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# IGCSE COURSE GUIDE

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## Introduction

You have now probably reached the first big decision-making point in your education. For the next two years you are going to study a number of subjects that will lead to qualifications known as GCSEs or IGCSEs - the (International) General Certificate of Secondary Education.

Firstly, there are subjects that you have to study ("compulsory"). These are:

- English Language and English Literature (worth 2 GCSEs)
- Mathematics
- Science ('Double Award' worth 2 GCSEs)
- French
- Physical Education (non-examinable)

This will give you five (I)GCSEs. A number of students also take English Literature as well as English Language. This is not decided until Form 11.

An additional three subjects will be taken from the list below, giving you a total of eight (I)GCSEs (or nine with English Literature). These are called the 'Options'.

- Art
- Business Studies
- Global Perspectives
- Drama
- Geography
- History
- Music
- Physical Education (examined)
- Spanish

## Course Change Requests

Early in Form 10 and up to 4 weeks into the year, you may wish to change courses. The procedure to do this is as follows:

1. Speak to your tutor about your desire to change a course and ask for a change of subject form.
2. Speak to your parents and have them sign the form.
3. Speak to the subject teacher of:
  - the subject you want to change from, and
  - the subject you want to put in its place
4. Submit the change of subject form to the Deputy Head of Curriculum, Academic and Structures.

The final decision will be made by the Deputy Head of Curriculum in consultation with the Head of Key Stage 4 and the staff mentioned above. No student is allowed to change courses without following this procedure.

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In September 2022, you will start your new courses. We hope you enjoy them and that after two years you will have worked hard enough to obtain a 'string' of top grades.

## Frequently Asked Questions (FAQs)

### ***Why are some subjects compulsory and some optional?***

All universities and very many global employers demand a minimum qualification in English Language and Mathematics, which these courses and examinations provide. A basic science qualification is also compulsory. At Mougins School we believe that, given the context, proof of a modern foreign language is also a necessity in today's world.

We also believe that students should be offered 'choice' or 'option' subjects which suit their own tastes and abilities, and which enable them to experience the humanities, the arts, ICT and physical fitness, and which gives them a programme of study which is right for them.

### ***How should I choose my 'optional' or 'choice' subjects?***

Start by reading carefully the advice given in this booklet, consider your past experience of your subjects and what you have really enjoyed and felt strong at, your test and examination scores and what you may want to do in the future.

### ***When and how do I have to make my choices?***

Students make their choices in the Spring Term of Year 9. They are issued with this booklet and an (I)GCSE presentation evening is held in the Spring term which gives a detailed rundown of the education systems of the UK, Europe and North America up to A-level, Bac and SAT/ ACT level, with plenty of time for questions and answers.

Students then have time to consider their option choices, and have discussions with teachers, their tutors and their parents. They then submit their first option choices in order of preference via a Google Form before the spring vacation. At this stage students are given completely free choice, and when all the data is in, we construct timetable 'blocks' (slots for different subjects) based on giving the maximum number of students their top three choices. We do our level best to accommodate everyone's choices, though naturally in some cases certain restrictions mean some combinations are more difficult to timetable, and we cannot always guarantee that every student will be able to have their top three choices. Having constructed a draft timetable with the optimised "option blocks", where we cannot accommodate a student's original option profile, the student is given further advice based on the blocks constructed.

### ***Are there A-level or University courses which demand certain (I)GCSE courses?***

Many universities expect at least a grade C in English, maths and in some cases science (a grade C corresponds to a 4 or 5 for those familiar with the new grading structure used in the UK). However, **Shaping the world**



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depending on the course you wish to study, some will go further and ask for specific (I)GCSE subjects with certain grades. Some are requesting up to seven (I)GCSE subjects with excellent marks. This is evident in many career-related degrees such as:

- Engineering
  - To study Chemical Engineering for example, you will typically need A Levels or equivalent qualifications in Chemistry and Maths, or Physics for many other engineering courses. You will therefore need to have good grades in Science and Maths (I)GCSEs.
- Veterinary Science
  - To qualify for veterinary schools, you are generally required to have at least five (I)GCSEs (or equivalent Level 2 qualifications). These typically include Maths, English Language and Science as a Double or Triple Award. As courses are competitive at least a 6/B or higher should be achieved in all subjects.
- Medicine and Dentistry
  - To work in the medical profession at least seven (I)GCSEs (or equivalent Level 2 qualifications) will be required at grades 6/B or above. This again must include the Sciences, English Language and Maths.
- Teaching
  - At least a grade 4/C in (I)GCSE Maths, English Language and Science (or an equivalent Level 2 qualification) will be required. If you wish to teach particular subjects then good marks in those subjects would greatly help your application.

### ***What is 'Double (or Co-ordinated) Science'?***

Cambridge IGCSE Co-ordinated Sciences gives learners the opportunity to study biology, chemistry and physics within a scientifically coherent syllabus and is accepted by universities and employers as proof of essential knowledge and ability in the Sciences. You receive two IGCSE grades for this course, and from it you can go on to study any of the natural sciences at A-level and University.

