



# مدرسة الكويت الوطنية الإنجليزية Kuwait National English School

النقرة - شارع موسى بن نصير - دوار الفارابي - ت : ٢٢٦٥٢٤٥٧ - ٤ / ٥ / ٦ - ٢٢٦٥٦٩٠٤ - فاكس : ٢٢٦٥٢٤٥٩ - ص.ب : ٤٤٢٧٢ حولي ٣٢٠٥٧ الكويت  
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## Kuwait National English School

### IGCSE Option Booklet

# 2020-2021

## A Guide for Students & Parents





# KUWAIT NATIONAL ENGLISH SCHOOL

الوطنية الإنجليزية

مدرسة الكويت

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Dear Parents/Guardians & Students,

February 2020

In this Option Booklet, you will find information about the courses to be offered in years 10 and 11 from September 2020, for the examinations in the summer of 2022. These courses reflect the school's move to balance the requirements of the New British National Curriculum, whilst retaining the opportunity for all our students to choose from as broad a range of options as is possible. Our aim is to ensure that all students who may wish to gain the best qualifications possible and thus enable them to gain entry into our Sixth Form or to prepare them to the world of work.

The subjects fall into two broad categories; a Core Curriculum studied by all students in accordance with the British National Curriculum and Options subjects that allow students to express and develop their own interests or career choices. All students in Years 10 and 11 study English First Language, Mathematics (extended) and Physical Education. In addition, the school allows students to select six more optional subjects to study for International General Certificate of Secondary Education (IGCSE) (Cambridge Board, UK) and these may be freely chosen from the Option Choices (found at the last page of this booklet). Details of individual subjects and how they are examined follow and the last page of this booklet produce an Option Form, which should be completed and returned in accordance with the instructions.

Once students have embarked on their programme of study in Year 10, it is not normally possible for changes to be made to the subjects chosen.

I hope that you will find this booklet useful and recommend that our Year 9 students study it carefully, consult with members of staff and as a family discuss the ideas fully. Think about likes and dislikes – students are more likely to do better at subjects they enjoy. Consider their ability – it is sensible to take subjects which the students are good at. Find out which subjects are essentials for any particular career the students have in mind. Do not take a subject just because a friend is – this important process is about the future of the student! Be careful to select a broad and balanced curriculum by following advice given herein. Please take into account the advice given in order to follow the results from CAT4 predicted grades and abilities.

Please take advantage of the wide range of help available to you culminating in an Option Evening on Monday 10<sup>th</sup> February 2020. Remember, we will do everything we can to make the Options process as straightforward as is possible. Everyone from the teaching staff will be pleased to help.

Yours Sincerely,

Madame Chantal Al Gharabally  
School Director



# Accounting



## **Course description:**

The course covers an understanding of the principles and purposes of accounting in providing information systems for monitoring and decision making appropriate to the needs of individuals, business and non-trading organizations, and society as a whole. Students focus on the skills of recording, reporting, presenting and interpreting financial information.

## **Requirements of subject:**

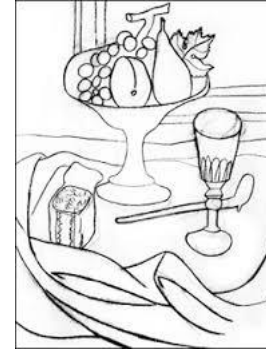
All candidates will be entered for paper 1 and paper 2 and are eligible for the awards of grades A to G.

	Duration	Description
<b>Paper 1 (30%)</b>	1 hour 45 mins	Structured question paper with 8 – 10 multiple choice questions from the whole syllabus. All the questions are compulsory.
<b>Paper 2 (70%)</b>	1 hour 45 mins	Structured question paper requiring students to prepare financial documents and give detailed analysis.

## **The Future:**

The course will be a good foundation for those pupils interested in making a career in Management, Accountancy, Banking, insurance, auditing.





# Art & Design

## Art & Design Cambridge IGCSE Art and Design (0400)

### Why take IGCSE Art and Design?

Cambridge IGCSE Art & Design encourages and develops a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art. During the course a personal and independent perspective is encouraged at all times and pupils are expected to think creatively and problems solve, it is the development of these skills that makes the Art & Design IGCSE so appealing to prospective universities and employers.

### Content

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that students can produce a personal response and play to their strengths in terms of skills and interests.

# Art & Design

The course is broken down into two components-

<b>Component 1 Coursework (50%)</b>	<b>Component 2 Externally Set Assignment (50%)</b>
<p>Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher.</p> <p>There are two parts to the coursework:</p> <ul style="list-style-type: none"><li>– a portfolio</li><li>– a final outcome.</li></ul> <p>Externally assessed out of 100 marks.</p>	<p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to.</p> <p>There are two parts to the assignment:</p> <ul style="list-style-type: none"><li>– supporting studies</li><li>– a final outcome, produced during a supervised test of 8 hours' total duration.</li></ul> <p>Externally assessed out of 100 marks.</p>

## Assessment

IGCSE Art and Design Students are expected to respond to four Assessment Objectives (AO's) in both of the course components. Each AO has a maximum mark of 25.

### AO1 Record

Record ideas, observations and insights relevant to intentions as work progresses

### AO2 Explore

Explore and select appropriate resources, media, materials, techniques and processes

### AO3 Develop

Develop ideas through investigation, demonstrating critical understanding

### AO4 Present

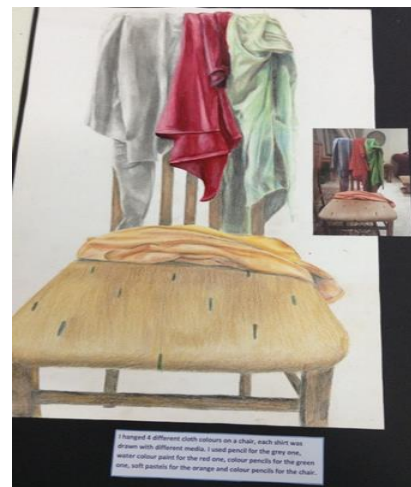
Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

# Art & Design

## Different Media

## Still-life

## Gallery

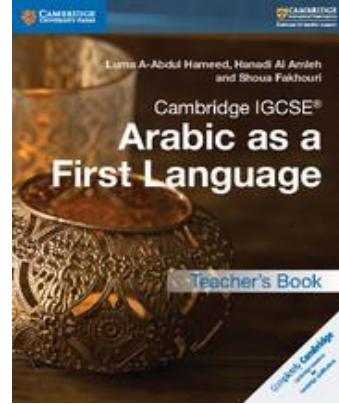


## Direct Observation

Students who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.

# Arabic

العزيمة Determination	الإرادة The Will
الشجاعة Courage	الإنجاز Achievement



## **Course Description:**

Two Arabic examinations are offered, IGCSE Arabic as a Second Language and IGCSE Arabic as a First Language.

