **Paper 2 written examination, comprising the following:**
  - One historical investigation: The USA, 1918-41
  - One breadth study in change: China: Conflict, Crisis and Change, 1900-89

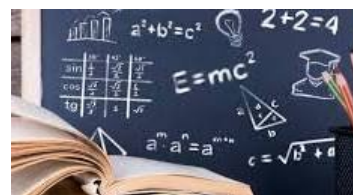
## How can studying history enhance your career prospects?

By studying history at IGCSE students learn how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by universities, colleges, and employers.

Students will also understand the economic, political, and social forces that have shaped the complex world we live in today. As such, history provides an excellent foundation for several excellent careers including, politics, government, journalism, law, and business.

# Mathematics IGCSE

## Edexcel (4MA1)



### Course content

The IGCSE Mathematics is a two-year course examined across two papers at the end of Year 11. All students will use the Pearson Edexcel IGCSE 9-1 Mathematics A textbooks.

The course builds upon the KS3 curriculum and further develops skills and understanding in the broader topics of: number; algebra; geometry and statistics.

The aims of the syllabus are:

- to demonstrate knowledge, understanding and skills in number and algebra:
  - numbers and the numbering system
  - calculations
  - solving numerical problems
  - equations, formulae and identities
  - sequences, functions and graphs;
- to demonstrate knowledge, understanding and skills in shape, space and measures:
  - geometry and trigonometry
  - vectors and transformation geometry;
- Demonstrate knowledge, understanding and skills in handling data:
  - statistics and
  - probability.

The course is progressive. During the first year, many of the topics being learned are targeting grades 4 and 5, gradually moving on to the topics targeting 6 and 7 as the year progresses. Many of the topics targeting grades 8 and 9 are introduced in the second year of the course.

### **How will students be assessed?**

Students are assessed on two papers:

- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- A calculator is essential for the examinations.
- The content of the papers is mixed across all topics, question types and assessment objectives.

The subject is assessed at Higher and Foundation Tier with almost all students at St George's sitting the Higher Tier. In the Higher Tier each paper will have approximately 40% of marks distributed over grades 4 and 5 and approximately 60% over grades 6,7,8 and 9. In the Foundation Tier questions are targeted at level 1 to 5, with approximately 40% of marks distributed over grades 4 and 5. The highest grade awarded on the foundation tier examinations is a 5.

### **Progression**

Students can enhance this qualification with:

- the Pearson Edexcel IGCSE in Further Pure Mathematics

Students can progress from this qualification to:

- the International Advanced Subsidiary (AS) and Advanced Level in Mathematics or Further Mathematics
- further study in other areas where mathematics is required
- other further training or employment where numerate skills and knowledge are required.

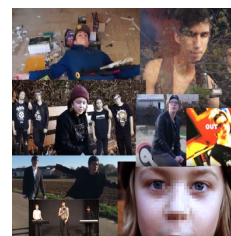
## **Media Studies GCSE** **AQA (8572) Option**

### **Course Content:**

The GCSE syllabus ensures students get a chance to study and explore a wide range of media industries, through contrasting contemporary and historic case studies.

This means learning a new language with which to comprehend and investigate the media, its production processes and business practices, how audiences are targeted, and the nature and impact of the stereotypes, countertypes and archetypes it uses (representations).

Media is a highly cross-curricular subject, incorporating and adapting theory from politics, economics, linguistics/literature, psychology, sociology, history and more.





- ✓ FILM: *I, Daniel Blake* and *Black Widow* (low budget Indie v 'big six' blockbuster)
- ✓ TV: The 1963 debut of *Dr Who* and the Series 2 opener of *His Dark Materials*
- ✓ MUSIC VIDEO: Promos by K-pop band *BlackPink* and Indie rockers *Arctic Monkeys*
- ✓ ONLINE/GAMING: The varied social media output of *Marcus Rashford*, *Kim Kardashian's* multi-platform game *Hollywood*, and the *Lara Croft: Go* game.
- ✓ ADVERTISING & MARKETING: A contemporary TV ad for *Galaxy* chocolate bars using retro imagery from 1950s film; online *NHS* campaign targeting black Britons; 1955 *washing powder* ad from *Woman's Own*, reflecting a radically different world view!
- ✓ PRESS: NEWSPAPERS & MAGAZINES Sample editions of the broadsheet/quality *Times* and the tabloid/red-top *Mirror* newspapers, also reflecting contrasting left- and right-wing ideologies, plus upmarket *Tatler* and downmarket *Heat* magazines
- ✓ RADIO: The 1967 launch day of *Radio 1* (*Tony Blackburn in 1967*) and the current *KISS FM Breakfast Show*

Media Studies blends practical production work, research, theory and essay-writing, developing an academic skillset with cross-curricular benefits. Learning ranges from the meaning ('connotations') of a 'Dutch angle' to the contrasting commercial potential and styles of Indie and 'vertically integrated' conglomerate productions. Practice productions aid theory learning and introduce students to our range of filming kit and Apple Mac suite.

