



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME



KEY STAGE 4

CURRICULUM 2026-27

YEAR 10 ■ YEAR 11



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INTRODUCING THE IGCSE PROGRAMME



It gives me great pleasure to introduce our Key Stage 4 booklet for 2026-2027.

As the students 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 students' 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 students' 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 students 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



Key Stage 4 represents a pivotal stage in our students' educational journey, as they begin to make choices that shape their academic and personal growth. St George's rigorous curriculum is designed to combine breadth and balance, enabling students to explore their passions and build confidence in their strengths.

Through the study of up to nine IGCSE courses plus the research-based Higher Project Qualification, students are encouraged to manage increasing responsibility and engage purposefully with their learning. They also develop essential skills such as resilience, organisation and meta-cognition. Our curriculum provides a strong foundation for progression into our Sixth Form, where students can choose between A-Levels and the International Baccalaureate Diploma Programme. Active engagement in the last four years of secondary

school, from Year 10 to Year 13, will also enable students to gain the prestigious High School Diploma.

This booklet outlines the structure of St George's Key Stage 4 curriculum and the courses available. I encourage students to read it carefully, alongside our Sixth Form Curriculum booklet, so that they can make confident and well-informed decisions about their academic pathway.

Marco Gemelli

Senior Deputy Head & Director of Studies



IGCSE OVERVIEW

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 Key Stage 5 (Years 12-13). Please refer to our Sixth Form Curriculum brochure for more details.

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

	New grading structure	Old grading structure
The new grade 9 represents a new level of attainment and has been introduced to differentiate your top performing students.	9	A*
	8	
The bottom of the grade 7 aligns with the bottom of the grade A.	7	A
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
	5	
	4	C
The bottom of the grade 4 aligns with the bottom of the grade C.	3	D
	2	E
	1	F
		G
The bottom of the grade 1 aligns with the bottom of the grade G.		
	U	U

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

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

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

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

SUBJECT SELECTION

The core curriculum for St George's students is formed by three IGCSEs:

- English Language ▪ English Literature
- Mathematics

Non-native speakers of English who need to significantly improve their mastery of the language may follow an adapted pathway which focuses on the English Language IGCSE; they will not sit the English Literature IGCSE exam. This pathway enables students to be provided with further tailored language support.

Students will also study six additional options. In order to maintain the breadth required for their future studies, it is expected that these options will include at least:

- two science subjects ▪ one language subject
- one humanities subject.

The remaining two subjects can be chosen from any subject groups: science, humanities, languages and/or electives.

Students in Key Stage 4 benefit from an enhanced curriculum which aims to prepare them for the demands of post-16 studies both in the Sixth Form and at university. As part of the enhanced curriculum, students develop their research and project management skills by completing a Higher Project Qualification (HPQ) in Year 10, which is worth 1/2 of an IGCSE.

Following the Year 9 Options Evening in January students 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:

- French ▪ French A/Pre-IB (depending on student numbers) ▪ German ▪ Italian IGCSE ▪ Italian A Language and Literature (pre-IB) ▪ Italian B (pre-IB)
- Latin ▪ Spanish (Beginner to IGCSE) ▪ Spanish (Continuation from Year 9) ▪ Spanish A/Pre-IB (depending on student numbers) ▪ Chinese A/Pre-IB (depending on student numbers)

Elective subjects:

- Fine Art ▪ Computer Science ▪ Design and Technology ▪ Drama ▪ Music ▪ PE IGCSE
- English for Academic Purposes (non-assessed)

Please note that the running of any course depends upon the number of students opting for the subject and the constraints of the timetable.

In addition to their IGCSE courses and the HPQ, students 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	English Language is an essential subject that helps students to develop the skills necessary to think critically and communicate clearly. Not only will it help students 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 students at St George's, and a pass is a requirement of the High School Diploma. During the two years, students will work on increasing their language accuracy and developing their vocabulary, adapting their written style to suit different audiences and purposes. Students will study an anthology of high-quality non-fiction texts alongside developing their own transactional writing skills. They will also explore a selection of poetry and prose fiction, and write imaginatively in a range of forms.
Assessment	The English Language IGCSE has two examination papers: Paper 1 on non-fiction texts and transactional writing (worth 60% of the IGCSE) and Paper 2 on poetry and fiction texts (worth 40% of the IGCSE).
Future Pathways	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 students with any subject that requires analysis of texts. As well as being strong preparation for the study of Language and Literature at IB, or Media at A Level, English also develops written fluency that is needed across all subjects.

