



SOUTH VIEW SCHOOL
Imagine Greatness



IGCSE

OPTIONS PROSPECTUS

2025 - 2026

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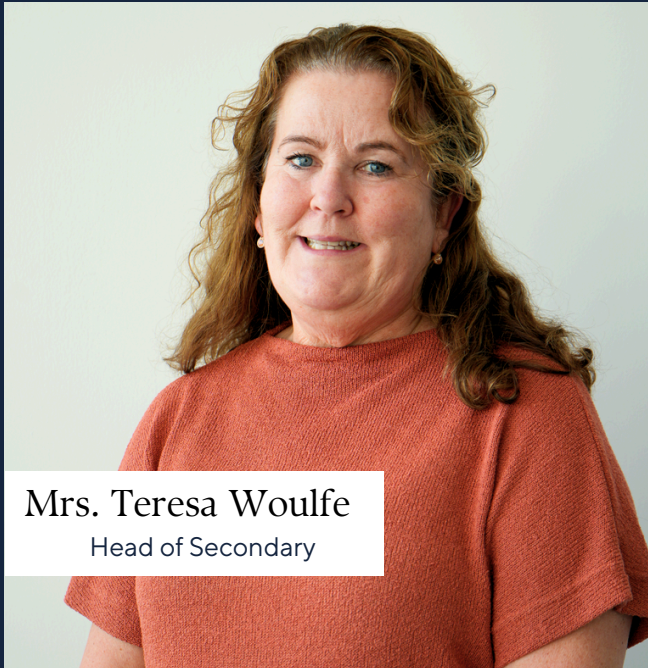
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HAVE ANY QUESTIONS?

Our faculty is only an email away



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Dear Parents and Students,

Thank you for taking the time to explore the Key Stage 4 course options at South View School. This prospectus has been carefully compiled to provide clear and comprehensive information to support informed decision-making as students prepare for the next phase of their education.

Choosing the right subjects can be a challenging process. South View School is committed to offering a broad and flexible curriculum that allows students to tailor their choices to their individual strengths and interests, ensuring a smooth transition through each stage of learning.

Students are encouraged to reflect on the subjects they both enjoy and excel in, as these are often the areas where genuine passion and lasting motivation develop. In addition to reviewing the information provided, it is strongly recommended that students speak with their teachers to gain a well-rounded understanding of each subject.

Thank you once again for engaging in this important process. South View School looks forward to supporting all students in making confident and well-informed choices.

IGCSE / GCSE

Both IGCSE and the UK focused GCSEs are the principle means of assessing student attainment at the end of Year 11. The IGCSE examinations are devised to satisfy United Kingdom nationally agreed criteria and any syllabi followed must be approved by the Qualifications and Curriculum Authority (QCA).

The main difference between the IGCSE and the GCSE qualification is that the IGCSE are International assessments, designed to be accessible by students around the world, where GCSE are UK-based. However, in actuality often the courses and assessments are very similar. Here at South View School we offer GCSE where there is no International equivalent course. The assessment of a subject may be fully examination-based, or include a coursework element.

Please check the information next to each subject in this prospectus to find out the examination requirements. In the majority of subjects, the students are awarded levels on the scale 9-1 (9 being the highest, 1 being the lowest).

BTEC

International BTEC Level 2 certificates are recognised by 90% of universities around the world as a valued educational pathway equivalent to IGCSE. These courses are vocational in nature and assessed in class throughout the year on a modular basis. There are no end of year examinations for BTEC courses.

ALTERNATIVE PATHWAYS

SVS is able to offer a modified Key Stage 4 curriculum for students. This will be discussed on an individual basis with the Head of Academics and Head of Inclusion. This might include taking English as a Second Language instead of First Language English or Literature or supporting those who wish to study less than 4 option subjects.

LIFE SKILLS

We also offer an optional subject called **Life Skills**.

This course is based on the ASDAN curriculum. The *Award Scheme Development and Accreditation Network* provides curriculum programs and qualifications to help young people develop skills for learning, work, and life. ASDAN courses are often used to support students with additional needs or those looking for alternative pathways to traditional qualifications.

The options are highly adaptable, and so can be tailored to meet the needs of individual students at any level. With a strong focus on functional academics, independent living skills, workforce readiness, and leadership qualities, these programmes suit a wide range of learners.



ACCESS ARRANGEMENTS

Examination boards are able to authorise access arrangements where a student meets the criteria. These are a range of accommodations designed to support students during their examinations. Examples include: extended time, a scribe, a prompt, or rest breaks. The purpose of access arrangements is to remove barriers that may prevent students reaching their potential.

The Inclusion Department monitor the needs of students on an individual basis and contact parents if a student is entitled to access arrangements.

For further information, please contact our Secondary SEND Coordinator, Ms. Nicola Quick: nicola.quick@southview.ae

EXAMINING GROUPS

The examination boards are:

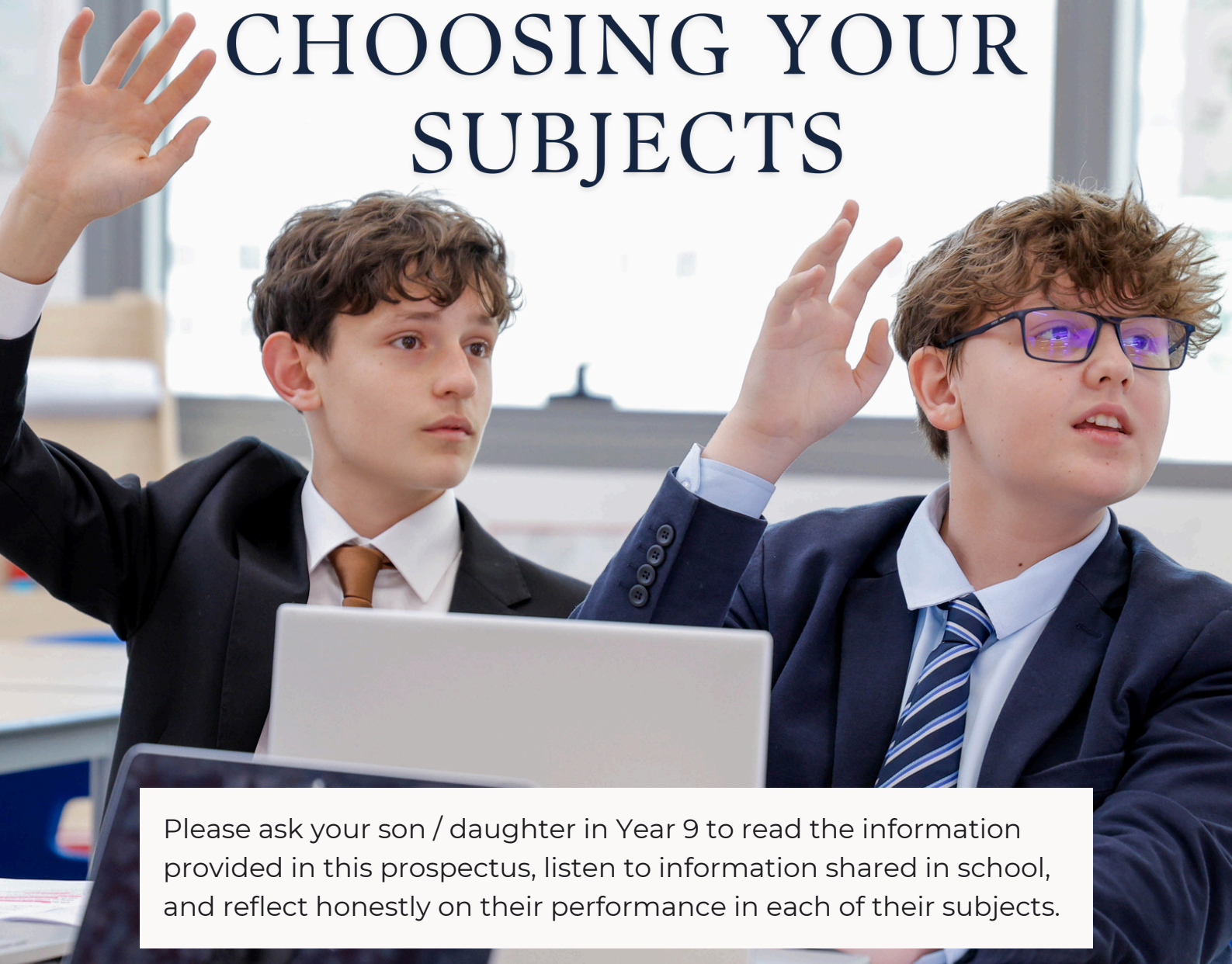
- **Pearson Edexcel – Pearson Qualifications**
(qualifications.pearson.com)
- **Cambridge Assessment International Education**
(cambridgeinternational.org)

Additional information about subject specifications can be viewed on the website listed above.