### ***What's an 'Exam Board'?***

An Examination Board is an organisation that is responsible for setting (I)GCSE (and other) examinations, marking them and distributing results to students. At Mougins School we prepare students for examinations set by two Boards, [Cambridge Assessment International Examinations](#) (CAIE) and [Pearson Qualifications](#).

### ***Do I have to give my results to Universities and employers?***

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YES! This is the first time in your life where the results you get must be declared, and so getting the very best grades you can really matters. In addition to this, the top UK universities often use (I)GCSE results as an easy first step for sorting candidates. Very frequently indeed employers too, all round the world, will ask for your (I)GCSE grades.

### ***Why are some examinations graded 9 to 1 and some A\* - E?***

Over the last three years the 9-1 grading scheme was brought in alongside a new GCSE curriculum in England, and the International Examination Boards are gradually following suit.

The highest grade is 9, while 1 is the lowest, not including a U (ungraded).

Three number grades - 9, 8 and 7 - correspond to the old-style top grades of A\* and A - this is designed to give more differentiation at the top end.

### **How the new grades compare with the old ones**

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

The grade type for the programmes we offer is given for each subject.

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## Advice on choosing (I)GCSE Options

Your (I)GCSE subject options will be firmly in your sight if you're in Year 9 right now, or coming up to that stage of life.

We all struggle with choices. So what should you bear in mind when choosing (I)GCSE options? Here are a few bits of advice.

### 1. **Let the choices be yours!**

You may have already found that many people will have opinions about your choices. You'll receive advice from parents and teachers - do listen but in the end go for what you'd like to do. You may also have friends suggesting you do the same subjects as them - *choose for yourself!*

Ultimately we suggest you choose option subjects that you will enjoy. Remember - you will be studying them for the next two years! Further down the line when the workload is heavy you'll appreciate enjoying a subject and looking forward to rather than dreading lessons. It also means you will probably work harder in it and get a higher grade.

It's very easy to then talk yourself out of taking a subject you love. Instead ask 'Why not?'

Look at both the content of the course and the skills required, and decide if you're interested in the things you will be learning about and whether you can build on the skills you will develop.

### 2. **Look at the Board's dedicated internet pages for information and the course descriptions (specifications). The specification code is given with the subject in this booklet.**

Some (I)GCSE subjects, such as Art, PE and Drama, have a lot of course work (assessed over the two year course) but most are examined almost entirely by formal examinations at the end of the course. Consider this as you make choices.

### 3. **Decide which subjects you are good at**

Think about the subjects you are good at, particularly since these are the ones you are more likely to enjoy. Being good at one or more subjects can help you with your workload over the next couple of years, as you will be able to complete the work more quickly and achieve better results. Also, those subjects you have a natural flair for might inform your career decisions further down the line.

If you're not sure how good you are at a subject, talk to your teacher(s) and ask for their advice. Think also about your previous school reports and grades.

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#### **4. *Think about your career***

This is a simple one but very important. There are some subjects you may want to take at A Level that require or highly recommend the (I)GCSE qualification.

If you want to go on that far, what subjects do you see yourself taking at A level? This long term thinking also applies to university and careers.

It can be scary to think that far ahead but spend a little time dreaming. What would you like to do with your life? Talk to your Form Tutor and to the Head of Department of the subject.

#### **5. *Strike a balance***

Choose good (I)GCSE options that will look balanced. If you love the Arts, find a subject like History or a language alongside it. The reason for balance is not to please teachers or planners, it's just a way of keeping your options open. As your school career progresses you may find you have gifts you never dreamed of. Try to not shut too many doors too soon.

#### **6. *Choose the subject not the teacher***

We all know sometimes a relationship with a teacher can be hard. You may be tempted to avoid a topic because the teacher is one you find difficult. Try hard not to let that put you off. Similarly you may choose a subject because of a great teacher - but think hard. In the long term teachers might change but it's a subject that will carry you through.

#### **7. *Don't pick what your friends are doing***

Try not to just choose subjects that your friends are taking - doing different classes won't affect your social circle, and will give you plenty to talk about when you do meet up!

There's a good chance you will make new friends in your subject classes anyway, which is always a positive.

#### **8. *Don't worry about your future salary!***

At this point, it's not worth looking up the average salaries of various jobs to see which (I)GCSEs will land you the best paid career. This probably also means you don't yet have a good idea of what you want to do once you finish school/college, and are keeping your options open.

Usually medical, science/technology, engineering, finance and business careers pay very well. Maths is a compulsory GCSE in the UK, and taking double (or triple) Science will help with these careers too, but you have to focus on the other subjects you enjoy or are good at when making your choices.

You'll be at your happiest if your eventual career is one you feel able to do, and one you enjoy at least several aspects of. There's always the opportunity to receive high pay in most job sectors, and it is likely to increase with experience, whichever career you end up in!

