



Downe House
Muscat

Grade 9 and 10 Option Guide

2025-26





Welcome to Grade 9 at Downe House Muscat

Introduction to the Options Process

Welcome to International GCSEs at Downe House Muscat!

All students will sit exams in English, Maths and Science. For Omani citizens, unless they have an exemption, the girls will also take Islamic Studies and Social Studies required by the Ministry of Education. This provides a solid grounding in core subjects, which will support further learning in Sixth Form.

The aim of this booklet is to help parents and pupils decide the most appropriate choices for the future.

- On the next few pages you will find:
- An outline of the curriculum structure for IGCSE
 - A summary of the assessments and content of each subject.

IGCSE Information

International GCSEs (IGCSE) at DHM are 2-year courses beginning in Grade 9 and finishing in Grade 10. At the end of Grade 10 pupils will be externally examined on campus.

The examination boards chosen by DHM are the International Pearson Edexcel, Cambridge Assessment International Education and Oxford AQA. These examination boards are the UK's largest awarding educational bodies delivering international qualification for more than 150 years, setting the worldwide standard for British curriculum courses. All three exam boards are globally recognised for wherever your Downe House journey leads. The IGCSE enables pupils to follow into the A levels at Grade 11 and 12 or to take up the Omani GED programme.

Students take a minimum of 5 IGCSEs, plus the MoE subjects where applicable. DHM aims to offer a wide range of subjects so that girls can be exposed to a variety of courses that enable them to pursue their aspirations.

- Compulsory subjects:
- English
 - Mathematics (Higher or Foundation)
 - Science (Separate or Dual Award)

- Option subjects:
- Art
 - Food and Nutrition
 - Music
 - Drama
 - Business Studies
 - Global Perspectives
 - ICT
 - Computer Science
 - Media Studies
 - Spanish
 - Arabic
 - Arabic as a Foreign Language

Pupils are awarded either an A* - G grade or a 9-1 grade, depending on the course taken. Both grading systems are globally recognised.

A*-G grades	9-1 grades
A*	9
A	8
	7
B	6
	5
C	4
D	
E	3
	2
F	1
G	
U	U

Science

The British curriculum model offers separate science qualifications in Biology, Chemistry and Physics, as well as the Double Award qualifications – these have been designed to meet different pupils’ needs. The International Pearson Edexcel examination board was chosen for DHM learners as it is robust enough to provide the grounding for those capable of progression to further academic study in science-related subjects, but accessible enough to sustain interest and provide a broad grounding in scientific theory and application.

The content and assessment approach in all the Pearson science qualifications has been designed to meet pupils’ needs in the following ways:

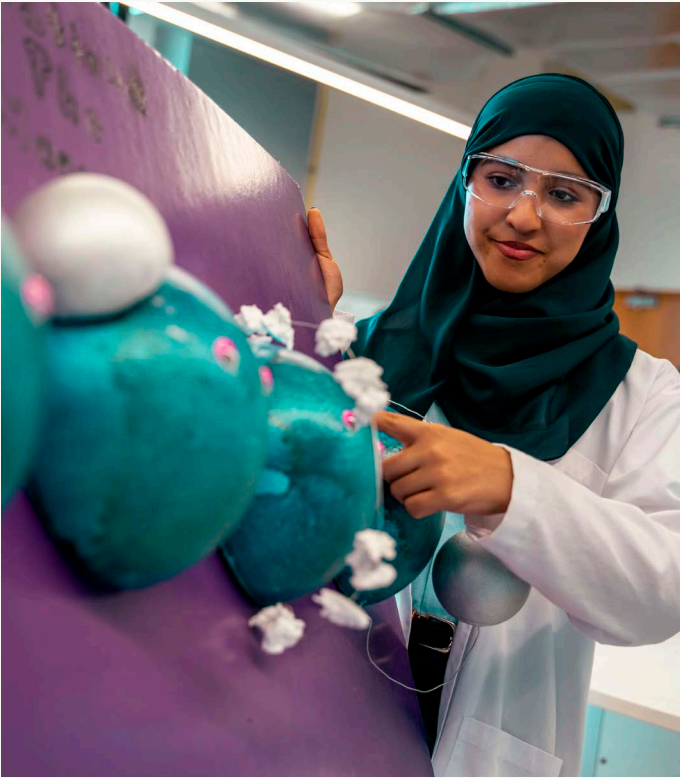
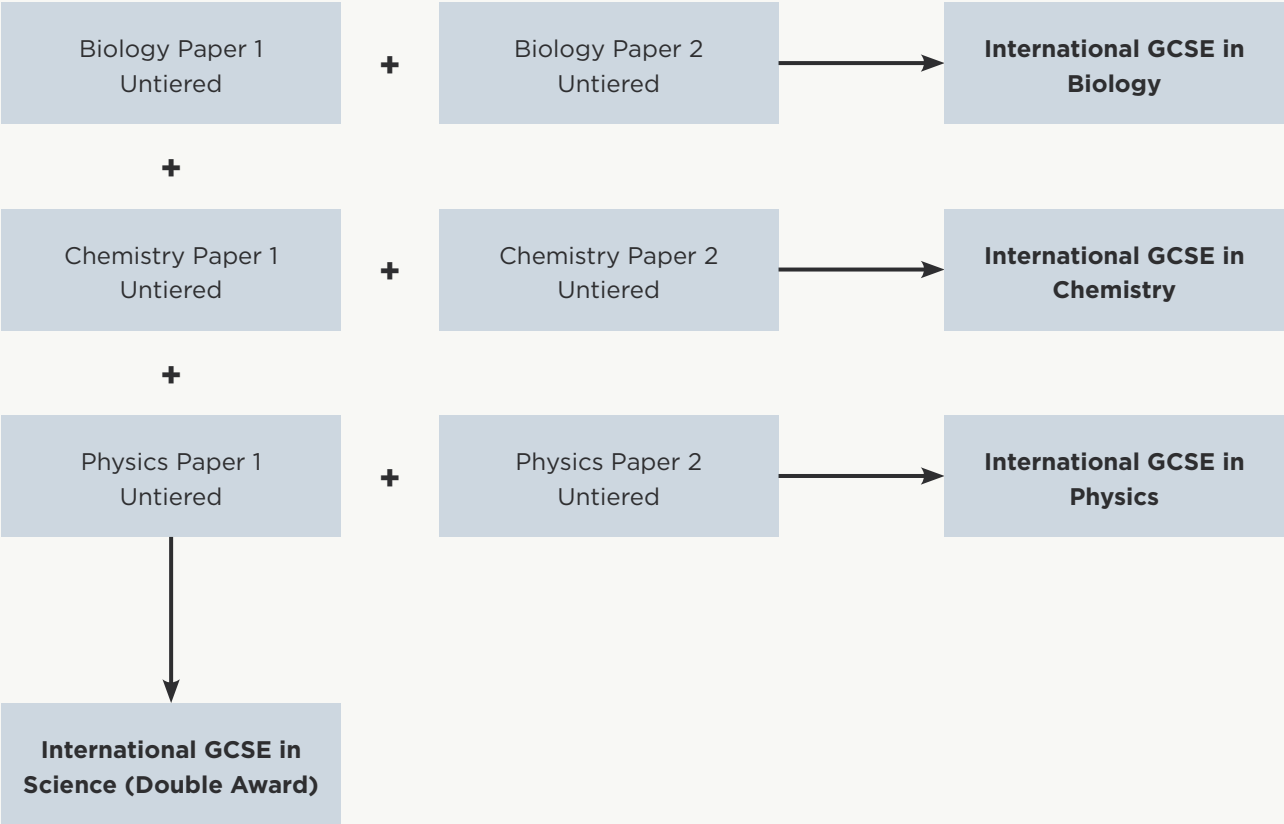
- Content that is interesting and engaging for pupils but is also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a specific scientific field
- There are opportunities to ‘localise’ the content to make it more relevant for pupils in their own country.
- Question papers are clear and straightforward and accessible for all pupils of all ability ranges and learning styles.

- The mark schemes are straightforward, so that the assessment requirements are clear.
- Pupils’ skills are broadly developed in the IGCSE science courses and are designed to extend pupils’ knowledge by broadening and deepening skills, for example:

- developing pupils’ practical skills by including a number of practical experiences
- skills are developed that will be assessed through questions in written examinations
- pupils’ analytical and logic skills are tested constantly throughout the courses by applying their understanding of scientific concepts and principles to a range of situations.
- problem solving is encouraged
- the courses address the need for particular mathematical skills to complement pupils’ Biology,
- Chemistry and Physics skills

IGCSE Science courses enable successful progression to Advanced Level (A Level) and beyond.