## **IGCSE Arabic (Arabic as a Second Language)**

IGCSE Arabic is designed for students for whom Arabic is their second language. This course will be taught instead of the Ministry Arabic. This would be a useful choice for anyone who enjoys languages and would be a useful addition to your job applications later.

## **IGCSE Arabic (Arabic as a First Language)**

IGCSE Arabic is for all students for whom Arabic is their first language. It is not compulsory for the students to take IGCSE Arabic and the syllabus will not be taught as such. However, the knowledge and skills gained from following the Ministry Syllabus should be sufficient for our most able students to do very well. What follows is a breakdown of the exam requirements of both subjects. IGCSE First Language Arabic will develop students' ability to communicate accurately, appropriately and effectively. Students will be encouraged to read widely, to use relevant vocabulary, to employ correct grammar, spelling and punctuation, and to display a sense of style and audience. The syllabus will help students to understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of their first language. In addition, it will complement their other studies by developing general skills such as the ability to analyze, synthesize, and make references, order facts and present opinions.

# Arabic

All candidates will take Papers 2 and 3 and are eligible for the award of grades A\* to G

Paper 1	<p><i>Reading and Directed Writing:</i></p> <p>Part1 – There will be two passages followed by two questions. The first question will test candidates' ability to select, compare and summarize specific information from both passages. The second question will invite a response to the passages in a variety of forms, for example a selective summary, a letter, a report, a speech, a script of a conversation or broadcast, a continuation of a story, an extensive development of an idea in the passage, etc...</p> <p>Part 2- This will be a test of usage. Tasks will test candidates' control of grammatical structures and awareness of register and style.</p> <p><b><i>This paper will be worth 50% of the total marks</i></b></p>
Paper 2	<p><b><i>This paper will also be worth 50% of the total marks.</i></b></p> <p>This paper will test candidates' skills in continuous writing. A selection of nine titles will be provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose one assignment and will be advised to write 400 – 600 words.</p> <p><b><i>This paper will be worth 50% of the total marks</i></b></p>

CAMBRIDGE IGCSE ARABIC			
COMPONENT	COMPONENT TITLE	DURATION	WEIGHTING
22	Reading 22	1 h	33%
03	Speaking	15 m	33%
42	Writing 42	1 h	33%



# Islamic Studies



All Muslim students study the Islamic syllabus as specified by Ministry of Education in Kuwait. It is necessary for any Muslim student wishing to work in Kuwait to take this examination.

The topics covered during the two-year course are as follows:

1. Hadeeth Shareef
2. Islamic Research

## **Assessment:**

An examination at the end of the course

# Holy Quran



This subject can be chosen for University entrance.



		Mechanical digestion Chemical digestion Absorption
8	<b>Transport in plants</b>	Transport in plants Water uptake Transpiration Translocation
9	<b>Transport in animals</b>	Transport in animals Heart Blood and lymphatic vessels Blood
10	<b>Diseases and immunity</b>	Diseases and immunity
11	<b>Gas exchange in humans</b>	Gas exchange in humans
12	<b>Respiration</b>	Respiration Aerobic respiration Anaerobic respiration
13	<b>Excretion in humans</b>	Excretion in humans
14	<b>Coordination and response</b>	Nervous control in humans Sense organs Hormones in humans Homeostasis Tropic responses
15	<b>Drugs</b>	Drugs Medicinal drugs Misused drugs
16	<b>Reproduction</b>	Asexual reproduction Sexual reproduction Sexual reproduction in plants Sexual reproduction in humans Sex hormones in humans Methods of birth control in humans Sexually transmitted infections (STIs)
17	<b>Inheritance</b>	Inheritance Chromosomes, genes and proteins Mitosis Meiosis Monohybrid inheritance
18	<b>Variation and selection</b>	Variation Adaptive features Selection
19	<b>Organisms and their environment</b>	Energy flow Food chains and food webs Nutrient cycles Population size
20	<b>Biotechnology and genetic engineering</b>	Biotechnology and genetic engineering Biotechnology Genetic engineering
21	<b>Human influences on ecosystems</b>	Food supply Habitat destruction Pollution Conservation

**The final grade is determined by three examinations:**

Extended students take components: 21, 41 & 61. Core students take components: 11, 31 & 61

<b>Details of the assessment</b>	
<b>Core Assessment</b>	<b>Extended Assessment</b>
Paper 1 – Multiple Choice (Core) 45 mins, 40 mks	Paper 2 – Multiple Choice (Extended), 45 mins, 40 mks
Paper 3 – Theory (Core) 1 h 15 mins, 80 mks	Paper 4 – Theory (Extended), 1 h 15 mins, 80 mks
Paper 6 – Alternative to Practical Test, 1 h, 40 mks	Paper 6 – Alternative to Practical Test, 1 h, 40 mks

**Grading and reporting:**

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved.

A\* is the highest and G is the lowest.

# Business Studies



## Course Description:

IGCSE Business Studies looks at the business environment, the structure of organizations and aspects of marketing and production. The role of people in business, with attention paid to recruitment and training, and motivation and communication of the individual at work. Students not only learn about business concepts, but also enhance related skills like numeracy and enquiry. The syllabus provides both a foundation for further study at A level and an ideal preparation for the world of work.

## Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- develop an awareness of the nature and significance of innovation and change within the context of business activities
- acquire a foundation for further study of business or other subjects



# Business Studies

## Content overview

### 1 Understanding business activity

This section introduces the underlying ideas and concepts of business and includes the purpose and nature of business activity and how businesses can be classified. Enterprise and entrepreneurs, and why some businesses grow while others remain small are further important issues. How business size can be measured, types of business organisation, business objectives and stakeholder objectives are the concluding topics.

### 2 People in business

The focus is the functional area of human resources and includes the importance and methods of motivating a workforce. How businesses are organised and managed and the methods of recruitment, selection and training of employees are also considered. Finally, the section covers the importance and methods of effective internal and external communication.

### 3 Marketing

This section includes the role of marketing, the distinctions between niche and mass markets and the techniques of market segmentation. The methods and importance of market research are covered. The central role of the marketing mix, i.e. the four Ps, is made clear. Marketing strategies to influence consumer decisions at home and in new foreign markets are the final topics in this section.

### 4 Operations management

The focus is the functional area of production and includes the meaning and methods of production and how productivity can be increased. The different costs of production and break-even analysis are covered. The section concludes with the importance and methods of achieving quality in the production process and location decisions of businesses.

### 5 Financial information and decisions

This finance and accounting section covers the need for and sources of business finance, cash-flow forecasting and working capital. Simple income statements are covered as well as statements of financial position and the analysis of accounts including why and how accounts are used.