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Choosing your (I)GCSE options can be a stressful time, but remember, you're not the only student to survive this stage of your education, and help will never be far away.

### 9. ***Get advice from the right sources***

Everyone has an opinion, but try to listen to:

- **Teachers** at your school - they are well-placed to offer you support; so do talk to them if you have any questions about your (I)GCSEs and how it all works.
- **Form Tutors** - they are experienced and can help you with your career plans and (I)GCSE choices, as well as answering any general questions you may have.
- **Parents** - although they might not understand the new points system etc. they are the people that know you best and can offer useful advice.
- **Friends** - they will be going through the same dilemma, and you may want to run ideas past them... but it's important to remember that the final decision rests with you alone.

Online forums can also be useful, as they contain lots of discussion from (I)GCSE students going through the same decision process. [The Student Room](#) is a good place to start.

### 11. ***Don't take as many subjects as you can***

Both employers and colleges/universities look for high passes in your qualifications, and many higher education establishments may only accept A\*-C/9-4 (I)GCSE pass grades for their degree courses.

More (I)GCSEs means you'll have a well-rounded education and lots of variety in what you learn, but it's important not to over-burden yourself by taking extra (I)GCSEs out of school, or you will suffer from burnout. Remember that each (I)GCSE you sign up for will mean a significant amount of work, and it's not the number of subjects you take, but the grades you achieve which is important. If in doubt, talk to a teacher about how many you should choose.

### 12. ***Universities normally only require core subjects***

Most universities require you to have completed English and Maths (I)GCSEs, but these are compulsory, so you don't need to worry about them.

For many undergraduate degrees, (I)GCSE and A-level subjects aren't too much of an issue. For example, most universities don't mind which subjects you've studied before if you want to do Law. They just want to see that you have done well.

In some cases, you'll need specific A-levels (and therefore the (I)GCSEs you need to be able to do those A-levels) to get on certain university courses (e.g. the sciences, history or foreign languages).

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**13. Stay calm!**

Try not to get too stressed out about choosing your (I)GCSE subjects. Remember - everyone else around you is in the same boat, and it's highly likely some people will wish they hadn't picked one or two of their subjects at the beginning. However, these aren't exactly life-changing decisions.

No one really knows exactly what their (I)GCSE course will be like until they actually start classes (this is why it's always a good idea to look at the subject content in the online specifications).

(I)GCSEs are an opportunity to better yourself, so the best thing you can do is carry on. If you feel you've made a big mistake with one of your subject choices, you will be able to speak to a teacher, and ask about dropping it/swapping it with something else if it's early enough in the year.

It's tough making your (I)GCSE choices, but once you've made a list and settled on your final subjects, you will feel much better going forward.

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## **English Language and English Literature**

**EDEXCEL International GCSE English Language specification (code 4EA1) and EDEXCEL International GCSE English Literature specification (code 4ET1)**

### ***Course Content***

The English Language and English Literature courses are complementary and aim to ensure that all students experience enrichment by studying a wide range of written texts. Students will enhance their reading skills and explore the contexts in which various key works were written. They will also develop their ability to write effectively in a variety of styles.

During the course, students will study a range of poetry, prose, drama, media and non-fiction texts.

### ***Groupings***

Students will be grouped according to ability. Depending on the progress made by individual students, transfers between groups will be possible throughout the course.

It is the aim of the English Department that as many students as possible will be entered for both the English Language and the English Literature International GCSEs. However, this will depend on the individual student's ability and effort. To ensure that the correct decision is made, confirmed entries for both International GCSEs will not be finalised until close to the examination entry deadlines in Year 11.

### ***Assessment components***

English Language:       60% Paper 1 Exam (Non-fiction Texts and Transactional Writing)  
                                      40% Paper 2 Exam (Poetry and Prose Texts and Imaginative Writing)

English literature       60% Paper 1 Exam (Poetry and Modern Prose)  
                                      40% Paper 2 Exam (Modern Drama and Literary Heritage Texts)

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## Mathematics

(CAIE specification code 0580)

### ***What do I need to know or be able to do before taking this course?***

As Mathematics is a core subject, all students have to study it to the end of Form 11.

### ***What will I learn?***

The course will enable you to:

- (a) develop the ideas of number, algebra and some coordinate geometry
- (b) learn more on shape, space and measures
- (c) become more proficient on data handling and probability
- (d) improve logic and problem solving skills

### ***What kind of student is the course suitable for?***

Students in Form 10 and 11 are taught in sets according to ability. Course content is tailored accordingly. The more able students will follow the extended syllabus, while those who find the course difficult are placed in the core group. There is the possibility for movement from one group to another depending on progress but it will only be possible to move up from Core to Extended until the Christmas holidays of Year 10 as after that time there is too much difference between the two syllabuses.

### ***What examination will I take?***

At the end of the Form 11 you will be assessed by 2 written papers.

