



## **The King Fahad Academy**

### **IGCSE Parent & Student Handbook**



## Introduction

The philosophy of the IGCSE program at the King Fahad Academy is to provide you with a broad, balanced and coherent curriculum that meets both national pre-16 standards and constitutes adequate preparation for post-16 qualifications such as the British A Levels and International Baccalaureate Diploma.

Choosing IGCSE subjects involves the first of a set of major decisions that you will have to make. It is important that each of you makes the 'right' choice of IGCSE subjects according to your interests, abilities and career aspirations. It is important to think about your subject options carefully to ensure you have the qualifications you need when you finish grade 10.

As a general guideline, you must study a minimum of 5 subjects, offering a broad and general first stage of secondary education, with English language lessons provided where necessary. Over the next two years, you will study a range of subjects which fall under two categories, compulsory (or core) and optional (or electives). English, Math, Science, Arabic and Islamic studies are all compulsory subjects. History, Geography, Business Studies, French, Art, Drama and Information Technology are optional subjects. In addition, you will also take physical education (PE) lessons and engage in extracurricular activities.

You can elect up to three optional subjects as your first choice. While every effort will be made to accommodate your particular choice you may not be able to take all your first choice options. The Academy may decide not to run a subject if not enough students choose it as one of their options. Therefore, the Academy reserves the right to withdraw subjects from the option lists in the light of demand. As a fallback, have some second choice options in reserve just in case.

Some subjects are limited in the number of pupils they can accommodate. Your form tutors and your subject teachers will be able to advise you on your suitability for a particular course of study. It is important that you seek and take advice.

This booklet outlines the subjects The Academy plans to offer. A one-to-one interview with your form tutor will also be planned to help you choose your subjects.



**Our Vision** is for The King Fahad Academy to be an exemplary professional learning community where children reap the benefits of an international, balanced faith-based education.

**Our Mission** The KFA aims at providing a bilingual international education with an Islamic ethos to students aged 3 – 18 years. We are committed to helping all students realise their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live. We employ our skills and expertise to nurture our students holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum.

### **Our Philosophy**

#### **We believe that.....**

- A holistic education which includes the development of skills is needed for developing intercultural understanding, compassion and respect.
- The KFA establishes high standards of excellence for students to achieve and responds appropriately to help those students who have learning challenges
- Each student has a unique experience which must be taken into consideration during the teaching process
- The development of a balanced attitude, free of prejudice or extreme inclination in the matter of religion is the key to a more homogenous human existence
- The collaborative effort of parents, teachers and students is essential for an effective education.

The King Fahad Academy's professional learning community values above all the need for all its members to be:

**Enquirers:** always looking for answers even when there are none, always finding ways to conduct successful and constructive research.

**Reflectors:** taking pride in not only the product or the final outcome but in the process that led to it.

**Critical thinkers:** knowing always that there are multiple sides to every story, statement and "fact".

**Communicators:** believing that dialogue is the way, and always capable of expressing their view confidently and openly.

**Risk-takers:** showing confidence in approaching the unfamiliar.

**Knowledgeable:** always striving to be aware of what is going on in the world around, seeking knowledge through experience and study; always approaching the body of knowledge as an endless expanse of space where they can roam freely.

**Principled:** applying themselves to the task at hand with a strong sense of moral responsibility, integrity, honesty and justice.

**Well-balanced:** rejecting what is extreme in all that they do; always aware that moderation is a great virtue.

**Caring:** showing responsibility in all that they do (be that towards things, people or abstract notions).

**Open-minded:** aware that opinion and perspective are highly subjective and showing respect to the views, values and belief systems of others.

**Committed:** to their identity, religion and belief system, yet always in dialogue with those who do not subscribe to the same values.

### Entry requirements:

The IGCSE programme at the King Fahad Academy is open to all students who have successfully completed grade 8 (year 9 in the national system)<sup>1</sup> and who have a level of English language proficiency deemed acceptable by the school and seen to allow these students to pursue a course of academic study in English at the pre-16 level.

### Compulsory subjects in grade 9

The following subjects have to be taken by all students in grades 9 and 10.

