



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME



IGCSE

CURRICULUM 2025-26

YEAR 10 ■ YEAR 11



CONTENTS

03	Introducing the IGCSE Programme	22	French IGCSE
03	Transition to Key Stage 4	23	German IGCSE
04	IGCSE Overview	24	Italian IGCSE
05	Subject Selection	26	Italian A Language and Literature Pre-IB
05	Top Tips for Choosing your Subjects	28	Italian B Pre-IB
06	English Language IGCSE	30	Latin IGCSE
07	English Literature IGCSE	32	Spanish IGCSE
08	Mathematics IGCSE	33	Computer Science IGCSE
10	Enhanced Curriculum	34	Design and Technology IGCSE
12	Biology IGCSE	36	Drama GCSE
14	Chemistry IGCSE	38	Fine Art GCSE
16	Physics IGCSE	40	Music GCSE
17	Geography IGCSE	42	PE IGCSE
18	History IGCSE	43	English as an Additional Language (EAL)
20	Chinese GCSE	43	Compulsory non-assessed Courses



INTRODUCING THE IGCSE PROGRAMME



It gives me great pleasure to introduce our IGCSE options booklet for 2025-26.

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 pupils' road towards specialisation that will see them negotiate their Sixth Form 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.

Marco Gemelli

Senior Deputy Head & Director of Studies



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*	All (I)GCSE subjects are now assessed using the new 9-1 grading structure, replacing the old A*-G system.
	8		
The bottom of the grade 7 aligns with the bottom of the grade A.	7	A	Please refer to the table for a comparison of the two scales.
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.	6	B	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.
	5		
	The bottom of the grade 4 aligns with the bottom of the grade C.	4	
The bottom of the grade 1 aligns with the bottom of the grade G.	3	D	The bottom of the grade 7 aligns with the bottom of the grade C; 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.
	2	E	
	1	F	
		G	
	U	U	



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

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

Overview	<p>English Language is an essential subject that helps pupils to develop the skills necessary to think critically and communicate clearly. Not only will it help pupils to interpret a range of challenging texts, but it will also provide good models for their own writing and speaking. English Language is a compulsory subject for pupils at St George's, and a pass is a requirement of the High School Diploma.</p> <p>During the two years, pupils will work on increasing their language accuracy and developing their vocabulary, adapting their written style to suit different audiences and 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.</p>
Assessment	<p>The English Language IGCSE has one examination paper, worth 60% of the final grade, and two pieces of coursework, worth 20% of the final grade each.</p>
Future Pathways	<p>English is among the most versatile of subjects that can be studied and is valued, and often required, by university admissions departments. 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 at IB, English also combines well with other Language A courses.</p>

Programme of Study includes:

YEAR 10

Writing to Advise/Inform: Guides, Leaflets.

Non-fiction Anthology: Young and Dyslexic, Danger of a Single Story Explorers, or Boys Messing About?

Writing to argue/persuade: Speeches, Articles.

Language Non-fiction Anthology: Chinese Cinderella, Between a Rock and a Hard Place.

Language coursework: Imaginative writing.

Writing to inform/explain: Reviews, Letters.

Language Non-fiction Anthology: A Passage to Africa, Beyond the Sky and Earth.

YEAR 11

Coursework: Poetry and Prose

Maya Angelou,
Wilfred Owen,
Kate Chopin,

Non-fiction Anthology:

A Game of Polo,
H is for Hawk,
The Explorer's Daughter.



ENGLISH LITERATURE IGCSE

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

Overview

By studying literature, pupils study life as it is experienced by people from different times and cultures. Through the eyes of poets, playwrights and novelists, pupils will engage with a range of different ideas about our shared world. They will be asked to respond to the texts, 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.

The majority of pupils study English Literature, but pupils who are still developing their English skills will instead spend more time studying for English Language. 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 Literature IGCSE has one examination paper, worth 60% of the final grade, and two pieces of coursework, worth 20% of the final grade each.

Future Pathways

English Literature is a humanities subject, and so links closely with History, Psychology and Sociology. Many students of Literature go on to careers in Law, Journalism and Politics. As well as being strong preparation for the study of Language and Literature, or Literature, at IB, English also combines well with other Language A courses.

Programme of Study includes:

YEAR 10

Literature coursework: An Inspector Calls.

Poetry Anthology: The Tyger, Prayer Before Birth, War Photographer.

Poetry Anthology: La Belle Dame sans Merci, My Last Duchess, If, Piano.

Literature examination: Of Mice and Men.

Poetry Anthology: Half Past Two, Do Not Go Gentle, Remember, Blessing.

YEAR 11

Unseen Poetry.