Core Curriculum Grades available: C, D, E, F, G	Extended Curriculum Grades Available A*, A, B, C, D, E	Weighting
Paper 1 (1 hour) Short answer questions	Paper 2 (1 ½ hours) Short answer questions	35%
Paper 3 (2 hours) Longer Structured questions	Paper 4 (2 ½ hours) Longer Structured questions	65%

### ***What could I do at the end of the course?***

Only those who have followed the extended syllabus and have achieved a grade B or above can continue on to AS and A-Level.

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## Cambridge IGCSE Sciences - Co-ordinated (Double)

(CAIE specification code 0654)

### ***What do I need to know or be able to do before taking this course?***

If you have studied in the UK education system you will already have studied science for several years. Sometimes this will have been as separate topics, sometimes as separate subjects (biology or life processes, chemistry or materials and their properties, physics or physical processes). If not, the school can provide support materials to help you in Year 10, and science teachers will be available throughout the year with advice and assistance.

### ***What will I learn on this course?***

Science is considered a core subject in the UK National Curriculum as some of the basic ideas and foundation knowledge will serve individuals for the rest of their lives in the continually developing, scientifically aware and technologically reliant global community. The principles of rigorous scientific method, deduction, reasoning and practical (empirical) skills will be applied by the students in a vast range of other academic subject areas, in their future careers and in many everyday situations.

### ***What examination will I take?***

Coordinated science IGCSE is a double award course leading to TWO IGCSE grades. For many students their science grades will make up one quarter of their total GCSE grades. Students will be tested on practical skills and data analysis and recall of concepts and facts in three separate papers; a theory paper, an alternative to practical paper, and a multiple choice paper. Each paper is made up of a mix of questions taken from the three separate disciplines: Biology, Chemistry and Physics. The three papers will allow grades from A\*A\* to GG.

As for mathematics and English, this compulsory subject is given a higher lesson allocation in the timetable. There will be nine timetabled lessons in year 10 and year 11, allowing for three lessons each for the Biology, Chemistry and Physics specialist teachers. Students taking the double (or co-ordinated) Science IGCSE have in the past completed A levels with the highest grades, and transitioned to World top 10 Universities and European top 20 Universities studying Science degree courses.

### ***What could I do at the end of the course?***

You can choose one or more of the three specialist A-Level sciences offered in years 12 and 13, and then any of a vast number of scientific, technology, engineering, management, business, medical courses offered in any higher education establishment in Europe and worldwide. A good grade in science is important whatever field your future lies in.

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## Modern Foreign Languages (French and Spanish)

We aim to allow each of our students to attain the highest linguistic level of which he/she is capable, to help him/her to become a fully-rounded person, with a knowledge and understanding of the languages and cultures. The Modern Foreign Languages department offers IGCSE courses in French and Spanish.

**FRENCH:** The International General Certificate of Secondary Education (IGCSE) French is designed as a two-year course for examination at age 16 plus and is compulsory for all students in Forms 10 and 11, except in special circumstances. The examination board is the Cambridge Assessment International Examination Board (C.A.I.E.).

**SPANISH:** The International General Certificate of Secondary Education (IGCSE) Spanish is designed as a two-year course for examination at age 16 plus. The examination board is the Cambridge Assessment International Examination Board (C.A.I.E.).

Students are taught with different objectives in mind. These differences normally reflect their **prior experience** of French or Spanish. Most students take the IGCSE Second Language French. Students in the French speaking group have the option to take the First language IGCSE.

**OTHER LANGUAGES:** Students who want to be entered for a language other than Spanish and French, e.g. German, Italian, Russian... will need to see the MFL coordinator.

### Aims

The aims of the syllabus are the same for all students. They are set out below and describe the educational purposes of the course in Foreign Language for IGCSE examinations.

We aim to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken;
- form a sound base of skills, language and attitude required for further study, work and leisure;
- offer insights into the culture and civilisation of the countries where the language is spoken;
- encourage positive attitudes towards foreign language learning and a sympathetic approach to other cultures and civilisations;
- provide enjoyment and intellectual stimulation;
- complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

The question papers will be set entirely in the target language: this includes rubrics and all questions. All questions requiring written answers, questions testing listening and reading comprehension, are to be answered in the target language. Dictionaries are not permitted.

### ***What could I go on to do at the end of the course?***

(I)GCSE will take you to the French or Spanish IAS/IA2 level course, where you will develop your linguistic competences gained at (I)GCSE level. All students gaining grades A – C at 16 will have the opportunity to choose an IAS/IA2 level programme in the Sixth Form.

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## French

(Cambridge Assessment International Examination;(C.A.I.E.) IGCSE specification code 0520)

*What do I need to know before starting the course?*

The International General Certificate of Secondary Education (IGCSE) French is designed as a two year course for examination at age 16 plus. It is compulsory for all students in Forms 10 and 11.