### 6 External influences on business activity

This section focuses on different external influences on business activity and how these impact on a business. It includes government influences on economic, environmental and ethical issues and how they impact on the functional areas of businesses. In addition, the international economy including globalisation and its effects on businesses and governments, multinational businesses and exchange rates are important issues. Legal constraints are an external influence to be considered but these influences are covered in the relevant functional areas above, as well as in this last section.

## Examinations

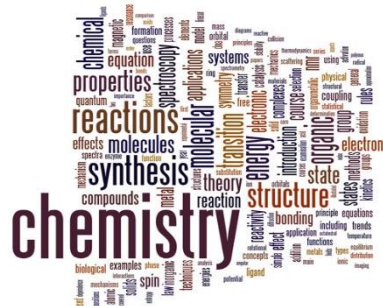
All students entered for paper 11 and paper 21 and are eligible for awards of grades A to G

Paper 11	1 hour 30 minutes, Short Answer/Structured Response (50%) A paper containing short short-answer questions and structured/data response questions. All questions are compulsory.
Paper 21	1 hour 30 minutes, Case Study (50%) Candidates will be presented with a business case study or problem, and required to answer questions arising from it.

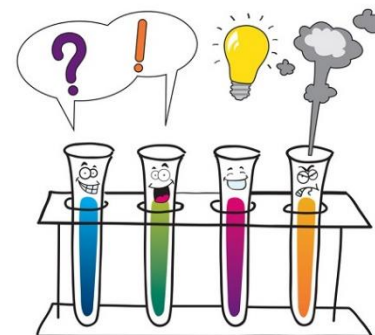
**Grading and reporting:** Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE. A\* is the highest and G is the lowest

# Chemistry

## PERIODIC TABLE OF ELEMENTS



1A	2A											3A	4A	5A	6A	7A	8A
1 H Hydrogen	2 He Helium											3 B Boron	4 C Carbon	5 N Nitrogen	6 O Oxygen	7 F Fluorine	8 Ne Neon
3 Li Lithium	4 Be Beryllium	5B B	6B C	7B N	8B O	9B F	10B Ne	11 Na Sodium	12 Mg Magnesium	13 Al Aluminum	14 Si Silicon	15 P Phosphorus	16 S Sulfur	17 Cl Chlorine	18 Ar Argon		
19 K Potassium	20 Ca Calcium	21 Sc Scandium	22 Ti Titanium	23 V Vanadium	24 Cr Chromium	25 Mn Manganese	26 Fe Iron	27 Co Cobalt	28 Ni Nickel	29 Cu Copper	30 Zn Zinc	31 Ga Gallium	32 Ge Germanium	33 As Arsenic	34 Se Selenium	35 Br Bromine	36 Kr Krypton
37 Rb Rubidium	38 Sr Strontium	39 Y Yttrium	40 Zr Zirconium	41 Nb Niobium	42 Mo Molybdenum	43 Tc Technetium	44 Ru Ruthenium	45 Rh Rhodium	46 Pd Palladium	47 Ag Silver	48 Cd Cadmium	49 In Indium	50 Sn Tin	51 Sb Antimony	52 Te Tellurium	53 I Iodine	54 Xe Xenon
55 Cs Cesium	56 Ba Barium	57-71 Lanthanides	72 Hf Hafnium	73 Ta Tantalum	74 W Tungsten	75 Re Rhenium	76 Os Osmium	77 Ir Iridium	78 Pt Platinum	79 Au Gold	80 Hg Mercury	81 Tl Thallium	82 Pb Lead	83 Bi Bismuth	84 Po Polonium	85 At Astatine	86 Rn Radon
87 Fr Francium	88 Ra Radium	89-103 Actinides	104 Rf Rutherfordium	105 Db Dubnium	106 Sg Seaborgium	107 Bh Bohrium	108 Hs Hassium	109 Mt Meitnerium	110 Ds Darmstadtium	111 Rg Roentgenium	112 Cn Copernicium	113 Nh Nihonium	114 Fl Flerovium	115 Uup Ununpentium	116 Lv Livermorium	117 Uus Ununseptium	118 Uuo Ununoctium



## Course Description

The work to be covered at IGCSE includes the following: Atomic Structure, Bonding and the Structure of Matter, Chemical Calculations, Electricity and Chemistry, Chemical Energy, Rates of Reaction, Reversible Reactions, Redox, Analysis of Gases and Ions, Metal, Reactions of metals, Organic Chemistry, Sulphur, Air, Water and Carbonates.

## Aims

The aims are to:

- provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- enable learners to acquire sufficient knowledge and understanding to: – become confident citizens in a technological world and develop an informed interest in scientific matters – be suitably prepared for studies beyond Cambridge IGCSE
- allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
- develop skills that: – are relevant to the study and practice of chemistry – are useful in everyday life – encourage a systematic approach to problem solving – encourage efficient and safe practice – encourage effective communication through the language of science
- develop attitudes relevant to chemistry such as: – concern for accuracy and precision – objectivity – integrity – enquiry – initiative – inventiveness
- enable learners to appreciate that: – science is subject to social, economic, technological, ethical and cultural influences and limitations – the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

# Chemistry

Year 10 & 11 chemistry (Cambridge IGCSE Chemistry)		
	CONTENT OVERVIEW	SUBJECT CONTENT
1	<b>The particulate nature of matter</b>	The particulate nature of matter
2	<b>Experimental techniques</b>	Measurement Purity Methods of purification
3	<b>Atoms, elements and compounds</b>	Atomic structure and the Periodic Table Structure and bonding
4	<b>Stoichiometry</b>	Stoichiometry The mole concept
5	<b>Electricity and chemistry</b>	Electricity and chemistry
6	<b>Chemical energetics</b>	Energetics of a reaction Energy transfer
7	<b>Chemical reactions</b>	Physical and chemical changes Rate (speed) of reaction Reversible reactions Redox
8	<b>Acids, bases and salts</b>	The characteristic properties of acids and bases Types of oxides Preparation of salts Identification of ions and gases
9	<b>The Periodic Table</b>	The Periodic Table Periodic trends Group properties Transition elements Noble gases
10	<b>Metals</b>	Properties of metals Reactivity series Extraction of metals Uses of metals
11	<b>Air and water</b>	Water Air Nitrogen and fertilisers Carbon dioxide and methane
12	<b>Sulfur</b>	Sulfur
13	<b>Carbonates</b>	Carbonates
14	<b>Organic chemistry</b>	Names of compounds Fuels Homologous series Alkanes Alkenes Alcohols Carboxylic acids Polymers



# Chemistry

## Assessment Details

All candidates enter three Papers: Paper 11 or 21 (multiple choice), one from either Paper 31 (core theory) or Paper 41 (Extended theory); all candidates must take a practical paper, Paper 6 (Alternative to Practical).