Poetry Anthology: Half-Caste, Search for my Tongue, Sonnet 116, Poem at 39, Hide and Seek.

Literature coursework: Literary Heritage Macbeth.



MATHEMATICS

IGCSE

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

Overview	<p>IGCSE Maths is designed to meet the needs of pupils of all abilities as they explore the key areas of number, algebra, geometry, trigonometry, probability and handling data. Teachers build on the prior knowledge of each pupil to develop their mathematical skills and problem solving and support them in reaching their best potential in Maths via two pathways: Core or Advanced.</p> <p>In the Advanced pathway, pupils study the same overarching topics as in the Core course but at a more challenging level and with some additional topics and abstract concepts, for example, higher algebra, vectors, function algebra and differentiation. The more able mathematicians will also explore 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.</p> <p>The most suitable pathway for pupils who are attaining a grade 4 or 5 is the Core pathway. In the Core course, pupils benefit from having more time to study the Core topics to maximise their confidence and understanding. While it should be noted that the maximum IGCSE grade possible at the end of the Core pathway is grade 5, this route will help to maximise students' final IGCSE outcomes and also provide better preparation for their IB Mathematics.</p> <p>We make choices regarding the Core or Advanced pathways by carefully monitoring our pupils' progress, results and personal development in Maths. By the end of Year 10 each pupils' pathway is usually clear, but the latest point to switch from the Advanced to the Core route is after the mock exams in Year 11, which is required if a pupil is not consistently achieving a strong grade 5 in the IGCSE Advanced course.</p>
Equipment	<p>Pupils are expected to bring their own TI-84 Plus CE-T graphing calculator (GDC) to every lesson, together with the rest of their equipment: their exercise book, ruler, pen and pencil, and eraser. Pupils also need to have construction tools including a protractor and a pair of compasses.</p>
Assessment	<p>Two two 2-hour written examination papers (worth 50% each) where calculators are allowed. The Advanced course finishes with the Edexcel Higher Tier exams, while the Core course is assessed in the Edexcel Foundation Tier exams. There is no coursework component for IGCSE Mathematics.</p>
Future Pathways	<p>IGCSE Mathematics is an essential component in preparing for success at IB where all pupils must take a Mathematics course. Pupils can progress to IB Applications and Interpretation SL with a minimum IGCSE grade 5 or strong 4, IB Analysis and Approaches SL with a minimum grade 7, or IB Analysis and Approaches HL (Analysis and Approaches Higher Level) with a grade 9. A Grade 4 or above in IGCSE Mathematics will normally be required for entrance to all UK universities. Therefore, pupils who score below Grade 4 will be advised to retake the IGCSE Mathematics examinations in Year 12.</p>



Programme of Study includes:

YEAR 10

Types of numbers, wholes, decimals, indices and standard form	Angles, measures, area	Transformations
Fractions, expressions and formulae	2D similarity, Pythagoras and right-angled trigonometry	Functions and graphs
Ratio, proportion, percentages	Linear graphs, coordinate geometry	Proportionality
Rounding and use of calculator, bounds	Equations, simultaneous equations, inequalities	Venn diagrams
	General trigonometry	Probability

YEAR 11

ADVANCED TIER

Statistics	Number review, surds, Set 1 GPs	Linear and quadratic inequalities
Geometry review, 3D geometry	Angles review, circle theorems	Set 1 differentiation
Algebra review	Vectors	Constructions
Further Algebra	Functions algebra, trigonometric functions	Statistics review, histograms
Set 1 exponentials and logarithms	Transformation review	Introduction to Calculus revision
Sequences, APs		

CORE TIER

Statistics	Number review	Constructions Statistics review, histograms
Geometry review, 3D geometry	Angles review	Calculus: Set 1 integration
Algebra review	Transformation review	Transformations
Sequences	Functions, graphs, diagrams	



ENHANCED CURRICULUM: HIGHER PROJECT QUALIFICATION (HPQ)

Compulsory | Exam Board: Edexcel

Overview

The Enhanced Curriculum is a bespoke programme designed around the interests and aspirations of our learners that extend beyond the curriculum. Consequently, the teaching team is complemented by a range of external speakers drawn from our local and international communities. The programme weaves together the following five strands that supplement the work students are doing in their IGCSE subjects to ensure they have the skills and knowledge needed to flourish in school and beyond. These are:

1. **Research** with a focus on project management, critical literacies, academic integrity, reflective practice, soft skills and originality.
2. **The ‘super curricular’** as a means of nurturing our students’ interests and inviting them to consider future careers and trajectories.
3. **Digital numeracy skills** to introduce our students to numerical tools useful for data analysis and mathematical calculations and presentation.
4. **Theory of knowledge** as an introduction to aspects of metacognition and epistemology.
5. **Independent study and revision skills and time** in the lead up to IGCSE Mocks and Exams with a view to enhancing students’ autonomy and metacognition.