EXAMINATION FEES

Examination fees are payable upon confirmation of the examinations being taken by the student. Parents will be invoiced by the school in the third term (added to the school fee invoice) in Year 11. Currently the fee range is AED 400 to AED 1200 per subject. Variation in fee structure is dependent on the nature of the course and is controlled by the examining body.

CHOOSING YOUR SUBJECTS



Please ask your son / daughter in Year 9 to read the information provided in this prospectus, listen to information shared in school, and reflect honestly on their performance in each of their subjects.

DO choose a subject if:

- You are successful at it
 - You enjoy it
 - This subject may help you to achieve your career plans
-

DO NOT choose a subject if:

- The subject looks like an easy option - all IGCSE courses have a similar level of difficulty
- You want to do it because your friend is also doing the subject. He or she may have different abilities and different career plans. They may also be placed in a different group to you
- You like the teacher you have this year. It is quite possible that you will have a different teacher next year

If a student already has a career path in mind, then it is advisable to research subject combinations that will support entry into A Levels, into an appropriate university course or into the world of work. We will then ask students to submit their four desired optional subjects along with a reserve option through an online form, and we will then create the option blocks for the students to make their final choices.

For some subjects, it is possible to study them at A Level, even if you do not choose them at IGCSE. These are: Business Studies, Economics, Drama, and Information Communication Technology.

Looking ahead to A Level choices and beyond, some subjects are called '**facilitating subjects**' because they are more frequently required for entry to degree courses at university. Choosing these courses gives you a wide range of options for university. These subjects include the Core subjects (Sciences, English and Maths) as well as Geography, History and Languages. Students in Year 11 choosing their A levels who do not have a clear idea of what they want to study at university are advised to choose two facilitating subjects so that they have a wide range of degree courses to choose from.

Many future careers will be unaffected by IGCSE subject choices, but please be aware that applicants to Law degrees need to have a History or English Language or Literature A Level. If you have a particular career / course / University in mind, it would be worth looking online to double-check entry requirements.

We all want to help you make the right choice, so please involve us in the process!

CORE IGCSE SUBJECTS

- ENGLISH LANGUAGE A
 - ENGLISH LITERATURE
 - MATHEMATICS
 - SCIENCE: DOUBLE AWARD
 - ARABIC A
 - ARABIC B
 - GLOBAL PERSPECTIVES
 - ISLAMIC *(no examination)*
 - MORAL, SOCIAL AND CULTURAL STUDIES
(no examination)
-



ENGLISH LANGUAGE A

Qualification: IGCSE English Language A

Exam Board: Pearson Edexcel

The course aims to develop the essential reading and writing skills which support critical thinking and communication, both within the subject and across the curriculum. Students analyse a variety of short literary and non-fiction texts, and thus develop their appreciation of the ways in which writers employ their techniques to convey thought-provoking themes and attitudes. In addition, the focus on writing both creatively and analytically enables students to write for a variety of purposes, tailoring their response to a range of target audiences.

Methods of Assessment:

Assessment Type	Weighting	Description
Paper 1 Final external examination	60%	Assesses students' reading skills in responses involving comprehension, analysis and comparison of an unseen and a pre-studied non-fiction text. Their writing skills are assessed through completing a transactional writing essay.
Paper 3 Internally assessed coursework	40%	Consists of an analytical essay on three short literary texts from the Pearson Edexcel Anthology, and a creative writing piece.

Through studying English, students will develop their ability to appreciate how both literary and non-fiction texts use techniques to communicate meaning, and thus become independent critical readers. In addition, the course will give them opportunities to think both creatively and reflectively, developing their ability to evaluate, redraft and improve their work.

The critical discussion of texts promotes collaborative learning, enabling students to operate as part of a team, showing leadership and exploring how to challenge and extend their peers' ideas. By the end of the course, students will express themselves confidently, accurately and lucidly in both speaking and writing. These skills are the basis for study in the Sixth Form and beyond, and are essential for effective interaction in the workplace.

Please note: *The English Language and English Literature courses are studied simultaneously over 2 years in students' IGCSE English lessons.*



ENGLISH LITERATURE

Qualification: IGCSE English Literature

Exam Board: Pearson Edexcel

During the course, students will study a range of texts from different genres, including poetry, modern prose, modern drama and texts from the English literary heritage. They will explore and appreciate the ways in which authors achieve their literary effects, and how writers' contexts impact on their work, and will develop their ability to express their interpretations through formal analytical essays.

Methods of Assessment:

Assessment Type	Weighting	Description
Paper 1 Final external examination	60%	Assesses students' abilities to write analytical essays on unseen and pre-studied poetry, and on the modern novel that they have explored in class.
Paper 3 Internally assessed coursework	40%	Consists of two analytical essays on, respectively, a modern play and a literary heritage text.

Through the study of English Literature, students will be enabled to develop a response to literature which is both personally engaged and firmly grounded in a focused interpretation of textual features. They will extend their communication skills through mastering the challenging demands of the formal analytical essay.

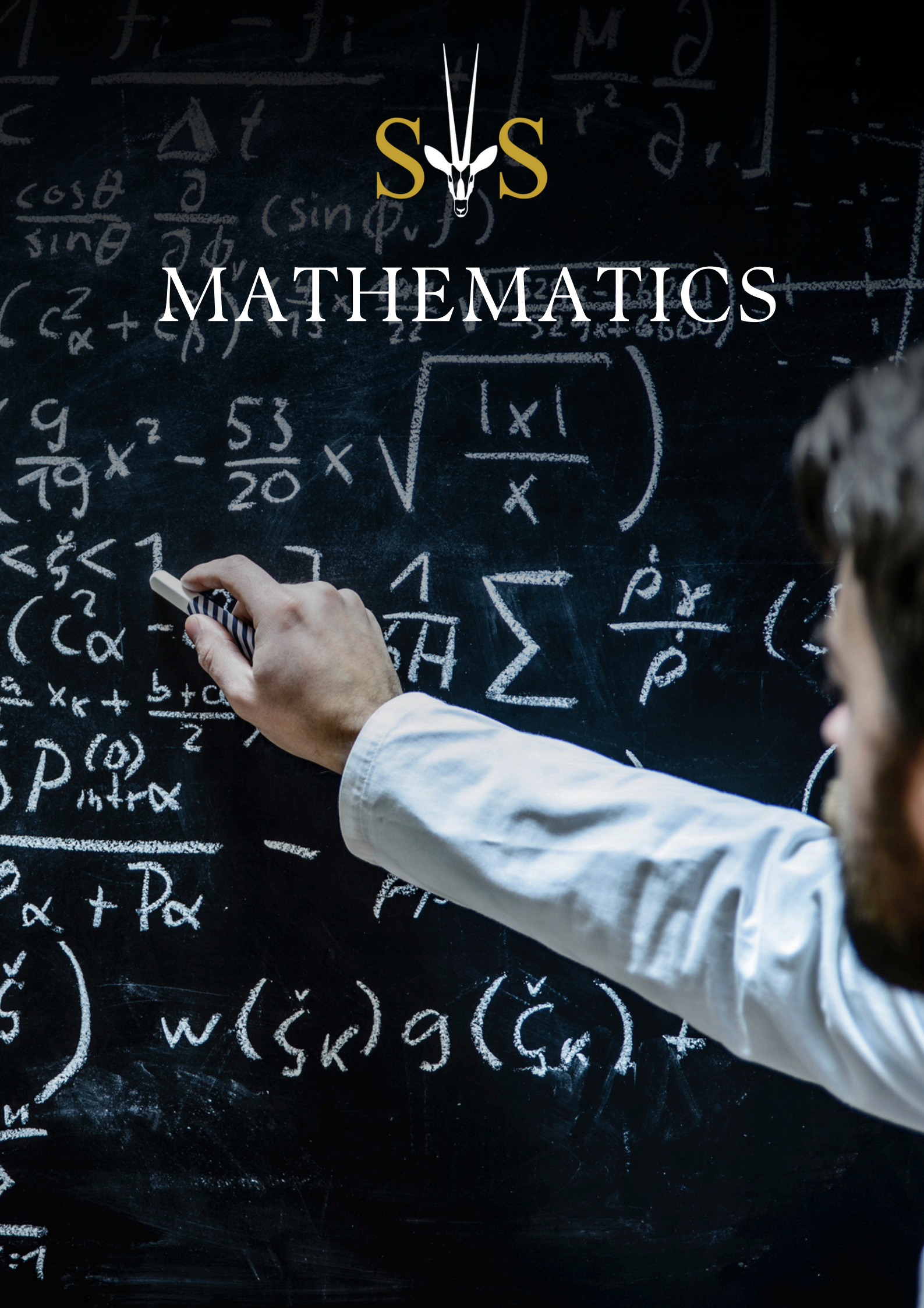
Literary study helps students to foster a balanced, open-minded approach to different cultures and perspectives, and to understand which themes and attitudes are universal. Textual interpretation promotes independent critical thinking, and allows students to handle and express complex ideas, to perceive patterns, and to relate information to its wider context. These skills are the basis for study in the sixth form and beyond, and are essential for effective performance in the workplace.