These skills are highly valued by schools, universities and employers, enhancing opportunities not just in creative media industries but beyond into the wider business world too. Students will learn to collaborate on productions as well as working individually, manage logistical challenges, research and present findings, engage with the concept of branding and appreciate how to define and target a specific audience or market.

Independent learning is supported through an extensive range of Library resources and a multimedia blog with embedded video and documents linked to lesson topics.

### How the course is assessed:

|                   |            |     |   |
|-------------------|------------|-----|---|
| <b>Paper 1</b>    | 90 minutes | 35% | Mix of short/longer questions on print texts <i>e.g.</i> a magazine cover or advertisement  |
| <b>Paper 2</b>    | 90 minutes | 35% | Mix of short/longer questions on TV drama clip for analysis.  |
| <b>Coursework</b> |            | 30% | Detailed proposal and final text submitted. We aim to complete this in Year 10. Additional production exercises are undertaken in Year 11 to help explore and understand some of the exam case studies. |

### Coursework and a national radio show

Students will learn how to use *Final Cut Pro* video-editing software on Apple Macs and a range of production equipment and will also be able to record in a professional radio studio. Students collaborate to produce the award-winning twice-monthly *B122 Show*, broadcast nationwide on Radio Ara. The exam board publish 5 new briefs each year, *e.g.* creating a website with featured video for a vlogger personality, or a snippet of a music radio show!

There are also opportunities to develop journalistic experience. For example, previous Year 10 students interviewed a VFX specialist who worked on *Avengers: Endgame* – the biggest grossing (box office) film of all time – and students are encouraged to contact industry figures and companies to set up such interviews.

# Music GCSE

## Edexcel (1MU0) Option



### Course content:

GCSE music is about making music, performing and listening to music. Students will interact with music from four areas of study on this GCSE course:

- Western classical music
- Music in the 20<sup>th</sup> century
- Popular music in context
- World music

### Students will enjoy the course if:

- They like listening to a wide variety of music
- They enjoy playing music either by themselves or with others
- They are keen to write songs or to arrange music for others to play
- They are interested in using and improving the musical skills they already have
- They are able to work well on their own

### How will students be assessed?

- 60% of the course is practical work - instrumental music performance and composition *or* composing and performing with music technology
- 40% of the course is a final exam in which they answer questions based on a series of set works from the four areas of study seen in the course content

### Practical work:

#### **Unit 1 – Performance – 30% of the final grade**

Over the two years of the course the students will be expected to take lessons in their chosen instrument or instruments. Lessons can be either arranged privately or through the school peripatetic teaching service. They will have regular performance assessments during the course.

**Coursework** – one solo performance + one ensemble performance

#### **Unit 2 – Composing – 30% of the final grade**

During the length of the course the students will study composition, working on a variety of exercises to develop their creative skills.

**Coursework** – two compositions

#### **Unit 3 – Listening – 40% of the final grade**

During the two years the students will study the rudiments of music theory; melody & rhythm; harmony; ensembles & instruments/voices; instrumental &/or vocal effects; structure; compositional devices; texture; style & genre. There are a series of 12 prescribed works which will be studied in depth for this exam.

### Course pre-requisites:

Students who wish to undertake music GCSE will be expected to

- Take part and contribute to the musical life of the school
- Commit to regular instrumental lessons if they are undertaking the traditional music pathway.

# Physical Education

## (non-examined) Compulsory

### What will students learn?

Key Stage 4 students follow a programme of study that continues to develop the skills and techniques of sports experienced in Key Stage 3. There is an additional focus on leadership skills and health and fitness as students are encouraged to view physical activity as an integral part of a healthy lifestyle.

All Key Stage 4 students follow a programme of study that could include the following activities:

- Team sports including Basketball, Rugby, Hockey and Football.
- Individual activities including Badminton and Athletics.
- Leadership activities including leading a warm up and officiating.
- Fitness activities including circuit training, SAQ training.

### How will students be assessed?

Key Stage 4 students will be assessed on their attitude to learning. This will consider their ability to develop new skills and apply those new skills to more complex and demanding sporting situations as an individual or member of a team.

All students will have the opportunity to perform in the different roles offered in sporting activities including official, performer and coach.



# Psychology GCSE

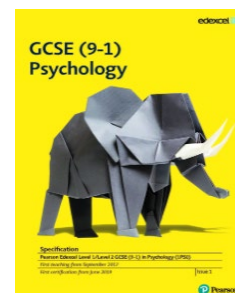
## Edexcel (1PS0) Option

### What will students learn?

*Psychology is the scientific study of the mind and behaviour.*

Psychology is now a recognised science subject in the curriculum and is always popular. It is about people both as individuals and as members of society, the subject also looks at animal behaviour in order to study humans.