The course pathways to examination for IGCSE Science courses (the single science courses or the Double Award) are as follows;



Science courses aims and objectives

The aims and objectives of the science qualification are to enable pupils to:

- learn about unifying patterns and themes in science and use them in new and changing situations
- acquire knowledge and understanding of science facts, terminology, concepts, principles and practical techniques
- apply science principles and concepts, including those related to the applications of biology, 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
- 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 biology and for other courses that require knowledge of scientific ideas and concepts

Experimental skills

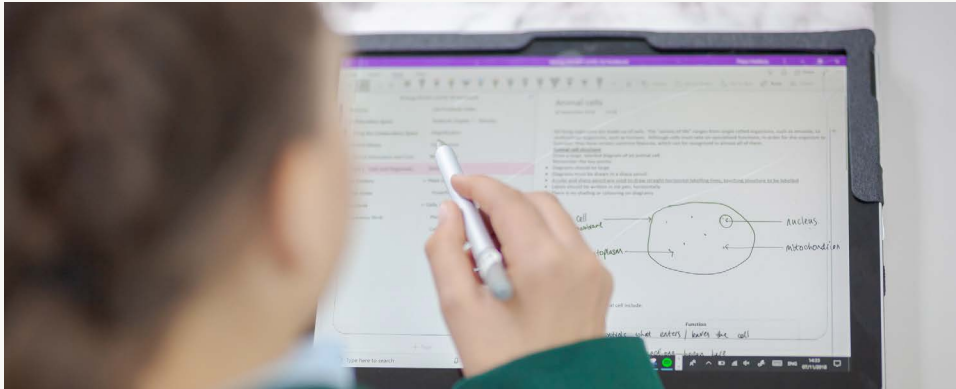
The best way to develop experimental skills is to embed practical investigations in teaching or theory. The development of knowledge and experimental skills can then happen together, leading to secure acquisition of both knowledge and skills. The skills developed through these and other practicals will be assessed through written examinations.

In the assessment of experimental skills, pupils may be tested on their ability to:

- solve problems set in a practical context.
- apply scientific knowledge and understanding in questions with a practical context.
- devise and plan investigations, using scientific knowledge and understanding when selecting appropriate techniques.
- demonstrate or describe appropriate experimental and investigative methods, including safe and skilful practical techniques.
- make observations and measurements with appropriate precision, record these methodically and present them in appropriate ways.
- identify independent, dependent and control variables.
- use scientific knowledge and understanding to analyse and interpret data to draw conclusions from experimental activities that are consistent with the evidence.
- communicate the findings from experimental activities, using appropriate technical language, relevant calculations and graphs.
- assess the reliability of an experimental activity.
- evaluate data and methods taking into account factors that affect accuracy and validity.

Calculators

Pupils will be expected to have access to a suitable electronic calculator for all examination papers. Calculators that allow for the retrieval of text or formulae or QWERTY keyboards will not be allowed for use in examinations.



Biology

The Pearson Edexcel IGCSE in Biology comprises two externally assessed papers

Biology Paper 1 <ul style="list-style-type: none">• 2-hour written examination• 61.1%• Total marks 110• Externally assessed	Biology Paper 2 <ul style="list-style-type: none">• 1-hour and 15-minute written examination• 38.9%• Total marks 70• Externally assessed
Questions may come from any topic area across the specification. <ol style="list-style-type: none">1. The nature and variety of living organisms2. Structures and functions in living organisms3. Reproduction and inheritance4. Ecology and the environment5. Use of biological resources A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions A calculator may be used in the examinations.	Assesses all the content. Questions may come from any topic area across the specification with some sub-topics in greater depth. <ol style="list-style-type: none">1. The nature and variety of living organisms2. Structures and functions in living organisms3. Reproduction and inheritance4. Ecology and the environment5. Use of biological resources A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used in the examinations.

Biology Assessment Objectives

	Assessment objective %		
	AO1 Knowledge and understanding of biology	AO2 Application of knowledge and understanding, analysis and evaluation of biology	AO3 Experimental skills, analysis and evaluation of data and methods in biology
Biology Paper 1	23.2-25.7%	23.2-25.7%	11.6-12.8%
Biology Paper 2	14.8-16.3%	14.8-16.3%	7.4-8.2%
Total	38-42%	38-42%	19-21%

Chemistry

The Pearson Edexcel IGCSE in Chemistry comprises two externally assessed papers

Chemistry Paper 1 <ul style="list-style-type: none">• 2-hour written examination• 61.1%• Total marks 110• Externally assessed	Chemistry Paper 2 <ul style="list-style-type: none">• 1-hour and 15-minute written examination• 38.9%• Total marks 70• Externally assessed
Questions may come from any topic area across the specification. <ol style="list-style-type: none">1. Principles of chemistry2. Inorganic chemistry3. Physical chemistry4. Organic chemistry A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used in the examinations.	Questions may come from any topic area across the specification and include the subtopics of the course <ol style="list-style-type: none">1. Principles of chemistry2. Inorganic chemistry3. Physical chemistry4. Organic chemistry A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used in the examinations.

Chemistry Assessment Objectives

	Assessment objective %		
	AO1 Knowledge and understanding of chemistry	AO2 Application of knowledge and understanding, analysis and evaluation of chemistry	AO3 Experimental skills, analysis and evaluation of data and methods in chemistry
Chemistry Paper 1	23.2-25.7%	23.2-25.7%	11.6-12.8%
Chemistry Paper 2	14.8-16.3%	14.8-16.3%	7.4-8.2%
Total	38-42%	38-42%	19-21%



Physics

The Pearson Edexcel IGCSE in Physics comprises two externally assessed papers

Physics Paper 1 <ul style="list-style-type: none">• 2-hour written examination• 61.1%• Total marks 110• Externally assessed	Physics Paper 2 <ul style="list-style-type: none">• 1-hour and 15-minute written examination• 38.9%• Total marks 70• Externally assessed
Questions may come from any topic area across the specification. 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfers 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used in the examinations.	Questions may come from any topic area across the specification and include the subtopics of the course. 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfers 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used in the examinations.

