

IGCSE Programme

International General Certificate of Secondary Education (IGCSE)

Key Stage 4 (Years 10 & 11)

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1. Welcome to IGCSE



Dear Student,

Welcome to this year's IGCSE Options booklet.

This is an exciting time for you. You are about to make some choices that could affect the rest of your life. This means that it is important that you make sensible decisions. You may have a clear idea about what you want to do in the future. You may not. Either is fine. What is important is that you choose IGCSE subjects that you know you will enjoy, will offer you breadth and will challenge you.

You will have attended an assembly explaining everything you need to know about IGCSEs. Now you should take time to talk about your choices with your parents and teachers, gathering as much information as possible.

When making your choices, don't panic too much. If you feel that you have made a mistake, just come to speak to me about it. We can, if necessary, change your choices up to the third week of September in Year 10 but we would like you to get these right beforehand.

I look forward to being your Head of Key Stage next year. We will monitor your progress carefully in Years 10 and 11. You will have 4 PCTs, including end of Year 10 examinations in the hall and trial examinations half way through Year 11. This means that we can support and help you and your parents regularly if needed. By the time that you get to the main IGCSE examinations in the summer of Year 11, you will feel confident, and very well prepared.

If you have any questions, do not hesitate to ask.



Jacqueline Brice
Head of Key Stage 4

Please note:
➢ Whilst all the information contained in this booklet is accurate and up-to-date at the time of publication, subsequent and unforeseen changes may occur.
➢ We make every effort to give students their preferred choice, but factors beyond our control occasionally make it impossible.

2. Important dates for your diary

Celebrated events **Upcoming events**

4 November 2025
Year 9 IGCSE Options Assembly:

- Presentation to parents and students in the Hal

3—5 November 2025
Year 9 Parents' Evening. Your teachers will be available to help you.

28 November 2025
Parent Workshop: Y9 Options/ESO Information.

16 March 2026
Deadline for completing the online option form. It should be electronically signed by parents.

A note about entry fees
Parents need to be aware that there will be a cost for each examination taken. This will be payable during the Spring Term of 2028.



3. Why are my option choices so important?

The subjects I'll be taking

For perhaps the first time you are making choices which can affect the rest of your life - you have to be sure they are the correct ones.

Read these pages very carefully and talk to everyone you can about your IGCSE subjects.

What should I be expecting to get out of my time in Years 10 and 11?

First and foremost, you should be looking to do yourself justice - make certain that you do not end up with IGCSE grades that are lower than you know you could have achieved. In other words, develop your academic potential to the full - that means as you work, enjoy a sense of pride in doing well.

Secondly, you should be trying to develop yourself as a person: gaining maturity and common sense, taking responsibility for yourself and ensuring that you are a young adult suited to take your place in the world at large.

If I want to study in Spain when I am 16, do I need to select specific subjects?

Taking Geografía e Historia, along with Lengua y Literatura, is a compulsory requirement for Spanish students and others aiming to obtain the Graduado en Educación Secundaria Obligatoria according to Spanish regulation; this is a certificate you need for any further post 16/16+ education in Spain (Vocational courses).

4. Career choice and entry requirements



This may be the first time that you have been able to choose subjects. You must be careful about your options because the subjects you take now will affect your possible choice of career, International Baccalaureate Diploma, A-Level or other courses at 16+, and Further and Higher Education at 18+.

We have designed the option programme to be balanced. This is so that no one will be disadvantaged at International Baccalaureate Diploma or A-Level which require a balance of subjects for entry.

Students wishing to convalidate their IGCSE studies under the Spanish Regulations system should note that:
· they must achieve 4 grade '4/C' results (or above) at IGCSE as well as a 5 or above in Geografía e Historia
· they must choose Spanish First Language and Literature and Geografía e Historia as Option Choices

Aloha College Marbella recommended entry requirements for the International Baccalaureate Diploma Programme is six passes at grade 4/C or above which should include two languages, Mathematics, Science and one Humanities subject. Grades 6/B or above are required for HL Subjects .

At Aloha College Marbella the current entry requirement for the A Level Programme is six passes at grade 4/C or above which should include a 6/B grade or higher in the subjects chosen for study at A Level.

When applying to university, especially for a very competitive course, it is vital that you consider all the entry requirements which may include requirements at KS4 level.

University College London (UCL) is the only Russell Group university which requires a modern foreign language (at grade 4 at least) for entry on all its courses.

Courses in Science and Engineering often require grade 7 at least in Mathematics.

Applicants for Medicine, Dentistry and Veterinary Science are usually required to have very high grades in Maths, Chemistry, Biology and English.

For a Business degree, often at least a grade 7 in Maths is required.

If you want to study a Science at university but do not wish to select Maths for A Level or IB Higher Level, students are often required to have achieved at least a grade 4 in their IGCSE Maths.