Programme of Study includes:

YEAR 10

Transactional writing for audience and purpose: Guides, leaflets, speeches, articles, reviews, letters.

A range of non-fiction Anthology texts: Journalism, speeches, travel writing, opinion pieces, memoirs.

Imaginative writing: Stories, descriptions, written responses to images.

YEAR 11

Poetry and prose-fiction study from across time and space.

A range of non-fiction Anthology texts: Journalism, speeches, travel writing, opinion pieces, memoirs.

ENGLISH LITERATURE IGCSE

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

Overview	By studying literature, students study life as it is experienced by people from different times and cultures. Through the eyes of poets, playwrights and novelists, students 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, students will learn to appreciate the ways in which the writers studied achieve their literary effects. Finally, the course equips students to find enjoyment in reading literature as well as to understand its influence on individuals and societies. The majority of students study English Literature, but students 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 two examination papers: Paper 1 on Unseen Poetry, Anthology Poetry, and a Modern Novel (worth 60% of the IGCSE) and Paper 2 on Shakespeare and Modern Drama (worth 40% of the IGCSE).
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, and English Literature A Level, English also combines well with Media Studies and other language courses.

Programme of Study includes:

YEAR 10 A play by Arthur Miller or J.B. Priestley. Sixteen poems in English from 1600 to the present, spanning continents, perspectives and genres. A novel: Of Mice and Men by John Steinbeck.
YEAR 11 Unseen Poetry: responding to poems not previously studied. A Shakespeare play: Macbeth or Romeo and Juliet.



MATHEMATICS

IGCSE

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

Overview

IGCSE Maths is designed to meet the needs of students of all abilities as they explore the key areas of number, algebra, geometry, trigonometry, probability and handling data. As students develop through the IGCSE course and build towards the final exams, we also make an emphasis on preparing them for the IB Mathematics courses by teaching more practical concepts and questions, as well as graphing calculator skills.

We follow the Edexcel IGCSE Mathematics 9-1 course. In our different classes, the teachers build on the prior knowledge of each student to develop their mathematical skills and problem solving and support them in reaching their best potential in Mathematics via two pathways: Core or Advanced.

In the Advanced pathway, students 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.

The most suitable pathway for students who are attaining a grade 4 or 5 is the Core pathway. In the Core course, students 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.

We make choices regarding the Core or Advanced pathways by carefully monitoring our students' progress and results, as well as considering each student's personal development in Maths. By the end of Year 10 our students' 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 we require if a student is not consistently achieving a strong grade 5 in the IGCSE Advanced course by that point.

Equipment

Students 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. Students also need to have construction tools including a protractor and a pair of compasses.

Assessment

For all students, the final assessment consists of two 2-hour written examination papers (worth 50% each) where calculators are allowed; there is no coursework component. The Advanced course finishes with the Edexcel Higher Tier exams, while the Core course is assessed in the Edexcel Foundation Tier exams. Students sit the two examinations at the end of Year 11 in the May-June IGCSE session.

Future Pathways

IGCSE Mathematics is an essential component in preparing for success at IB where all students must take a Mathematics course. Students can progress to IB Maths AI SL (Applications and Interpretation Standard Level) with a minimum IGCSE grade 5 or strong 4, IB Maths AA SL (Analysis and Approaches Standard Level) with a minimum grade 7, or IB Maths AA HL (Analysis and Approaches Higher Level) with a grade 9.

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

Programme of Study includes:

YEAR 10

Types of numbers, wholes, decimals, indices and standard form

Fractions, expressions and formulae

Ratio, proportion, percentages

Rounding, use of calculator, bounds

Angles, measures, area, 2D similarity, Pythagoras and right-angled trigonometry

Linear graphs, coordinate geometry

Equations, simultaneous equations, inequalities

General trigonometry

Transformations

Functions and graphs

Proportionality

Venn-diagrams, probability

YEAR 11

ADVANCED TIER

Statistics

3D geometry

Further algebra

Sequences

Surds

Circle theorems

Vectors

Functions algebra, trigonometric functions

Quadratic inequalities

Constructions

Histograms

Differentiation

Revision, exam preparation
Study leave and IGCSE exams
IB Induction

CORE TIER

Statistics

Geometry review, 3D geometry

Algebra review

Sequences

Number review

Angles review

Transformations review

Functions, graphs, diagrams

Algebra review

Constructions

Statistics review

Exam preparation

Revision, exam preparation
Study leave and IGCSE exams
IB Induction



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 students 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 students 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 students 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 time