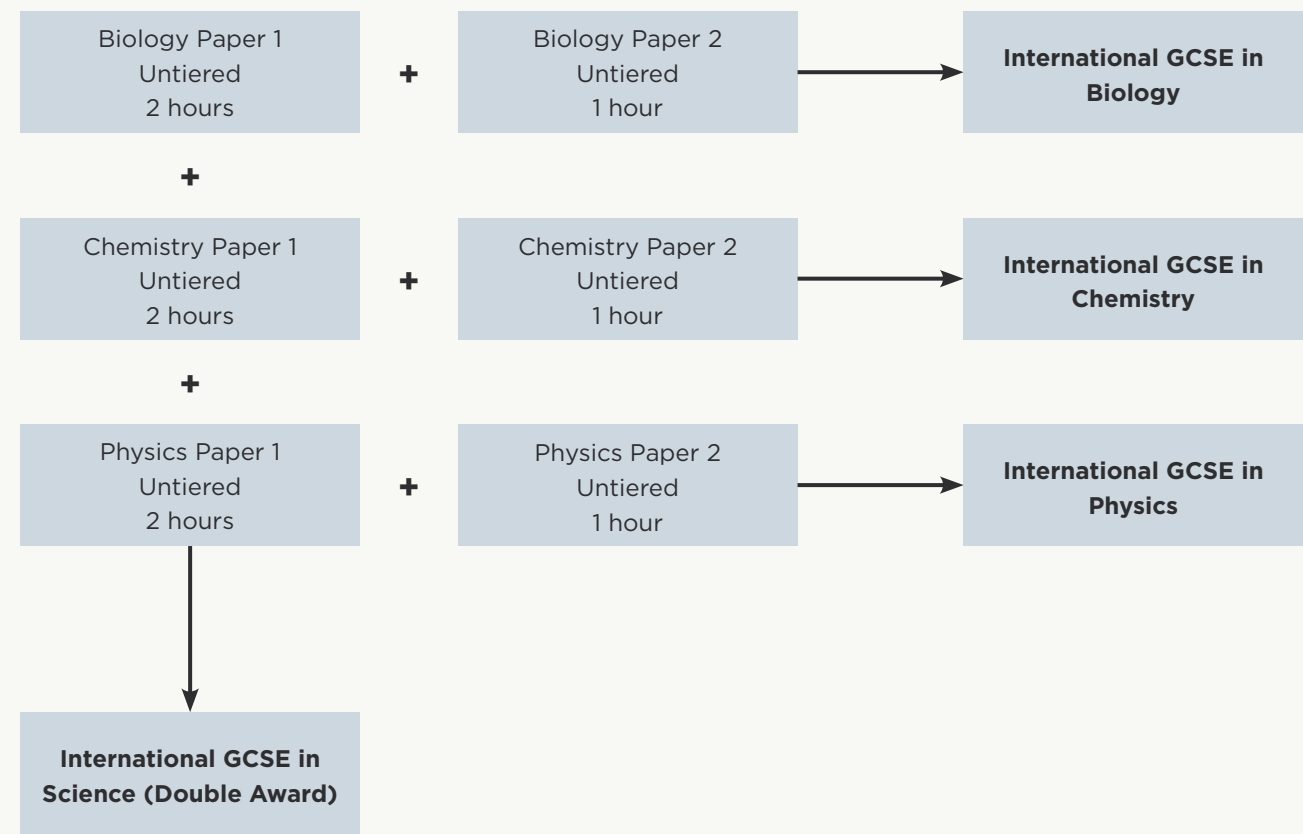
Physics Assessment Objectives

	Assessment objective %		
	AO1 Knowledge and understanding of physics	AO2 Application of knowledge and understanding, analysis and evaluation of physics	AO3 Experimental skills, analysis and evaluation of data and methods in physics
Physics Paper 1	23.2-25.7%	23.2-25.7%	11.6-12.8%
Physics Paper 2	14.8-16.3%	14.8-16.3%	7.4-8.2%
Total	38-42%	38-42%	19-21%

IGCSE Science - Double Award

The IGCSE Science Double Award is designed as a two-year course of study. It takes approximately two-thirds of the subject content of each of the single sciences (Biology, Chemistry and Physics), and combines them into an IGCSE Science Double Award worth two GCSEs. It is designed to be an interesting and inspiring modern science course. The course offers opportunities for pupils to experience science within the context of their general education.

The relationship of assessment to the qualifications available is shown below:



Key difference and benefits are:

- Pupils are awarded two grades, reflecting study of the prescribed amount of subject content
- Clear, detailed and comprehensive subject content
- The course includes aspects of science appropriate for the 21st century
- Straightforward and linear assessment
- It requires less curriculum time than the three individual science subjects
- Single un-tiered assessment
- Assessment through experimental skills within the examination framework

The Pearson Edexcel IGCSE Science Double Award comprises three externally assessed papers

Biology Paper 1 <ul style="list-style-type: none">• 2-hour examination• Maximum mark 120• 33.3%• Externally assessed	Chemistry Paper 1 <ul style="list-style-type: none">• 2-hour examination• Maximum mark 110• 33.4%• Externally assessed	Physics Paper 1 <ul style="list-style-type: none">• 2-hour examination• Maximum mark 120• 33.3%• Externally assessed
Assesses all Assessment Objectives	Assesses all Assessment Objectives	Assesses all Assessment Objectives
Biology <ol style="list-style-type: none">1. The nature and variety of living organisms2. Structures and functions in living organisms3. Reproduction and inheritance4. Ecology and the environment5. Use of biological resources	Chemistry <ol style="list-style-type: none">1. Principles of chemistry2. Chemistry of the elements3. Organic chemistry4. Physical chemistry	Physics <ol style="list-style-type: none">1. Forces and motion2. Electricity3. Waves4. Energy resources and energy transfer5. Solids, liquids and gases6. Magnetism and electromagnetism7. Radioactivity and particles

Double Award Assessment Objectives

	A01 Knowledge and understanding *	A02 Application of knowledge and understanding analysis and evaluation	A03 Experimentation skills, analysis and evaluation of data and methods	Total marks
Biology Paper 1	54-60 marks	33-39 marks	24-30 marks	120 marks
Chemistry Paper 1	54-60 marks	33-39 marks	24-30 marks	120
Physics Paper 1	54-60 marks	33-39 marks	24-30 marks	120
% of Double Award Certificate	45-50%	27.5-32%	20-24%	100%
<i>*No more than 50% of the A01 marks will be for recall of knowledge</i>				

All DHM IGCSE pupils start Grade 9 studying the three single science subjects (Biology, Chemistry and Physics) with the option to sit the Double Award examinations in Grade 10.

Mathematics

Pearson Edexcel IGCSE in Mathematics is a linear qualification. It consists of two examinations available at Foundation and Higher Tier. Both examinations must be taken in the same series at the end of the course of study. Tiered papers – (Higher and Foundation) allow pupils to be entered for a level appropriate to them with questions in each tier that are accessible to pupils of all abilities within that tier.

Pearson Edexcel IGCSE in Mathematics qualification enables pupils 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 and become confident in using mathematics to solve problems.
- appreciate the importance of mathematics in society, employment and study

The Pearson Edexcel IGCSE Mathematics examination comprises of two externally assessed tiered papers

Foundation Tier <ul style="list-style-type: none">• Two papers: 1F and 2F• Each Paper is 2 hours• Each Paper is 100 marks• Each paper is 50% of the total• Externally assessed	Higher Tier <ul style="list-style-type: none">• Two papers: 1H and 2H• Each Paper is 2 hours• Each Paper is 100 marks• Each paper is 50% of the total• Externally assessed
Content summary <ul style="list-style-type: none">• Number• Algebra• Geometry• Statistics Assessment <ul style="list-style-type: none">• Each paper will assess the full range of targeted grades at Foundation Tier (5–1).• There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1F and 1H to aid standardisation and comparability of award between tiers.• A Foundation Tier formulae sheet will be included in the written examinations• A calculator may be used in the examinations	Content summary <ul style="list-style-type: none">• Number• Algebra• Geometry• Statistics Assessment <ul style="list-style-type: none">• Questions will assume knowledge from the Foundation Tier subject content.• Each paper will assess the full range of targeted grades at Higher Tier (9–4).• Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.• There will be approximately 40% of questions targeted at grades 5 and 4, across papers 2F and 2H, to aid standardisation and comparability of award between tiers.• A Higher Tier formulae sheet will be included in the written examinations.• A calculator may be used in the examination



Mathematics Assessment Objectives

	Assessment objective %		
	AO1	AO2	AO3
	Demonstrate knowledge, understanding and skills in number and algebra: <ul style="list-style-type: none">• numbers and the numbering system• calculations• solving numerical problems• equations, formulae, and identities• sequences, functions, and graphs	Demonstrate knowledge, understanding and skills in shape, space and measures: <ul style="list-style-type: none">• geometry and trigonometry• vectors and transformation geometry	Demonstrate knowledge, understanding and skills in handling data: <ul style="list-style-type: none">• statistics• probability
Papers 1F and 2F	28.5-31.5%	11-14%	6-9%
Papers 1H and 2H	28.5-31.5%	11-14%	6-9%
Total	57-63%	22-28%	12-18%

	Problem solving	Mathematical reasoning
Foundation (1F and 2F)	25%	15%
Higher (1H and 2H)	30%	20%

English Literature

Pearson Edexcel International GCSE in English Literature is a linear qualification. All components must be taken at the end of the course of study. The course features a relevant, updated and engaging selection of texts ranging from British heritage to modern international. This course builds a foundation for pupils wishing to progress to advanced level (A-level) in English Literature.

The Pearson Edexcel International program offers options for international pupils taking this assessment. At DHM the IGCSE English Literature program is 60% external examination and 40% internal coursework components.

The aims and objectives of this qualification enable pupils to:

- Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- Develop an appreciation of the ways in which writers achieve their literary effects
- To develop the skills needed for literary study
- Explore, through literature, the cultures of their own and other societies
- Find enjoyment in reading literature and understand its influence on individuals and societies.