- \* Arabic
- \* Islamic Studies
- \* Mathematics
- \* English
- \* Science

### Optional subjects

There are three columns of optional subjects below. You will have to choose one subject from each list.

#### **GROUP A**

**Geography**  
**History**

#### **GROUP B**

**French**  
**ICT**

#### **GROUP C**

**Art**  
**Business Studies**  
**Drama (GCSE)**

Having made your choice you should make every effort to stick with it. **If, however, you feel you have made the wrong choice then you will be allowed to apply for a CHANGE OF SUBJECTS UP TO THE END OF SEPTEMBER IN GRADE 9.** After this time, it will be impossible to change because you will have to catch up on too much work. Any changes will be made subject to the approval of the subject teachers concerned, provided that there is enough room in the new subject and provided the request has been made in writing by your parents.

Please make sure you are choosing your subjects on the basis of the factors listed in the introduction. You should also aim for as broad a curriculum as possible.

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<sup>1</sup> Please note that Grade 9 in a 12-year international programme is the equivalent to Year 10 in a 13-year programme.

## **IGCSE Biology**

### **Introduction:**

Biology is often referred to as ‘life science’. It is the science of living organisms. It involves the study of a wide range of popular and exciting topics from life processes to cells, tissues, organs and organisms, including genes, biotechnology and the environment.

The IGCSE Biology is a two-year course based on the Edexcel International specification. The course begins in grade 9 and ends in grade 10.

### **Key Features:**

The key features of the IGCSE biology include:

Nature and variety of living organisms; Structure and functions in living organisms; Genetics and inheritance; Use of biological resources; Ecology and the environment, as well as experiments and investigations.

### **Aims of the course:**

The teaching and learning interactions involve strategies that aim for reinforcing and consolidating biological knowledge and understanding; development of scientific skills such as observation, measurements, interpretation and application, as well as working cooperatively in groups. The whole approach to learning can thus be described as pupil-centred.

### **Assessment Objectives:**

The main emphasis of the assessment objectives is on biological knowledge and processes. In addition, the Edexcel specification specifies three key areas of assessment: Knowledge and understanding; Application of knowledge and understanding, analysis and evaluation; Experimental and investigative skills.

### **Scheme of assessment:**

The final assessment consists of an externally set examination based on a two-tier entry: foundation tier or a higher tier entry. The choice of particular entry depends on the pupil’s ability and capability. As a centre, we have opted for a main examination in biology, to be followed by two additional examinations from a choice of three (biology, chemistry, physics), as written alternatives, in lieu of coursework.

# **IGCSE Chemistry**

## **Introduction:**

Chemistry is a stimulating and exciting experimental science. It consists of a variety of experiments, investigations and a comprehensive body of knowledge. The IGCSE Chemistry is a two-year course based on the Edexcel International specification. The course begins is taught over two academic sessions, from grades 9 to 10.

## **Key Features:**

The key features of the IGCSE chemistry include the:  
Principles of chemistry; Chemistry of the elements; Organic chemistry; Physical chemistry and Chemistry in society.

## **Aims of the course:**

The aim of the course is to present chemistry as the essential science concerned with our everyday needs; to explore the nature of atoms and molecules, their interactions and uses. Thus the course offers opportunity for pupils to acquire a sound knowledge of chemistry. Furthermore, the course endeavours to inculcate in pupils such skills as using information technology effectively, initiatives, and teamwork.

## **Assessment Objectives:**

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## **Scheme of assessment:**

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## **IGCSE Physics**

### **Introduction**

Physics is crucial to understanding the world around us, the world inside us and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that change our lives.

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles. Moreover, it is the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy. Physicists are turning their talents to molecular biology, biochemistry, and biology itself. Even medicine has a niche for physicists, and since medical physicists are hard to come by, they are much in demand.

Physics also undergirds many new technologies. Mobiles, the Internet, and MRIs are only a few examples of the physics-based technological developments that have revolutionized our world.