In Year 10 pupils undertake a Higher Project Qualification (HPQ) which is worth half a GCSE and that requires them to develop, plan and manage an extended project. This project may take the form of a research report, creative product or event. In all cases, it is completed alongside a rigorous research methods programme that encourages students to recognise the value of study beyond the curriculum and understand the different stages of the research process. Through a combination of whole-class teaching and supervisory group sessions, students are offered their first experience of university-style teaching and hone their skills in metacognition, oracy, critical literacy and academic writing.

In Year 11, the programme is developed around the evolving needs of our pupils during their IGCSE Examinations. In consequence, this year is not externally assessed. At the beginning of the year, students have the opportunity to engage in an introduction to the IB and are encouraged to explore the course in further detail through curricular and super curricular tasks. Alongside this students will take classes in digital numeracy and theory of knowledge. In the lead up to IGCSE Mocks and Exams, students will receive support in planning and carrying out revision.

Assessment

In Year 10 the Higher Project Qualification (HPQ) will be assessed through the submission of a project portfolio that includes:

- Project Proposal Form
- Activity Log
- Annotated Bibliography
- Project outcome and any supporting information created by the learner (this could be a research report, creative product, event)

In Year 11 there are no formal assessments, but pupils will have formative assessment opportunities designed to support their transition into Sixth Form. These might include: personal statements, university application style essays and interviews.

Future Pathways

The Enhanced Curriculum encourages students to build on their existing strengths and interests with a view to reflecting on future careers and trajectories. It supports the development of competencies needed to manage extended projects and hones students’ skills in digital numeracy, critical literacies research methods and theory of knowledge. These are all critical in the world of work and further education. At the same time as preparing them for future work and study, the Enhanced Curriculum supports students’ increased autonomy and awareness through scaffolded teaching opportunities that invite them to extend their learning beyond the curriculum.



Programme of Study includes:

YEAR 10

Identifying an area of interest

- Identifying research questions and objectives
- Writing project applications
- Presentation skills
- Research ethics
- Critical thinking and discussion

Investigating the Field

- Academic integrity and referencing
- Critical reading and discussion
- Planning extended projects

Developing Research methods

- The reflective researcher
- Informed consent
- Research methods skills and analysis.
- Presentation and referencing skills associated with research and project reports
- Critical writing skills
- Scaffolded revision tim

Presenting and reviewing

- Analysing and discussing research findings
- Reviewing research
- Critical conversations
- Preparing to present research and projects
- Mini-conference

YEAR 11

Portfolio Project

- IB introduction sessions
- Scaffolded activities to explore IB course
- Writing college application essays
- Digital numeracy
- Theory of knowledge
- Scaffolded revision time

Revision and reflection time

- Scaffolded revision time
- GCSE Mocks reflections
- Digital numeracy
- Theory of knowledge

Applying for Sixth Form

- IB options evening
- Writing personal statements

- Individual interviews or presentations
- Digital numeracy
- Theory of knowledge
- Scaffolded revision time

Revision time

- Scaffolded revision time.
- Digital numeracy
- Theory of knowledge



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.



Programme of Study includes:

YEAR 10

<p>Characteristics and variety of living organisms a) Levels of organisation b) Cell structure</p> <p>Biological molecules: Cell transport Enzymes Food</p> <p>Photosynthesis equation and rate, practical oxygen</p> <p>Leaf structure and mineral needs</p> <p>Human diet and energy</p> <p>Human digestive system</p>	<p>Digestive enzymes and bile</p> <p>Small intestine adaptations</p> <p>Respiration aerobic and anaerobic; ATP</p> <p>Respiration practical Plant respiration : stomata; hydrogen carbonate</p> <p>Human breathing organs incl. alveoli</p> <p>Human breathing mechanism and rate</p> <p>Effects of smoking on breathing</p>	<p>Transport in plants: Xylem, phloem. root hairs, Transpiration</p> <p>Transport: Blood composition, immunity vaccination, clotting</p> <p>Human transport heart and vessel structure</p> <p>Human transport CHD</p> <p>Ecology and environment</p>
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YEAR 11