*What will the course be like?*

- It continues to develop the effective use of language for practical communication broadly in line with the requirements programmed in the National Curriculum for England and Wales;
- it develops written accuracy and grammatical awareness according to the targets set for the highest levels of the National Curriculum;
- it uses literature, film, television, CD-ROM, radio, and the press to develop linguistic skills;
- it is based on a range of differentiated textbooks enabling students' progress to be monitored regularly;
- It encourages research and communication skills.

*What will you learn?*

- to deal with situations arising from everyday life in France and the French speaking countries using a combination of four skills: speaking, listening, reading and writing. The topics covered are listed in the grid below;
- to develop the ability to use the language effectively for the purpose of practical communication.
- how to gain a sound base of skills, language and attitudes required for further study, work and leisure;
- to develop a wide range of grammatical knowledge, vocabulary and idiomatic expressions to deal at the appropriate level within the topic area covered.

*How will you be assessed?*

The one assessment objective in French is communication, which incorporates the four sub-skills: listening, reading, speaking and writing. The elements in the assessment are:

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Cambridge Assessment International Examination (C.A.I.E.) IGCSE Second Language

	Paper name	Time	Elements	Weighting
Paper 1	Listening	50mins	3 sections with multiple choice answers	25%
Paper 2	Reading	1 hour	3 sections	25%
Paper 3	Speaking	15 mins	Role-play Topic conversation	25%
Paper 4	Writing	1 hour	3 pieces of writing to produce	25%

Cambridge Assessment International Examination (C.A.I.E.) IGCSE First Language

	Paper Name	Time	Element	Weighting
Paper 1	Reading	2 hours	Summary Comprehension questions	50%
Paper 2	Writing	2 hours	2 compositions of 500 words	50%

The question papers will be set entirely in French: this includes rubrics and all questions. All questions requiring written answers, including questions testing listening and reading comprehension, are to be answered in French. Dictionaries are not permitted.

*What could I go on to do at the end of the course?*

IGCSE will take you to the French IAS/IA2 level course, where you will develop your linguistic competences gained at (I)GCSE level. All students gaining grades A – C at 16 will have the opportunity to choose an IAS/IA2 level programme in the sixth form.

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## Spanish

(Cambridge Assessment International Examination; (C.A.I.E.) IGCSE specification code 0530)

### *What do I need to know before starting the course?*

The International General Certificate of Secondary Education (IGCSE) Spanish is designed as a two-year course for examination at age 16 plus. It is optional for all students in Forms 10 and 11.

### *What will the course be like?*

- It continues to develop the effective use of language for practical communication broadly in line with the requirements programmed in the National Curriculum for England and Wales;
- it develops written accuracy and grammatical awareness according to the targets set for the highest levels of the National Curriculum;
- it uses film, television, CD-ROM, radio, and the press to develop linguistic skills;
- it is based on the IGCSE Spanish course 'Cambridge Assessment International Examination IGCSE Spanish' enabling students' progress to be monitored regularly;
- It encourages research and communication skills.

### *What will I learn?*

- to deal with situations arising from everyday life in Spain and the Spanish speaking countries using a combination of four skills: speaking, listening, reading and writing. The topics covered are listed in the grid below.
- to develop the ability to use the language effectively for the purpose of practical communication.
- to gain a sound base of skills, language and attitudes required for further study, work and leisure.
- to develop a wide range of grammatical knowledge, vocabulary and idiomatic expressions to deal at the appropriate level within the topic area covered.

### *How will I be assessed?*

The one assessment objective in Spanish is communication, which incorporates the four sub-skills: listening, reading, speaking and writing. They will be assessed at a higher level during the end of year examination. The question papers will be set entirely in Spanish: this includes rubrics and all questions. All questions requiring written answers, including questions testing listening and reading comprehension, are to be answered in Spanish. Dictionaries are not permitted.



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	Paper name	time	elements	weighting
Paper 1	Listening	50 mins	3 sections	25%
Paper 2	Reading	1 hour	3 sections	25%
Paper 3	Speaking	10 mins	Role-play Conversations on 2 topics	25%
Paper 4	Writing	1 hour	3 pieces of writing to produce	25%

All candidates who are likely to obtain grade C or higher will be entered for the extended curriculum papers.

*What could I go on to do at the end of the course?*

IGCSE will take you to the Spanish IAS/IA2 level course, where you will develop your linguistic competences gained at IGCSE level.

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## **Business**

(Edexcel IGCSE specification code 4BS1)

### ***What do I need to know or be able to do before taking this course ?***

For Business you need to have the same basic abilities in numeracy and literacy as for most subjects. In addition, you should be able to participate with reasoned argument, discussion and debate in a lively, considered, courteous, good humoured and purposeful manner.

### ***What will I learn?***

How business as an activity operates. Types of structures and organisations. Finance, its functions and financial accounting systems. People and how they relate to one another in the business environment. Marketing and Production. How business discovers what customers want and how to supply their requirements.

### ***What kind of student is this course suitable for?***

All students, but in particular you, may be interested to know how the world of business operates. Also, what knowledge and skills you need so that you can be prepared and organised to take advantage of your opportunities.