### **Key Features**

There is a comprehensive and detailed description of the subject content with straightforward linear assessment. It incorporates elements of MYP or KS3 program of studies. The two available tiers of entry allow students to be entered at the appropriate level. It also provides a solid basis for advanced level physics.

### **Aim**

IGCSE Science course is one of the core subjects covered in the two years. Students study Edexcel Double Award Science which includes biology, chemistry and physics. The course has two tiers- higher and foundation examination papers. The student will sit for one of them according to their ability. The Physics syllabus will cover the following topics: Energy, Waves, Light, Sound, Forces, Electricity, Magnetism, Particles and Radioactivity. No coursework is required for the IGCSE Double Award Science course. The course is the foundation for both the A-level and IB course.

### **Assessment objectives**

Students are assessed through homework, projects, practical work, tests and examinations. Assessment should cover:

\*Knowledge and understanding: recognise and recall scientific facts, terminology, principles, concept, practical techniques and safety; show the understanding of the social, economic, environmental and technological applications and implications of Physics; and present relevant information clearly and logically.

\*Application of knowledge and understanding, analysis and evaluation: explain and interpret phenomena; present data in tables, diagrams, graphs; evaluate scientific information and make informed judgements.

\*Experimental and investigative skills: devise and plan investigations, selecting appropriate techniques; make observations and measurements; analyse and interpret data from experimental activities to draw conclusion; and evaluate data and methods.

# IGCSE Mathematics

## Introduction:

The IGCSE course is a two year program designed to meet the needs of students of all abilities. The course consists of higher and foundation tiers which allow students to be entered at the appropriate level. The exam questions are designed to be accessible to students of all abilities within that tier. The standards are equivalent to the Edexcel's UK GCSE mathematics and it provides a solid basis for the Diploma program and the A-level course.

## Aims of the course:

The students are expected to:

- Use numerical skills in a purely mathematical way and in real life situations.
- Use letters as equivalent to numbers and as variables.
- Use of algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.
- Use properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.
- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

## Assessment Objectives:

The course requires candidates to demonstrate their knowledge, understanding and skills in, numbers and numbering system, calculations, solving numerical problems, equations, formulae and identities, sequences, functions and graphs, geometry, vectors and transformation geometry and statistics.

## Assessment:

Paper/ Component	Mode of assessment	Weighting	Length
Examination Paper 1F	Grades C-G (Foundation Tier)	50%	2 hours
Examination Paper 2F	Grades C-G (Foundation Tier)	50%	2 hours
Examination Paper 3H	Grades A* - D (Higher Tier)	50%	2 hours
Examination Paper 4H	Grades A* - D (Higher Tier)	50%	2 hours

# **IGCSE English Literature**

## **Introduction**

IGCSE English Literature is a programme of study that incorporates elements of GCSE and international pre-16 qualifications in English Literature. The course offers a choice of texts covering the three genres of drama, prose and poetry. Text offerings range from anthologies of stories from around the world written by contemporary and often little known (yet highly atypical and intriguing) authors, through modern classics, to canonical texts by Shakespeare and Jane Austen. The course's international quality can be seen in the choice of texts and the use of literature in translation in all sections of the course.

## **Key features of the course**

- A single tier course.
- A choice of texts in three genres.
- Only two exam papers – one open-text and one closed-text.
- A choice of 100% exam only or coursework for paper two.
- A strong element of internationalism.

## **Aims of the course**

The course aims to engage students in the study of literature and to help them gain a better understanding of the world outside their familiar cultural settings. With a strong emphasis on literature in translation, the course exposes students not only to different cultural backgrounds but to unique writing styles and themes of specific regional significance. The course, in addition, aims to encourage and foster the development of students' higher thinking skills as it prompts them to evaluate their perceptions and perspectives in relation to those who dwell in other parts of the world or who have lived in times past.

## **Assessment objectives**

AO1: A close knowledge of texts.

AO2: An appreciation of the author's craft.

AO3: A lively and engaged personal response.

Scheme of assessment

The course is assessed by two written examinations papers:

- Paper 1: Prose and Drama
- Paper 2: Poetry;

or by one examination paper (Paper 1) and a coursework option.