<p>Excretion in plants and humans Kidney function</p> <p>Excretion: nephron structure and function ADH, water regulation and urine composition</p> <p>Coordination: Responses, homeostasis, nerves v. hormones, CNS, nerves, synapses and reflexes, Eye structure and focusing, skin structure and temperature control, hormones</p> <p>Coordination in plants: geotropism, phototropism, auxin</p>	<p>Reproduction: Sexual and asexual, asexual in plants, pollination, flower structure, pollen tubes, germination conditions</p> <p>Human reproduction: Organs, hormones, placenta and embryo</p> <p>Inheritance: DNA, chromosomes, genes, DNA helix RNA, transcription and translation, alleles and terminology monohybrid cross, pedigrees, probabilities, XX&XY polygenes, codominance, mitosis & meiosis, genetic &</p>	<p>environmental variation, natural selection & antibiotic resistance, mutation</p> <p>Biological resources: Glasshouses, crops and environment review</p> <p>Microorganisms: Yeast, yoghurt, fermenters</p> <p>Biological resources: Fish farming selective breeding</p> <p>Genetic modification, micropropagation & cloning mammals</p>
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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.



Programme of Study includes:

YEAR 10

States of matter	Chemical formulae, equations and calculations	Extraction and uses of metals
Elements, mixtures, compounds	Group 1 alkali metals (Li, Na, K)	Metallic bonding
Atomic structure	Group 7 Halogens (Cl, Br, I)	Gases in the atmosphere
Periodic table	Reactivity Series	Chemical tests
Ionic bonding	Electrolysis (molten only)	Rates of reaction
Covalent bonding		

YEAR 11

Acids, alkalis and titrations	Organic Chemistry introduction	Carboxylic acids
Acids, bases and salt preparation	Alkanes	Esters
Chemical formulae, equations and calculations	Alkenes	Synthetic polymers
Electrolysis (aqueous)	Crude oil	Energetics
	Alcohols	Reversible reactions and equilibria



PHYSICS IGCSE

Sciences Option | Exam Board: Edexcel | Syllabus Code: 4PH1

Overview	<p>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.</p> <p>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.</p>
Assessment	<p>The course is assessed through a final examination consisting of two papers. There is no coursework component to this course.</p>
Future Pathways	<p>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.</p>

Programme of Study includes:

YEAR 10

Forces and Motion

Movement and position.
Forces, shape and momentum.

Electricity

Mains electricity.
Energy and voltage in circuits.
Electric charge.

Waves

Properties of waves.
Electromagnetic spectrum.
Light and Sound.

Astrophysics

Motion in the universe.

Stellar evolution.
Cosmology.

Energy resources and energy transfers

Energy transfers.

YEAR 11

Energy resources and energy transfers

Resources and electricity generation.

Solids, liquids and gases

Density and pressure.
Change of state.
Ideal gas molecules.

Magnetism and electromagnetism

Magnetism.
Electromagnetism.
Electromagnetic induction.

Radioactivity and Particles

Fission and fusion.



GEOGRAPHY IGCSE

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

Overview	<p>Geography 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.</p> <p>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.</p> <p>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.</p>
Assessment	<p>Assessment is by examination consisting of two papers:</p> <p>Paper 1: Physical Geography (1 hour 10 mins)</p> <p>Paper 2: Human Geography (1 hour 45 mins)</p>
Future Pathways	<p>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.</p>

Programme of Study includes:

YEAR 10		YEAR 11
Human Development & Welfare How we measure development. Inequality. The Sustainable Development Goals.	Geographical enquiry: Rivers fieldwork trip Measuring velocity, cross section, gradient and sediment shape. Using clinometers, ranging poles, flow meters and team work.	Hazardous Environments Earthquake and volcano formation. Hazard prediction. Hazard management.
Rivers River processes. River flooding. River management.	Economic Activity and Energy Economic sectors. Energy production. The future of energy and renewable energy.	Urban Environments Urbanisation and the growth of cities. The challenges of urbanisation Sustainable cities.
		Urban (Human) fieldwork trip Measuring environmental quality. Constructing surveys. Using the likert scale, pilot surveys and annotated photographs.



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	<p>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:</p> <ul style="list-style-type: none">▪ 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 <p>The exam papers will focus on the following skills:</p> <ul style="list-style-type: none">▪ 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.



Programme of Study includes:

YEAR 10

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

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

YEAR 11

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

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 GCSE

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

Overview	<p>Chinese GCSE 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.</p>
Assessment	<p>The Chinese exam consists of four externally assessed papers. There is no coursework component to this course.</p> <p>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</p>
Future Pathways	<p>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.</p>



Programme of Study includes:

YEAR 10

Identity and culture

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

Daily life: customs and everyday life.

Food and drink; shopping; social media and technology (use of, advantages and disadvantages).

Cultural life: celebrations and festivals; reading; music; sport; film and television.

Local area, holiday and travel

Holidays: preferences, experiences and destinations
Travel and tourist

Transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.