The IGCSE provides an excellent grounding for advanced A level. In addition, it is to be hoped that exposure to engaging and thought-provoking texts will sustain a lifelong interest in literature and its influence on individuals and societies.

Please note: The English Language and English Literature courses are studied simultaneously over 2 years in students' IGCSE English lessons.



MATHEMATICS



Qualification: IGCSE Mathematics

Exam Board: Pearson Edexcel

All students will be entered for this qualification. Candidates must be entered for one of two tiers; the grades available for each tier are as follows:

Tier	Grades Available
Foundation	1 - 5
Higher	4 - 9

Topics covered:

Number, Algebra, Geometry, and Statistics.

Course Aims:

The Pearson Pearson Edexcel IGCSE in Mathematics (Specification A) qualification enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques
- Acquire a foundation of mathematical skills for further study in the subject or related areas
- Enjoy using and applying mathematical techniques and concepts
- Become confident in using mathematics to solve problems
- Appreciate the importance of mathematics in society, employment and study

Methods of Assessment:

External Assessment (100%): Two equally weighted exam papers, each lasting 2 hours and worth 100 marks. Calculators are allowed for both exams.



SCIENCE (DOUBLE AWARD)



Qualification: IGCSE Science (Double Award)

Exam Board: Pearson Edexcel

The Pearson Edexcel International GCSE in Science (Double Award) comprises three externally-assessed papers: **Biology Paper 1**, **Chemistry Paper 1**, and **Physics Paper 1**. This is a linear qualification. Three written examinations must be taken in the same series at the end of the course of study, and two IGCSE grades are awarded.

The curriculum is relevant, engaging, and up to date, maintaining the same high standards as Pearson's regulated GCSE Science. It is structured and taught as separate Biology, Chemistry, and Physics topics within Science lessons.

Methods of Assessment:

The untiered written examinations feature questions designed to be accessible to students of all abilities, providing a strong foundation for those aiming to pursue AS and A Level Science qualifications.

Aims and Objectives:

The aims and objectives of this qualification are to enable students to:

- Learn about unifying patterns and themes in science and use them in new and changing situations
- Acquire knowledge and understanding of scientific facts, terminology, concepts, principles and practical techniques
- Apply the principles and concepts of science, including those related to the applications of science, to different contexts
- Evaluate scientific information, making judgements on the basis of this information
- Appreciate the practical nature of science, developing experimental and investigative skills based on correct and safe laboratory techniques
- Analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- Recognise the importance of accurate experimental work and reporting scientific methods in science
- Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- Develop a logical approach to problem solving in a wider context
- Select and apply appropriate areas of mathematics relevant to science as set out under each topic
- Prepare for more advanced courses in science and for other courses that require knowledge of science



ARABIC A

Qualification: Cambridge O Level Arabic 3180

Cambridge O Level Arabic is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. It is designed for learners whose first language is Arabic. Cambridge O Level Arabic qualifications are accepted by universities and employers as proof of knowledge and understanding of a language.

Successful candidates gain lifelong skills including:

- The ability to communicate clearly, accurately and effectively in writing
- The ability to use a wide range of vocabulary, and correct grammar, spelling and punctuation
- A personal style and an awareness of the audience being addressed

Course Aims:

- Enable students to communicate accurately, appropriately and effectively in writing
- Enable students to understand and respond appropriately to what they read
- Encourage students to enjoy and appreciate the variety of language
- Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- Promote the students' personal development and an understanding of themselves and others

Scheme of Assessment Summary:

All candidates take Papers 1 and 2. Candidates will be eligible for grades A* to E.

Paper 1:

- Section A - Composition (15 marks). One composition of about 120 words from a choice of three topics.
- Section B – Essay (30 marks). One essay of about 200 words from a choice of four topics.

Weighting: 45% of total marks

Paper 2:

- Section A - Translation and Reading Comprehension (30 marks). Two translations, one from Arabic into English and one from English into Arabic.
- Section B – Open-ended comprehension questions on one set passage (25 marks).

Weighting: 55% of total marks



ARABIC B

Qualification: GCSE Arabic

Exam Board: Pearson Edexcel - 1AA0

The course combines the four language skills listening, speaking, reading, and writing. You will develop your communication skills and understanding of the Arab world.

GCSE Arabic has a Foundation Tier (Grades 1–5) and a Higher Tier (Grades 4–9). Students may be entered for either Foundation Tier or Higher Tier, but they must enter the same tier for all four skills.

Overview of Assessment

All candidates take Papers 1 and 2. Candidates will be eligible for grades A* to E.

Unit 1: Listening and Understanding in Arabic (25% of total GCSE)

Pupils are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Pupils will respond to multiple-response and short answer open-response questions based on a recording featuring both male and female Arabic speakers. The focus of the speaking unit will be chosen by the teacher in consultation with the pupil and will relate to the following themes: media, travel and culture or sport, leisure, work.

- Higher Tier - Listening exam of 45 minutes (plus 5 minutes reading time)
- Foundation Tier – Listening exam of 35 minutes (plus 5 minutes reading time)

Unit 2: Speaking in Arabic (25% of total GCSE)

Pupils are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings. There are 3 tasks, which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Edexcel.

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Edexcel.

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the pupil in advance of the assessment. The second theme is allocated by Edexcel.

- Higher Tier - 10 -12 minutes, plus 12 minutes' preparation time.
- Foundation Tier – 7-9 minutes, plus 12 minutes' preparation time

Unit 3: Reading and Understanding in Arabic (25% of total GCSE)

Pupils are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles, and literary texts. Consists of multiple-response and short answer questions based on these texts. Instructions are in both Arabic and English. A translation from Arabic into English is also included.