The Pearson Edexcel IGCSE English Literature examination comprises two components

Component 1 <ul style="list-style-type: none">60%2 hours Written examination <ul style="list-style-type: none">90 marksExternally assessed	Component 2 <ul style="list-style-type: none">40% Internal coursework <ul style="list-style-type: none">60 marksInternally assessed, externally moderated
Poetry and Modern Prose Content summary <ul style="list-style-type: none">The poetry collection from the anthologyOne modern prose text from the list of set textsDevelop skills to analyse unseen poetryDevelop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effectsDevelop skills to maintain a critical style and informed personal responseDevelop comparison skills Assessment <ul style="list-style-type: none">Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paperSection B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from the AnthologySection C – Modern Prose: one 40-mark essay question from a choice of two on each of the set textsClosed book: texts are not allowed in the examination. However, pupils will be provided with the anthology poems in the examination	Modern Drama and Literary Heritage Texts Content Summary <ul style="list-style-type: none">One modern drama text from the list of set textsOne literary heritage text from the list of set textsDevelop skills to analyse how language, form, structure and contextual factors are used to create meaning and effectDevelop skills to maintain a critical style and informed personal response Assessment <ul style="list-style-type: none">The assessment of this component is through two coursework assignments, internally set and assessed, and externally moderatedAssignment A – Modern Drama: one essay response to a teacher-devised assignment on the studied text (30 marks)Assignment B – Literary Heritage Texts: one essay response to a teacher-devised assignment on the studied text (30 marks)

The English Literature Assessment Objectives

	Assessment objective			
	AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement	AO2 Analyse the language, form and structure used by a writer to create meanings and effects	AO3 Explore links and connections between texts	AO4 Show understanding of the relationships between texts and the contexts in which they were written
% of weighting in both components	30	40	10	20



English Literature Anthology

The set texts are decided by the Head of English and procured before the start of the academic year. On the current Pearson Edexcel Anthology List all the following poems are thought:

If-	Rudyard Kipling
Prayer Before Birth	Louis MacNeice
Blessing	Imtiaz Dharker
Search For My Tongue	Sujata Bhatt
Half-past Two	U A Fanthorpe
Piano	D H Lawrence
Hide and Seek	Vernon Scannell
Sonnet 116	William Shakespeare
La Belle Dame sans Merci	John Keats
Poem at Thirty-Nine	Alice Walker
War Photographer	Carol Ann Duffy
The Tyger	William Blake
My Last Duchess	Robert Browning
Half-caste	John Agard
Do not go gentle into that good night	Dylan Thomas
Remember	Christina Rossetti

Additionally, a selection of modern poetry is studied in order to prepare for the unseen poetry assessment.

One text from each section is also selected.

Modern prose

To Kill a Mockingbird	Harper Lee
Of Mice and Men	John Steinbeck
The Whale Rider	Witi Ihimaera
The Joy Luck Club	Amy Tan
Things Fall Apart	Chinua Achebe

Modern Drama Text

A View from the Bridge	Arthur Miller
An Inspector Calls	J B Priestley
The Curious Incident of the Dog in the Night time	Mark Haddon (adapted by Simon Stephens)
Kindertransport	Diane Samuels
Death and the King’s Horseman	Wole Soyinka

Heritage Text

Romeo and Juliet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
Pride and Prejudice	Jane Austen
Great Expectations	Charles Dickens
The Scarlet Letter	Nathaniel Hawthorne

English Language

Pearson Edexcel International GCSE English Language course is a modern and engaging course where teachers can select from a range of texts from British heritage to modern international. This course allows teachers to choose a 60% external examination and 40% internal non-examined assessment option which is offered at Downe House Muscat.

Pearson IGCSE English Language is a linear qualification, and all components must be taken at the end of the course of study. This approach builds a foundation for pupils wishing to progress to Advanced Level in English Language.

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

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wider reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively.

The Pearson Edexcel IGCSE English Language examination comprises one externally Paper and one internally assessment Component at DHM

<p>Paper 1: Non-Fiction Texts and Transactional Writing</p> <ul style="list-style-type: none">• 2 hours 15 minutes• 60%• Section A (45 marks)• Section B (45 marks)• 90 marks total• Externally assessed	<p>Component 3: Poetry and Prose Texts and Imaginative Writing</p> <ul style="list-style-type: none">• 40%• Assignment A (30 marks)• Assignment B (30 marks)• 60 marks total• Internally assessed.
<p>Content summary</p> <ul style="list-style-type: none">• The contemporary non-fiction texts from the Anthology• Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.• Explore links and connections between writers’ ideas and perspectives.• Develop transactional writing skills for a variety of purposes and audiences.• Use spelling, punctuation and grammar accurately. <p>Assessment</p> <ul style="list-style-type: none">• Section A: Reading: a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the English Anthology and one previously unseen extract.• Section B: Transactional Writing: writing task, from a choice of two involving a given audience, form or purpose.• Pupils will be provided with the anthology text in the examination.	<p>Content summary</p> <ul style="list-style-type: none">• The poetry and prose texts from the Anthology.• Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.• Develop imaginative writing skills to engage the reader.• Use spelling, punctuation and grammar accurately. <p>Assessment</p> <ul style="list-style-type: none">• Assignment A: Poetry and prose texts with an essay question based on any two poetry or prose texts from the Anthology, including a commentary on why these texts were selected.• Assignment B: Imaginative writing

English Language Assessment Objectives

Reading	A01	Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.	15%
	A02	Understand and analyse how writers use linguistic and structural devices to achieve their effects.	20%
	A03	Explore links and connections between writers’ ideas and perspectives, as well as how these are conveyed.	15%
Writing	A04	Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.	30%
	A05	Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.	20%
Speaking and listening	A06*	Speaking and listening skills: <ul style="list-style-type: none">• demonstrate presentation skills in a formal setting• listen and respond appropriately to spoken language, including to questions and feedback to presentations• use spoken Standard English effectively in speeches and presentations.	*Not formally assessed at DHM

English Language Anthology

The following texts are all taught and can be found in the Pearson Edexcel Anthology:

Non-fiction Texts

From The Danger of a Single Story	Chimamanda Ngozi Adichie
From A Passage to Africa	George Alagiah
From The Explorer’s Daughter	Kari Herbert
Explorers, or boys messing about? Either way, taxpayer gets rescue bill	Steven Morris
From 127 Hours: Between a Rock and a Hard Place	Aron Ralston
Young and dyslexic? You’ve got it going on	Benjamin Zephaniah
From A Game of Polo with a Headless Goat	Emma Levine
From Beyond the Sky and Earth: A Journey into Bhutan	Jamie Zeppa
From H is for Hawk	Helen Macdonald
From Chinese Cinderella	Adeline Yen Mah

Poetry and Prose Texts

Disabled	Wilfred Owen
‘Out, Out–’	Robert Frost
An Unknown Girl	Moniza Alvi
The Bright Lights of Sarajevo	Tony Harrison
Still I Rise	Maya Angelou
The Story of an Hour	Kate Chopin
The Necklace	Guy de Maupassant
Significant Cigarettes (from The Road Home)	Rose Tremain
Whistle and I’ll Come to You (from The Woman in Black)	Susan Hill
Night	Alice Munro

Non-fiction Texts and Transactional Writing

The focus of this component is:

- Section A: Non-fiction texts: study and analyse selections from a range of non-fiction texts.
- Section B: Transactional Writing: explore and develop transactional writing skills

Pupils should read a variety of high-quality, challenging non-fiction texts, in preparation to respond to one unseen non-fiction text in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the course pupils should develop the skills of interpretation and analysis. Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment.

The Pearson Edexcel International GCSE English Anthology iprovides examples of different types of non-fiction text, however, pupils should be encouraged to read beyond the anthology to support their learning. Pupils will be expected to use what they have learned about different text types to develop their transactional writing. They will be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques, planning and proofreading skills.



Art and Design

Pearson Edexcel International GCSE in Art and Design encompasses the study of Fine Art, Graphic Communication, Photography, Textile design and Three Dimensional (3-D) Design. Courses can be designed by teachers to suit pupils’ needs and interests. This allows for greater flexibility and choice and teachers can tailor the courses to suits the pupils’ interests, passions and resources.

In the IGCSE Art and Design suite there are the five areas of study and within these areas teachers can further localize the content to make it more relevant for pupils and take advantage of local influences.

IGCSE Art and Design is a linear qualification. All components must be taken at the end of the course of study. The assessment comprises of a personal portfolio and externally-set assignments allowing learners to demonstrate their creativity and skills through mediums and subjects that inspire them.

This approach builds a foundation for pupils wishing to progress to the Pearson Edexcel Advanced Level in Art and Design.

The aims and objectives of the IGCSE Art and Design courses are to enable pupils to:

- actively engage in the creative process of art, craft

and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds

- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to pupils’ own work
- demonstrate safe working practices in art, craft and design.