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 students 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 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, students 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. Students 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 students 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

Characteristics and variety of living organisms
a) Levels of organisation
b) Cell structure

Biological molecules:

Cell transport
Enzymes
Food

Photosynthesis equation and rate, practical oxygen

Leaf structure and mineral needs

Human diet and energy

Human digestive system

Digestive enzymes and bile

Small intestine adaptations

Respiration aerobic and anaerobic; ATP

Respiration practical
Plant respiration: stomata; hydrogen carbonate

Human breathing organs incl. alveoli

Human breathing mechanism and rate

Effects of smoking on breathing

Transport in plants:

Xylem, phloem, root hairs, Transpiration

Transport:

Blood composition, immunity vaccination, clotting

Human transport heart and vessel structure

Human transport CHD

Ecology and environment

YEAR 11

Excretion in plants and humans
Kidney function

Excretion: nephron structure and function ADH, water regulation and urine composition

Coordination:

Responses, homeostasis, nerves v. hormones, CNS, nerves, synapses and reflexes, Eye structure and focusing, skin structure and temperature control, **hormones**

Coordination in plants:

geotropism, phototropism, auxin

Reproduction:

Sexual and asexual, asexual in plants, pollination, flower structure, pollen tubes, germination conditions

Human reproduction:

Organs, hormones, placenta and embryo

Inheritance:

DNA, chromosomes, genes, **DNA helix RNA, transcription and translation**, alleles and terminology monohybrid cross, pedigrees, probabilities, XX&XY polygenes, **codominance**, mitosis & meiosis, genetic &

environmental variation, natural selection & antibiotic resistance, mutation

Biological resources:

Glasshouses, crops and environment review

Microorganisms:

Yeast, yoghurt, fermenters

Biological resources:

Fish farming selective breeding

Genetic modification, **micropropagation & cloning mammals**



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, students 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

IGCSE Chemistry supports the study of DP Chemistry and is a very useful background for the DP Biology course. It also builds very useful scientific skills for the other IB science courses. Generally, Chemistry leads to career pathways in Medicine, Dentistry, Pharmacy, BioChemistry and supports most Science and Engineering degrees. It is perfect for students who want to demonstrate their analytical and problem solving skills.

Programme of Study includes:

YEAR 10

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

YEAR 11

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



PHYSICS IGCSE

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

Overview	IGCSE Physics seeks to inform students about the universe, from the very small (atomic) to the very large (astronomical), taking in more familiar areas of investigation along the way such as how rockets work, insulators and conductors, how cameras use light waves and why magnets are used in motors. Lessons are interactive and include investigation and plenty of experimentation. Students 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. Students on this course will gain skills in experimental methods, where they will be able to collect and appraise data and develop reasoned thinking and critical appraisal of scientific arguments. Some mathematical skill is required but the emphasis of the course is on Physics as an experimental science.
Assessment	The course is assessed through a final examination consisting of two papers. There is no coursework component to this course.
Future Pathways	IGCSE Physics supports the study of DP Physics and is very useful background for the DP Chemistry course. It also builds very scientific skills for the other IB science courses. Even for students who are not aiming at a science-related career, the IGCSE Physics course contains much of interest from recent advances in cosmology and particle physics. More generally, Physics leads to career pathways in the broad sweep of engineering, computer science, robotics, aviation, and space-related fields. It is perfect for students who are curious about how the physical world works.

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 | Syllabus Code: 4GE1

Overview	Geography students 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. Students will use technology that is at the forefront of geography's growing importance such as GIS (Geographical Information Systems), which are used by planners, developers, political groups and military organisations to lay digital data over geographical information. They will also develop and embed mathematical, aural, literacy and debating skills. The fieldwork investigation skills required by the course allows students to complete several field trip in the local area, including into Rome, to the ENEA laboratory and to a local river. Without the time or pressure of writing-up a full piece of work, these skills are then applied to exam style questions but also equip the students for the IB, further education and the career of their choice.
Assessment	Assessment is by examination consisting of two papers: Paper 1: Physical Geography (1 hour 10 mins) Paper 2: Human Geography (1 hour 45 mins)
Future Pathways	IGCSE Geography develops skills that can be applied to all subjects, including TOK and the Extended Essay, which are compulsory elements of the IB. Geography is a very popular choice at university as it allows progression into diverse careers, from hazard mitigation to governmental advisor. Geographers are seen as highly skilled and desirable graduates.