The above are just examples and university entrance requirements can vary between universities. It is essential to check university websites for details on entry requirements before applying.

5. Questions to ask yourself when choosing options

Do you have a particular career in mind?

Yes

Find out the IGCSE (and IB & A-Level) subjects needed for your chosen career

· Will you enjoy doing them over a 2-year examination course?
· Do you have the required ability in that subject?
· Do you have a balance of the various subjects available to you?
· Are you aware that by not taking a subject, you may close off certain career areas?

No

Choose the subjects that give you a wide range of potential future pathways and that you enjoy the most

Talking to:
- The Head of KS3
- The Head of KS4
- The Head of KS5
- The Director Técnico
- Careers Advisor
- The Heads of Department
- Your Form Tutor
- Your Subject Teachers
- Students already in KS4
- Your parents/guardians

6. Have you thought about...

- Have my choices closed any careers which I might later be interested in?
- Have I talked about my ideas with my parents/guardians and subject-specific staff?
- Have I considered all points of view?
- Have I chosen a particular route because my friends are doing the same or because that's what I feel my parents want? You must decide for yourself what you would like to do.
- Never avoid choosing a subject just because you do not like the teacher.
- Don't choose a subject just because you think it may be easier than others – all subjects have their positive and negative aspects.



7. The IGCSE examination system



The International General Certificate of Secondary Education (IGCSE) is the overseas version of the examinations taken by all 16+ students in England & Wales. The IGCSE is recognised worldwide as a major educational qualification at this age range.

Virtually all careers and higher educational institutions require students to have achieved Grade 4/C or above in 5 or 6 IGCSE subjects.

Students at Aloha College Marbella will take between 8-10 subjects at IGCSE. Students are expected to achieve a minimum of 6 grade 4s/ Cs for entry into Year 12.

The IGCSE is capable of testing students across the ability range by means of a system of differentiated papers. In certain subjects, these papers may be taken at one of 2 levels – 'Core/Foundation' or 'Extended/Higher'. Students taking the Extended/Higher level examination in any subject will be expected to have studied more material at a higher level than Core/Foundation students. Consequently, the range of grades available to them will be at a higher level (up to 9) than those available to students attempting core papers (up to grade 5 only).

The final decision about which paper the student will sit rests with their subject teacher. Their teacher will take their trial examination results, internal data, recent reports, parental consultations and general attitude and level of commitment to the subject into account.

The IGCSE examinations must be seen by all students as an extremely important milestone in their educational progress - it must be the absolute aim of all to gain the highest possible qualifications so that they may proceed without hindrance to the next step of their education or training.

8. The Compulsory Subjects

ENGLISH

Curriculum Content

Years 10 and 11 follow courses leading to the International General Certificate of Secondary Education (IGCSE). Many students study First Language English alongside Literature in English, even though they may have another first language. In some cases, students who have a strong grasp of the language but need to develop fundamental reading and writing skills will be recommended to study First Language English only. Students who need to develop their use of English will be recommended for English as a Second Language. The majority of students are placed in the dual First Language English and Literature in English courses.

First Language English

The content of the IGCSE language course increases students' reading and writing skills, thus improving their performance across the curriculum and preparing them for the demands of further education and the workplace.

The IGCSE examination tests reading, writing, language analysis and summary skills. Students are also required to analyse the language and construction of different texts and comment on the author's craft.

Assessment Procedures:
* Paper 1 of the IGCSE examination involve reading, comprehension, language analysis and summary writing (50%).

* Paper 2 (Directed Writing and Composition) tests students' awareness and performance in a variety of writing styles (50%).

English as a Second Language

The course reinforces reading, writing and speaking skills with grammar in an integrated format, in ways similar to that of English as a First Language. Emphasis is placed on the general mechanics of language, together with vocabulary acquisition and the development of a formal academic style. Pupils are expected to follow a reading programme similar to the English Literature syllabus, albeit in less depth and complete an oral examination.

Assessment Procedures:

* Component 1: Reading and writing (2 hours) 50% of total grade.
* Component 2: Listening (50 minutes) 25% of total.
* Component 3: Speaking (10-15 minutes) 25% of total.





English Literature

The English Literature syllabus requires students to have a detailed knowledge of a variety of texts for examination. Students study texts in a variety of genres, including poetry, prose and drama. There is also an unseen element to the examinations where students analyse a piece of unseen writing.

Students are expected to carry out background reading to the texts to widen their understanding.

Assessment Procedures:
* Paper 1 consists of 2 questions on 2 texts. Students are taught a selection of poetry in English and also a selection of short stories. This examination is 50% of the total and is 1 hour and 30 minutes.

* Paper 3 consists of 1 question on 1 drama text. The examination is an open book test. This examination is 25% of the total and is 45 minutes long.