- Higher Tier - Written exam of 1 hour 5 minutes
- Foundation Tier – Written exam of 50 minutes



GLOBAL PERSPECTIVES



Qualification: IGCSE

Exam Board: Cambridge International

Course Aims:

- Become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- Develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- Enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- Work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- Consider important issues from personal, local and/or national and global perspectives and understand the links between these
- Critically assess the information available to them and support judgements with lines of reasoning
- Communicate and empathise with the needs and rights of others

Content Overview:

Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- Researching, analysing and evaluating information
- Developing and justifying a line of reasoning
- Reflecting on processes and outcomes
- Communicating information and reasoning
- Collaborating to achieve a common outcome - candidates explore stimulating topics that have global significance

Methods of Assessment:

Assessment Type	Weighting	Description
Component 1 Written examination (1 hour 15 minutes)	35% (70 marks)	Candidates answer four compulsory questions based on a range of sources. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics.
Component 2 Individual Report (internally set and externally marked)	30% (60 marks)	Candidates research one topic area of personal, local and/or national and global significance and submit a report based on their research. The title is devised by candidates themselves. The report must be 1500–2000 words and written in continuous prose.
Component 3 Team Project	35% (70 marks)	Candidates devise and develop a collaborative project into an aspect of one topic. The Team Project comprises two elements. Team Element: Candidates produce as a team one Outcome and one Explanation as a Collaboration. The Explanation must be 200–300 words. (10 marks). Personal Element: Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words. (60 marks). Internally assessed and externally moderated.



ISLAMIC

MORAL,
SOCIAL, AND
CULTURAL
STUDIES

ISLAMIC

In the UAE, Muslim students in schools follow a mandatory Islamic Education course as part of the national curriculum. This course, regulated by the UAE Ministry of Education, covers key aspects of Islamic beliefs, practices, history, and ethics.

Students study topics such as:

- Qur'an recitation and interpretation (Tajweed and Tafsir)
- The life of Prophet Muhammad (Seerah)
- Islamic law (Fiqh) and its application in daily life
- Moral and ethical teachings of Islam
- Islamic history and culture

The course is structured across different grade levels, ensuring a progressive understanding of Islamic principles. It is mandatory for all Muslim students in both public and private schools, including those following international curricula. This course does not have an assessment.

MORAL, SOCIAL, AND CULTURAL STUDIES

In the UAE, all students are required to study Moral, Social, and Cultural Studies (MSC) as part of the school curriculum. This subject, mandated by the UAE Ministry of Education, aims to develop students' understanding of ethics, civic responsibility, and cultural awareness.

The course covers four key areas:

- Moral Education – Personal values, respect, and ethics.
- Civics – UAE governance, rights, and responsibilities.
- Cultural Studies – UAE heritage, traditions, and global cultures.
- Social Studies – History, geography, and economics of the UAE and the wider world.

MSC is compulsory for all students (both Muslim and non-Muslim) in both public and private schools, including those following international curricula. This course does not have an assessment.

OPTIONAL IGCSE SUBJECTS

- ART AND DESIGN
 - BTEC BUSINESS
 - BUSINESS (IGCSE)
 - COMPUTER SCIENCE
 - DRAMA (GCSE)
 - ECONOMICS
 - FRENCH
 - GEOGRAPHY
 - HISTORY
 - MUSIC (GCSE)
 - PHYSICAL EDUCATION (GCSE)
 - PSYCHOLOGY (GCSE)
 - SCIENCE (TRIPLE AWARD): BIOLOGY, CHEMISTRY, PHYSICS
 - SPANISH
-



ART & DESIGN



Qualification: IGCSE

Exam Board: Pearson Edexcel

This course encourages an adventurous and enquiring approach to Art and Design. The focus is on Art and Design practice and the integration of knowledge of artistic skills, development of ideas, refining of skills, and understanding to reach a meaningful and purposeful personal response.

Methods of Assessment:

Unit Number	Assessment Objective			
	AO1	AO2	AO3	AO4
Component 1	12.5%	12.5%	12.5%	12.5%
Component 2	12.5%	12.5%	12.5%	12.5%
Total for International IGCSE	25%	25%	25%	25%

Course Structure:

In Year 10 Art and Design, students develop core skills through a broad range of artistic techniques, materials, processes and concepts. They carry out visual research using both primary and secondary sources, including first-hand experience of original work and taking their own photographs. Students record observations and ideas in appropriate formats while exploring contextual sources, such as artists' work, to inspire their projects. They also build an understanding of the structure of an IGCSE Art and Design project as they begin to develop and refine their own ideas.

Students will begin Component 1: Personal Portfolio in Year 10, followed by Component 2 in January of Year 11.

- **Component 1:** Students choose their own theme and create 3 preparatory boards demonstrating the development of their project culminating in a final piece in which they realise their intentions with a meaningful and purposeful response.
- **Component 2:** This is an externally set assignment (ESA). The ESA takes the form of a themed paper being issued from the examination board. It consists of 3 preparatory boards (as in component 1), with students completing their final piece in a 10-hour period under examination conditions with timed sessions spread over two days.

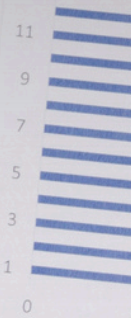
The course will:

- Encourage visual expression using a variety of media and an understanding of past and contemporary Art and Design practice
- Extend creative skills for A Level that can lead onto foundation or degree courses in disciplines such as Fashion and Textiles Design, Graphics, Industrial Design, Animation, Illustration, Film, Photography, Digital Media and Fine Art
- Provide possible career choices that need Art and Design skills, be it Graphic Design, Product Design, Architecture, Digital/ Multi Media, Illustration, Spatial Design, Photographer or Communication or Community Arts fields
- Provide a critical appreciation of works of art through residential and educational visits to galleries during the course



BTEC BUSINESS

	2019	rise	2020	rise2
1033	54		925	-12
943	29		905	-4
1021	28		1104	8
638	941	47	984	4
854	1112	30	1073	-4
656	1051	60	1037	-1
642	1023	59	971	-5
769	759	-1	970	22
781	853	9	1151	26
920	998	8	1257	21
1177	1051	-11	1305	19
887	937	6	1045	10



Annual Financial Report



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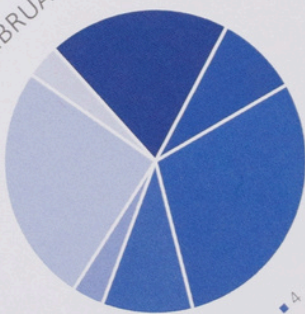


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ERLY REPORT

FEBRUARY



1 2 3 4 5 6 7



1 2 3 4 5 6 7

MARCH



Qualification: BTEC International Business Level 2

Course Outline:

The Pearson BTEC International Business Level 2 qualification has been designed to address the needs of Level 2 learners in key areas, including interpersonal skills and customer service. Learners have the opportunity to develop skills to support them as they build relationships with a wide variety of customers, internal, and external, to a range of business environments. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area or, for those who have decided that they wish to enter a particular area of work, for progression to employment in the appropriate vocational sector. Students will be guided and supported throughout the course which is based on internally set and assessed projects.

What does the subject lead onto?

The Pearson BTEC International Level 2 Certificate offers a work-related vocational qualification that focuses on particular aspects of employment in the appropriate vocational sector. It is a qualification that can be part of a learner's programme of study and provide a vocational learning experience.

Course Aims:

The Pearson BTEC International Level 2 Certificate, Extended Certificate, and Diploma qualifications in Business have been developed in the business sector to:

- Give full-time learners the opportunity to enter employment in the business sector or to progress to Level 3 vocational qualifications
- Provide education and training for business employees
- Give opportunities for business employees to achieve a Level 2 vocationally specific qualification giving learners the opportunity to develop a range of skills and techniques, personal skills, and attributes essential for successful performance in working life



BUSINESS (IGCSE)

Qualification: Business IGCSE
Exam Board: Pearson Edexcel

Course Structure:

Business Studies involves discovering how businesses are set up, why they are set up, what they aim to achieve and how they do it. The course is designed to give students the ability to calculate and interpret business data, and the communication skills needed to support arguments with reasons. This enables them to analyse business situations across the world and reach decisions or judgements. The course is split in to sections:

- Business activity and influences on business – This section covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives
- People in business – This section looks at people in organisations, focusing on their roles, relationships and management in business
- Business finance – This section explores the use of accounting and financial information as an aid to decision making
- Marketing – This section focuses on identifying and satisfying customer needs in a changing and competitive international environment
- Business operations – This section examines the way organisations use and manage resources to produce goods and services

Methods of Assessment:

Two papers of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks – total of 80 marks in each paper. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

The examination for Paper 1 and Paper 2 can draw on the knowledge and understanding from across the entire specification content. The five sections of business content interrelate and can be applied to real-life business scenarios that cover both small and large businesses.