Town, region and country: weather; places to see; things to do.
Future plans.

School

What school is like: school types; school day; subjects.

Rules and pressures;

Celebrating success.

School activities: school trips; events and exchanges.

YEAR 11

Future aspirations

Study and work.
Using languages beyond the classroom: forming relationships; travel.

Employment.

Ambitions: further study; volunteering; training.

Work: jobs; careers and professions.

International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes.

Environmental issues: being 'green'; access to natural resources.



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.
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	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.

Programme of Study includes:

YEAR 10		
Home and abroad Life in the town and rural life. Holidays, tourist information and directions. Services (e.g. bank, post office)* Customs Everyday life, traditions and communities.	Education and employment School life and routine. School rules and pressures. School trips, events and exchanges. Work, careers and volunteering. Future plans.	Personal life and relationships House and home. Daily routines and helping at home.
YEAR 11		
Role models*. Relationships with family and friends. Childhood* The world around us 1) Environmental issues. 2) Weather and climate* 3) Travel and transport. 4) The media	Beginning of January – Paper 1 and 2 mock exams 5) Information and communication technology. Social activities, fitness and health Special occasions. Hobbies,	interests, sports and exercise. Shopping and money matters. Accidents, injuries, common ailments and health issues*. Food and drink



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.

Programme of Study includes:

YEAR 10		
Everyday life at home and at school House and home. School life and routine. Food and drink. Common ailments and healthy lifestyle. Media, TV and film	Self, family and friends - at home and abroad Relationships with family and friends. Daily routine and helping at home. Hobbies and interests. Special occasions	Self, family and friends - at home and abroad Holidays. Tourists information and directions
YEAR 11		
The world around us Life in town and rural life. Shopping and money matters. Environmental issues. Weather and climate. Everyday life in a German speaking	country. Customs and festivals. Travel and transport Beginning of January – Paper 1 and 2 mock exams	Life from infancy to adulthood Childhood. School rules and pressure. School trips, events, exchanges. The importance of sport. The world of work



ITALIAN IGCSE

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

Overview	<p>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.</p> <p>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.</p>				
Assessment	<p>The Italian IGCSE consists of four separate papers: Listening, Speaking, Reading and Writing.</p> <p>Examinations:</p> <table><tr><td>25% Listening Paper</td><td>25% Speaking</td></tr><tr><td>25% Reading Paper</td><td>25% Writing Paper</td></tr></table>	25% Listening Paper	25% Speaking	25% Reading Paper	25% Writing Paper
25% Listening Paper	25% Speaking				
25% Reading Paper	25% Writing Paper				
Future Pathways	<p>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.</p>				



Programme of Study includes:

YEAR 10

Introducing myself

My home

My school

My eating habits

My body and my health

My family and my friends, at home and abroad

Presenting my family

House and home

Leisure, entertainments,
invitations

Eating out

Special occasions

Family and friends abroad

Home, town and geographical surroundings

I live here

Neighbourhood descriptions

- Advantages and disadvantages of different places to live.

Shopping

- Buying food and drinks
- Buying presents
- Buying clothes

Quantifiers (molto, poco, un po', tanto, troppo, quanto)

YEAR 11

Home town and geographical surroundings

Public services

Natural environment

The weather

Finding the way in town

Italian schools

La vita al liceo

Further education and training

Future career plans

Employment

Tecnology at work

The international perspective

International travel

The weather on holiday

Festival and faith



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.



Programme of Study includes:

YEAR 10

1) COMUNICAZIONE E DIVERSITA'

(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica).

Letture e analisi in classe di testi letterari e non letterari:

- 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)

2) SOCIETA' E CONSUMI

(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica.)

Letture e analisi in classe di testi letterari e non letterari:

- E. Sanguineti
- I. Calvino
- P.P.Pasolini, articoli, interviste, film (L'Accattone)
- S. Benni
- Saggi brevi
- Pubblicità progresso / campagne (Apple)
- Foto

- Meme, vignette satiriche

2) PERSUASIONE E MANIPOLAZIONE

(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica.)

Letture e analisi in classe di testi non letterari:

- 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: I. CALVINO, Il Sentiero dei nidi di ragno

YEAR 11

1) FRAGILITA' UMANA E RELATIVITA' DELLA CONOSCENZA (FOLLIA)

(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alle tematiche.)

Letture e analisi in classe di testi letterari e non letterari:

- 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 Opper
- Saggi brevi
- Articoli di giornale
- Foto
- Film

2) TECNOLOGIA, SCIENZA E FANTASCIENZA

(Conoscere e analizzare diversi tipi di testi letterari e non letterari, legati all'argomento e ai concetti connessi alla tematica.)