* Paper 4 consists of 1 question on either an unseen poem or extract of prose. This examination is 25% of the total and is 1 hour and 15 minutes long.

Apart from the IGCSE examinations, Cambridge ESOL Examinations, e.g. FCE (First Certificate of English), CAE (Certificate of Advanced English) and CPE (Certificate of Proficiency in English) may also be taken by non-native learners at the appropriate times during Years 10-13. We do not prepare students for these exams as part of the curriculum but will offer extra support, where possible.

ESPAÑOL PRIMERA LENGUA/LITERATURA

Esta asignatura, junto con Geografía e Historia en Español, es obligatoria para todos los alumnos de nacionalidad española, pues es requisito indispensable para obtener la convalidación u homologación por parte del Ministerio de Educación tendente a conseguir el Título de Educación Secundaria, imprescindible para continuar estudios de Bachillerato y posteriores estudios, fundamentalmente los universitarios.

El programa se imparte en dos años académicos, Year 10 y 11, equivalentes a 3º y 4º de ESO. En nuestro programa se integran los contenidos del programa de español de Lengua y Literatura Castellana y el curso de Español Primera Lengua de IGCSE. Como resultado, los alumnos realizarán evaluaciones internas de Literatura y se presentarán al examen externo de Español Primera Lengua de IGCSE.

La evaluación del componente ESO se completará con Geografía e Historia, siendo una evaluación interna que la realizan los profesores del Departamento Español. La de los IGCSE es externa y la forman los siguientes componentes:

* Paper 1: Preguntas de respuesta estructurada y redacción, basada en 3 textos.
* Paper 2: Escritura dirigida y redacción creativa.

Literatura Española:

Es imprescindible que los alumnos lean obras literarias de distintos géneros (novelas, relatos, teatro o poesía) no sólo como parte de los requisitos del curso, sino también como esparcimiento y medio de conocer el mundo que les rodea. Igual cabe decir en cuanto a la lectura de periódicos y revistas de diversa orientación. Es la única forma de adquirir un vocabulario preciso y variado, un registro adaptado a las distintas audiencias y situaciones de la vida social, así como de desarrollar las habilidades comunicativas, tanto la expresión oral como la persuasión y argumentación. Los padres pueden colaborar recomendándoles lecturas y conversando sobre ellas, al igual que sobre asuntos relacionados con la actualidad del entorno social en que vivimos.

SPANISH FOREIGN LANGUAGE

Spanish is a compulsory subject to IGCSE level for all students. For most non-Spanish students this will become their second language in the International Baccalaureate programme in Years 12 & 13. While native Spanish speakers take the examination in First Language Spanish in the same format as First Language English, non-native learners of the language sit the IGCSE examination in Foreign Language Spanish.

During the next two years, students will be aiming to improve their communication skills. This means that they will be learning to speak and write this language better, as well as develop their ability to understand what is read and heard in Spanish. Living in Spain, it is essential that students communicate in Spanish whenever possible and develop an interest in Spanish life and customs. An open-minded and receptive attitude will not only add enjoyment to the course but will also bring rich dividends in language acquisition.

Students will cover a wide range of topics relating to everyday life and to situations in which they will find themselves, as residents of Spain. Students should be able to give and understand information on sports, leisure activities, food, school, travelling holidays, home life, future plans and much more. Students will also be covering the necessary structures and grammar in order to communicate clearly and effectively. They will read and discuss newspaper, magazine articles and short extracts from Spanish literature, as well as follow recorded interviews and dialogues of different kinds.

Assessment Procedures:
Students will take the following assessments:

1. Listening—45 minutes
2. Reading and Directed Writing—1 hour
3. Speaking—15 minutes
4. Continuous Writing—1 hour

DELE (Diploma of Spanish as a Foreign Language)

The Diploma of Spanish as a Foreign Language DELE is an official qualification which certifies the level of mastery in Spanish granted by the Instituto Cervantes. The DELE Diploma is internationally recognised and enjoys prestige not only among educational institutions but also in the business world.
The Spanish Department prepares advanced second language students for these official examinations.

The program for students in DELE group is as follows:

- Year 10: students take the DELE B1 exam in November and the IGCSE Spanish MFL exam in May.
- Year 11: students take the DELE B2 exam in April.



GEOGRAFÍA E HISTORIA (3º y 4º ESO)

Students that want to join a Spanish University are required to take the *Geografía e Historia* course. This is an internally assessed qualification which is obligatory for students wishing to qualify for the Certificate of Graduado en Educación Secundaria.

In Year 10, the ESO addresses the geography of Andalusia, Spain and the wider world. Students explore physical, economic and human geography through a range of activities supported by official resources published by the regional government of Andalusia. In Year 11, the ESO focuses on History. As in Year 10, the focus is regional, national and global. Political, economic and social themes are explored in depth.