- **Paper 1** will focus on a small business of up to 49 employees that has a local/national market
- **Paper 2** will focus on a large business of more than 250 employees that has a multinational/ global market

Outline:

This course should enable students to:

- Apply concepts learned on the course IGCSE course to real life situations giving them a better understanding of the actions their employers may take
- Gain an insight into how businesses encourage us to buy their goods and services, questioning the ethics involved
- Give a real international understanding which is so important for students in Dubai who may live, study and work around the world

Aims and Objectives:

The Pearson Edexcel International GCSE in Business qualification enables students to:

- Develop an interest in and enthusiasm for the study of business
- Develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- Understand how the main types of business are organised, financed and operated
- Develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- Develop critical-thinking and enquiry skills to distinguish between facts and opinion
- Calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- Develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses



COMPUTER SCIENCE

Qualification: Computer Science IGCSE

Exam Board: Pearson Edexcel

The Pearson Edexcel International GCSE (9–1) is designed to extend students' knowledge and understanding by broadening and deepening skills. For example, students will develop the ability to:

- Apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical problem-solving experience. This will include designing, writing, and debugging programs
- Think creatively, innovatively, analytically, logically, and critically
- Apply mathematical skills relevant to computer science

Aims:

- Develop computational thinking skills. This qualification provides students with the opportunity to operate confidently in today's digital world, enabling students to apply computational thinking in context, across both written and practical examinations
- Provide practical opportunities: Students will be encouraged repeatedly to design, implement and test programs that provide solutions to problems. They will apply their skills to produce robust programs, and this will help them to progress to further/higher education where practical knowledge and experience will be required

Methods of Assessment:

Paper 1: Principles of Computer Science	Paper 2: Application of Computational Thinking
External assessment (2 hours) 50% of total marks The paper consists of multiple choice, short open-response, open-response, and extended open-response answer questions.	External assessment (3 hours) 50% of total marks
<ul style="list-style-type: none">• This paper will assess students' understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend, and create algorithms.• Understanding the requirements for writing program code.• Understanding how to develop program code and constructs, data types, structures, input / output, operators, and subprograms.	<ul style="list-style-type: none">• This paper is practical and will also test students' knowledge and understanding of the topics.• This paper will also draw on understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend, and create algorithms.

- Understanding of binary representation, data representation, data storage and compression, and encryption.
- Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudocode.
- Understanding of computer networks, the internet and the world wide web. - Awareness of emerging trends in computing technologies, the impact of computing on individuals, society, and the environment, including ethical, legal, and ownership issues.

- Developing and testing program code and constructs, data types, structures, input / output, operators and subprograms.
- Connecting and using data sources when developing program code.
- Understanding of binary representation, data representation, data storage and compression, and encryption.
- Ability to construct truth tables, produce logic statements, and read and interpret pseudocode,



DRAMA (IGCSE)



Qualification: Drama IGCSE

Exam Board: Pearson Edexcel

Drama gives students the ability to work creatively unlike any other subject. Students are given the opportunity to work in a wide variety of ways to explore texts and performance and are encouraged creatively, focusing on practical work which reflects twenty-first century practice. It also enables students to develop skills that will support progression to further study of drama as well as a wide range of other subjects. As well as this, Drama provides students with the confidence to enter the adult world with excellent communication through development of a range of interpersonal skills.

Course Skills:

The core skills developed in this qualification are:

- The ability to recognise and understand the roles and responsibilities of performer, designer, and director
- The study and exploration of texts and extracts must include the relevant social, historical, and cultural contexts
- The ability to analyse and evaluate their own work and the work of others
- The ability to understand how performance texts can be interpreted and performed

Aims and Objectives:

The aims and objectives of this qualification are to enable students to:

- Apply knowledge and understanding when making, performing, and responding to drama
- Explore performance texts, understanding their social, cultural, and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop, and communicate ideas
- Develop as creative, effective, independent, and reflective students able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- Adopt safe working practices

Methods of Assessments:

Component 1 - Devising (40%)

- Students will create and develop a devised piece from a chosen stimulus. They will perform this piece and analyse their process and performance
- **Assessment:** This is internally assessed and externally moderated through a portfolio of work and a recording of the final performance

Component 2 - Performance from Text (20%)

- Students will either perform in or design for two key extracts from a performance text
- **Assessment:** This is externally assessed by a visiting examiner watching the final performance

Component 3 - Theatre Makers in Practice (40% - written exam)

- Students will study and explore a complete performance text and will complete an evaluation of a live theatre performance
- **Assessment:** This is an examined component. Students are examined in a 1 hour and 45 minute exam paper which is designed to allow students to show their knowledge of the text studied and how they would realise it in a performance. It also includes a live theatre evaluation

[illegible]

Qualification: Economics GCSE

Exam Board: Pearson Edexcel

The Economics course is based on how society tackles the problem of infinite demands and limited resources. Every individual would like a better car, house, clothes, and holidays, and all governments would like to spend unlimited amounts on health and education. In reality, this cannot happen. As a result, individuals and societies must make choices on how best to allocate their resources to maximise their satisfaction.

Unit 1	The Market System	Demand and Supply The role of the market in solving the economic problem The labor market
Unit 2	Business Economics	Production competition Public and Private sectors
Unit 3	Government and the Economy	Macroeconomic objectives policies Relationship between objectives and policies
Unit 4	The Global Economy	Globalisation International Trade Exchange Rates

Methods of Assessments:

Students will sit one 2 hour 30 minute paper at the end of Year 11 allowing demonstration of knowledge and understanding of business in a truly international context. There is no coursework. There are no tiered examination papers available for this course.