Letture e analisi in classe di testi letterari e non letterari:

- D. Buzzati
- G. Romagnoli
- R. Bradbury
- I. Aasimov
- Articoli di giornale
- Blogs e siti web
- Social network
- ROMANZI: Elena Ferrante, L'amica geniale



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.



Programme of Study includes:

YEAR 10

THEME 1 Communication and media

Topic a) - Internet:

- Social media
- Televisione
- Telefoni
- Musica

Topic b) - Pubblicità:

- Sessismo
- Influenza della pubblicità
- Bias

Grammar for Autumn Term

Revision post summer holiday

- E.g passato prossimo,
- Concordanza, pronomi
- Preposizioni
- Verbi di opinione
- Congiunzioni

Written formats for Autumn

- Term
- Email
- (formale e informale)
- Articolo di giornale

THEME 2 Global issues

Topic a) - Problemi sociali:

- Le droghe
- Alcol
- Il tabagismo
- Il razzismo
- Il lavoro
- I senzatetto,
- La povertà,
- Le migrazioni

Topic b) - Ambiente:

- Inquinamento
- Vite sostenibili

Grammar for Spring Term

- condizionale
- congiuntivo

- pronomi oggetto
- periodo ipoteti
- Written formats for Spring Term
- Volantino
- Depliant

THEME 3 Social relationships

Topic a) - La società italiana:

- La famiglia
- Raggiungere la parità tra uomo E donna.
- I diritti civili

Grammar for Summer Term

- Condizionale
- Congiuntivo
- Periodo ipotetico

Written formats for Summer

- Term
- Blog
- Post

YEAR 11

THEME 1 Health

Topic a) Salute fisica e mentale

Topic b) La nutrizione e la dieta mediterranea (una vita sana)

Topic c) Il concetto di bellezza e la moda

Theme 2 Esperienze

Topic a) Customs and Traditions

- Celebrazioni religiose e laiche (la battaglia delle arance, il carnevale la taranta)

Grammar for Autumn Term

- Condizionale
- Congiuntivo
- Periodo ipotetico

Written formats for Autumn Term

- Blog
- Post on social medi

Topic b) Viaggi e vacanze Che tipo di viaggiatore sei?

Topic c) Migrazioni Perchè le persone viaggiano e lasciano il loro paese?

Grammar for Spring Term

- Passato prossimo
- Imperfetto
- Condizionale
- Congiuntivo
- Periodo ipotetico

Written formats for Autumn Term

- Email
- Speech



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.



Programme of Study includes:

YEAR 10

Language:

Grammar:

Revision of past topics

- 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

Translation:

translation of adapted suitable Latin texts (from the textbook and form other texts)

Literature:

- 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)

Language:

Grammar:

Revision of past topics

- 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

Translation:

translation of adapted suitable Latin texts (from the textbook and form other texts)

Literature:

- introduction to hexameters and metrical scansion
- Study and analysis of the first part of prescribed text (Virgil, Aeneid Book 3.588–691)

Language:

Grammar:

Study of new topics

- the 4th and 5th declensions (nouns)
- indirect statement (accusative and infinitive construction)

Translation:

translation of adapted suitable Latin texts (from the textbook and form other texts)

Literature:

- Study and analysis of the second part of prescribed text (Virgil, Aeneid Book 3.588–691)
- revision of the whole prescribed text

YEAR 11

Language:

Grammar:

Revision of past topics

- the five declension (nouns and adjectives)
- the 4 conjugations (verbs)
- relevant syntactic constructions (different types of clauses)
- Study of new topics
- present and perfect subjunctive
- independent uses of subjunctive

Translation:

translation of adapted suitable Latin texts (from the textbook and form other texts)

Literature:

- introduction to Cicero and his work
- study of: introducing Cicero, Chapter 2, A useful lesson.

MOCKS EXAMS

Language:

Ongoing revision of key-

grammar topics as found in Latin texts used for practising translation skills in preparation for final exam - paper 1

Literature:

- study of: introducing Cicero, Chapter 5, Theft from Segesta.
- Final revision of prescribed texts (Virgil and Cicero) in preparation for final exam - paper 2



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.

Programme of Study includes:

YEAR 10

Introduction to Spanish:

Numbers, months, days, greetings, classroom objects, nationalities, colours, family members.

Family description and

opinions: Physical description,

personality, asking for basic information.

Holidays: Holiday activities, accommodation, celebrations.

House and daily routine:

Rooms and objects in the house. Daily routine activities.

Neighbourhood and city:

Places found in town, activities you can do there. Advantages and disadvantages of living in a city or in the country.

School and studies and future plans: Subjects, facilities.