Programme of Study includes:

YEAR 10		
River and Rivers Fieldwork River process, flooding and management. Fieldwork techniques and data gathering experience in the field at a local river. Economic Activity and Energy Economic sectors, energy	production and the future of energy, including the use of renewable energy. Urban Environments and Fieldwork Urbanisation and the growth of mega-cities. The challenges of	urban living and the development of sustainable cities and urban planning. Fieldwork techniques and data gathering experience in the field at a local shopping centre.
YEAR 11		
Hazardous Environments The distribution, characteristics and impacts of hurricanes, volcanoes and earthquakes. The prediction of hazardous events and the management of impacts	including preparation, mitigation and future challenges. Fragile Environments and Climate Change The impact of human activities on the natural world including the	tropical rainforest and ocean biomes. The causes, impacts and possibly consequences of climate change and what individuals, communities and nations can do to mitigate negative impacts and work together as a global community.



HISTORY IGCSE

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

Overview	The IGCSE History course is specifically designed for students 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 students to arrive at their own judgments about issues from the past.
Assessment	All assessment of this course is externally examined. There is no coursework. There are two 90-minute exam papers which will assess knowledge and understanding of the following topics: ▪ Development of Dictatorship: Germany 1918-45 ▪ A World Divided: Superpower Relations 1945-72 ▪ History of the USA 1918-41 ▪ China: conflict crisis and change 1900-89 The exam papers will focus on the following skills: ▪ The recollection, selection and deployment of knowledge. ▪ The understanding and evaluation of historical sources in context. ▪ The comprehension, analysis and evaluation of how and why events, people, situations and change have been interpreted and represented.
Future Pathways	Approximately 50% of St George's students 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 students, 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, 1945–72

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’



FRENCH/GERMAN/SPANISH IGCSE

Languages Option | Exam Board: Edexcel | Syllabus Codes: 4FR1 (French), 4GN1 (German), 4SP1 (Spanish)

Overview	The course aims to develop an ability to use the selected language for practical communication, as well as a strong grounding in the grammatical structures. It will enable students to acquire the skills required for further study of the language and also to develop an understanding of the culture and civilisation of the countries where the language is spoken. The course concentrates on authentic situations to allow students 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. Please note that the IGCSE course is a language acquisition course not intended for native speakers. The French and German course requires students to have at least two years of previous study of the language. Spanish has two possible routes: one for complete beginners to IGCSE in two years and another for those with some previous experience.
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 a foreign language facilitates continued studies of the language as part of the IB programme, at either SL or HL. Students may go on to study language-related programmes at degree level in universities around the world. Knowledge of additional languages is extremely useful in the workplace and having qualifications will support many different career pathways. Students will also be able to communicate with other language speakers around the world and enjoy speaking the language when visiting other countries.

Programme of Study includes:

FRENCH

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

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

SPANISH

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.



ITALIAN IGCSE

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

Overview

The Italian GCSE course is designed for students 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.

The course develops language proficiency at Level A2 with elements of B1 of the Common European Framework of Reference for Languages. During the course, students will be exposed to material related to Italian culture such as articles, films, songs, and short stories.

Assessment

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

Examinations:

25% Listening Paper	25% Speaking
25% Reading Paper	25% Writing Paper

Future Pathways

At the end of this course, students may continue studying Italian B at Standard level in the IB Programme, if they have achieved a level 9 and they have reached at least a full level B1 stretching their abilities beyond the IGCSE level. 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.