### ***What will the course be like?***

'Highs and lows'. Yes, there are written home works, tests and revision. But there will be the opportunity to explore ideas through business games. It is also intended to set up some business ventures to gain the practical experience of business environments.

### ***What examination will I take?***

IGCSE in Business at the end of Year 11

- Paper 1 Investigating small businesses.
  - An examination of 1h30 minutes - 50% of the total IGCSE.
- Paper 2 Investigating large businesses.
  - An examination of 1h30 minutes - 50% of the total IGCSE.

### ***What could I do at the end of the course?***

You can set up and run your own business or work for someone else in a business function e.g. marketing and then perhaps work your way up to become the C.E.O.



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## Drama

(CAIE IGCSE Specification code 0411)

### **Why choose the subject?**

Drama develops important life-skills: communication, reflection and the ability to work in a group. It also develops imagination, sensitivity and self-confidence. It will be enjoyed by anyone who is interested in the performance aspect of drama or who would like to acquire some insight into the more technical aspects of theatre production, including directing, stage management, lighting, sound and costume.

### **What will the course be like?**

The programme enables students to develop their individual skills in the elements and medium of drama. Exercises enhance knowledge and awareness of dramatic forms. Areas of study include mime, improvisation, the use of masks, commedia dell'arte, text interpretation, play devising and pantomime. Voice production is explored, with a focus on correct breathing, relaxation, articulation, intonation and projection.

Students will also learn about the practical experience of preparing a text for performance. They will study how a director makes decisions about staging, set design, costume, make-up, lighting and sound.

Prepared and improvised tasks are set during the course to reinforce learning. Performance is in the form of individual or group presentations and each student will have the experience of directing and being directed.

A filmed record of progress is made at the conclusion of each area of study and students also keep a written record of observations and evaluations.

All students will have the opportunity of experiencing live theatre and working closely with professional actors during practical workshops.

### **How will you be assessed?**

Assessment is in two distinct parts:

#### **PRACTICAL COURSEWORK (60%)**

- This takes place over the two-year course. All students submit three pieces of practical work:
- One individual piece (3 minutes maximum), based on an extract from a published play.
- Two group pieces (2-6 students and maximum 20 minutes each), one based on an extract from a published play and one original devised piece.
- These are filmed, transferred onto DVD, teacher-assessed and then sent to an external examiner for mark verification.

#### **WRITTEN EXAMINATION - 2 hours and 30 minutes (40%)**

This is partly based on pre-release material, which is sent to exam centres in advance of the examination and prepared in class. The material consists of two extracts, one from each of two published plays. Students must engage with the pre-release material from the perspective of actor, director and set designer. Students must also write about an original devised piece that they have developed and performed to an audience.

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## ART & DESIGN

### *Course content and assessment*

**GCSE - 2 year Course. Graded 1 - 9**

**Edexcel 1FA0. Fine Art.**

### ***Component 1 – Personal investigation***

This component is weighted 60% of the total qualification. (September of Year 10 – December of Year 11).

Includes two projects based around the following themes (subject to change)

- Portraiture and Identity
- Organic and Mechanic

### ***Component 2 – Externally Set Assignment***

This component is weighted 40% of the total qualification (January – May of Year 11).

Theme set by Edexcel. This component includes a 10 hour timed session where students create an outcome/s unaided and under exam conditions.

**In each component of work students need to create evidence for each of the assessment areas;**

A01 – Their own ideas informed by critical artist analysis

A02 – Experimentation and refinement

A03 – Quality of recording and reflective annotation

A04 - Planning, making and evaluating a final outcome

### ***What will I learn?***

The course here at Mougins School is Fine Art focused. You will make work that is created to communicate ideas and concepts rather than to serve a practical or commercial function. You will be provided with plenty of opportunity to develop your drawing skills; observing and recording people, places and objects. You will also be asked to develop work that is inspired by personal experiences, thoughts and feelings or by political, social and environmental issues. You will play and experiment with a broad range of media including paint, print, textiles, relief and sculpture. You will use a sketchbook to present your work and write about it. You will learn how to analyse and write about the work of artists, designers and craft makers and this will inform your own making and ideas.

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***What kind of student is this course suitable for?***

**Students who –**

- Are genuinely interested and excited by Art, Craft and Design and related careers.
- Enjoy looking, discussing and writing about the work of artists, crafts makers and designers.
- Would enjoy opportunities to engage critically with artwork in galleries and exhibitions and use this to inform their own work.
- Enjoy exploring work that connects to personal, environmental, political and social themes.
- Are willing to experiment, take risks and demonstrate persistence when playing with techniques and media.
- Are able to review, reflect and refine their work.
- Apply consistent effort and positive attitude to learning.
- Are self-motivated and able to develop their work outside of directed learning time.