Assessment of examination papers is rubrics-based and covers the full range of grades (A\*-G).

## **IGCSE ESL**

### **Introduction:**

**IGCS ESL** is a globally recognised qualification, taken at Grade 10 level, similar to the Class 10 examinations of the CBSE and ICSE or the middle years Programme of the IB.

IGCSE, formed in 1988, is a comprehensive two-year programme, spread over Grade 9 and 10, and leads to the final examinations offered every year in May and November.

A student who has passed IGCSE is eligible for any +2 level qualification, like Class 12 CBSE/ ICSE or any international pre-university programme, like the IB Diploma, Advanced Placement Diploma (US), and A/AS Level & AICE (UK).

### **Aims of the course:**

The purpose of the IGCSE- ESL exam is to test English language competency through realistic and contextualised tasks based on authentic texts.

The course is designed for students who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career.

The qualification reflects the widespread use of English in education and commerce, and also in entertainment.

Through their studies, students learn how to use English effectively in the type of situations, and English-speaking environments they will encounter in their daily life. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

At this level, students are expected to understand the main ideas of complex text on both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue.

Students are expected to communicate formally and informally in a range of contexts as well as to understand a wide range of texts, styles and registers

### **Choices of Assessment:**

Reading, writing and listening skills are tested through two examination papers.

Speaking is tested through a face- to- face interview at the centre. The speaking test is optional and endorsed separately.

There is a single tier of entry. Students can take two or three assessment components:

- Paper 1 ( reading and Writing)
- Paper 2 ( Listening )
- Paper 3 (Speaking) - optional and separately awarded.

Students' revision blog is available for more information about:

<http://kfa-igcse-eslsupport.blogspot.com/>

## IGCSE Arabic

### Introduction:

The IGCSE Arabic language is a two-year course. The specification of this challenging course is designed for Arabic speakers. The course is one of a group of IGCSE qualification normally taken by those aged fifteen or above, however with KFA students they begin at fourteen of age. The main aim of this course is to encourage a broad range of writing and reading in standard Arabic.

### Key features:

- Encourages reading of both contemporary and classical Arabic, fiction and non-fiction.
- Language awareness and usage assessed through grammatical exercises.
- Full range of teachers support in accompanying Teacher's Guide, including practice reading passages.
- Provides a high standard qualification in preparation for further education.
- Assessment through two compulsory papers.
- Choice of writing tasks in paper 2 allows candidates to demonstrate a range of writing styles.

### The aims of the course:

- To develop students' ability to read, understand and respond to Arabic material.
- To develop students' ability to communicate accurately in skills writing, matching style to audience and purpose.
- To develop students' understanding of deferent structure and variety of language.
- To develop students' personality in understanding of themselves and also world around them.

### Assessment objectives:

Students will be required to demonstrate their ability to:

Reading	Writing	Grammatical Usage
read a range of texts with understanding of explicit and implicit meanings and attitudes	Communicate in writing clearly and imaginatively, using and adapting forms for different readers and purposes.	Show an understanding of grammatical topics: Cases, Vocalisation, Vocabulary, Choices and syntax
Follow an argument, distinguishing between fact and opinion	Organise their writing into clear and coherent sentences and whole texts	
Extract, summaries and present appropriately relevant information from a text.	Use accurate spelling, and observe the convention of punctuation	

### Scheme of assessment:

All students are required to take both components, paper 1 and paper 2.

Examination Paper 1, targeting grades A\* - G , Weighting = 70%

Examination Paper 2, targeting grades A\* - G , Weighting = 30%

# IGCSE FRENCH

## Introduction:

This course aims to develop a variety of linguistic skills and an awareness of the culture of the French speaking countries.

The FRENCH IGCSE course, while retaining many of the recognized good qualities of its GCSE equivalent, offers as an added element an international perspective. It is the most up-to-date qualification available to students world wide and therefore an excellent preparation for the International Baccalaureate Diploma Programme. Both courses combined; ensure that students leaving the KFA at age 18, are fluent speakers of French (as well as Arabic and English) making them

## **Who is it suitable for?**

The course is designed for students who have some previous knowledge of French (usually 2 to 3 years).