Programme of Study includes:

YEAR 10

Introducing myself

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 | Internally Assessed

Overview

This course is for students whose first language is Italian, or bilingual students with a high proficiency in the written and spoken language. It is designed for students 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, students 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 students 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. Students 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, students 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

Rapporto tra uomo e la natura

Testi letterari: Francesco D'Assisi, Il cantico delle creature

Testi non letterari: I discorsi di G.Thunberg

Rappresentazione della donna angelicata (oggetto amato)

Testi letterari: Dolce stil Novo (Guinizzelli, J. da Lentini, Cavalcanti, Petrarca)

Testi non letterari: campagne pubblicitarie che promuovono lo stereotipo femminile

La fortuna, il caso, l'uomo e il suo destino

Testi letterari: G. Boccaccio, Decameron (Chichibio e la gru, Andreuccio da Perugia, Elisabetta da Messina)

Testi non letterari: articoli di giornale legati alla tematica

GI: rapporto con il dolore/ peccato, senso della giustizia

Testi letterari: Dante, Inferno (1,3,5, Ulisse e Lucifero)

Testi non letterari: testi visivi (quadri, fotografie) e film di diversi periodi storici

La follia e la ricerca della verità

Testi letterari: L. Ariosto, Pazzia di Orlando, Astolfo sulla luna

Testi non letterari: I quadri di E.Munch

Il potere

Testi letterari: N.Machiavelli, Il principe (volpe e leone)

Testi non letterari: Blog di opinione, discorsi politici classici, la costituzione italiana, articolo di legge

ROMANZI: I. Calvino, Il barone rampante

YEAR 11

L'importanza della speranza

Testi letterari: G.Leopardi, L'infinito, A Silvia, Il sabato nel villaggio

Testi non letterari:blog personale

Il bisogno di radici

Testi letterari: U.Foscolo, A Zacinto

Testi non letterari: Pubblicità Tescoma
Le storie di migrazione al centro della Biennale Arte 2024

Il ruolo della religione nella società umana

Testi letterari: A.Manzoni, I promessi sposi (brani scelti)
Testi non letterari: visione di Soul di Pixar (2020)

L'importanza dei legami familiari

Testi letterari: G.Verga, I Malavoglia

Testi non letterari:pubblicità del Mulino Bianco

La guerra

Testi letterari: G.Ungaretti, Fratelli, Mattina, Soldati

Testi non letterari:il discorso di entrata in guerra di Mussolini
-Il manifesto del futurismo + quadri

La ricerca del senso

Testi letterari: G.Gozzano, La signorina Felicita E.Montale, Forse un mattino andando, Merigiare pallido e assorto, Spesso il male di vivere ho incontrato

Testi non letterari:I tarocchi, L'oroscopo

Visione di classici italiani, legandoli ai global issues rilevanti

- I soliti ignoti
- Il sorpasso
- Una giornata particolare

ROMANZI: Levi, Se questo è un uomo



ITALIAN B PRE-IB

Languages Option | Internally Assessed

Overview

This course is designed for students 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 students 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). Students 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, students 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, students 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 ipotetico
- 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 media

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

Topic c) Migrazioni Perché 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 students 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 2025 and 2028, the prescribed texts for Paper 2 are an extract from Virgil's Aeneid Book 11 (lines 532–596 and lines 768–831), one of the greatest Latin epic poems, written to celebrate the glory of Rome and its noble origin; and excerpts from Two Centuries of Roman Prose, Sallust, Pliny and Tacitus. 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 from 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 from other texts)

Literature:

- introduction to hexameters and metrical scansion
- Study and analysis of the first part of prescribed text (Virgil, Aeneid Book 11.532–596)

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 from other texts)

Literature:

- Study and analysis of the second part of prescribed text (Virgil, Aeneid Book 11.648–698)
- revision of the 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 from other texts)

Literature:

- last part of the Aeneid (book 11.768–831)

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:

- introduction to Sallust, Pliny and Tacitus - study of "Two Centuries of Roman Prose - chapter 11; 15(b); 16.
- Final revision of prescribed texts in preparation for final exam - paper 2



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 innovation. While many students will no doubt already have some knowledge of computers and related areas, the course gives students 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	Computer architecture and the fetch-execute cycle	Methods of error detection
Hexadecimal	Programming concepts	Encryption
Text, Sound & Images	File Handling	Algorithm design and problem-solving
Data Storage & Compression	Arrays	Pseudocode and Flowcharts
Boolean Logic	Types & Methods of Data transmission	Standard Methods

YEAR 11

Input Devices	Programming concepts	Ethics
Output Devices	Arrays	Automated Systems
Storage Devices	Databases	Robotics
Internet Principles	Security	Artificial Intelligence

DESIGN AND TECHNOLOGY IGCSE

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

Overview

Every product we interact with has been designed. From the pencil we write with to the car we drive, the mobile phone we use and the clothes we wear, design plays an increasingly important role in our daily lives. As our reliance on technology grows, so too does the need to invest in the designers and technologists of the future.