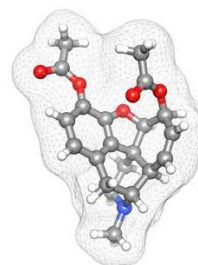
Candidates who have only studied the Core curriculum or are expected to achieve below a D should be entered for Paper 31. Able candidates who have also studied the Extended curriculum should be entered for Paper 41

Details of the assessment	
Core Assessment	Extended Assessment
Paper 1 – Multiple Choice (Core) 45 mins, 40 mks	Paper 2 – Multiple Choice (Extended), 45 mins, 40 mks
Paper 3 – Theory (Core) 1 h 15 mins, 80 mks	Paper 4 – Theory (Extended), 1 h 15 mins, 80 mks
Paper 6 – Alternative to Practical Test, 1 h, 40 mks	Paper 6 – Alternative to Practical Test, 1 h, 40 mks

## Grading and reporting:

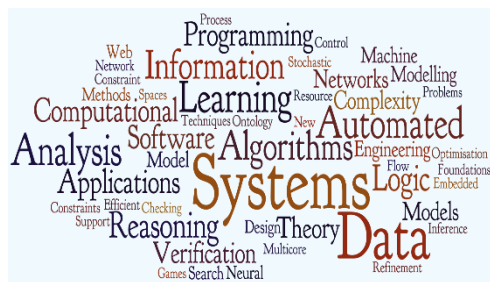
Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved.

A\* is the highest and G is the lowest.





# Computer Science



## TOP JOBS FOR COMPUTER SCIENCE DEGREE HOLDERS

1. Software Applications Developer
2. Computer Systems Analyst
3. Computer Programmer
4. Network Systems Administrator
5. Database Administrator
6. Computer Systems Engineers
7. Software Quality Assurance Engineer
8. Web Developer
9. Computer User Support Specialist
10. Information Security Analyst

## Course Description

Computer Science is a discipline that spans theory and practice. It requires thinking both in abstract terms and in concrete terms. The practical side of computing can be seen everywhere. Nowadays, practically everyone is a computer user, and many people are even computer programmers. Getting computers to do what you want them to do requires intensive hands-on experience. But computer science can be seen on a higher level, as a science of problem solving. Computer scientists must be adept at modeling and analyzing problems. They must also be able to design solutions and verify that they are correct. Problem solving requires precision, creativity, and careful reasoning. Computer science also has strong connections to other disciplines. Many problems in science, engineering, health care, business, and other areas can be solved effectively with computers, but finding a solution requires both computer science expertise and knowledge of the particular application domain. Thus, computer scientists often become proficient in other subjects.

## Aims

The aims are to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language.



# Computer Science

## Content overview:

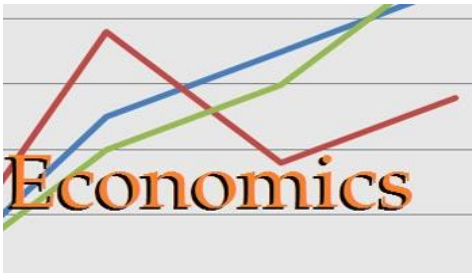
Sections	Topics
<p><b>Section 1</b></p> <p><b>Theory of computer science</b></p>	<p><b>Data representation</b></p> <ul style="list-style-type: none"> <li>- Binary systems</li> <li>- Hexadecimal</li> <li>- Data storage</li> </ul> <p><b>Communication and Internet technologies</b></p> <ul style="list-style-type: none"> <li>- Data transmission</li> <li>- Security aspects</li> <li>- Internet principles of operation</li> </ul> <p><b>Hardware and software</b></p> <ul style="list-style-type: none"> <li>- Logic gates</li> <li>- Computer architecture and the fetch-execute cycle</li> <li>- Input devices</li> <li>- Output devices</li> <li>- Memory, storage devices and media</li> <li>- Operating systems</li> <li>- High- and low-level languages and their translators</li> </ul> <p><b>Security</b></p> <p><b>Ethics</b></p>
<p><b>Section 2</b></p> <p><b>Practical problem-solving and programming</b></p>	<p><b>Algorithm design and problem-solving</b></p> <ul style="list-style-type: none"> <li>- Problem-solving and design</li> <li>- Pseudocode and flowcharts</li> </ul> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>- Programming concepts</li> <li>- Data structures; arrays</li> </ul> <p><b>Databases</b></p>

## Assessment overview:

All candidates take two papers.

<p>Paper 1 (1 hour 45 minutes) Theory 60% 75 marks</p> <p>Short-answer and structured questions. All questions are compulsory No calculators are permitted Externally assessed</p>	<p>Paper 2 (1 hour 45 minutes) Problem-solving and Programming 40% 50 marks</p> <p>Short-answer and structured questions All questions are compulsory 20 marks are from questions set on the pre-release material No calculators are permitted Externally assessed</p>
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# Economics



## Course Description

### **ECONOMICS:**

The course covers the knowledge and understanding of economic terminology, principles and elementary economic theory. The subject helps to distinguish between facts and value judgments in economics issues in order to understand the world in which we live. Focus on economies of developed and developing nations and other economic indicators.

### **Aims**

The aims are to enable students to:

- know and understand economic terminology, concepts and theories
- use basic economic numeracy and interpret economic data
- use the tools of economic analysis
- express economic ideas logically and clearly in a written form
- apply economic understanding to current economic issues.

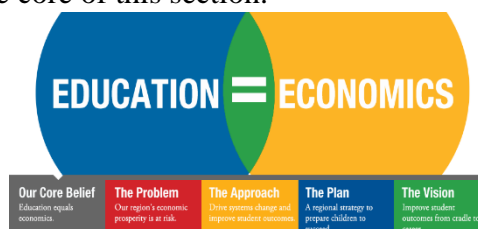
### **Content overview**

#### **The basic economic problem**

The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

#### **The allocation of resources**

The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.



# Economics

## Microeconomic decision makers

The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

## Government and the macroeconomy

Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

## Economic development

As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

## International trade and globalisation

The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

## Assessment overview

All candidates take two components, Paper 1 and Paper 2.

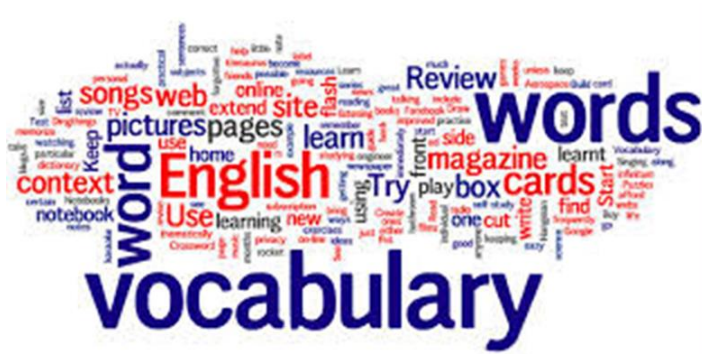
<b>Paper 1</b> 45 minutes, Multiple Choice, 30% , 30 marks  Candidates answer all 30 questions Externally assessed	<b>Paper 2</b> 2 hours 15 minutes, Structured Questions, 70%, 90 marks.  Candidates answer one compulsory question and three questions from a choice of four. Externally assessed
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## The Future:

The course will be a good foundation for those pupil interested in making a career in Management, Banking and Insurance.