***What could this course lead to?***

You could continue to study at A Level which would be a great foundation for pursuing higher education, apprenticeships or careers within an ever growing creative industry. This could include disciplines and areas such as animation, illustration, architecture, gallery curating, art therapy, community arts, media and film, costume design, textiles and fashion marketing, graphic design, floristry, theatre design, interior Design, web Design, advertising and marketing and many, many more!

Follow the link to find out more about the relevance of an Art education and career opportunities-  
<http://www.creativejourneyuk.org/>

To find out more about the course go directly to Edexcel -  
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html>

To see examples of student work in progress look up 'artmisskench' on instagram.

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## Geography

(CAIE IGCSE specification code 0460)

Grading: A\*-G

### ***What do I need to know or be able to do before taking this course?***

The IGCSE Geography course will build on the knowledge and skills you have acquired through studying Geography in Years 7, 8 and 9. Some topics, such as agricultural and industrial systems, may be new to you, while others, such as plate tectonics (volcanoes and earthquakes), will extend what you already know. The map skills and enquiry-based work you have done earlier in Geography will also have helped prepare you for the IGCSE course.

### ***What will I learn?***

The course is divided into three themes:

- Population and settlement
- The natural environment
- Economic development and the use of resources

You will be given the opportunity to develop a range of skills, including:

- the ability to research and gather information through primary (fieldwork) and secondary sources;
- the ability to communicate information using a range of analytical, statistical, diagrammatic and cartographic techniques
- the ability to appreciate the way in which major social and environmental changes taking place today affect different groups of people

Fieldwork is an important part of Geography and there is usually a residential field course to prepare the students for the Alternative to Coursework element of their exam. This would be to the Ardeche Gorge and would take place either towards the end of Year 10 or the beginning of Year 11. There is an additional cost for this trip.

### ***What kind of student is the course suitable for?***

The IGCSE course is ideal for anyone who wants to find out about the human and physical environment in which we live. The skills and concepts covered will help you to understand the ever-changing world around us. We look at issues that are in the news, such as climate change, migration and the world of work, as well as natural hazards such as tsunamis, hurricanes and volcanic eruptions.

### ***What examinations will I take?***

You will take three examinations, the first of which is worth 45% and is resource-based. You will be expected to solve problems and use the case studies from around the world that you have learnt about during the course. The second paper is skills-based and will test your ability to handle different types of

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geographical information. This paper is worth 27.5%. The final paper is based on the enquiry skills that you will acquire during the course and through fieldwork. This paper is also worth 27.5%.

***What could I go on to do at the end of the course?***

Obviously, this course will enable you to go on to AS Level Geography. However, the skills that you will acquire are also useful in a number of other subjects, such as Business Studies, Science, English, History and Maths. After school, geographers go on to work in a number of fields, such as conservation, renewable energy, leisure and tourism, accountancy, town planning, air traffic control, surveying, farming, architecture, journalism and many, many others...

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## History

(CAIE IGCSE specification code 0470)

Grading: A\*-G

### ***What do I need to know or be able to do before taking this course ?***

IGCSE History is the study of the hugely significant and dramatic era of '20th Century History' which was defined by the global impact of two world wars. Students will be required to learn about, assimilate and evaluate evidence from this fascinating and highly contentious historical period that still has so much relevance in today's world. It builds on the skills taught and topics studied at Key Stage 3, especially in Year 9. Therefore, an interest in Modern History and in reading and learning about the events of the recent past is essential. There is a lot of content and some extended writing so the ability to communicate and write in English clearly, correctly and effectively is extremely important.

### ***What will I learn?***

During the course, you will learn about global events during the interwar years after WW1 between 1919 and 1939 including the controversial Paris Peace Treaties after 1918, the role of the founding League of Nations and Hitler's Foreign Policy from 1933-39. After 1945 the focus turns to 'Superpower Relations' of the Cold War following WW2 including the Korean and Vietnam Wars, the Cuban Missile Crisis and the Soviet domination of Eastern Europe and events leading up to the Gulf Wars at the end of the century. Finally, there will be a study 'in depth' of the U.S.A. in the hugely challenging and destabilising period in this country's history between 1919 & 1941.

### ***What kind of student is this course suitable for?***

It is particularly suitable for students with an enquiring mind who are interested in understanding why events in the past took place and how they continue to shape our present and future. The range of transferable skills learned (the ability to process information, analyse and evaluate opinions and evidence and prepare authoritative, balanced arguments) are invaluable in all walks of life.

### ***What examinations will I take?***

There will be 3 exams papers:

- **Paper 1** (40% of total marks) will cover 'International History 1919–2000' & the 'USA Depth Study' topic and include description, analysis and evaluation questions.
- **Paper 2** (33% of total marks) is an evidence based skills paper where students evaluate different types of historical sources on a prescribed topic area from the course syllabus on 'International History 1919–2000'.
- **Paper 3** (27% of total marks) is an extended comprehension paper concentrating on the 'U.S.A. 1919 – 41 Depth Study' topic and requiring an essay style, more detailed response.