This subject gives students the opportunity to explore real design needs and develop creative solutions through the research and development of their own ideas. We follow the Graphic Products pathway, with a particular focus on architectural design. As part of their coursework, students produce a detailed architectural model. Each pupil selects a building type and location, carries out research, develops design ideas, and manufactures a final model. Designs must be fit for purpose while also demonstrating creativity, innovation, and careful attention to both aesthetic and technical detail.

The Cambridge IGCSE Design and Technology syllabus enables students to identify, consider and solve problems through creative thinking, planning and design, and by working with a range of media, materials and tools. Learners develop technical and design awareness, alongside key skills such as initiative, enquiry, resourcefulness and ingenuity.

Coursework begins at the start of Year 10 and is completed midway through Year 11, accounting for 50% of the final grade. Dedicated time across both years is also allocated to preparing for the two final examination papers (product design and technical drawing), ensuring students are well prepared for both coursework and exams.

Assessment

The course is assessed through coursework and final examinations, each contributing 50% of the final grade:

Coursework **(50%)**
Product Design **(25%)**
Technical Drawing **(25%)**

Future Pathways

Design and Technology as a subject in schools plays an important role in preparing students for the professional world of design and other career paths where problem solving, organisation, and visual communication are key. In addition to technical skills such as identifying needs, product analysis, research, sketching, technical drawing, modelling, production and Computer Aided Design, students develop essential time management, project planning, and workload management skills, learning to work effectively to deadlines and manage long-term projects. This course prepares students for any design-based career, including Engineering, Architecture, Graphic Design, Product Design, and many more.



Programme of Study includes:

YEAR 10

Coursework:

1. Identification of a Need

Students start by identifying a design need for an architectural project. They select a building type and its location, considering how it can serve a purpose and create a meaningful project. A clear design brief is produced to guide the rest of the project.

2. Research

Students research the potential users and clients, analyse the site/location, and study similar buildings and the work of other designers/architects. They test different materials and model-making processes, and gather

information to develop clear design specifications.

3. Generation of Design Ideas

Students generate a range of design ideas for their architectural project. They explore multiple concepts, then select a few to develop further, and finally evaluate these ideas to choose one final design concept to take forward.

Exam Preparation:

Throughout Year 10, students begin practising skills for the final exams:
Product Design: On-the-spot

design tasks where students generate ideas, select one, and produce a final drawing. Creativity and hand-drawing skills are essential.

Technical Drawing: Focuses on three-dimensional vision, geometric understanding, and accurate hand-drawing using tools such as rulers, set squares, and compasses.

Mock exams at the end of Year 10 consolidate their knowledge and exam skills.

YEAR 11

Coursework:

1. Development of Proposed Solution

Students develop their chosen design idea further using CAD software and by creating a sketch model of their architectural project. This helps refine both the design and the physical construction process.

2. Planning for Production

Before manufacturing, students plan every aspect of the final model. This includes preparing technical drawings of all components, producing a cutting list of materials, and creating a step-by-step production plan.

3. Production and Manufacturing

Students manufacture their final architectural model, applying all the design, research, and planning work they have completed so far.

4. Testing and Evaluation

The completed model is evaluated against the design specifications. Students reflect on its success and suggest possible improvements or amendments.

Exam Preparation:

Preparation continues throughout Year 11 with increasing depth:

Product Design: Students practise timed design exercises to refine their creativity and hand-drawing techniques.

Technical Drawing: Students continue practising precise, accurate technical drawing with a focus on three-dimensional representation and geometric skills.

DRAMA GCSE

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

Overview	GCSE Drama is an exciting and engaging course in which students 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 students' 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, students 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, students 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, students 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. Students 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. Students 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	We offer students the chance to develop their practical and critical skills to an extremely high level, through a wide-ranging Fine Art GCSE syllabus. The coursework portfolio is divided into two separate, themed projects each with one or more major outcomes (sculpture, painting, fashion garment etc) and is supported by a large-scale 'work journal'. The work journals record students' 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. Students spend a whole term on each preparatory work journal before going on to develop their final outcomes over the following term. The use of other artist's work for reference and inspiration forms an essential part of the syllabus. Gallery and practical trips and visits throughout the course enrich each student's artistic evolution. Excellent studio and workshop facilities allow students to produce work of uncommon scale and complexity. To fully appreciate the diversity and quality of work produced by students on this course, one should visit the displays in the main corridor and in the department itself. The historical grade average of over 90% 9-7 (100% 9-7 in 2018) and the numerous awards won by our GCSE artists, reflect their unwavering level of commitment and enthusiasm.
Assessment	Final assessment is by a practical examination for which the students are given eight weeks to prepare (40% of final grade), plus an exhibition of the coursework units along with work journals and other supporting studies (60% of final grade).
Future Pathways	This course is absolutely essential for any student 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 students choose this subject simply because they enjoy Art and want to undertake a fun and exciting GCSE course!