# FIRST LANGUAGE English



The course is designed for teaching students to communicate accurately, appropriately and effectively in speech and writing. A further aim is to expose students to a wide variety of writing styles, both literary and non-literary, and to develop their appreciation of language. Students will be stimulated to further their reading and to put into practice their own creative writing skills.

## Year 10 & 11 First Language English (Cambridge IGCSE English)

Content overview Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences. Candidates will develop both their speaking and their listening skills, delivering a presentation, and responding to questions and engaging in conversations. Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

<b>Year 10 &amp; 11 First Language English (Cambridge IGCSE English)</b>	
<b>SUBJECT CONTENT</b>	<b>The skills covered are outlined below</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of written texts, and of the words and phrases within them</li> <li>• Summarise and use material for a specific context</li> <li>• Develop, analyse and evaluate facts, ideas and opinions</li> <li>• Demonstrate understanding of how writers achieve their effects and influence readers</li> <li>• Select appropriate information for specific purposes</li> <li>• Recognise and respond to linguistic devices, figurative language and imagery</li> </ul> <p>In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.</p>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Express what is thought, felt and imagined</li> <li>• Organise and convey facts, ideas and opinions effectively</li> <li>• Demonstrate a varied vocabulary appropriate to the context</li> <li>• Demonstrate an effective use of sentence structures</li> <li>• Demonstrate an understanding of audience, purpose and form</li> <li>• Demonstrate accuracy in spelling, punctuation and grammar.</li> </ul> <p>As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.</p>

# FIRST LANGUAGE English

<b>Speaking and listening</b>	<ul style="list-style-type: none"><li>• Describe and reflect on experience, and express what is thought, felt and imagined</li><li>• Organise and convey facts, ideas and opinions effectively</li><li>• Understand and convey complex ideas</li><li>• Communicate with clarity, focus and purpose</li><li>• Communicate appropriately for the context</li><li>• Engage appropriately in conversation.</li></ul> <p>Candidates should explore a range of speaking and listening skills, including the ability to participate in engaging conversations and to respond spontaneously to questions and prompts. This study should include focus on presentation skills in employing and organising content, and language devices, such as irony, tone and emphasis.</p>
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<b>Year 10 &amp; 11 First Language English (Cambridge IGCSE English)</b>	
<b>Details of the assessment</b>	
<b>Paper 11</b>	Paper 1 Reading Written paper, 2 hrs, 80 mks
<b>Paper 21</b>	Paper 2 Directed Writing and Composition: Written paper, 2 hrs, 80 mks
<b>Paper 04</b>	Component 4 Speaking and Listening Test: Individual Talk and Conversation, approximately 10–12 mins in total, 40 mks

## **Grading and reporting**

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved.  
A\* is the highest and G is the lowest.

# ENGLISH AS A SECOND LANGUAGE

## Year 10 & 11 English as a Second Language (Cambridge IGCSE English as a Second Language)

<b>Year 10 &amp; 11 English as a Second Language (Cambridge IGCSE English as a Second Language)</b>	
<b>SUBJECT CONTENT</b>	<b>The skills covered are outlined below</b>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• understand factual information and ideas from a range of texts, e.g. leaflets, articles, blogs and webpages</li> <li>• identify relevant information and select correct details from a range of texts</li> <li>• identify ideas, opinions and attitudes from a range of texts and understand the connections between them</li> <li>• show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention</li> </ul> <ul style="list-style-type: none"> <li>• understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and webpages</li> <li>• identify relevant information and select correct details from a wide range of texts</li> <li>• identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them</li> <li>• understand what is implied but not directly stated, e.g. gist, purpose and intention</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• communicate factual information and ideas with appropriate expansion</li> <li>• select and organise relevant information and ideas into paragraphs and use appropriate linking devices</li> <li>• respond to a written stimulus and show awareness of appropriate register and style/ format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review</li> <li>• produce written texts with an adequate range of language structures (i.e. grammatical and lexical)</li> <li>• produce written texts that show good control of punctuation and spelling</li> </ul> <ul style="list-style-type: none"> <li>• communicate factual information, abstract ideas and arguments with good expansion</li> <li>• select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices</li> <li>• respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review</li> <li>• produce written texts with a wide range of language structures (i.e. grammatical and lexical)</li> <li>• produce written texts that show very good control of punctuation and spelling</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Understand factual information and ideas from a range of sources, e.g. recorded phone messages, announcements, dialogues, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented.</li> <li>• identify relevant information and select correct details from a range of sources</li> <li>• identify ideas, opinions and attitudes from a range of sources and understand the connections between them</li> <li>• show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention</li> </ul> <ul style="list-style-type: none"> <li>• Understand factual information, abstract ideas and arguments from a wide range of sources, e.g. recorded phone messages, announcements, dialogues, informal conversations, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented.</li> <li>• identify relevant information and select correct details from a wide range of sources</li> <li>• identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them</li> <li>• understand what is implied but not directly stated, e.g. gist, purpose and intention</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• communicate factual information and ideas with some expansion</li> <li>• organise and link ideas with appropriate linking devices</li> <li>• engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience</li> <li>• produce responses with an adequate range of language structures (i.e. grammatical and lexical)</li> <li>• produce responses that show sufficient control of pronunciation and intonation</li> </ul> <ul style="list-style-type: none"> <li>• communicate factual information, abstract ideas and arguments with good expansion</li> <li>• organise and link ideas with a range of appropriate linking devices</li> <li>• engage in a conversation on a wide range of topics, e.g. natural environment, arts, science and global issues</li> <li>• produce responses with a wide range of language structures (i.e. grammatical and lexical)</li> <li>• produce responses that show good control of pronunciation and intonation</li> </ul>

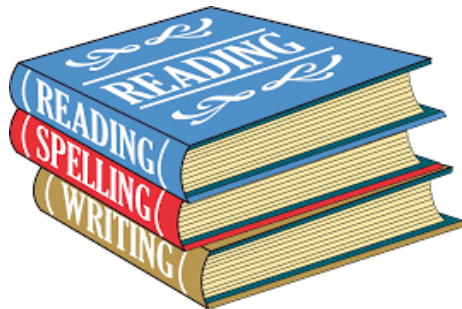
# ENGLISH AS A SECOND LANGUAGE

Year 10 & 11 English as a Second Language (Cambridge IGCSE English as a Second Language)	
Details of the assessment	
<b>Paper 21</b>	<b>Paper 2</b> Reading and Writing (Extended) Written paper, 2 hours 80 marks
<b>Paper 41</b>	<b>Paper 4</b> Listening (Extended) Written paper, approximately 50 minutes 40 marks
<b>Paper 51</b>	<b>Component 5</b> Speaking test, approximately 10–15 minutes Assessed conversation 6–9 minutes 30 marks

## Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved.