The Pearson Edexcel IGCSE Art and Design examination comprises two externally assessed Components

Component 1: Personal Portfolio <ul style="list-style-type: none">Fine Art, Graphic communication, Photography, Textile Design, 3D Design50%72 marksInternally set, externally marked	Component 2: Externally-set Assignment <ul style="list-style-type: none">Fine Art, Graphic Communication, Photography, Textile Design, 3D Design50%72 marksExternally set, externally marked
Content Summary <p>Pupils must work within one of the following endorsed titles: Fine Art; Graphic Communication; Photography; Textile Design; Three-dimensional Design.</p> <ul style="list-style-type: none">Pupils create a personal portfolio of work that demonstrates the knowledge, understanding and skills for the selected endorsed titles.Centres are free to devise any theme(s), project(s) or task(s) which may each have a separate focus or be interconnected.Centre-devised theme(s), project(s) or task(s) must adhere to the submission requirements given in the Assessment Requirements section on page 34.	Content Overview <ul style="list-style-type: none">Pupils must continue to work in the same endorsed title as they did for the Personal Portfolio. For example, if a pupil chooses Fine Art for component one, then they must continue with Fine Art for component two.Pupils must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the Externally Set Assignment. <p>This component gives pupils opportunities to:</p> <ul style="list-style-type: none">develop and explore ideasresearch primary and contextual sourcesexperiment with media, materials, techniques and processespresent personal response(s) to theme(s) set by the centre <p>Assessment</p> <p>Pupils must submit:</p> <ul style="list-style-type: none">three sheets of supporting studies (maximum size A2 for each sheet)one sheet of final outcome/s (maximum size A2 <p>Pupils’ work must show evidence of all four Assessment Objectives in response to the internally set theme(s), project(s) or task(s). All work is internally set and is externally marked using the assessment grid</p>

Art and Design Assessment Objectives to components

	Assessment objective			
	AO1	AO2	AO3	AO4
	Develop ideas through investigations, demonstrating critical understanding of sources	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Record ideas, observations and insights relevant to intentions as work progresses	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Component 1	12.5%			
Component 2	12.5%			
Total	25%			

Arabic (First Language)

IGCSE Arabic (First Language) is a course that offers content that is relevant and engaging is suited to those pupils that have a firm understanding of the Arabic language and can read and write with confidence. IGCSE Arabic covers ten topics:

1. youth matters

2. education

3. media

4. culture

5. sport and leisure
6. travel and tourism

7. business, work and employment

8. environment

9. health

10. technology.

The qualification focuses on reading, writing and grammar skills and is a suitable foundation for first language speakers of Arabic who wish to progress to further study of Arabic at A levels.

Aims and Objectives

IGSCE Arabic (First Language) aims to enable pupils to develop:

- the ability to read, understand and respond to material from a variety of sources
- communicate accurately in writing, matching style to audience and purpose
- understand the structure and variety of language
- help them to understand themselves and the world around them
- appreciate the richness, beauty and diversity of the Arabic language

IGCSE examinations in Arabic (First Language) consists of two Papers:

<p>Paper 1: Reading, Summary and Grammar</p> <ul style="list-style-type: none">• 2 hours and 15 minutes• Written examination• 60%• Externally assessed• 75 marks	<p>Paper 2: Writing</p> <ul style="list-style-type: none">• 1 hour and 30 minutes• Written examination• 40%• Externally assessed• 50 marks
<p>Content Overview</p> <p>This paper assesses reading and grammar skills across a selection of topic areas:</p> <ul style="list-style-type: none">• youth matters• education• media• culture• sport and leisure• travel and tourism• business, work and employment• environment• health• technology	<p>Content overview</p> <p>This paper assesses writing skills across a selection of topic areas:</p> <ul style="list-style-type: none">• youth matters• education• media• culture• sport and leisure• travel and tourism• business, work and employment• environment• health• technology
<p>Assessment overview</p> <p>Part One: Reading (49 marks) Short- and extended-response questions on two texts.</p> <p>Part Two: Summary (6 marks) Summary of the main points of a third text.</p> <p>Part Three: Grammar (20 marks) Four questions on a range of aspects of grammar.</p>	<p>Assessment overview</p> <p>Two extended-response writing tasks (25 marks for each task).</p>

Arabic B: Foreign Language

This linear course aims to enable students to develop the language proficiency required to communicate effectively in Modern Standard Arabic at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User). The course offers insights into the culture and society of countries and communities where Arabic is spoken as well as developing an awareness of the nature of language and language learning. Arabic as a Foreign Language encourages a positive attitude towards speakers of other languages and a sympathetic approach to other cultures, whilst developing transferable skills, such as memorising and drawing of inferences.

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 Arabic is spoken.

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- 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 Arabic on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

All pupils take four, externally assessed exams:

Assessment overview

All candidates take all four papers. Candidates will be eligible for grades A* to G. All papers test Modern Standard Arabic.

All candidates take:	and:
Paper 1 (Approximately 50 minutes) <ul style="list-style-type: none">• Listening (25%)• 40 marks• Candidates listen to a number of recordings and answer multiple-choice and matching questions.• Externally assessed	Paper 2 (1 hour) <ul style="list-style-type: none">• Reading (25%)• 45 marks• Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.• Externally assessed

and:	and:
Paper 3 (Approximately 10 minutes) <ul style="list-style-type: none">• Speaking (25%)• 40 marks• Candidates complete one role play and conversations on two topics.• Internally assessed and externally moderated	Paper 4 (1 hour) <ul style="list-style-type: none">• Writing (25%)• 45 marks• Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or an article/blog.• Externally assessed

The assessment objectives for Arabic Foreign Language are:

Assessment objectives

The assessment objectives (AOs) are:

A01 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts



A02 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

A03 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing

opinions and feelings S3: use a range of structures and vocabulary with reasonable accuracy S4: demonstrate some ability to maintain interaction S5: show some control of pronunciation and intonation

A04 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions W4: use a range of simple vocabulary and language structures reasonably accurately

Business

Cambridge Business is a linear course, where students will learn to analyse business information and financial data and apply this knowledge to different business contexts. Studying this subject requires students to consider local and international business environments which are economically and socially diverse. They will build on their own experiences of real-world businesses.

The aims of Business are to enable students to:

- Discover different business structures and explore the influence of key internal and external stakeholder groups, to gain an insight into business decision-making
- Develop a confident working knowledge of business activity, using key terms, concepts and theories
- Develop numeracy skills by applying formulas to interpret and analyse business data
- Gain essential literacy and enquiry skills through using and interpreting business information
- Analyse and evaluate a range of data and make informed, evidence-based recommendations in a variety of business contexts
- Investigate and understand the impact of digital technology in the production of goods and services
- Explore environmental issues and methods of sustainability within business, both locally and globally
- Discover the impact and importance of business, inspiring an interest that could lead to further study or employment.

All Business students take two examinations:

All candidates take:	and:
Paper 1 (1 hour 30 minutes) <ul style="list-style-type: none">• Short Answer and Data Response (50%)• 80 marks• Four questions requiring a mixture of short answers and structured data responses.• Candidates answer all questions.• Externally assessed	Paper 2 (1 hour 30 minutes) <ul style="list-style-type: none">• Case Study (50%)• 80 marks• Four questions based on a case study, provided as an insert with the paper.• Candidates answer all questions.• Externally assessed

The assessment objectives for Business are:

AO1 Knowledge and understanding

- Demonstrate knowledge and understanding of business concepts, terms and theories.
- Use business terminology.

AO2 Application

- Apply knowledge and understanding of business concepts, terms and theories to a given business.

AO3 Analysis

- Select, organise and interpret business data and information in written, numerical and graphical forms.
- Analyse business information.

AO4 Evaluation

- Make justified decisions, reach conclusions and make recommendations based on evidence.

Computer Science

Cambridge IGCSE Computer Science helps learners develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions.

Studying Cambridge IGCSE Computer Science helps learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. It provides an ideal foundation for progression to Cambridge International AS & A Level and is valuable for other areas of study and everyday life.

The aims are to enable students to develop:

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

This course is linear and students sit 2 exams:

All candidates take:	and:
Paper 1 (1 hour 45 minutes) <ul style="list-style-type: none">• Computer Systems (50%)• 75 marks• Short-answer and structured questions• Questions will be based on Topics 1-6 of the subject content• All questions are compulsory• No calculators are permitted• Externally assessed	Paper 2 (1 hour 45 minutes) <ul style="list-style-type: none">• Algorithms, Programming and Logic (50%)• 75 marks• Short-answer and structured questions and a scenario-based question• Questions will be based on Topics 7-10 of the subject content• All questions are compulsory• No calculators are permitted• Externally assessed

Design Technology

Cambridge Design Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Pupils gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

Cambridge Design Technology provide an ideal basis for further study and equips pupils with technical knowledge and practical designing and making skills for the world of work. The syllabus is designed to accommodate a wide range of interests, materials and resources and allows the different skills of the teaching faculty to be fully exploited. The programme is balanced and equips pupils with a thorough knowledge and understanding of the subject and helps to develop skills they will need for choosing Design Technology at A levels, but also a broad range of skills that they will need for their next steps in education or employment.