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, would, 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	The Music course is suitable for any student 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, students 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 students how to listen analytically, to master the basic techniques of composition with the use of Music Technology, and to perform music. The course has three main elements: Performing - In which two pieces selected by the student are sung or played, one as part of a small group of performers. Students will need to support this activity through a programme of individual music lessons and diligent attendance of at least one CCA. Composing - Students will submit two completed compositions; one must be in response to a board-set brief and one must be a piece of free composition. Appraising - Through the focus on the four Areas of Study, students will learn to recognise music from any part of the world and from various styles and periods. They will learn to read and write staff notation and respond to unfamiliar music in the exam.
Assessment	30% Performance 30% Composition portfolio 40% Appraising exam paper
Future Pathways	The Music course can lead naturally to further study at IB level, which in turn supports applications to music conservatoires or the study of Music at university. The study of Music also helps develop an understanding of the Arts in general and complements other academic courses. Future careers can include work within the music industry, such as recording and production, or Arts management, as well as traditional performance routes, such as playing in an orchestra.



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 GCSE

Option | Exam Board: Edexcel | Syllabus Code: 0413

Overview	Every movement we make is influenced by the principles of physical education. As health, fitness and wellbeing become increasingly important, understanding how the body functions and how to improve it is essential. Physical Education equips students with the knowledge and skills to take responsibility for their health and to value active living. Through practical participation and theoretical study, students explore the physical, psychological and social aspects of performance. They learn how training, fitness, anatomy and lifestyle choices affect health and performance, while also developing teamwork, resilience, leadership and communication skills. This course helps students understand the factors that influence performance, participation and wellbeing. Learners examine how the body responds to exercise, how to train safely and effectively, and how motivation and mental preparation impact success, building a strong foundation in sports science and transferable skills.
Assessment	Component 1 - Fitness & Body Systems - 1h30min 36% Component 2 - Health & Performance - 1h15min 24% Component 3 - Practical Performance 30% Component 4 - Personal Exercise Programme 10%
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 students 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:

YEAR 10		
Fitness & Body Systems • Components of fitness • Principles of training • Fitness testing	Health & Performance • Health, fitness, and well-being • Diet & nutrition	Practical PE • Skill development in chosen sports • Performance analysis Coursework - Personalised Exercise Program (PEP) 6 weeks.
YEAR 11		
Applied Anatomy & Physiology • Musculoskeletal & cardiovascular systems • Movement analysis	Movement Analysis & Sports Psychology • Skill classification • Motivation, arousal, feedback	Socio-cultural Influences • Participation, ethics, media Practical PE • Final assessed performances & evaluation



ENGLISH FOR ACADEMIC PURPOSES

Languages Option | Non-assessed

Overview

In Year 10 and Year 11 we offer additional English Language support to students who have a multilingual profile, have recently transitioned into St George's, or need to develop their proficiency beyond the CEFR B2 level. The lessons support the continued development of Academic English language use, while addressing the language needs of all subjects and coursework requirements.

In the five lessons per cycle, students 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. Students will be guided in transactional writing, sentence construction and improvement, the academic conventions required when analysing texts, and editing skills.

Students 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, students examine a great range of contemporary issues related to law, the economy, politics, health, welfare, animal rights and society. Students 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. Students 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 students 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. Students 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 students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help students 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:		
French IGCSE	Italian IGCSE	Latin IGCSE
German IGCSE	Italian A Language and Literature Pre-IB	English for Academic Purposes (non-assessed)
Spanish IGCSE	Italian B Pre-IB	
Elective Options:		
Computer Science IGCSE	Design and Technology IGCSE	Drama GCSE
Fine Art GCSE	Music GCSE	PE GCSE
Enhanced Curriculum:		
Higher Project Qualification (HPQ)		
Other Compulsory Courses (non-assessed):		
Citizenship	Core PE	PSHE



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