A\* is the highest and G is the lowest.





# Additional English



## Course Description

The English Language Skills class is designed to support mainstream students with supplemental English Language to improve literacy.

The curriculum addresses such basic fluency skills as: mastering alphabet sounds, both long and short, identifying and pronouncing sound blends to improve word attack skills and expanding site word vocabulary through the use of flash cards.

Additionally, writing exercises are designed to improve areas such as subject and verb agreement, present, past, and future tense knowledge and expansion of reading comprehension through the use of the dictionary and thesaurus.

There is no examination taken

English as an Additional Language



English as an  
Additional  
Language  
**EAL**

# English Literature



## Course Description

This course is centred around the study of set texts covering the three genre: drama, prose and poetry. Its primary aim is the development of a student's critical faculties. In order to benefit from such a course, students need to have a high level of general English, and also to be sensitive and actively responsive to what they read.

## Aims

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

## Set Texts

A selection of Prose, Drama and Poetry will be studied. Candidates must answer questions on three different texts covering each genre.

Texts may be taken into the examination room but must be unmarked.

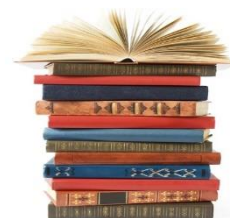
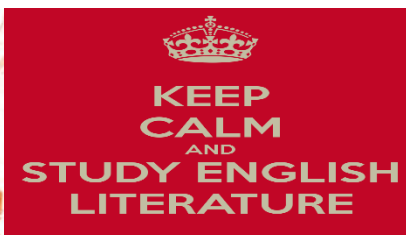
This is applicable to paper 3.

## Content overview

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

## The Future

Used as an entrance qualification by some universities. Leads on to an Arts degree with a wide variety of openings. More important the study of English Literature makes for a more rounded individual and leads to an appreciation of literature and the theatre





# FOREIGN LANGUAGES

convince, to communicate as accurate as possible, and should make use of a variety of idiom, vocabulary, structures and appropriate tenses. There are 2 writings. The first writing has 2 choices (you choose one). The second writing is given on a specific topic

## Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken.

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

## Assessment overview

All candidates take all four papers.

Candidates will be eligible for grades A\* to G.

All candidates take:	
<b>Paper 1</b>	<b>Approximately 45 minutes Listening 25% 40 marks</b> Candidates listen to a number of recordings and answer multiple-choice and matching questions. Externally assessed
<b>Paper 2</b>	<b>1 hour Reading 25% 45 marks</b> Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers. Externally assessed
<b>Paper 3</b>	<b>Approximately 10 minutes Speaking 25% 40 marks</b> Candidates complete one role play and conversations on two topics. Internally assessed and externally moderated
<b>Paper 4</b>	<b>1 hour Writing 25% 45 marks</b> Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. Externally assessed



# FOREIGN LANGUAGES

## **The Future:**

Any foreign language is important to anyone who will follow a career involving travel and or international business. This covers everything from scientific to business careers. In a world in which it is so easy to travel, a command of more than one language could make all the difference in job interviews.

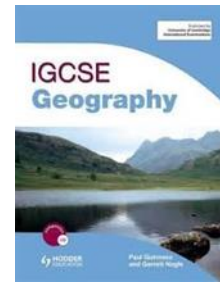
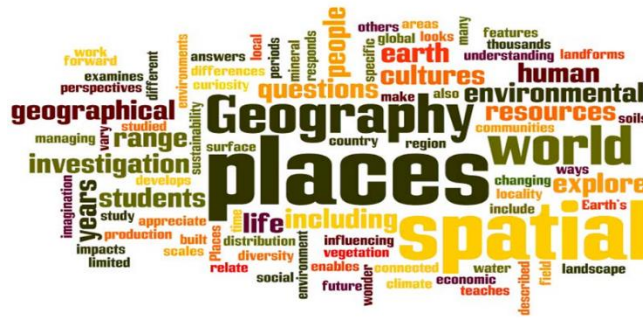
## **A WORLD LANGUAGE.**

More than 220 million people speak French on the five continents. The OIF, an international organization of French-speaking countries, comprises 77 member states and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world. France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners.

## **A LANGUAGE FOR THE JOB MARKET.**

The ability to speak French is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium and the continent of Africa). As the world's fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

# Geography



## Aims

The aims are to enable students to:

- an understanding of location on a local, regional and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment
- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

## Content overview

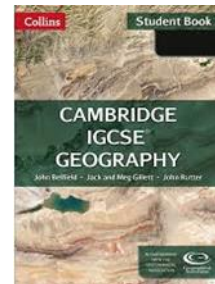
The syllabus is divided into three themes:

Theme 1: Population and settlement

Theme 2: The natural environment

Theme 3: Economic development.

The themes are designed to develop an understanding of natural and human environments.



## Assessment overview

All candidates take three papers.

All candidates take Paper 1 and Paper 2, and either Component 3 or Paper 4.



<b>Paper 1</b>	1 hour 45 minutes Geographical Themes 45% 75 marks, weighted to 100 marks Candidates answer three questions, each worth 25 marks. Candidates must answer one question from each section Externally assessed
<b>Paper 2</b>	1 hour 30 minutes Geographical Skills 27.5% 60 marks Candidates answer all the questions Externally assessed
<b>Paper 4</b>	1 hour 30 minutes Alternative to Coursework 27.5% 60 marks Candidates answer two compulsory questions, completing a series of written tasks Externally assessed



# Geography

## Assessment objectives

The assessment objectives are:

### **Knowledge with understanding**

Candidates should be able to demonstrate knowledge and understanding of:

- the wide range of processes, including human actions, contributing to the development of
  - (a) physical, economic and social environments and their effects on the landscape
  - (b) spatial patterns and interactions which are important within these environments
- the relationships between human activity and the environment
- the importance of scale (whether local, regional or global)
- the changes which occur through time in places, landscapes and spatial distribution.