Students will be assessed throughout the ESO course by means of the usual PCTs. A formal internal assessment will need to be passed at the end of each year to gain this qualification. This ongoing assessment will inform each student's attainment level which will be a mark out of 10.

Please note:
Along with Español Primera Lengua, choosing *Geografía e Historia* in Spanish is a compulsory requirement in order to qualify for the Graduado en Educación Secundaria, which is the base for any further education in Spain at any academic institution.

MATHEMATICS

Year 10 and 11 follow a scheme of work leading to the International General Certificate of Education (IGCSE) in Mathematics. This qualification can be taken at Higher or Foundation level with both levels leading to a full IGCSE in Mathematics. The pace that students are able to progress at during the course will determine whether they are entered at the Foundation or Higher level. However, students who achieve a 6 or higher in their end of Year 9 assessments will go on to enter Higher. A final decision will be taken after the results of the trial examinations in December of Year 11.

Course Content

The IGCSE Maths course covers all aspects of mathematics. Students learn to work both with and without a scientific calculator, although they may use a calculator in exams.

Both Higher and Foundation courses cover the following topics:

Number

Algebra and Graphs

Geometry and trigonometry

Probability and statistics

Assessment is through two written exams at the end of the course.

Calculators can be used in all exams although some questions testing non-calculators skills will require working to be shown.

t is very important that students are aware there is a significant difference between Foundation and Higher IGCSE mathematics. The Higher content is a lot more demanding, and the exam questions are also less accessible for weaker students.

With Foundation Mathematics the highest grade available is a 5. This is the minimum grade for entry to many universities and further education courses.

Further Maths

Some students, generally those achieving an 8 or higher in their end of year 9 assessments, will also be offered the opportunity to study an extra IGCSE in Further Mathematics. This is a demanding course that bridges the gap between IGCSE and IB or A level Maths. The content includes exponential functions and logarithms, further calculus techniques such as the chain rule and quotient rule as well as integration, trigonometric identities, permutations and combinations and the binomial expansion. Study of this material is highly recommended for students who would like to go on to study HL Analysis and Approaches for IB, or A level Further Mathematics. Assessment is through two written exams at the end of the course.



SCIENCE

In line with the UK National Curriculum for Key Stage 4, all students must study Sciences.

Pupils entering Year 10 choose to study either Physics or Biology in Option Block 1. They can additionally choose Biology and or Chemistry.

All IGCSE syllabi have been developed to encourage the consideration of science within an international context and be relevant to the differing backgrounds and experiences of candidates throughout the world.

Experimental work is also an essential component of each course. This work gives students first-hand experience of phenomena, allows them to acquire practical skills and gives them opportunities to plan and carry out investigations, following the 'Scientific Method'. Increasingly, students are introduced to electronic methods of collecting and analysing information, using a variety of sensors and computer technology.

Biology topics studied

The nature and variety of living organisms: Covers characteristics of life and the variety of living organisms, including viruses.

Structures and functions in living organisms: Includes the study of cells, human physiology, and plant structures and functions.

Physics Topics studied	Chemistry Topics Studied
1 Motion, forces and energy 2 Thermal physics 3 Waves 4 Electricity and magnetism 5 Nuclear physics 6 Space physics	1 States of matter 2 Atoms, elements and compounds 3 Stoichiometry 4 Electrochemistry 5 Chemical energetics 6 Chemical reactions 7 Acids, bases and salts 8 The Periodic Table 9 Metals 10 Chemistry of the environment 11 Organic chemistry 12 Experimental techniques & chemical analysis



Reproduction and inheritance: Explores human and plant reproduction, as well as genetics, including classical and molecular genetics.

Ecology and the environment: Focuses on ecosystems, human impacts on the environment, and cycles within ecosystems.

Use of biological resources: Covers topics like food production, selective breeding, genetic modification, and cloning.

Assessment
All Science IGCSE examinations consist of three exam papers: a multiple choice paper, written paper consisting of short-answer and structured questions and an alternative to practical exam.

Progression:
IGCSE Science qualifications provide students with a solid science foundation for life after school and particularly for higher-level courses, such as IB or A Levels.

To maintain choice, it is advisable to choose Chemistry as one of the sciences at IGCSE, so that there is the possibility of studying two sciences at IB or A-Level.

It is important to remember that career options maybe affected by choices made in Year 10 and every effort should be made to ensure that no opportunities are precluded at University level by unwise choices. Our staff are always happy to provide information or guidance in this area.

Examples of careers that require Chemistry IGCSE and A-Level/IB HL are medicine/veterinary science.

PHYSICAL EDUCATION

(A non-examination subject)

Years 10 and 11:
Physical Education is a compulsory subject for all pupils in the Secondary School of Aloha College Marbella.