- The aims of the Design Technology IGCSE course are to enable pupils to:
- Develop creative thinking in areas relevant to design and technology
 - Apply problem-solving skills to practical and technological problems
 - Develop the communication skills central to design, realisation and evaluation
 - Gain knowledge and understanding of design technology
 - Develop skill sin research and investigation
 - Design and make products, taking into consideration sustainability and the wider impact on society
 - Develop the ability to make aesthetic, economic, ethical and technical value judgements.

Content

Common content is studied throughout the IGCSE and covers the following topics

Topics
<ul style="list-style-type: none">• Observe need/requirement• Design brief/specification• Identification/research• Generation of possible ideas• Selecting/organisation• Evaluation• Implementation and realisation• Health and safety• Initiation and development of idea, and recording ideas• Communication of design ideas• Use of technology in design and making• Design and technology in society• Practical design application• Environmental and sustainability• Control

The specialists option content requires pupils to study topics from one specialist option

Specialist Option	Topics
Resistant Materials	<ul style="list-style-type: none">• Types of material• Preparation of materials• Setting, measuring, marking out, testing• Shaping• Joining and assembly• Finishing
Systems & Control	<ul style="list-style-type: none">• Systems and control key content• Structures• Mechanisms• Electronics
Graphic Products	<ul style="list-style-type: none">• Formal drawing techniques• Projections, views and developments• Presenting and communicating information• Materials and modelling• Use of instruments and/or ICT• Manufacture of graphic products

Assessment

All candidates take three components. Candidates must take Paper 1 and Component 2 plus one from Paper 3, Paper 4 or Paper 5.

Compulsory component	
Paper 1 <ul style="list-style-type: none">• 1 hour 15 min• Written paper• 50 marks• 25%• Question based on the Common Content:<ul style="list-style-type: none">- Product Design• Externally assessed	Component 2 <ul style="list-style-type: none">• Project• 100 marks• 50%• School-based assessment• Internally assessed, externally moderated

Optional component (must choose one)		
Paper 3 Resistant Materials <ul style="list-style-type: none">• 1 hour• Written paper• 50 marks• 25%• Questions based on the<ul style="list-style-type: none">- Specialists Option: Resistant Materials Content- Common Content: Product Design• Section A: answer all questions• Section B: answer one question• Externally Assessed	Paper 4 Systems & Control <ul style="list-style-type: none">• 1 hour• Written paper• 50 marks• 25%• Questions based on the<ul style="list-style-type: none">- Specialists Option: Systems & Control Content- Common Content: Product Design• Section A: answer all questions• Section B: answer one question• Externally Assessed	Paper 5 Graphic Product <ul style="list-style-type: none">• 1 hour• Written paper• 50 marks• 25%• Questions based on the<ul style="list-style-type: none">- Specialists Option: Graphic Product Content- Common Content: Product Design• Section A: answer all questions• Section B: answer one question• Externally Assessed

Assessment Objectives

	Paper 1	Component 2	Paper 3, 4 or 5
A01 Knowledge and understanding	20%	20%	60%
A02 Application	60%	60%	20%
A03 Analysis and evaluation	20%	20%	20%
Total	100%	100%	100%

Economics

This IGCSE aims to enable students to discover the impact and importance of economics, which has many benefits in a wide range of careers. The course delves into both theory and practical aspects of economics and requires a degree of confidence with mathematics. Through the course, students will:

- explore the purpose and role of economists in investigating economic issues and problems
- build a confident working knowledge of key economic terms, concepts and theories
- use the tools of economic analysis to interpret different types of data and information
- analyse possible outcomes for economic problems and express ideas logically
- consider how issues such as population change, globalisation and environmental sustainability can impact economic policy-making

This IGCSE in Economics comprises of two, externally assessment components:

Assessment overview

All candidates take two papers. Candidates will be eligible for grades A” to G.

All candidates take:	and:
Paper 1 (1 hour) <ul style="list-style-type: none">• Multiple Choice (30%)• 40 marks• Candidates answer 40 multiple-choice questions.• Externally assessed	Paper 2 (2 hours) <ul style="list-style-type: none">• Structured Questions (70%)• 80 marks• Candidates answer one compulsory question with six parts in Section A and three questions from a choice of four in Section B.• Externally assessed

There are three assessment objectives which are covered in each section of the course:

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge and understanding

- Demonstrate knowledge and understanding of economic definitions, formulas, concepts and theories.
- Use economic terminology.

AO2 Analysis

- Select, organise and interpret economics data and information.
- Apply economic analysis to written, numerical, diagrammatic and graphical data.

Analyse economic issues, identifying and developing links and relationships.

AO3 Evaluation

- Evaluate economic information, data and arguments, and recognise that economic decisions have uncertain outcomes.

English as a Second Language (ESL)

English as a Second Language (ESL) is designed as a qualification for either obtaining their secondary education through English as a medium of instruction or studying English in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe’s Common European Framework of Reference for Languages (CEFR). Pupils will be expected to communicate formally and informally in a range of contexts, and to understand a wider range of texts, styles and registers that they can produce themselves. The aim of the IGCSE ESL course is to test English language competence through realistic and contextualised tasks based on authentic texts.

English as a Second Language is a linear qualification. All units must be taken at the end of the course of study. Skills of reading and writing tested in separate exercises and also listening and speaking. Tests that measure achievement against many of the benchmarks of the Council of Europe’s Common European Framework of Reference for Languages.

NOTE: this subject does not lead onto A-Level English as a Second Language or English Literature

Topics relate to the interests of pupils using English as a second language for purposes of communication, for example in study and leisure situations. Contexts and settings will be those that pupils are likely to encounter, for example school and the media. Culturally sensitive and authentic reading and listening texts are used throughout.

The Cambridge IGCSE ESL assessment comprises two externally assessed papers and one internally assessed speaking exam.

All candidates take three components. Candidates will be eligible for grades 9 to 1.

All candidates take:	and:	and:
Paper 1 (2 hours) <ul style="list-style-type: none">• Reading and Writing (50%)• 60 marks• Candidates respond to six exercises: four reading and two writing• Structured and essay style questions• Externally assessed	Paper 2 (Approximately 50 minutes) <ul style="list-style-type: none">• Listening (25%)• 40 marks• Candidates listen to five exercises of short and longer texts• Multiple-choice style questions• Externally assessed	Paper 3 (Approximately 10-15 minutes) <ul style="list-style-type: none">• Speaking (25%)• 40 marks• Candidates take part in an interview, short talk and discussion• Internally assessed and externally moderated

Food and Nutrition

The Cambridge IGCSE Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, learners study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when learners put their knowledge into practice in order to produce creative and enjoyable dishes.

Cambridge IGCSE Food & Nutrition gives students the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society.

- Successful Cambridge IGCSE Food & Nutrition students gain lifelong skills, including:
- an understanding of nutrition and of health problems related to diet
 - an understanding of how socio-economic factors affect diet an awareness of how eating patterns and dietary needs depend on age and social group
 - an awareness of how the position of the consumer differs in developed and less-developed economies
 - the ability to assess the effectiveness and validity of claims made by advertisers
 - aesthetic and social sensitivity to dietary patterns
 - an interest in the creative aspect and enjoyment of food
 - skills necessary for food preparation and food preservation
 - the ability to organise and manage family food resources and to use food resources effectively in everyday life
 - knowledge of safety and hygiene requirements.

Students will sit 2 exams: one theoretical and one practical

All candidates take:	and:
Paper 1 (2 hours) <ul style="list-style-type: none">• Theory (50%)• 100 marks• Short, structured and extended response questions.• This paper tests the subject content in section 3.• These questions will assess AO1, AO2 and AO3.• Externally assessed	Paper 2 (2 hours 30 minutes) (plus a 1 hour 30 minutes Planning Session) <ul style="list-style-type: none">• Practical Test (50%)• 100 marks• The Practical Test is split into two parts:<ul style="list-style-type: none">- Planning Session, 1 hour 30 minutes. Candidates are given their allocated test question and complete three Preparation Sheets.- Practical Test, 2 hours 30 minutes. Candidates carry out the Practical Test.• The test will assess AO1, AO2 and AO3.• Internally assessed and externally moderated

Geography

This linear course is divided into ten topics which have been designed to develop an understanding of both the natural and human environment. The key areas of learning through this course are:

- Changing river environments
- Changing coastal environments
- Changing ecosystems
- Tectonic hazards
- Climate change
- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision.