### **Skills and analysis**

Candidates should be able to:

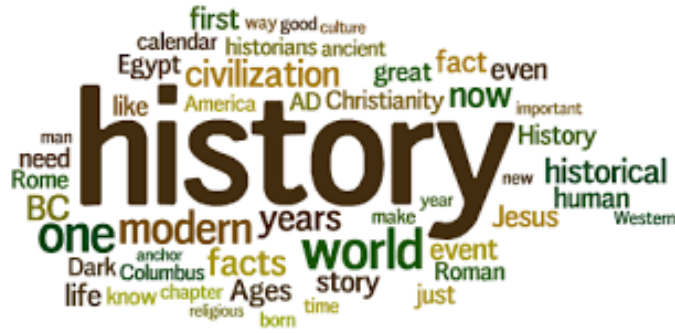
- interpret and analyse geographical data
- use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form
- use geographical data to recognise patterns in such data and to deduce relationships
- select and show understanding of techniques for observing and collecting data
- select and use techniques for organising and presenting data.

### **Judgement and decision-making**

Through their geographical training, candidates should be able to:

- reason and make judgements and decisions, including evaluation and conclusions, which demonstrate, where appropriate
  - (a) an appreciation of the attitudes, values and beliefs of others in issues which have a geographical dimension
  - (b) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions
  - (c) a willingness to review their own attitudes in the light of the views of others and new knowledge acquired
- make judgements and decisions and recognise how these are made within a geographical context as affected and constrained by
  - (a) the physical and human contexts in which decisions are made
  - (b) the values and perceptions of differing groups or individuals
  - (c) the choices available to decision-makers
  - (d) the increasing level of global interdependence and the need for sustainable development.

# HISTORY



## Aims

To stimulate interest in and enthusiasm about the past

Promote the acquisition of knowledge and understanding of human activity in the past

Ensure that a pupil's knowledge is found in understanding the nature and use of historical evidence

Promote an understanding of the nature of cause and consequence, continuity and change and similarity and difference.

Provide a sound basis for further study and the pursuit of personal interest

Encourage international understanding

Encourage the development of linguistic and communication skills

## Content overview

All candidates study all the Core Content in either:

### **Option A**

#### **The nineteenth century: the development of modern nation states, 1848–1914**

The content focuses on the following Key Questions:

- Were the Revolutions of 1848 important?
- How was Italy unified?
- How was Germany unified?
- Why was there a civil war in the United States and what were its results?
- Why, and with what effects, did Europeans expand their overseas empires in the nineteenth century?
- What caused the First World War?

**or:**

### **Option B**

#### **The twentieth century: international relations since 1919**

The content focuses on the following Key Questions:

- Were the peace treaties of 1919–23 fair?



- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

**In addition, all candidates must also study at least one of the following Depth Studies:**

- The First World War, 1914–18
- Germany, 1918–45
- Russia, 1905–41
- The United States, 1919–41
- China, c.1930–c.1990
- South Africa, c.1940–c.1994
- Israelis and Palestinians since 1945

**Assessment overview**

All candidates take three components. All candidates take Paper 1 and Paper 2, and choose either Component 3 or Paper 4.

<b>Paper 1</b>	<b>2 hours Written paper 40% 60 marks</b>  Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Studies) All questions are in the form of structured essays, split into three parts: (a), (b) and (c) Externally assessed
<b>Paper 2</b>	<b>2 hours Written paper 33% 50 marks</b>  Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session. Externally assessed
<b>Paper 4</b>	<b>1 hour Alternative to Coursework – 27% Written paper 40 marks</b>  Candidates answer one question on a Depth Study Externally assessed

# MATHEMATICS (Extended/Core)



Mathematics is compulsory up to IGCSE level.

## AIMS

The aims are to enable students to:

- Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment;
- Read mathematics, and write and talk about the subject in a variety of ways;
- Develop a feel for number, carry out calculations and understand the significance of the results obtained;
- Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
- Solve problems, present the solutions clearly, check and interpret the results;
- Develop an understanding of mathematical principles;
- Recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
- Use mathematics as a means of communication with emphasis on the use of clear expression;
- Develop an ability to apply mathematics in other subjects, particularly science and technology;
- Develop the abilities to reason logically, to classify, to generalize and to prove;

# MATHEMATICS (Extended/Core)

- Appreciate patterns and relationships in mathematics;
- Produce and appreciate imaginative and creative work arising from mathematical ideas;
- Develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, Including extended pieces of work of a practical and investigative kind;
- Appreciate the interdependence of different branches of mathematics;
- Acquire a foundation appropriate to their future study of mathematics and of other disciplines.

## Course Description

The IGCSE Mathematics course will build on the foundation already laid down in Years 7, 8 and 9. It will extend the student's knowledge and understanding of Number, Shape, Geometry and Data Handling.

This is a course for the more able mathematician, those who may wish to go on to study mathematics at A/S or A-level. Grade B or higher is necessary to be able to study at advanced level.

<b>Year 10 &amp; 11 Mathematics (Cambridge IGCSE Mathematics)</b>	
<b>CONTENT OVERVIEW</b>	All candidates will study the following topics:
<b>Number</b>	Number
<b>Algebra</b>	Algebra and graphs
	Coordinate geometry
<b>Shape and space</b>	Geometry
	Mensuration
	Trigonometry
	Vectors and transformations
<b>Probability and statistics</b>	Probability
	Statistics

## Assessment overview (Cambridge):

The course is assessed by two exams at the end of two years study. There is no coursework element. There is no choice of questions all must be attempted. Syllabus assumes that candidates will possess electronic calculator for both papers.

<b>Core candidates take:</b>	<b>Extended candidates take:</b>
<b>Paper 1 (Core)</b> , 1 hour, 35% 56 marks Short-answer questions	<b>Paper 2 (Extended)</b> , 1 hour 30 minutes, 35% 70 marks Short-answer questions
<b>Paper 3 (Core)</b> 2 hours, 65% 104 marks Structured questions	<b>Paper 4 (Extended)</b> , 2 hours 30 minutes, 65% 130 marks Structured questions

# MATHEMATICS (Extended/Core)



Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved. A\* is the highest and G is the lowest.

## Assessment overview (Edexcel):

Assessment requirements (Edexcel):

Paper number	Level	Assessment information	Number of marks allocated in the paper
Paper 1F	Foundation	Assessment through a 2 hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 5 – 1.	100
Paper 2F	Foundation	Assessment through a 2hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 5 – 1.	100
Paper 1H	Higher	Assessment through a 2 hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 9 – 4 with 3 allowed.	100
Paper 2H	Higher	Assessment through a 2hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 9 – 4 with 3 allowed.	100

## Sample assessment materials:

Sample papers and mark schemes can be found in the Pearson Edexcel International GCSE in Mathematics Sample Assessment Materials (SAMs) document.

## The Future

Mathematics is required as an entry qualification for almost all Universities and College courses and is particularly useful for financial, business, any Science based jobs, and engineering careers.