Autumn Term:
Throughout the Key Stages, pupils engage in health-promoting activities and learn the role of exercise in establishing and maintaining health. This forms part of our Health Related Exercise Programme. Pupils are encouraged to participate in a wide variety of activities aimed at increasing both their fitness levels and their understanding of the importance of exercise in maintaining a healthy lifestyle. The Health Related Exercise Programme takes up the first four weeks of the Autumn Term and after that pupils are offered a set of options from which they can select the activity that most interests them.

In the Autumn Term the options include: basketball, football, dance, volleyball and cross country.

Spring Term:
During the Spring Term students work towards Inter-School tournaments. Students can again opt for certain activities including Dance, Hockey, Volleyball, Table-tennis and Mixed Soccer. All students will get the opportunity to compete in the internal inter house events.

Summer Term:
During the Summer Term, students will be guided to follow courses in the following activities: Dance, Cricket, Softball, Athletics and Volleyball.

PERSONAL, SOCIAL, HEALTH, EMOTIONAL AND ECONOMIC EDUCATION (PSHEE)

(A non-examination subject)

The Personal, Social, Health, Emotional and Economic Education (PSHEE) programme at Aloha College Marbella supports students from Year 1 to Year 13, helping them navigate the challenges of growing up in today's world. It equips them with the knowledge, understanding and life skills needed to lead healthy and happy lives and to become confident, responsible global citizens.

PSHEE is delivered by a dedicated team of trained staff, giving the subject the status and importance it deserves. Lessons are supported by our Emotional Intelligence (EQ) programme, which nurtures resilience, empathy, focus and mindfulness, promoting both mental and physical well-being.



The programme is carefully tailored to reflect the needs of our students, so in Years 10 and 11, this course also provides advice and information on careers and Higher Education issues. Greater emphasis is placed on improving students' study skills, setting personal targets and developing resilience and strategies for coping with stress in order to improve performance in the IGCSE examinations.

PSHEE is a non-examined programme delivered once a week by our team of PSHEE teachers.

9. The Options

ART AND DESIGN

"Art and Design is primarily concerned with the visual and tactile modes of expression. It offers a unique vehicle for communication and self-expression equivalent in importance to literacy and numeracy, encouraging the ability to observe, select and interpret with imagination, feeling and understanding." (The GCSE National Criteria, Art and Design)

The IGCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. This course also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

During KS3, teaching has been geared towards giving students a 'taste' of the approach necessary to cope successfully with this examination course. It is expected that by the end of Year 9, students should recognise their own potential and know if they are sufficiently self motivated to show the level of personal involvement required to benefit from a practical, creative subject that requires a high level of independence. Practical ability is obviously seen as being an advantage for the course, but just as important are enthusiasm, commitment, individuality and sensitivity.

Description of the course: Coursework (50%):
Throughout the course, candidates will develop a comprehensive portfolio of work to be submitted for assessment, alongside a final major outcome. Students have the flexibility to pursue specific disciplines within Art & Design or adopt a thematic approach.

The curriculum culminates in an Observational/Interpretative Examination, where candidates demonstrate their skills and conceptual understanding under timed, exam conditions.

Examination - Observational/Interpretative. Assignment (50%):

This is an externally set, ten-hour timed exam with approximately eight weeks preparation time. Candidates should use the preparation time to support their examination piece with investigation, research, evaluation and development. The examination piece may be produced in any two- or three-dimensional medium or combination of media, including printmaking, textiles, and lens-based media and new digital technology.

BUSINESS STUDIES

The IGCSE course looks to introduce pupils to the main themes in Business. It assumes no previous knowledge of Business Studies or how businesses operate.

Syllabus:

Unit 1: Understanding Business Activity. This includes how businesses set aims and objectives, the environment and sectors businesses operate in, business ownership and the basics of trade and the economy.

Unit 2: People in Business. Motivating and managing the workers in a business.

Unit 3: Marketing. Students investigate how businesses make decisions about the price they will charge, the product they will make (or service they will provide), where it will be sold and how it will be distributed.

Unit 4: Operations management. How products are made and production is organised.

Unit 5: Financial information and decisions. Students learn about business finance, cash-flow forecasting, income statements, balance sheets and analysis.

Unit 6: External influences on business activity. This develops the student's knowledge of the bigger picture including Government economic objectives and policies, International Trade, Environmental and Ethical issues.

Assessment:

The external IGCSE examination consists of 2 papers:

- The first paper (1 hour 30 minutes) will ask shorter questions on four business-related topics.
- The second paper (1 hour 30 minutes) consists of a range of questions drawn from all areas of the syllabus, based on one Business topic.

DRAMA

The Drama programme is offered on a two-year course leading to the award of IGCSE in Drama. The course incorporates both the theoretical and literary aspects of Drama, as well as practical work in aesthetic and creative aspects of stagecraft.

Students don't need to have previous experience of theatre, but should have a strong interest in the expressive arts, in self-expression and in acquiring performance skills.