This IGCSE provides students with the knowledge, understanding and skills to understand our climate, and gives learners the confidence to thrive and make a positive impact in our changing world.

This IGCSE in Geography comprises three components:

All candidates take:	and either:	or:
Paper 1 (1 hour 45 minutes) <ul style="list-style-type: none">• Physical Geography (36%)• 75 marks• Structured questions containing short answer and extended response items. Some items are based on source material.• Externally assessed and Paper 2 (1 hour 45 minutes) <ul style="list-style-type: none">• Human Geography (36%)• 75 marks• Structured questions containing short answer and extended response items. Some items are based on source material.• Externally assessed	Component 3 (Coursework 28%) <ul style="list-style-type: none">• 60 marks• Teachers set one centre-based fieldwork assignment of 1800-2200 words.• Internally assessed and externally moderated	Paper 4 (1 hour 30 minutes) <ul style="list-style-type: none">• Geographical Investigations (28%)• 60 marks• Two compulsory questions containing short answer and extended response items. Some items are based on source material.• Externally assessed

There are three assessment objectives which are covered in each section of the course:

Assessment objectives

The assessment objectives (AOs) are:

A01 Knowledge and understanding

- Candidates should be able to demonstrate knowledge and understanding of:
- geographical terms, concepts and systems

- geographical principles, theories and models
- the location and character of environments and places
- the physical and human factors and processes which contribute to different environments, spatial patterns and interactions
- the similarities and differences between environments, people and places
- the interactive nature of physical and human systems



- and environments
- the causes and consequences of change in physical and human environments
- the importance of spatial scale and time scale in the study of geography.

A02 Skills and analysis

Candidates should be able to:

- select, adapt and use a variety of geographical skills and techniques
- interpret, organise, present and analyse geographical data, information and sources presented in a variety of forms
- use geographical data to identify patterns, trends and relationships
- use and apply the stages of the route to geographical enquiry.

A03 Evaluation and decision-making

Candidates should be able to:

- evaluate the importance of geographical factors, processes and change on physical and human environments
- recognise the limitations of geographical data, principles, theories, models, and information presented in a variety of forms
- evaluate the impact of different values and attitudes of people in the management of physical and human environments
- make and justify a decision based upon information provided
- evaluate the different options available to decision makers
- evaluate the relative success or failure of strategies and techniques used to manage human and physical environments; including sustainable.

Global Perspectives

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices.

Cambridge IGCSE Global Perspectives provides learners with the opportunity to explore stimulating topics that have global significance. They learn to collaborate with people from other cultures, communities or countries. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

The Global Perspectives IGCSE course emphasises the development and application of skills rather than the acquisition of knowledge. Pupils develop transferable skills that will be useful for further study and for young people who will be active citizens of the future. Global Perspectives enable pupils to:

- become independent and empowered to take their place in an ever-changing, information-heavy and 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.

Global Perspectives learners will have opportunities to acquire and apply a range of skills to support them throughout the course 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

Content

Global Perspectives is built around topics encompassing issues of global importance. The topics offer a context within which pupils can begin to develop and demonstrate an understanding of global issues from a personal, local and/or national and global perspective. Pupils use research, reasoning and questioning to gain this understanding and form their own judgements. Pupils are encouraged to appreciate different perspectives, and to engage critically with these. It is important, then, that pupils learn to engage with a contrasting breadth and depth of relevant material.

Component 1 Written Examination Topics

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Component 2 Individual Report Topics

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Component 3 Team Project Topics

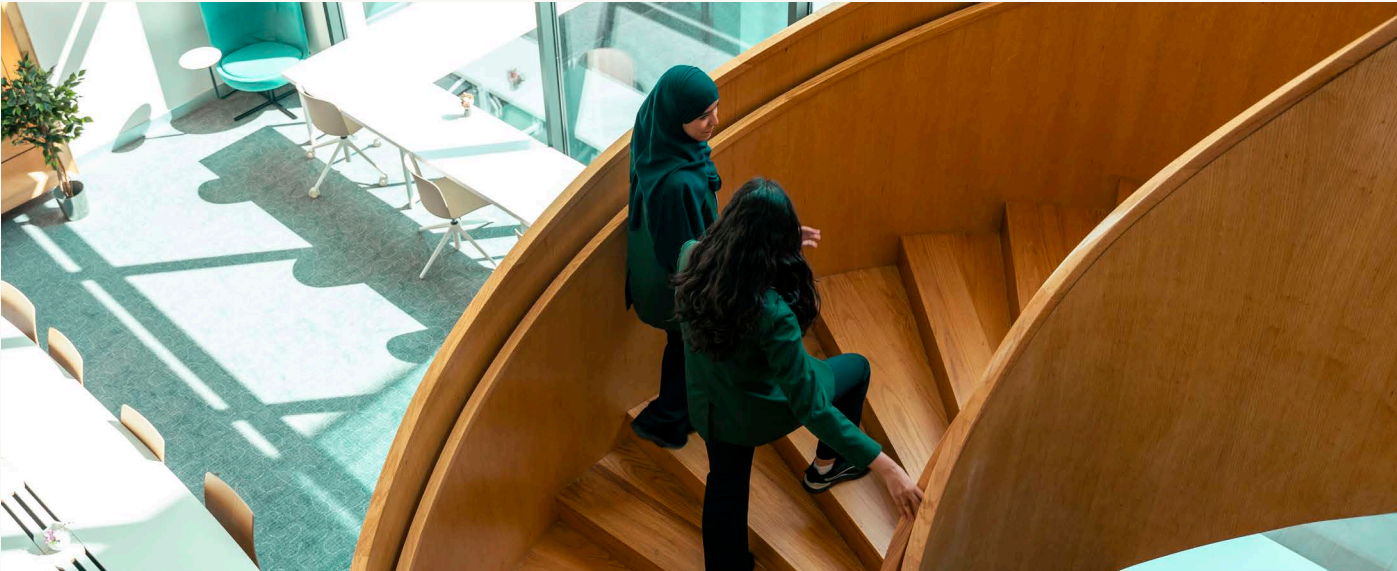
- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

The Cambridge International Global Perspectives IGCSE comprises three externally assessed Components

Component 1	Component 2	Component 3
<ul style="list-style-type: none">• 1 hour 15 minutes• 35%• Written Examination• 70 marks• Externally assessed	<ul style="list-style-type: none">• 30%• Individual Report• 60 marks• Internally set and externally marked	<ul style="list-style-type: none">• 35%• Team Project• 70 marks• Internally assessed and externally moderated
<p>Candidates answer four compulsory questions based on a range of sources.</p> <p>Sources will present a global issue from a range of perspectives (personal, local and/or national, global) and will connect to the eight topics studied in the course</p>	<p>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.</p> <p>The report must be 1500–2000 words and written in continuous prose.</p>	<p>Candidates devise and develop a collaborative project into an aspect from one topic.</p> <p>The Team Project comprises of two elements.</p> <p>Team Element Candidates produce, as a team, one Outcome and one Explanation as a Collaboration. The Explanation must be 200–300 words. (10 marks)</p> <p>Personal Element Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words. (60 marks)</p>

Global Perspectives Assessment Objectives

Assessment Objectives	Weighting in component %		
	Component 1	Component 2	Component 3
A01 Research, anlysis and evaluation	100	67	28
A02 Reflection	0	8	36
A03 Communication and collaboration	0	25	36
Total	100		



Information and Communication Technology (ICT)

Cambridge IGCSE Information and Communication Technology provides learners with the ability to use a broad range of ICT skills and encourages knowledge and understanding of the development of ICT systems, networks and their safe use. This course provides learners with the ability to understand the rapid change of ICT in a technology-based world and the impact ICT has on the world. Learners in a modern ICT based world need to have the ability to gather, process and manipulate data; this course helps learners to fulfil this.

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

Content Overview

Cambridge IGCSE Information and Communication Technology encourages learners to be:

- **confident**, in applying knowledge and understanding of ICT technologies and using skills to solve ICT problems, both as individuals and working with others
- **responsible**, for themselves, responsive to and respectful of others with consideration to physical safety and eSafety
- **reflective**, in their ability to learn and develop ICT skills
- **innovative**, in the way that they use ICT-based solutions to solve problems and identify alternative solutions to solve problems
- **engaged**, socially, in the work that they undertake and to interrogate unfamiliar situations to provide ICT-based solutions.