# PHYSICAL EDUCATION



## Aim

The aim of the Cambridge IGCSE course is to develop the students' knowledge and understanding of sport through theory and practical lessons.

The **theory** component of the course contributes **40%** of the final marks. There are three units to be covered: factors affecting performance, health, safety and training and reasons and opportunities for participation in physical activity. Homework is issued weekly as a means to evaluate pupil progress.

**Note: there are many cross curricular links with Biology lessons**

The final assessment for the course is a 1 hour 45 minute exam taken at the end of Year 11. It comprises of two sections:

Section A – short answer questions on the three units

Section B – three longer, structured questions, one from each of the units studied.

The **practical** element of the course contributes **60%** of the final mark. Students will be assessed in **4** activities (**2** of which will be Swimming and Personal Survival) for **50%** of their total marks.

**Note: All practical performances will be videoed and externally moderated.**

Practical Activities assessed throughout the course are:

Water Based: Swimming, Personal Survival

Net Sports: Badminton

Invasion Games: Basketball, Football, Volleyball

The remaining **10%** of the practical mark is gained by completing an Analysis and Improvement of performance in one of the assessed practical activities. This is a detailed written task explaining their knowledge and understanding of the activity observed.

It is important that students recognise that they will be assessed in core and iGCSE practical lessons. Students must make the most of every opportunity to participate in all activities to increase their assessment grade - this would include after school clubs, school teams and sports clubs outside of school.





# PHYSICS

- Manipulate numerical and other data;
- Use information to identify patterns, report trends and draw references;
- Present reasoned explanations for phenomena, patterns and relationships;
- Make predictions and hypothesis;

Solve problems, including some of a quantitative nature.

These skills cannot be precisely specified in the Curriculum Content because questions testing such skills are often based on information, which is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts that are within the syllabus and apply them in a logical, deductive manner to a novel situation. Questions testing these skills will often begin with one of the following words: *predict, suggest, calculate or determine*.

## C. EXPERIMENTAL SKILLS AND INVESTIGATIONS

Students should be able to

- Use techniques, apparatus and materials (including the following of a sequence of instructions where appropriate);
- Make and record observations and measurements;
- Interpret and evaluate experimental observations and data;

Plan and carry out investigations, evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and materials).

Year 10 & 11 Physics (Cambridge IGCSE Physics)		
	CONTENT OVERVIEW	SUBJECT CONTENT
1	<b>General physics</b>	Length and time Motion Mass and weight Density Forces Momentum Energy, work and power Pressure
2	<b>Thermal physics</b>	Simple kinetic molecular model of matter Thermal properties and temperature Thermal processes
3	<b>Properties of waves, including light and sound</b>	General wave properties Light Electromagnetic spectrum Sound
4	<b>Electricity and magnetism</b>	Simple phenomena of magnetism Electrical quantities Electric circuits Digital electronics Dangers of electricity Electromagnetic effects
5	<b>Atomic physics</b>	The nuclear atom Radioactivity

# PHYSICS

## **Assessment Details**

<b>Details of the assessment</b>	
<b>Core Assessment</b>	<b>Extended Assessment</b>
Paper 1 Multiple Choice (Core) 45 mins, 40 mks	Paper 2 Multiple Choice (Extended), 45 mins, 40 mks
Paper 3 Theory (Core) 1 h 15 mins, 80 mks	Paper 4 Theory (Extended), 1 h 15 mins, 80 mks
Paper 6 Alternative to Practical Test, 1 h, 40 mks	Paper 6 Alternative to Practical Test, 1 h, 40 mks

## **Grading and reporting:**

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved.

A\* is the highest and G is the lowest.





# SOCIOLOGY

## **The Future:**

Studying sociology opens up a wide range of careers in areas such as welfare, education, social research, and local and central government. Employers include:

- law firms
- local and central government
- media companies
- schools, colleges and universities
- Social and market research organisations.



# مدرسة الكويت الوطنية الإنجليزية Kuwait National English School

النقرة - شارع موسى بن نصير - دوار الفارابي - ت : ٢٢٦٥٢٤٥٧ - ٥ / ٥ / ٦ - ٢٢٦٥٢٤٥٩ - فاكس : ٢٢٦٥٢٤٥٩ - ص.ب : ٤٤٢٧٣ حولي ٢٢٠٥٧ الكويت  
Al-Nugra - Mousa Bin Nusseir St. - Al-Farabi Roundabout - Tel. : 22656904 / 5 / 6 - 22652457 - Fax : 22652459 - P.O.Box : 44273 Hawally 32057  
E-mail : knes@knes.edu.kw - www.knes.edu.kw

## OPTION COLUMN YEAR 10 (2020/2021)

<b>First Name:</b> .....	<b>Family Name:</b> .....
<b>Form:</b> .....	<b>Date of Birth:</b> .....

### I. Languages, Mathematics and Ministry requirement

Please note that English First Language, Mathematics (extended), Arabic/Islamic/Quraan (Ministry) and Physical Education (P.E.) are compulsory.

### II. Humanities, Social Sciences, Science, Creative, Technical and Vocational:

Choose one subject in each row and Circle the subject of your choice.

<b>Option 1</b>	<b>FRENCH</b>	<b>BUSINESS STUDIES</b>	<b>BIOLOGY</b>
<b>Option 2</b>	<b>ECONOMICS</b>	<b>GEOGRAPHY</b>	<b>CHEMISTRY</b>
<b>Option 3</b>	<b>BIOLOGY</b>	<b>SOCIOLOGY</b> <b>ARABIC (IGCSE)</b>	<b>COMPUTER SCIENCE</b>
<b>Option 4</b>	<b>ACCOUNTING</b>	<b>ART &amp; DESIGN</b>	<b>PHYSICS</b>
<b>Option 5</b>	<b>CHEMISTRY</b>	<b>COMPUTER SCIENCE</b>	<b>BUSINESS STUDIES</b>
<b>Option 6</b>	<b>PHYSICS</b>	<b>ENGLISH LITERATURE</b> <b>ARABIC (IGCSE)</b>	<b>HISTORY</b>

#### Note:

- Entry for IGCSE is by individual subject. Candidates may enter one or more subjects. The IGCSE examination is generally available in June. November is for retakes only.
- Registration for external examinations (IGCSE) is at the discretion of the school Director/Head of Centre.
- International Certificate of Education (ICE), is a group of IGCSE examination subjects who by virtue of their choice of IGCSE entries fulfil the criteria for ICE in one sitting, will automatically be considered for the award of ICE.
- Please return the Option form to your Tutor as soon as possible after reading the booklet carefully, talking with your teachers and attending the "Year 9 Option evening" with your parent. If your form is late, your choices may already be full so please be prompt.
- This form must be signed and dated by one of your parents or guardian to say that they agree with your option choices.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

(Dr. Raouf Khodabocus, February 2020)