## Course Outline:

The two year course will follow the IGCSE Edexcel syllabus, which will be finalised by a tiered examination available to students across the whole range of performance. Foundation allows the students to achieve grades C-G, whereas the Higher Tier is aimed at students able to attain A\* -C.

## **Some of the topics areas are:**

1. Home and abroad
2. Education and Employment
3. House, Home and Daily Routine
4. The Modern World
5. Social activities, Fitness and Health

## Assessments:

The IGCSE French examination is designed to test ability in the four skills of listening, speaking, reading and writing. It follows the same patterns of assessment as GCSE, enabling students to demonstrate both their analytical skills and their subjects knowledge. **Most importantly**, IGCSE embraces the principle of “**positive marking**” (so does the IB Diploma). Students are given credit for what they know, understand and can do rather than being penalised for what they do not know.

## IGCSE Religious studies

### Introduction:

The religious studies programme encompasses a wide range of opportunities for the students to explore genuine moral issues through their study of beliefs and values from the viewpoint of at least one major world religion (Islam) and develop the skills to compare them with non-religious views.

### Key Features:

The key feature of the IGCSE Religious Studies include:

Human beings and their destiny; the meaning and purpose of life; marriage, family life and relationships; relationships with other people; worship and celebration; leadership and authority; rules for living; founders, gurus, avatars and prophets and places for worship.

### Aims of the course:

The aim of the IGCSE Programme is: To acquire knowledge and to develop understanding of the beliefs, values and traditions mainly of Islam, and to consider their influences on Human choices and activities.

To identify and investigate some fundamental questions of life raised by religion and human experience.

To develop skills relevant to the study of religion.

### Assessment objectives:

There are three assessment objectives: **1-Knowledge** requires candidates to demonstrate the ability to recall, select, organise, and deploy knowledge of the specification content (weighting 40%)

**2-Understanding** requires candidates to demonstrate the ability to describe, analyse and explain the relevance and application of a religion (weighting 40%)

**3- Evaluation** requires candidates to demonstrate the ability to evaluate different responses to religious and moral issues, using relevant evidence and argument (weighting 20%)

### Scheme of assessment:

There are three examination components. All candidates take paper 1 and **either** paper 2 or component 3(coursework). As a centre, we have opted for paper 2.

The scheme of assessment consists of a single tier, in which all components target the complete range of grade A\*-G. Candidates who fail to achieve grade G will be awarded *ungraded*.

# **IGCSE HISTORY**

## **Introduction**

The London Examinations IGCSE in History is designed as a two-year course, which allows students to study the main themes and periods of the history of twentieth century. As a centre we have opted for an international approach, rather than concentrating on one area of the world.

## **Key features of the course**

- based on the content of the Edexcel GCSE and GCE O level History specifications
- tiers of entry allow students to be entered at the appropriate level
- route of assessment: 75% examination and 25% coursework
- questions on all Themes and Topics in every examination session
- provides a solid basis for International Diploma, GCE AS and Advanced level History, and other equivalent qualifications.

## **Aims of the course**

IGCSE History is designed to be an interesting, exciting and stimulating course. It should help students comprehend the past, thus enabling them to make informed judgements about the present with a view to understanding how it may also affect their future lives. It involves a lot of reading, summarising, and discussion in class, and can be very rewarding. Students will be taught to use their initiative in developing a study and revision programme rather than being given teacher directed homework on a regular basis. The content is covered in class and with further reading at home.

## **Assessment objectives**

Examination Paper 1F, targeted at grades C – G (Foundation Tier) 75% - 1½ hours

**or**

Examination Paper 2H, targeted at grades A\* – D (Higher Tier) 75% - 2½ hours

**and**

Coursework, targeted at grades A\* – G (common to both tiers)

The scheme of assessment consists of 4 components. Students will be required to take two components.

Foundation Tier students will take Paper 1F, and either Paper 3 or component 4.

Higher Tier students will take Paper 2H, and either Paper 3 or component 4.