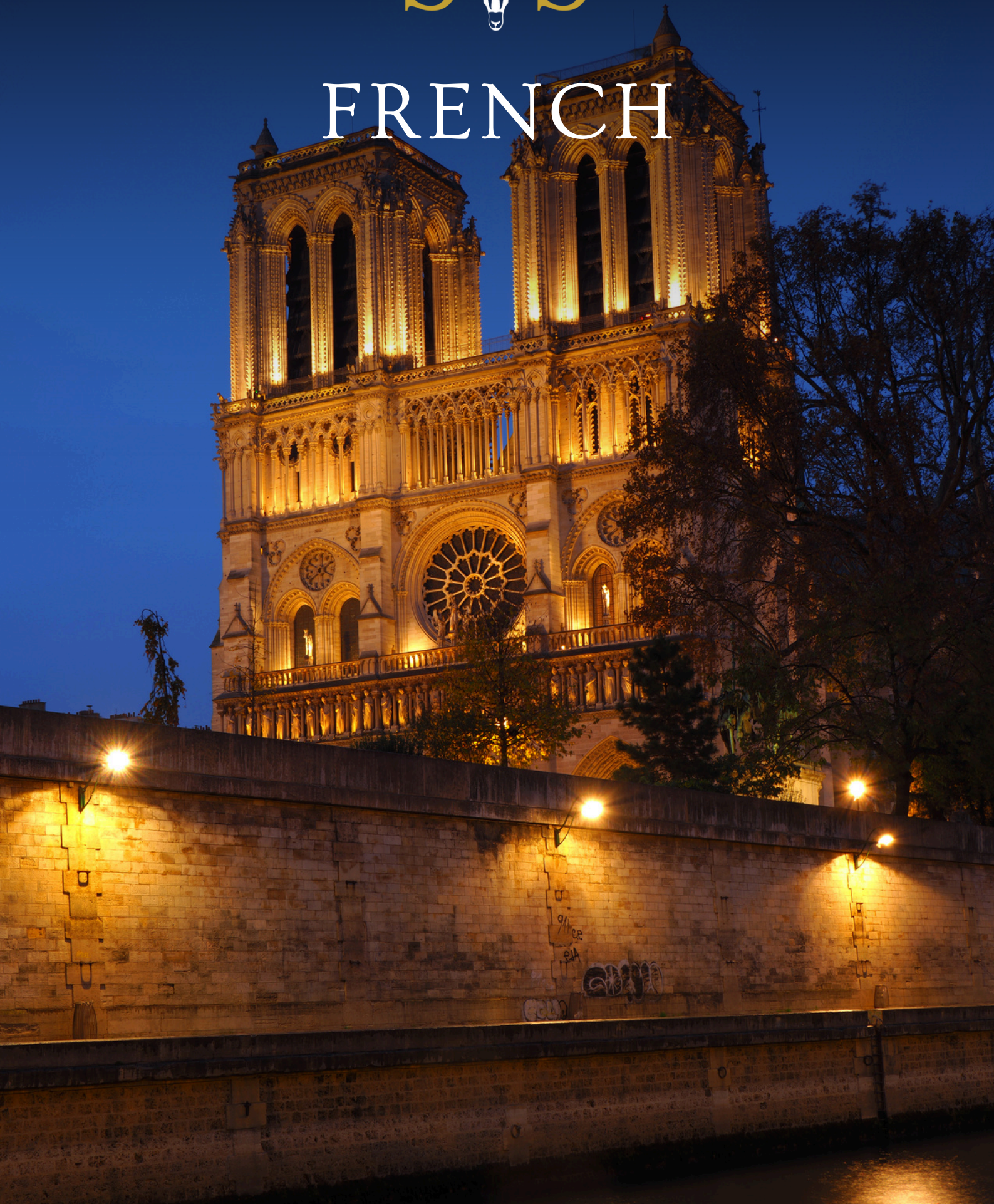
Outline

This course should enable students to:

- Begin to understand the background to current topical and geo-political issues
- Develop an understanding of economic concepts and apply these concepts to real-life situations
- Interpret and evaluate economic data in order to make reasoned arguments and informed decisions
- Develop the ability to understand economic issues, problems and possible solutions that affect both poor and rich economies
- Acquire the knowledge and understanding to become better informed citizen



FRENCH



Qualification: IGCSE

Exam Board: Pearson Edexcel

The qualification is designed primarily for students who are studying French in order to enhance their future education or employment prospects.

Achievement is broadly equivalent to Levels A2 and B1 of the CEFR.

Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while travelling in an area where the language is spoken. The aim of the qualification is to test French language competence through realistic and contextualised tasks based on authentic texts. Speaking, listening, reading and writing skills are tested through three examination papers.

Aims and Objectives:

- Understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- The ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- The ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- Knowledge and understanding of the target language grammar and its practical application
- Knowledge and understanding of countries and communities where the target language is spoken
- Positive attitudes towards modern foreign language learning
- A suitable foundation for further study of the target language, or another language

Methods of Assessments:

The Pearson Edexcel International GCSE in French is a linear qualification.

All units must be taken at the end of the course of study. Assessment: 100% external assessment:

- Listening 25% Externally assessed
- Speaking 25% Internally assessed - externally moderated
- Reading 25% Externally assessed
- Writing 25% Externally assessed

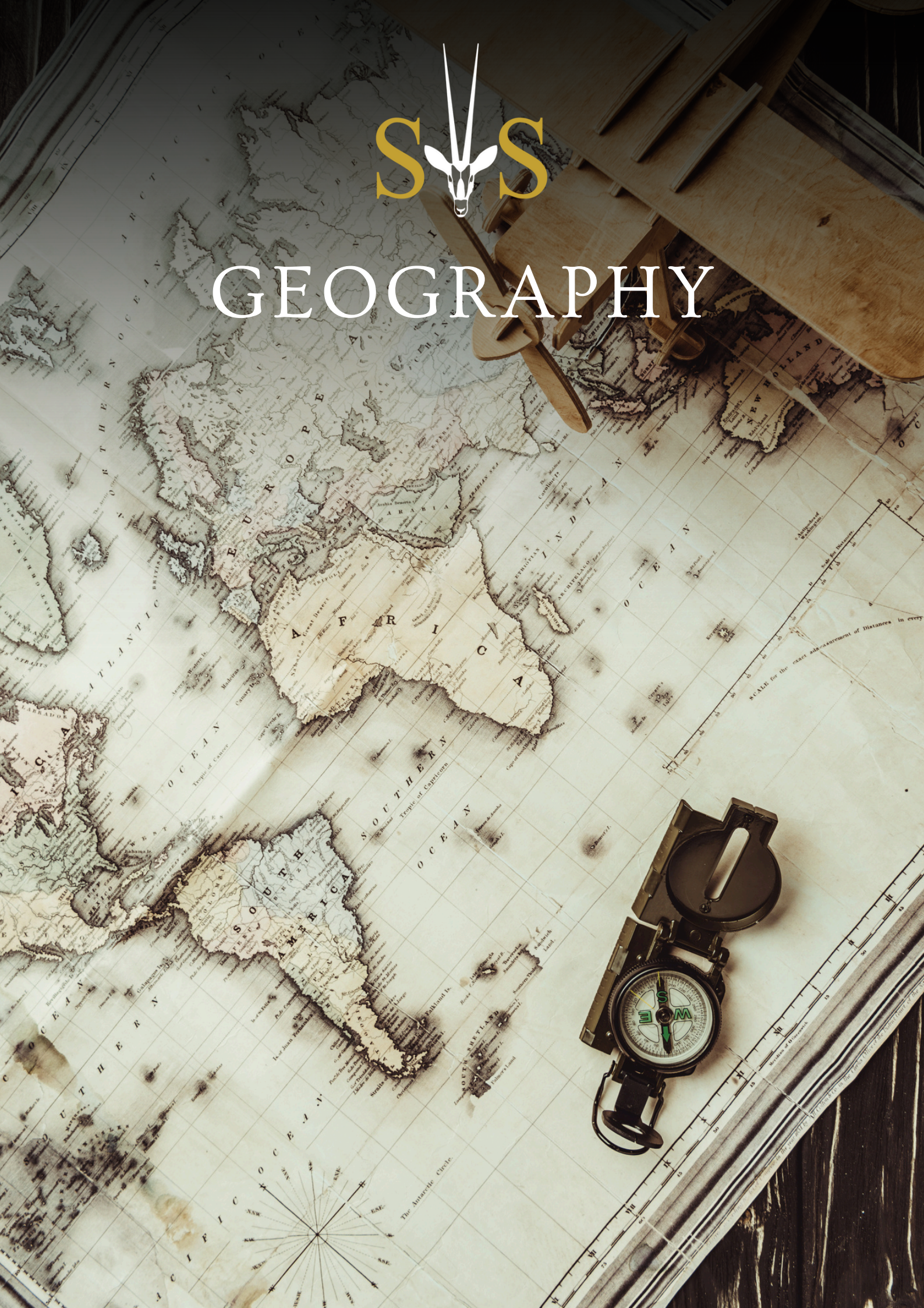
Outline

French consists of three externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April / May and all other assessments in May/June in any single year. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Home and abroad
- Education and employment
- Personal Life and relationships
- The World around us
- Social activities- fitness and health



GEOGRAPHY



Qualification: IGCSE

Exam Board: Pearson Edexcel

IGCSE Geography allows students to develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world. There is also an opportunity to investigate a local issue and develop their geographical skills through fieldwork.

The subject content has been written so that each topic in Component 1 and 2 is introduced by way of a geographical overview before progressing into geographical depth. Geographical overview content aims to develop students' broad, holistic understanding of the topic theme at a larger scale. Geographical depth content aims to develop students' detailed knowledge and understanding of processes and interactions in a particular smaller scale place or context.

Course Structure

The Geography course consists of three externally examined papers:

- Component 1 - The Physical Environment
- Component 2 - The Human environment
- Component 3 - Geographical Investigations: Fieldwork and UK Challenges

The subject content sets out the knowledge, understanding and skills relevant to this qualification. Together with the assessment information it provides the framework within which centres create their programmes of study, so ensuring progression from Key Stage 3 national curriculum requirements and the possibilities for development into A Level.