The aims and objectives of IGCSE ICT are to enable pupils to develop:

- an understanding of the basic components, use and application of different ICT systems and networks

Topics
<ul style="list-style-type: none">• Types and components of computer system• Input and output devices• Storage devices and media• Networks and effects of using them• The effects of using IT• ICT applications• The systems life cycle• Safety and Security• Audience• Communication• File Management• Images• Layout• Styles• Proofing• Graphs and charts• Document production• Databases• Presentations• Spreadsheets• Website authoring

Information and Communication Technology (ICT) is a linear qualification where all papers in the examination must be taken at the end of the course of study.

The assessment comprises of one written and two practical external examined papers allowing pupils to demonstrate and apply their knowledge and understanding of ICT.

Paper 1	Paper 2	Paper 3
<ul style="list-style-type: none">• Theory (Written Paper)• 1 hour 30 minutes• 40 %• 80 Marks• Questions will be based on sections 1-21 of the subject content	<ul style="list-style-type: none">• Practical• 2 hour 15 minutes• 30 %• 70 Marks• Document Production, Databases and Presentations	<ul style="list-style-type: none">• Practical• 2 hour 15 minutes• 30 %• 70 Marks• Spreadsheets and Web-Authoring

This course builds a foundation of skills for those pupils who wish to progress to Cambridge International A-Level.

Sociology

Sociology is the scientific study of human societies and focuses on human social behaviour, patterns of social relationships, social interaction and aspects of culture associated with everyday life. This subject is an excellent foundation to studying Psychology at International A Level. The content is organised into six topics exploring the nature of social relationships, processes and structures. The first topic provides a foundation for the other topics of the syllabus by considering the methods and procedures employed in sociological research. The aims of the first topic (research methods) underpins each of the following topics. Teachers of Sociology can then adeptly apply pupils own experiences, local case studies and sociological work relating to the pupils own way of lie to understanding the central ideas and themes within the Sociology course and within modern industrial societies globally.

- The aims of Sociology IGCSE is to enable pupils to:
- develop knowledge and understanding of sociological concepts, theories, methods and research findings
 - understand issues and problems concerning the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
 - understand the ways in which personal and social identities are constructed and maintained
 - encourage a critical awareness of social, economic and political structures and processes, and their effects on individuals and communities
 - understand the tensions between individual free will and social structures, and continuity and change in societies
 - gain an appreciation and understanding of individual, social and cultural diversity
 - apply sociological knowledge and understanding to their own lives and their participation within society.

The Cambridge Sociology IGCSE assessment is comprised of two papers that are externally assessed.

Paper 1	Paper 2
<ul style="list-style-type: none">• 2 hours• 50%• 80 Marks• Externally assessed	<ul style="list-style-type: none">• 1 hour 45 minutes• 50%• 80 Marks• Externally assessed
Content 1. Research methods 2. Identity: self and society 3. Social stratification and inequality <i>NB: these topics are a foundation for studying the topics contained in Paper 2.</i>	Content 1. Family 2. Education 3. Crime, deviance and social control <i>NB: candidates must answer questions on two of the three topics listed here in this exam.</i>
Assessment Q1. Research Methods (compulsory)-all candidates must answer this question, including the data response. Q2 & Q3. Candidates choose to answer either of these two questions	Assessment Candidates answer two options structured questions from a choice of three

Assessment Objectives

	Weighting %	
	Paper 1	Paper 2
A01 Knowledge and understanding	35	43
A02 Interpretation and application	40	37
A03 Analysis and evaluation	25	20
Total	100	



Media Studies

The Oxford AQA Media Studies International GCSE is a linear qualification. All components must be taken at the end of the course of study. The course features a relevant, updated and engaging selection of media genres ranging from film and television to audio and print media. This course builds a foundation for pupils wishing to progress to advanced level (A-level) in Media Studies.

Media students explore 4 keys areas of media:

- Media Language
- Media Representations
- Media Industries
- Media Audiences

The IGCSE Media Studies course comprises 50% external examination and 50% internal coursework components.

The aims and objectives of this qualification enable pupils to:

- Engage with and develop the ability to critically read, understand and respond to a wide range of modern media products
- Develop an appreciation of the ways in which language is used across a range of media and the effects of this language on the intended audience.
- Develop the skills needed for critical media study
- Explore how the choice of elements in a media product can work to create stories, portray different aspects of reality, put over points of view and represent the world in different ways

This IGCSE in Media Studies comprises two components:

Paper 1: Media knowledge and understanding	+	Non-exam assessment (NEA): creating a media product
<p>What’s assessed</p> <p>Analysing media products, focusing on media language and representations, using a prescribed episode from a television series for close study:</p> <p><i>Doctor Who</i>, ‘Kerblam!’ - Series 11, Episode 7</p> <p>The prescribed episode for study will be updated every three years.</p> <p>Questions will focus on both a selected study sequence in the episode and the episode in its entirety. The details of the selected study sequence will be released on 1 May in the same year as the June examination and on 1 October in the same year as the November examination.</p> <p>Producers and audiences, focusing on media industries and audiences. Questions in this section milia teresome producing ain the prescribed television product, for exemplification and illustration.</p> <p>Media Issues in context focusing on the cultural, economic, historical and technological contexts. Questions will invite responses that relate issues concerning media contexts to media forms, products, and any area of the media studies framework.</p>		<p>What’s assessed</p> <p>Application of knowledge and understanding of the Media Studies framework.</p> <p>Ability to create media products.</p> <p>Students will be expected to draw on knowledge and understanding of the entire course of study in the exam, to show a deeper understanding of these topics.</p>
<p>How it’s assessed</p> <ul style="list-style-type: none">• Written exam - 2 hours• 100 marks • 50% of the GCSE		<p>How it’s assessed</p> <ul style="list-style-type: none">• NEA: responding to a choice from one of six briefs that change every three years• 100 marks• 50% of GCSE• Assessed by teachers• Moderated by OxfordAQA
<p>Questions</p> <p>The question paper will have the following structure:</p> <p>Section A: Analysing media products 40 marks, comprising short answer, analysis and extended response questions</p> <p>Section B: Producers and audiences 30 marks, comprising short answer, analysis and extended response questions</p> <p>Section C: Media issues in context 30 marks, comprising short answer, analysis and extended response</p>		<p>Tasks</p> <p>Students produce:</p> <ul style="list-style-type: none">• A media product for an intended audience, in response to a brief - 80 marks• A written explanation of the meanings created and the decisions made for the media production - 20 marks

Spanish

The Oxford AQA Spanish International GCSE is a linear qualification. All components must be taken at the end of the course of study. No prior knowledge of Spanish is required before teaching, though regular practice is essential.

Spanish students explore the language using 3 keys themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The IGCSE Spanish course assess students in all aspects of language: reading, writing, speaking and listening to support them to use their language in the real world.

Assessment

Paper 1: Listening	+	Paper 2: Speaking	+	Paper 3: Reading	+	Paper 4: Writing
What’s assessed Understanding and responding to different types of spoken language		What’s assessed Communicating and interacting effectively in speech for a variety of purposes		What’s assessed Understanding and responding to different types of written language		What’s assessed Communicating effectively in writing for a variety of purposes
How it’s assessed <ul style="list-style-type: none">• Written exam: 50 minutes• 40 marks• 25% of GCSE• (The exam includes 5 minutes’ reading time of the question paper before the listening stimulus is played.)		How it’s assessed <ul style="list-style-type: none">• Non-exam assessment• 10 minutes + 10 minutes preparation time• 40 marks• 25% of GCSE		How it’s assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• 60 marks• 25% of GCSE		How it’s assessed <ul style="list-style-type: none">• Written exam: 1 hour 15 minutes• 60 marks• 25% of GCSE
Questions Section A - 32 marks. Questions in English, to be answered in English or non-verbally Section B - 8 marks. Questions in Spanish, to be answered in Spanish or non-verbally		Questions Photo card - 15 marks. 3-5 minutes General conversation - 25 marks. 5-7 minutes		Questions Section A - 33 marks. Questions in English, to be answered in English or non-verbally Section B - 18 marks. Questions in Spanish, to be answered in Spanish or non-verbally Section C - 9 marks. Translation from Spanish into English (a minimum of 50 words)		Questions Question 1 - 8 marks. Message (student produces four sentences in response to a photo) Question 2 - 16 marks. Structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) Question 3 - 12 marks. Translation from English into Spanish (minimum 50 words) Question 4 - 24 marks. Open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total). There is a choice from two questions



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