# IGCSE Geography

## Introduction

This two-year course seeks to encourage students to acquire knowledge and understanding of a range of important issues that have a geographical dimension. The issues are both physical and human, and range in scale from local to global. Coverage includes the natural environment, resources and production, population and settlement, as well as the related topics of globalisation, human welfare, and sustainability.

A key aspect of this course is that students study geographical concepts and theories through investigative fieldwork, and not purely through classroom-based study. Practical skills are assessed either through Paper 03 or through coursework, and it is vital that students have experience of practical skills in order to succeed.

## Key features of the course

- includes features from the Edexcel GCE O level Geography syllabus
- addresses the international dimension, by encouraging local fieldwork to underpin knowledge and understanding
- tiers of entry allow students to demonstrate what they know, understand and can do at the appropriate level
- assessment by 100% examination, or 80% examination and 20% coursework (for Edexcel approved centres only)
- a full range of support for teachers
- provides a solid basis for progression to IB, GCE AS and Advanced courses in Geography, or equivalent qualifications.

## Aims of the course

The specification provides opportunities for students to

- acquire knowledge and understanding of places, environments and geographical themes, ranging in scale from local to global, and the physical and human processes that affect them
- develop a sense of place and an awareness of the ways in which people and environments interact, the importance of sustainable developments in those interactions and of the opportunities, challenges and constraints that face people in different places
- develop an understanding of some of the issues confronting global society
- appreciate that the study of geography is dynamic, both because geographical features, patterns and issues change, and because new ideas and methods lead to new and often tentative interpretations
- acquire and apply the skills and techniques – including those of mapwork, fieldwork and where possible information technology – needed to conduct geographical enquiry
- collect and interpret field and secondary data.

## Assessment objectives

The objectives of assessment are to enable students to

**AO1** demonstrate knowledge of places, environments, themes and issues, from local to global

**AO2** show understanding of the specification content

**AO3** apply their knowledge and understanding in a variety of physical and human contexts

**AO4** select and use a variety of skills and techniques appropriate to geographical studies and enquiries.

<b>Paper/component</b>	<b>Mode of assessment</b>	<b>Weighting</b>	<b>Length</b>
Examination Paper 1F	grades C – G (Foundation Tier)	80%	1 hour 45 minutes
	OR		
Examination Paper 2H	grades A* – D (Higher Tier)	80%	2 hours 30 minutes
	AND		
Examination Paper 3, targeted at grades A* – G		20%	1 hour
	OR		
Coursework, targeted at grades A* – G		20%	

# IGCSE ICT

## Introduction:

IGCSE ICT is designed as a two-year course. It aims to encourage the exploration and study of Information and Communication Technology (ICT) in a variety of contexts: home, community, business, industry, recreation and education. In any given situation students will be given the opportunity to acquire competence, ability and critical skills through the implementation, use and evaluation of a range of ICT systems. Students can develop their interests in, enjoyment of, and critical reflections about ICT as an integral part of modern society.

## Key Features:

- Coursework, with a weighting of 30% of the total assessment, is compulsory and externally assessed. It is based on a pre-released case study and one project
- External examination composed of structured questions
- ICT work carried out by students in other areas of the curriculum can be used as the basis of a coursework project
- Provides a solid basis for GCE AS and Advanced Computing courses or equivalent qualifications.

## **Tiers of entry**

### **Papers 1F and 2H**

Candidates are entered at either Foundation Tier or Higher Tier.

Questions in the Foundation Tier paper are targeted at grades in the range C - G. The highest grade which will be awarded at Foundation Tier is grade C.

Questions in the Higher Tier paper are targeted at grades in the range A\* - D. There is a 'safety net' grade E for candidates who narrowly fail to achieve grade D.

### **The coursework (component 3)**

The coursework is common to both tiers. It consists of two components, a project (15%), and a collection of set tasks based on a case study (15%). Both components will be marked externally.

For the project, candidates must write a report on the use of a computer to solve a problem. Each candidate is required to identify a problem and solve it using an appropriate software package.