Main Aims of the Programme are to:
-Develop candidates' understanding of drama through practical and theoretical study
-Enable candidates to understand the role of actor, director and designer in creating a piece of theatre
-Develop candidates' acting skills, both individually and in groups
-Enable candidates to develop their skills in devising original drama
-Help candidates communicate feelings and ideas to an audience
-Foster understanding of the performance process and enable candidates to evaluate the various stages of that process
-Encourage enjoyment of drama
- Develop student's creativity in a risk-taking collaborative environment.

Main Assessment Objectives are:
· **Understanding repertoire**
Candidates will be assessed on their ability to
demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

· **Devising**
Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.

· **Acting skills**
Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience.

· **Assessment**
Assessment comprises of both **coursework** (**60%**) and a **written exam** (**40%**).

The coursework is divided into three areas, each carrying **20%** weighting. Students are required to perform:
-An Individual Monologue of 3 minutes
-A Group Scripted Piece of 20 minutes
-A Group Devised Piece of 20 minutes

The written exam covers the analysis and performance explanation of two play text extracts provided by Cambridge. Students need to be able to:

-Explain how to create tension, emotion, atmosphere and meaning on stage
-Describe the set, costume and lighting design
possibilities
-Explain how to develop effective characterisation in performance using a variety of performing techniques.

ECONOMICS

Students need have no previous experience. However, they should have sound mathematical skills and be confident in handling numerical, diagrammatic and graphical data as well as in the communication of formulas, concepts and theories.

Economics is at its essence the study of how to do the best with what you have got. Whether you aim to run your own business, become CEO of a multinational institution or President of a country, IGCSE Economics will provide you with an understanding of how markets work in allocating resources, increasing standards of living and setting the foundations for economic growth and a prosperous society. As markets fail, basic knowledge of the various types of government interventions is also acquired. IGCSE economics will provide you with a solid foundation for more advanced studies of Economics to interpret the economic events of the day.

Syllabus:
The units covered are:
- The basic economic problem
- The allocation of resources
- Macroeconomic decision makers
- Environment and the macro economy
- Economic development
- International trade and globalisation

Skills Taught:
The Economics course looks to develop those skills required to carry out independent investigations of economic problems. The key skills as set out by the examination syllabus are:

-Knowledge and understanding
-Evaluation with analysis
-Interpretation, judgement and decision making
-Investigation

Pupils are expected to be able to handle economic data, to apply theory learnt in real-life situations and to present their findings in a variety of formats.

Assessment:
The IGCSE examination consists of two exam papers: a multiple choice paper (45 minutes) and a structured response question paper (2 hours 15 minutes).

FRENCH AND GERMAN FOREIGN LANGUAGE

The IGCSE French and German courses encourage learners to be :

1. Confident, using new and familiar structures and vocabulary to communicate with others in everyday situations.
2. Responsible, seeking opportunities to use and develop their language skills
3. Reflective, considering how to communicate different ideas and attitudes.
4. Innovative, applying language to a variety of situations.
5. Engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures, encouraging positive attitudes towards speakers of other languages and a sympathetic approach to other cultures.

Language students also develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum and also form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or German or another subject area.

Requirements: Students will have successfully completed 2-3 years of language learning in French or German.

What will they be learning?
They will cover a large range of everyday topics, including: everyday activities, personal and social life, the world around us, the world of work, the international world.

How will their language capabilities improve?
Via the different topic areas they will continue practising and developing their competency in the four main skills of: **listening**, **speaking**, **reading** and **writing**. They will also be learning to communicate more effectively, by acquiring more vocabulary and grammar at an intermediate level. They are expected to become more independent language learners using resources such as language learning websites eg. Linguascope, thisisschool.com and the language-gym.com and grammar eference sections.

Assessment: There are 4 examinations covering the 4 main skills of language learning:

-Listening, reading, speaking and writing.
-Paper 1 - Listening, 50 minutes.
-Paper 2 - Reading , 1 hour.
-Paper 3 Speaking, 10 minutes.
-Paper 4 Writing , 1 hour.

Weightings:
Each examination is worth 25% of the final grade

Trips to France and Germany
Students are also encouraged to travel as a school group to the target language country in order to improve their linguistic skills and increase their cultural knowledge.



GEOGRAPHY

Aims:
The aims of the IGCSE syllabus are to develop:

1. A sense of place and an understanding of the complex nature of different environments around the world at various scales.
2. To develop understanding of the many processes which influence the physical and human world and how these interact to create both physical and human landscapes.
3. An understanding of the contrasting opportunities and challenges presented in different parts of the world including different economic environments, cultures and communities.
4. Develop geographical and thinking skills which will equip students to succeed in the international world they will live in.

Syllabus:

The syllabus is divided into 3 main themes:

1. Population and settlement

This consists of:
-A study of world population growth and associated problems.
-A study of settlement growth (including problems of urbanisation in developed and developing areas of the world).