Aims and Objectives

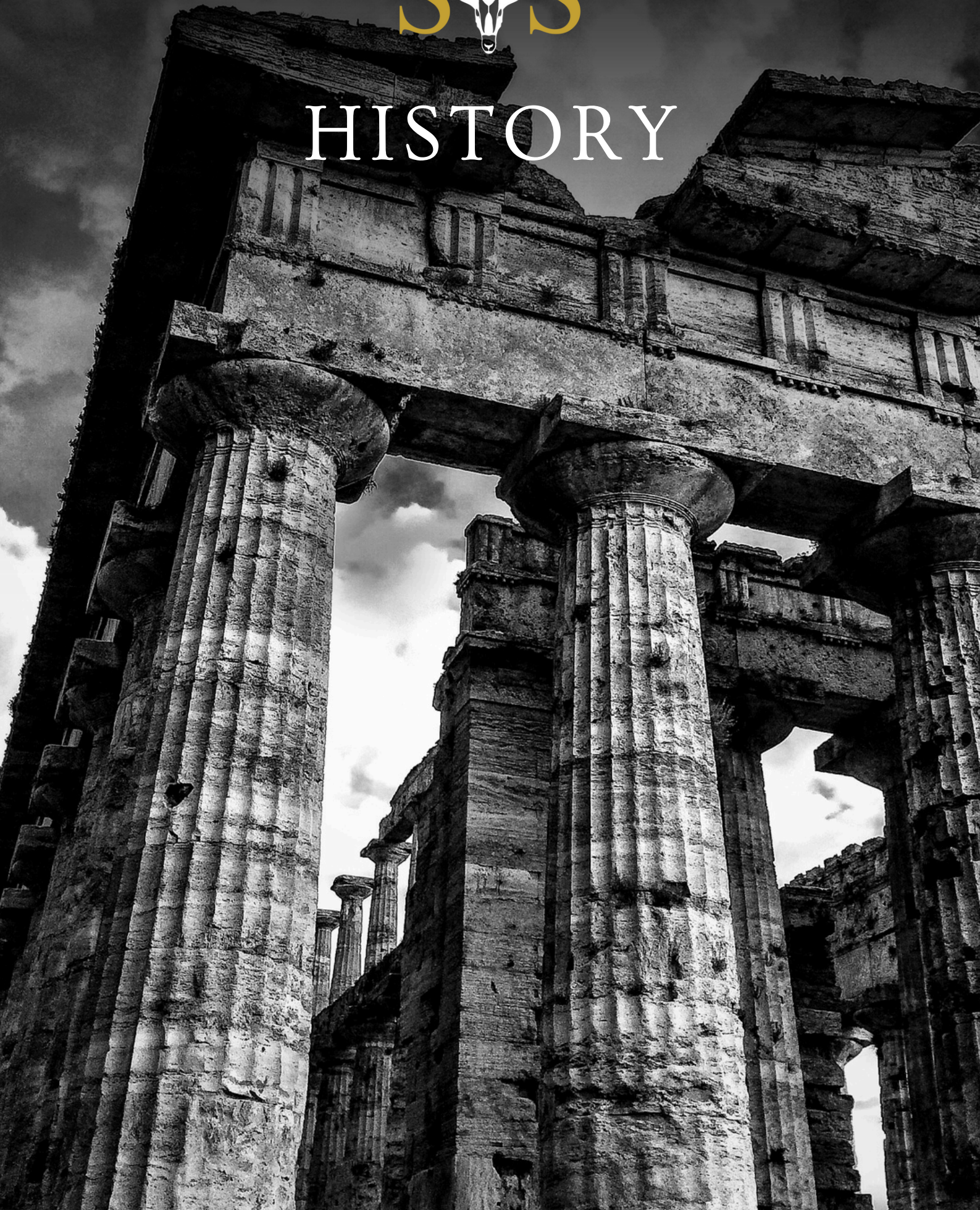
This GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches.

The aims and objectives of this qualification are to enable students to build on their Key Stage 3 knowledge and skills to:

- Develop and extend their knowledge of locations, places, environments and processes, and of different scales, including global; and of social, political and cultural contexts (know geographical material)
- Gain understanding of the interactions between people and environments, change in places and processes over space and time, and the interrelationship between geographical phenomena at different scales and in different contexts (think like a geographer)
- Develop and extend their competence in a range of skills including those used in fieldwork, in using maps and Geographical Information Systems (GIS) and in researching secondary evidence, including digital sources; and develop their competence in applying sound enquiry and investigative approaches to questions and hypotheses (study like a geographer)
- Apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding (applying geography).



HISTORY



Qualification: IGCSE

Exam Board: Pearson Edexcel

Course Structure

Paper 1: 60 marks in total (1 hour and 30minutes)

Students will study two in-depth studies:

Germany: Development of Dictatorship, 1918 - 1945

- The establishment of the Weimar Republic and its early problems/The recovery of Germany, 1924–29
- The rise of Hitler and the Nazis to January 1933/Nazi Germany 1933–39
- Germany and the occupied territories during the Second World War

A World divided: Superpower Relations, 1943-72

- Reasons for the Cold War/Early Developments in the Cold War, 1945-49
- The Cold War in the 1950s/Three Crises: Berlin, Cuba, Czechoslovakia
- The Thaw and Détente, 1963-72

Paper 2: 60 marks in total (1hour and 30minutes)

Students will study one historical investigation:

- The Origins and Course of the First World War, 1905–18
- The alliance system and international rivalry, 1905–14
- The growth of tension in Europe, 1905–14
- The Schlieffen Plan and deadlock on the Western Front
- The war at sea and Gallipoli
- The defeat of Germany

Students will study one breadth study in change:

Changes in Medicine c1848 - c1948

- Changes in medical treatment and in the understanding of the cause of illness.
- Improvements in public health provision / Changes in surgery
- The changing role of women in medicine / The impact of war, science and technology on medicine.

Methods of Assessment

Assessed externally through two 90-minute examination papers, set and marked by Edexcel. The total number of raw marks available is 120. There is no controlled assessment or course work.

Outline

This course will:

- Enhance students' desire to learn about the past and to study History further
- Provide opportunity to study History first hand with site visits
- Develop further students' understanding of the modern world
- Enable students to communicate their ideas and to express themselves clearly
- Develop the skills that are crucial for History and the Humanities at IB level
- Develop valuable everyday skills to enable students to work independently and as part of a team and to be able to analyse and evaluate information,
- Being able to select evidence and use knowledge where appropriate and communicate findings effectively

Studying History will allow students to pursue courses in Higher Education that can lead to careers in accountancy, advertising, the armed services, business, heritage, law, media, publishing, teaching and many more.



MUSIC (GCSE)



Qualification: GCSE

Exam Board: Pearson Edexcel

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing, and appraising. The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. This qualification also supports the development of musical fluency and provides access to further study of music at AS and A Level.

Aims and Objectives

- Engage actively in the process of music study
- Develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Recognise links between the integrated activities of performing, composing, and appraising and how this informs the development of music
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Develop awareness of a variety of instruments, styles, and approaches to performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Recognise contrasting genres, styles, and traditions of music, and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect on and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

Component 1: Performing Overview

The purpose of this component is to assess students' performing skills in both a solo and ensemble context. Students should be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression, and interpretative skills. The areas of content covered are:

- Solo performing / ensemble performing / approaches to performing.

Students must perform:

- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration and may comprise one or more pieces.
- Total performance time across both performances must be a minimum of four minutes of music

Component 2: Composing Overview

The purpose of this component is to assess students' skills in composing music and enables them to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. Students must submit two compositions of a combined duration of at least three minutes:

- One in response to a brief set by Pearson, of at least one minute in duration
- One free composition set by the student, of at least one minute in duration
- Students do not have to perform the music that they have composed



PHYSICAL EDUCATION (GCSE)

Qualification: GCSE
Exam Board: Pearson Edexcel

Aims and Objectives

The aims and objectives of this qualification are to enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

Content and Assessment Overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components.

Components 1 and 2 will be assessed in May / June in any single year. Components 3 and 4 may be assessed at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.

Component 1 (1PE0/01): Fitness and Body Systems (36%).

Written examination: 1 hour and 45 minutes

- *Topic 1: Applied anatomy and physiology / Topic 2: Movement analysis / Topic 3: Physical training / Topic 4: Use of data*

Component 2 (1PE0/02): Health and Performance (24%).