### ***What could I go on to do at the end of the course?***

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You could continue your studies to an Advanced Level or perhaps even beyond to university, where History is a highly rated academic discipline. Many people who study History acquire a love of and fascination for the study of the past which lasts a lifetime but in terms of skills acquired for the future, the subject provides an excellent foundation for many important careers, particularly law, teaching, the civil service, diplomacy, politics, journalism, commerce and tourism. The ability to learn detailed facts accurately, write coherently, analyse effectively and argue in a balanced, lucid and logical manner are strengths that many employers in business and industry prize very highly.

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## Music

(Edexcel GCSE specification code 1MU0)

### ***What do I need to know or be able to do before taking the course?***

The GCSE in music is centred on three objectives: Listening, Performing and Composing. You will need to have a basic knowledge of music theory and language and a genuine desire to explore music from many different styles, genres and parts of the world. The work you have done in Years 7-9 is sufficient background for GCSE music. In addition, you will need to be either already studying, or willing to take up the study of one (or more) instruments or voice. *(Private instrumental/voice lessons are not essential but are certainly recommended for the performance component.)*

### ***What will I learn?***

You will learn how to improve your performing skills and through your work in composing you will gain an insight into how music is constructed from initial ideas through to the finished product. You will also learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last 400 years or so.

### ***What kind of student is the course suitable for?***

If you enjoy performing music in your own time and are learning an instrument or having singing lessons then this is a good subject to choose! If you would like to create music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music, including classical, popular and world, then this exciting course will give you an appreciation of the diversity of musical styles that exist today!

### ***How will I be assessed?***

- **Performing (30%):** you will need to play at least one solo piece and at least one ensemble piece.
- **Composing (30%):** you will need to compose two pieces.
- The **listening and appraising (40%)** component is assessed through a 90-minute written paper with questions on your prescribed set works.
  - ❖ Instrumental Music 1700 – 1820
  - ❖ Vocal Music
  - ❖ Music for Stage and Screen
  - ❖ Fusions

### ***What could I go on to do at the end of the course?***

If you enjoyed the GCSE Music course then you can consider pursuing this subject at AS and A2 Level or BTEC. Your listening skills will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law. In addition, the skills you will have learnt will enable you to enjoy, create and perform music in a variety of social situations. Universities and colleges will be impressed that you have studied a subject as diverse and wide-ranging as music. Careers in music may include professional performance, music therapy, music administration, sound-engineering, teaching ...

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## Physical Education (P.E.)

(CAIE IGCSE specification code 0995)

### ***What do I need to know or be able to do before taking this course?***

A genuine enjoyment of physical activity, with a good level and regular participation in at least 4 different sports. (These can include school sports). Physical activity is an important part of our lives and is an absorbing subject for academic study. As you would expect, the course involves a great deal of practical performance as well as theoretical knowledge.

### ***What will I learn?***

P.E. will offer you the opportunity to develop your skills in a wide range of sporting activities and help you improve your own performance. You will learn about exercise, how the body works to help you exercise and then, through training, how performance can be improved. You will develop the analytical skills necessary to further improve your own performance whilst acquiring knowledge of basic Physiology; Anatomy; Biomechanics: Sports psychology and Factors that affect performance.

### ***What kind of student is the course suitable for?***

Students with a passion for Sport; Anyone wishing to improve their performance levels in a variety of sports; and students wishing to learn how to lead a fit and healthy lifestyle would enjoy studying this course.

Students who take this course normally take part in regular organised sporting activities outside school.

### ***What examinations will I take?***

There is one exam of 1hr 45 mins at the end of the course to test your understanding and knowledge of the theory element of the course. This counts for 50% of your final mark. 50% is on practical assessment in 4 physical activities of your choice from at least 2 different categories. (for example 2 Games activities, Skiing, and Athletics)

### ***What could I go on to do at the end of the course?***

Go on to take BTEC Sport. This is the equivalent of one A level graded Pass (E) -Distinction\*(A\*)  
Employment opportunities where your skills will be particularly valued include the Sport and Leisure industry including Sports Science, Media, Marketing and Event organising; Travel and Tourism; Teaching/Coaching; Becoming a professional Sportsman/woman

### ***What do I need to know or be able to do before taking this course?***

A genuine enjoyment of physical activity, with a good level and regular participation in at least 4 different sports. (These can include school sports). Physical activity is an important part of our lives and is an absorbing subject for academic study. As you would expect, the course involves a great deal of practical performance as well as theoretical knowledge.

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## **Global Perspectives**

**(CAIE IGCSE specification code 0457)**

### ***What will I learn?***

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

### ***What kind of student is the course suitable for?***

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Cambridge IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

### ***What examinations will I take?***

Assessment takes the form of a written examination, a team project, and an essay. Further details can be found on page 7 of [this document](#).

### ***What could I go on to do at the end of the course?***

Global Perspectives is a wonderful facilitating subject for students interested in social sciences, the humanities, the arts, and critical thinking and debate.

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