YEAR 11

School, studies and future

plans: School life and routine, rules and pressures, work and careers.

Health, sports, accidents:

Reflexive verbs and “me gusta” verbs (me duele, me hace daño).

Possessive adjectives and pronouns and contrast with object pronouns.

The world around us:

Environmental issues, climate, public services and money matters. Demonstrative

adjectives, quantities and measurements, indefinite pronouns. Further fixed structures that use the subjunctive. The media, communication, keeping informed, TV and film.



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.
Assessment	100% examination. Two exam papers - one on theory and one on practical problem solving and programming.
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.

Programme of Study includes:

YEAR 10		
Binary	Programming concepts	Methods of error detection
Hexadecimal	File Handling	Encryption
Text, Sound & Images	Programming concepts	Algorithm design and problem-solving
Data Storage & Compression	Arrays	Pseudocode and Flowcharts
Boolean Logic	File Handling	Standard Methods
Computer architecture and the fetch-execute cycle	Types & Methods of Data transmission	
YEAR 11		
Input Devices	Programming concepts	Ethics
Output Devices	Arrays	Automated Systems Robotics
Storage Devices	Databases	Artificial Intelligence
Internet Principles	Security	



DESIGN AND TECHNOLOGY IGCSE

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

Overview	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Assessment	<p>The course is assessed through a final examination consisting of two papers (50%) and a coursework component worth a further 50%.</p>
Future Pathways	<p>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.</p>



Programme of Study includes:

YEAR 10

IGCSE Coursework: Criterion 1 - Identification of a need

- Identification of a need
- Identification of intended users and clients
- Design brief development

IGCSE Coursework: Criterion 2 - Research

- Identification of user and client's wants and needs
- Site analysis
- Existing building research

IGCSE Coursework: Criterion 2 - Research (continuation)

- Material research
- Manufacturing research
- Existing model analysis

IGCSE Coursework: Criterion 2 - Research (continuation)

- Inspirational images research
- Initial drawings and design ideas
- Key measurements / ergonomics primary and secondary research
- Design specifications development

IGCSE Coursework: Criterion 3 - Generation of design ideas

- Inspirational images research
- Initial drawings and design ideas

Mock exam preparation

- Paper 1 content and exam practise
- Paper 5 content and exam practise
- Mock exams

IGCSE Coursework: Criterion 3 - Generation of design ideas (continuation)

- Formal design ideas and annotations
- Evaluation of design ideas

IGCSE Coursework: Criterion 4 - Development of proposed solution

- Design idea development through model making
- Design idea development through 3D modelling

YEAR 11

IGCSE Coursework: Criterion 5 - Planning for production

- Orthographic projection
- Gantt chart
- Flowchart
- Cutting list of materials

Mock exam preparation

- Paper 1 content and exam practise

- Paper 5 content and exam practise
- Mock exams

IGCSE Coursework: Criterion 6 - Planning for production

- Final model manufacturing

IGCSE Coursework: Criterion 7 - Testing and evaluation

- Final model evaluation
- Proposal of further amendments

Exam preparation

- Paper 1 content and exam practise
- Paper 5 content and exam practise



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.

Assessment

Component 1: The Devising Project (40%). In this project, pupils create their own original piece of live theatre and document the creative journey in a portfolio.

Component 2: Performance from a Text (20%). In this component, pupils choose, memorise, and self-direct two scenes from plays already written.

Component 3: Theatre Makers in Practice (40%) is a written examination: This part is an actual sit-down exam, in which students analyse a play text (DNA, by Dennis Kelly).

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.



Programme of Study includes:

YEAR 10

Introducing our set text, DNA by Denis Kelley

Taster Micro-Projects using DNA as through-line

Use DNA text to address skills of all three components

Unpack Performance and Production skills and choices

Use excerpted scenes to perform with performance and production skills and choices, creating artistic intention

Analysing and Evaluating Live Performance

Making definitive choices for your vision of DNA, by Denis Kelley

Analysing and Evaluating Live Performance

Making definitive choices for your vision of DNA, by Denis Kelley

Use themes from DNA to explore devising techniques

Advanced Devising Techniques

YEAR 11

Devising

Production Portfolio

Begin process of selecting C2 scripts- group exploratory

Select performance pieces

Rehearsal period

Portfolio Final Draft



FINE ART GCSE

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

Overview	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Assessment	<p>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).</p>
Future Pathways	<p>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!</p>



Programme of Study includes:

YEAR 10

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
- 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)

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
- 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, modroc and chicken wire
- Staring on Architecture research for Project B

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
- Bracciano field trip
- Additional 2D thematic work (portraiture, landscape or mechanical forms)
- Additional thematic research (mixture of artist and observational research)

YEAR 11

Project B Final Outcomes

- 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
- Finishing large painting (as part of Y11 mock exam)

Research and preparation

- Externally set theme
- 5 prep boards:
- 20 pieces of prep

- 8 artist research
- 7 observational
- 1 Mind Map
- 4 designs
- Exam Prep Trip
- Complete 5 prep boards with annotation



MUSIC GCSE

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

Overview	<p>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:</p> <p>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.</p> <p>Composing - Pupils will submit two completed compositions; one must be in response to aboard-set brief and one must be a piece of free composition.</p> <p>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.</p>
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.