Written examination: 1 hour and 15 minutes

- *Topic 1: Health, fitness and wellbeing / Topic 2: Sport psychology / Topic 3: Socio-cultural influences / Topic 4: Use of data*

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators may be used in the examination.

Component 3 (1PE0/03): Practical Performance (30%).

Non-examined assessment: internally marked and externally moderated.

- Skills during individual and team activities / General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list. One must be a team activity. One must be an individual activity. The final activity can be a free choice. Students must participate in three separate activities. Each activity is scored out of 35 marks.

A score out of 10 marks will be awarded for the isolated skills and a score out of 25 will be awarded for the competitive performance. For each activity area, there is a specific criterion that details the requirements. These will be assessed by the teacher and moderated by Pearson.

Component 4 (1PE0/04): Personal Exercise Program (10%).

Non-examined assessment: internally marked and externally moderated.

- Aim and planning analysis /Carrying out and monitoring the PEP/
Evaluation of the PEP

Assessment overview:

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance. These will be assessed by the teacher and moderated by Pearson. This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.



PSYCHOLOGY (GCSE)



Qualification: GCSE

Exam Board: Pearson Edexcel

Aims and Objectives

The aims and objectives of this qualification are to enable students to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- Understand how psychological research is conducted, including the role of scientific method and data analysis
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society

Course Structure

Paper 1

Written examination: 1 hour and 45 minutes, 55% of the qualification, 98 marks

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

Assessment Overview:

This is a written examination in which all questions must be answered.

The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

Paper 2

Written examination: 1 hour and 20 minutes, 45% of the qualification, 79 marks

Topics 6 to 10 are optional; students must study two of them, Topic 11 is compulsory

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

-

Assessment overview:

Students must answer all questions from Section A and all questions from two sections – B to F.

- Section A: Research methods – How do you carry out psychological research? This section will focus primarily on Topic 11.
- Sections B to F: Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

Calculators may be used in the examination.



SCIENCE
TRIPLE AWARD

BIOLOGY

Qualification: IGCSE Science (Triple Award)

Exam Board: Pearson Edexcel

The Pearson Edexcel International GCSE in Science (Triple Award) comprises six externally-assessed papers:

- Biology Paper 1 and Paper 2
- Chemistry Paper 1 and Paper 2
- Physics Paper 1 and Paper 2

Students will be awarded three IGCSE grades.

BIOLOGY

Structure : The Pearson Edexcel International GCSE in Biology is a linear qualification. Two written examinations must be taken in the same series at the end of the course of study.

Content: Relevant, engaging, up to date and of equivalent standard to Pearson's regulated GCSE in Biology. The content is arranged in five topics:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Assessment: Non-tiered, written examinations with questions designed to be accessible to students of all abilities.

Aims and Objectives

- Learn about unifying patterns and themes in biology and use them in new and changing situations
- Acquire knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques
- Apply the principles and concepts of biology, including those related to the applications of biology, to different contexts
- Evaluate biological information, making judgements on the basis of this information
- Appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques

- Analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- Recognise the importance of accurate experimental work and reporting scientific methods in biology
- Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- Develop a logical approach to problem solving in a wider context
- Select and apply appropriate areas of mathematics relevant to biology as set out under each topic
- Prepare for more advanced courses in biology and for other courses that require knowledge of biology



SCIENCE
TRIPLE AWARD

CHEMISTRY

Qualification: IGCSE Science (Triple Award)

Exam Board: Pearson Edexcel

CHEMISTRY

Structure : The Pearson Edexcel International GCSE in Chemistry is a linear qualification. Two written examinations must be taken in the same series at the end of the course of study.

Content: Relevant, engaging, up to date and of equivalent standard to Pearson's regulated GCSE in Chemistry. The content is arranged in four topics:

- Principles of Chemistry
- Inorganic Chemistry
- Physical Chemistry
- Organic Chemistry

Assessment: Non-tiered, written examinations with questions designed to be accessible to students of all abilities.

Aims and Objectives

- Learn about unifying patterns and themes in chemistry and use them in new and changing situations
- Acquire knowledge and understanding of chemical facts, terminology, concepts, principles and practical techniques
- Apply the principles and concepts of chemistry, including those related to the applications of chemistry, to different contexts
- Evaluate chemical information, making judgements on the basis of this information
- Appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- Analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- Recognise the importance of accurate experimental work and reporting scientific methods in chemistry
- Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- Develop a logical approach to problem solving in a wider context
- Select and apply appropriate areas of mathematics relevant to chemistry as set out under each topic
- Prepare for more advanced courses in chemistry and for other courses that require knowledge of chemistry



SCIENCE
TRIPLE AWARD

PHYSICS

Qualification: IGCSE Science (Triple Award)

Exam Board: Pearson Edexcel

PHYSICS

Structure : The Pearson Edexcel International GCSE in Physics is a linear qualification. Two written examinations must be taken in the same series at the end of the course of study.

Content: Relevant, engaging, up to date and of equivalent standard to Pearson's regulated GCSE in Physics. This content is arranged into eight topics:

• Forces and motion / Electricity / Waves / Energy resources and energy transfers / Solids, liquids, and gases / Magnetism and electromagnetism / Radioactivity and particles / Astrophysics

Assessment: Non-tiered, written examinations with questions designed to be accessible to students of all abilities.

Aims and Objectives

- Learn about unifying patterns and themes in physics and use them in new and changing situations
- Acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques
- Apply the principles and concepts of physics, including those related to the applications of physics, to different contexts
- Evaluate physical information, making judgements on the basis of this information
- Appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- Analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- Recognise the importance of accurate experimental work and reporting scientific method in physics
- Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- Develop a logical approach to problem solving in a wider context
- Select and apply appropriate areas of mathematics relevant to physics as set out under each topic
- Prepare for more advanced courses in physics and for other courses that require knowledge of physics



SPANISH



Qualification: IGCSE

Exam Board: Pearson Edexcel

Course Structure:

The qualification is designed primarily for students who are studying Spanish in order to enhance their future education or employment prospects. Achievement is broadly equivalent to Levels A2 and B1 of the CEFR. Students at this level are expected to understand the main points of familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while travelling in an area where the language is spoken. The aim of the qualification is to test Spanish language competence through realistic and contextualised tasks based on authentic texts. Speaking, listening, reading and writing skills are tested through three examination papers.

Aims and Objectives

The aims and objectives of this qualification are to enable students to develop:

- Understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- The ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- The ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- Knowledge and understanding of the target language grammar and its practical application
- Knowledge and understanding of countries and communities where the target language is spoken
- Positive attitudes towards modern foreign language learning
- A suitable foundation for further study of the target language, or another language

Methods of Assessments

The Pearson Edexcel International GCSE in Spanish is a linear qualification. All units must be taken at the end of the course of study. Assessment: 100% external assessment.

- Listening 25% Externally assessed
- Speaking 25% Internally assessed - externally moderated
- Reading 25% Externally assessed
- Writing 25% Externally assessed

Outline

Spanish consists of three externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are: Home and abroad; Education and employment; Personal Life and relationships; The World around us; Social activities- fitness and health.

FREQUENTLY ASKED QUESTIONS

If different examining groups set the examinations, will subjects clash on the final examination timetable?

Examining groups work together to draw up common examination timetables to avoid possible clashes for candidates taking subjects from different boards. On the odd occasion that a clash occurs, examinations for that particular student can be reorganised without compromising the security of the examination paper.

Will students all do the same examination papers?

Some subjects offer alternative papers at different levels (known as tiers) and students will sit the paper according to their own ability. Papers are tiered so that students are exposed to questions that are set at an appropriate level of difficulty, encourage the more able to respond in depth and use appropriate language so as not to exclude students from accessing the information in the paper.

How do coursework grades tie into the final examination grade?

From the individual subject information, you will see that different subjects allocate different marks to examinations and coursework. The coursework is marked by the subject teacher but is moderated by an external examiner. Examinations are all marked by external examiners. The final percentage is arrived at according to the percentage breakdown of course and examination work for that particular subject. It is collated by external examiners and recorded as an overall final grade.



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