2. The Natural environment

This section of the course looks at the effects of physical factors on the Earth's surface. This includes the impact of tectonic activity (earthquakes and volcanoes), the work of rivers, the sea, and wind are studied. There is also a section on weather and climate and their effect on vegetation.

3. Economic development and the use of resources

The topics included in this section are:
· Development- Why are there disparities in the world and how can we address them?
· Food production- What are the main features of agricultural systems and the causes and impacts of food shortages?
· Energy and Water Resources - considering the importance of renewable and non-renewable energy resources and the effect they have on the planet.
· Environmental Risks of economic development- This section of the work demonstrates the need for resource conservation and management in different environments.



Skills developed:
The study of Geographical and Thinking Skills will be integrated across the course. Students will, through investigation, experience the opportunity to collect, present and analyse data. Students will gain knowledge of map skills, ICT skills including GIS and graphical skills as well as developing their personal skills such as group working, personal presentation and empathy.

Future Application
Geography is a discipline which supports study in numerous other areas including the sciences and humanities. It is a well respected subject, valued by employers and universities for its diverse skills base and broad development of understanding. Geography students go on to work in numerous fields including statistics, environmental management, international development and business leadership.

Assessment:
The IGCSE examination consists of 2 papers and a coursework.
Paper 1 (45%) is a 1 hour 45 minute paper based on structured questions.
Paper 2 (27.5%) is a 1 hour 30 minute paper testing the interpretation and analysis of geographical information. The application of graphics and other techniques is also tested.

Coursework: (27.5%) In addition to class work, the students undertake coursework. This involves the students in a one-day excursion during which they collect data in groups, with the aim of writing up to a 2000 word account and analysis of their results. A variety of mapping and graphical techniques are used to illustrate their findings.

HISTORY

Aims:

The aims of the history course are to:

- Expand knowledge of key historical events, periods, and societies, recognizing diverse human experiences.
- Engage in historical inquiry to foster independent learning and critical thinking.
- Ask relevant questions, investigate issues critically, and make valid historical claims using various sources.
- Understand differing historical interpretations and significance of events and figures.
- Organize and communicate historical knowledge effectively to reach well-supported conclusions.

Syllabus:

The History specification covers the following topics:

- Germany: development of dictatorship, 1918–45
- A world divided: superpower relations, 1943–72
- The Vietnam Conflict, 1945–75
- Changes in medicine, c1848–c1948

The examination consists of two exam papers:

Paper 1: 1½ hours (worth 50%)
Paper 2: 1½ hours (worth 50%)

Future Application

History is a discipline which strongly supports other study areas focused on extended writing, evaluative review of events and information and critical thinking. It is a well-respected subject, valued by employers and universities for its rigorous approach and analytical skills. The transferable skills that history offers are often used by students to work in a variety of fields such as law, journalism, international relations or analysts.

MUSIC

The IGCSE Music course is an opportunity for students who enjoy listening to and making music to further develop their skills whilst learning about music from a variety of genres. Students should have a desire to improve their performance skills on an instrument and/or voice and be interested in composing their own music. The course will allow students to build on the foundations laid in KS3 of listening to and appraising music from Classical, Popular and World music.

Aims:
-To enable the students to acquire and consolidate a range of musical skills, knowledge and understanding through performing, composing and listening activities.

-To develop a perceptive, critical and sensitive response to all kinds of music.

-To help candidates develop a perceptive and critical response to music by studying diverse styles and traditions, including Western historical periods (Baroque, Classical, Romantic, 20th/21st Century) and various non-Western/World cultures.

-To provide the basis for a long lasting love and appreciation of music.

-To provide a foundation for further study in music for those who wish to pursue it.

Assessment:
* Listening (40%) - Assessed through a written examination paper.
* Performing (30%) - Assessed through coursework.
* Composing (30%) - Assessed through coursework.

Listening (40%) Requires students to demonstrate perceptive aural skills by analysing musical language, elements, and texture in diverse pieces. It demands contextual understanding of the prescribed Western set work and World Music focus. Candidates must critically respond to prepared and unprepared excerpts, applying accurate terminology in a final written examination.

Performing (30%) Students submit two recorded performances: one solo and one ensemble piece (4–10 minutes total). Candidates must showcase technical control, fluency, and expressive interpretation on their chosen instrument or voice.

Composing (30%) Requires the creation and submission of two contrasting original compositions with corresponding scores. One piece must adhere to the rules of a Western tonal style, while the second demonstrates creative flair and effective structuring in any chosen style.

COMPUTER SCIENCE

IGCSE Computer Science learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program by writing computer code and they develop their understanding of the main principles of problem-solving using computers.

Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

This qualification helps learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

Computer Science is an ideal foundation for further study in Computer Science. Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life.