Programme of Study includes:

YEAR 10

Fusions

- Esperanza Spalding: Samba Em Preludio AND Wider Listening

Performance Progress

(In class solo performance)

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major

Instrumental Music 1700–1820

- L van Beethoven: 1st Pathetique Sonata AND Wider Listening

Performance Progress

(In class solo performance)

Music for Stage/ Screen

- J Williams: Main title/rebel blockade runner AND Wider Listening

Free Composition (15%)

- Inspiration
- Research
- Plan
- Draft

Free Composition (15%)

- Composition first draft completed
- Write up

Performance Progress

(In class solo performance)

Music for Stage and Screen

- S Schwartz: Defying Gravity AND Wider Listening

Performance Progress

(recording practice)

Vocal Music

- Queen: Killer Queen AND Wider Listening

Vocal Music

- H Purcell: Music for a While AND Wider Listening

Performance Progress

(recording practice)

Fusions

- Afro Celt Sound System: Release AND Wider Listening

Composition research for brief

YEAR 11

Brief Composition (15%)

- Inspiration
- Research
- Plan
- Draft

Brief Composition (15%)

- Composition completion
- Write up

Performance Progress

(Record final performances)

EXAM REVISION (Component 3) Set Works

- Bach
- Mercury
- Schwartz
- Afro Celt Sound System

Extended response

Unfamiliar Listening

Melodic Dictation

EXAM REVISION (Component 3) Set Works

- Beethoven

- Purcell
- Williams
- Spalding

Extended response

Unfamiliar Listening

Melodic Dictation

Revision for Exam (Component 3)

- 12 mark responses
- Melodic dictation

All Areas of Study



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.
Assessment	<p>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.</p> <p>Practical component (50% of total marks) Pupils work with their PE teachers to select which four practical activities they will be assessed in. The collection of video evidence for the sports that are not offered in school will be the responsibility of the individual student.</p>
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.

Programme of Study includes:

<h2>YEAR 10</h2>		
<p>Health, Fitness and Well-being</p> <ul style="list-style-type: none"> • Fitness • Diet and energy sources <p>Anatomy and Physiology</p> <ul style="list-style-type: none"> • Skeletal system • Muscular system • Joints and movements 	<ul style="list-style-type: none"> • Muscle fibre types • Force, levers • Respiratory system • Cardiovascular system <p>Anatomy and Physiology</p> <p>Social, Cultural and Ethical</p>	<p>influences.</p> <ul style="list-style-type: none"> • Leisure and recreation • Sports development <p>Skill Acquisition and Psychology</p> <ul style="list-style-type: none"> • Skill and learning stages • Information processing model
<h2>YEAR 11</h2>		
<p>Health, Fitness and Well-being</p> <ul style="list-style-type: none"> • Components of fitness and fitness testing. • Vo2Max • Principles of training • High altitude training • Warm ups and cool downs 	<p>Skill Aquisition</p> <ul style="list-style-type: none"> • Feedback • Guidance • Motivation • Goal setting • Personality types <p>Social, Cultural and Ethical Influences</p>	<ul style="list-style-type: none"> • Sponsorship • Media • Global events • Professionals vs Amateur • Technology • Performance enhancing drugs • Sportsmanship • Injuries



ENGLISH AS AN ADDITIONAL LANGUAGE

Languages Option | Non-assessed

Overview

In Year 10 and Year 11 we offer additional English Language support to pupils who have a multi-lingual profile, have recently transitioned into St George's, or need to develop their proficiency beyond the CEFR B2 level. The lessons support and pre-teach mainly the English First Language curriculum, but will also support the language needs of all subjects and coursework requirements.

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.

Pupils will also complete and present a reading and research project once per cycle to increase their historical and cultural background knowledge. This enables them to interpret the prescribed texts better and builds confidence in oral presentation skills.

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 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, 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 GCSE

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

Enhanced Curriculum:

Higher Project Qualification (HPQ)

Other Compulsory Courses (non-assessed):

Citizenship

Core PE

PSHE Education



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