Students will be introduced to the major approaches in psychology over 8 key topics. They will learn about important studies and find out how research is conducted by psychologists. There is a strong focus on the biology of the brain and students must be able to apply mathematical methods to analyse data. The exam papers include 10% mathematics and at least 60% is focussed on science and research methodology. Psychology compliments the study of biology, maths, English, business studies and history.



## Year 10

### **Topic 1: Development – How did you develop?**

Understanding early brain development, the role of education and intelligence, the effects of learning and morality issues in psychology

### **Topic 2: Memory – How does your memory work?**

The structure and process of memory, understanding different types of amnesia, how schemas are formed and the debate of reductionism/holism.

### **Topic 3: Psychological problems – How would psychological problems affect you?**

Explaining and treating depression and addiction. Debating the nature/nurture issue.

### **Topic 4: The brain and neuropsychology – How does your brain affect you?**

The structure and function of the brain, brain lateralisation, synaptic functioning. Understanding how psychology has changed over time.

### **Topic 5: Social influence – How do others affect you?**

Obedience, conformity and bystander behaviour. Social and cultural issues in psychology.

## Year 11

### **Topic 6: Criminal psychology – Why do people become criminals?**

Operant conditioning, social learning theory, personality types, effects of punishment, treating offenders.

### **Topic 9: Sleep and dreaming – Why do you need to sleep and dream?**

Functions, features and benefits of sleep, internal and external influences of sleep, symptoms and explanations of sleep disorders. Freud's theory of dreams, biological explanation of sleep.

### **Topic 11: Research methods – How do you carry out psychological research?**

Variables, sampling, hypothesis, research design, reliability, validity, ethical issues, research methods, arithmetic and numerical computation, construct graphs and charts, primary and secondary data, quantitative and qualitative data.

### **How will students be examined?**

| <b>Exam Paper</b>  | <b>Components</b> | <b>Exam length/Weighting</b>         | <b>Breakdown of Exam</b>  |
|--------------------|-------------------|--------------------------------------|---|
| Paper 1<br>1PS0/01 | Topics 1 -5       | 1 hour 45 minutes<br>98 marks<br>55% | Multiple choice, short-open, two extended writing responses                       |
| Paper 2<br>1PS0/02 | Topics 6, 9, 11   | 1 hour 20 minutes<br>79 marks<br>45% | Calculations, multiple choice, short-open, open response and one extended writing |

This course is graded from 9 to 1, with 9 being the highest grade.

### **What do students need to take this course?**

Strong science, English and mathematical skills together with an interest in psychology.

## What can students do after they finish this course?

Students can go on to study A-level Psychology. The skills they learn, critical thinking, problem solving, research design, analysis of data will be useful in further study for most subjects.

## Career Possibilities



The  
British  
Psychological  
Society

Medicine and Health Care, the Police, Education, Management and and/or work in Human Resources, as well as the various Applied Psychology posts such as Criminal and Forensic, Educational, Organisational and Clinical Psychology.

# Sociology GCSE

## AQA (8192) Option



**Sociology is the systematic study of human social life and social relationships. Sociologists investigate and explain the social world and our behaviour in it. This involves examining how people live together in society and how they interact with each other in small groups, communities, and large organisations. Sociologists try to understand not only the ways in which society influences us in our daily lives, but also the ways in which we shape society.**

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes, and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

## Possible career options

Studying sociology can give you a whole host of exciting career options, including:

- Social work
- Human resources
- Advertising
- Policing
- Marketing
- Journalism
- Law
- Teaching

## How will students be examined?

| Exam Paper | Components   | Exam length/Weighting    | Breakdown of Exam   |
|------------|--|--------------------------|---|
| Paper 1    | The sociology of families<br>The sociology of education<br>Relevant areas of sociological theory and methodology                       | 1 hour 45 minutes<br>50% | Multiple choice<br>Short answer questions<br>Extended writing |
| Paper 2    | The sociology of crime and deviance<br>The sociology of social stratification<br>Relevant areas of sociological theory and methodology | 1 hour 45 minutes<br>50% | Multiple choice<br>Short answer questions<br>Extended writing |

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence, and methods.
- AO2: Apply knowledge and understanding of sociological theories, concepts, evidence, and methods.
- AO3: Analyse and evaluate sociological theories, concepts, evidence, and methods to construct arguments, make judgements and draw conclusions.

## What sort of questions do we ask when we study GCSE sociology?

Who makes the law and who benefits from it?

Why do women earn less than men even when they do the same job?

Why does inequality exist?

Are single parent families responsible for the increase in levels of crime?

Does violent TV lead to violent crime?

Why do people commit crime?

Why are there different types of families?

Why do some students do better at school than others?

What do we mean by the term 'social class', and how does it affect achievement at school?

How do sociologists explain women's increasing involvement in crime?

What is the influence of streaming or setting on educational achievement?

How do sociologists explain the patterns in the statistics on ethnicity and crime?

What methods are used to research crime and deviance?

What inequalities are based on gender?

What inequalities are based on ethnicity?

How do sociologists measure and explain poverty?

And many more...