Aims:
The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:
- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

Content overview:

Section 1
Computer systems
1 Data representation
2 Data transmission
3 Hardware
4 Software
5 The internet and its uses
6 Automated and emerging technologies



Section 2
Algorithms, programming and logic
7 Algorithm design and problem-solving
8 Programming
9 Databases
10 Boolean logic

Assessment:
All candidates take two papers:

Paper 1
1 hour 45 minutes
Computer Systems 50%- 75 marks
Short-answer and structured questions
Questions will be based on Topics 1-6 of the subject content
All questions are compulsory
No calculators are permitted
Externally assessed

Paper 2
1 hour 45 minutes
Algorithms, Programming and Logic 50% -75 marks
Short-answer and structured questions and a scenario-based question.
Questions will be based on Topics 7—10 of the subject content
All questions are compulsory
No calculators are permitted
Externally assessed

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Studying ICT at IGCSE combines theoretical and practical studies, focusing on:
a) the ability to use common software applications including word processors, databases, spreadsheets, interactive presentation software and image editing software.
b) learning the html and css code needed to create a website and use website design software.
c) developing a greater awareness of how applications are used in the workplace.
d) to consider the impact of new technologies on society.
e) to gain technical information about the fundamentals of computer systems.

This is a challenging course, as it tests not only a student's theoretical knowledge but also the ability to perform practical tasks with great accuracy and attention to detail. As a result, it is a very rewarding course as the skills learnt will both help students with their work across the curriculum and prepare them for future employment.

Aims:
The aims are to enable students to develop:

- an understanding of the basic components, use and application of different ICT systems and networks.
- the skills to analyse, design, implement, test and evaluate ICT systems.
- the skills to understand the impact of current and new technologies on methods of working in the outside world.
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Course content:
Knowledge and understanding of the following key aspects:

1 Types and components of computer systems
2 Input and output devices
3 Storage devices and media
4 Networks and the effects of using them
5 The effects of using IT
6 ICT applications
7 The systems life cycle
8 Safety and security
9 Audience
10 Communication



Knowledge and application of these aspects:

11 File management
12 Images
13 Layout
14 Styles
15 Proofing
16 Graphs and charts
17 Document production
18 Databases
19 Presentations
20 Spreadsheets
21 Website authoring

Assessment: (all externally assessed)
Paper 1
1 hour 30 minutes
Theory 40% - 80 marks
Questions based on all content (sections 1-21)

Paper 2
2 hours 15 minutes
Practical 30% - 70 marks
Practical tasks based on sections 17, 18 and 19 and the practical skills relevant to sections 11–16

Paper 3
2 hours 15 minutes
Practical 30% - 70 marks
Practical tasks based on sections 20 and 21 and the practical skills relevant to sections 11–16



SPORTS SCIENCE

For anyone who is interested in a career in physical education, recreation or the leisure industry then this course provides an excellent foundation of sport as well as providing the basis for further study.

This course builds on the knowledge, understanding and skills established by the National Curriculum: Physical Education. It is a practically based subject and is designed to emphasise physical activity. Students will be assessed both through on-going coursework and examination.

50% of the marks for this subject are allocated to practical coursework, of which planning and evaluation form an integral part of performance.

Students will have the opportunity to select four activities from the full range of National Curriculum areas. These activities must be chosen from the following areas: athletics, dance, games, gymnastics and outdoor education. There will be flexibility in these areas to allow students to show themselves at their best, but the students in the group, the teachers and facilities available, will influence the activities offered.

Theoretical aspects of this course will test students' knowledge of factors affecting performance and their understanding of the reasons for participating in physical activity.

The written assessment consists of two parts and content focuses on a variety of topics which include anatomy and physiology and reasons for participating in physical education and safe practice in physical activity. This exam is worth 50%.

10. Next Steps

As there is a lot of information in this booklet, it is easy to feel a little 'lost'. The key is not to panic. You still have time to gather the facts that you need in order to make the correct choices. Listen carefully to the information provided at the 'Year 9 Assembly', also speak to your form tutor, your subject teachers and Heads of Department.

In addition, before you make your final option choices, you will have an interview with either Mrs Byrne or Mrs Brice. They will review your career profiling information with you, and advise you on the best courses to study.

Read through the subject information in this document carefully and discuss it with your parents/guardians. They will need to complete the Online Options Form with you, so it is important to discuss your choices with them.

Deadline for completing the online options form: 16 March 2026.

Here to help you

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Ms Brice (jacqueline.brice@aloha-college.com) - Head of Key Stage 4

Ms McGirl (elaine.mcgirl@aloha-college.com) - Head of Key Stage 5

Mr Tinkler (gary.tinkler@aloha-college.com) - Head of Careers

Useful Websites

https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/subjects/

https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses.html

https://www.ibo.org/programmes/diploma-programme/curriculum/

https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html

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