### **Summary of scheme of assessment**

Paper/ component	Mode of assessment	Weighting	Length
1	Examination Paper 1F, targeting grades C – G (Foundation Tier)	70%	1½ hrs
2	Examination Paper 2H, targeting grades A* - D (Higher Tier)	70%	1½ hrs
3	Coursework, common to both tiers, consisting of a project (15%) and set tasks based on a case study (15%).	30%	-

# **IGCSE ART & DESIGN**

## **1. Introduction**

This course is designed to encourage an adventurous and enquiring approach to art and design. It provides opportunities for candidates to develop their skills and talents. Moreover, this course challenges the students to demonstrate an understanding of past and contemporary art and design, and to explore even further their culture, tradition and inspiration.

## **2. Aims of the course**

This course aims to develop candidates’

- Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
- Investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills
- Knowledge and understanding of art and design in contemporary societies and in other times and cultures.

## **3. Key features of the course**

- A choice of four different specifications. Fine Art, Textiles, Photography, Graphic Design. (Candidates may be entered for more than one specification in any examination session. Each specification will be awarded a separate IGCSE grade).
- A single practical exam for the external assessment route.
- 50% coursework option for approved centres.
- Postal assessment for approved centres.
- Opportunity to study local artists and designers.
- A full range of teacher support.
- A sound foundation for progression to IB Diploma, Edexcel AS and A levels and other equivalent qualifications.
- Available twice a year in November and May.

## **4. Assessment objectives**

Candidates will be assessed on their ability to:

- AO1 record observations, experiences and ideas which are appropriate to intentions
- AO2 analyse and evaluate images, objects and artefacts, making informed connections with the work of others
- AO3 develop and explore ideas, using a variety of media and processes that are appropriate to intentions
- AO4 review and refine ideas, modifying work as it progresses, before presenting a coherent personal response.

## **5. Scheme of assessment**

Candidates will follow either Route 1, or Route 2.

- Route 1: 100% examination. Candidates are entered for Paper 1 only. [Examination piece, 10 hour practical. 6 week preparatory period].
- Route 2: 50% examination and 50% coursework. Candidates are entered for either Paper 1 & Paper 2, [Coursework: One main finished piece, plus preparatory studies] or Paper 1 & Paper 3 [Coursework: Critical contextual study].

## **IGCSE BUSINESS STUDIES**

### **Prerequisites:**

This subject is not taught below grade 9. All students are welcome to study this subject if they are keen and interested in the subject.

### **Content:**

Business Studies concerns the aspects of organisations within their economic, political and social contexts. Using case studies, Business Studies ensures that candidates have experience of the real world of business organisations enabling them to analyse, evaluate and make reasoned judgements in the context of real business scenarios

There are five areas of content:

- 1 Business Activity and the Changing Environment
- 2 Human Resources
- 3 Accounting and Finance
- 4 Marketing
- 5 Production

### **Assessment:**

At the end of Grade 10, students will take the Edexcel IGCSE Business Studies Examination.

All students will sit two Papers:

Paper 1 F	Foundation Tier	(Grades C – G )	80%	1 hr 30 min
Paper 2H	Higher Tier	(Grades A* - D)	80%	1hr 30 min
Paper 3	Common to both tiers (Grades A* - D)		20%	1hr (Synoptic)

Students will be selected to do the most appropriate papers dependant on their progress throughout the course and their performance in the mock examinations.

## GCSE Arabic

### Introduction:

The Arabic GCSE is offered as a recognized qualification for students who speak Arabic as a second language.

### Key feature of the course:

- It is one – tier syllabus, in which tests are provided in a single level.
- The study of language involves all aspects of life.
- There are 4 units in this course in which the student will be assessed in.

### Key subject aims:

To enable students to develop:

- An understanding of Arabic in a variety of contexts.
- A knowledge of Arabic vocabulary and structures.
- Transferable language learning skills.
- The ability to communicate effectively in Arabic.
- Awareness and understanding of countries and communities where Arabic is spoken.

### Assessment:

This course applies 4 units which students will be assessed in:

**Unit 1: Listening and understanding:** the spoken material will include formal and informal speech. There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work grades G to A\* (Total mark is 50)

**Unit 2: Speaking:** This unit involves students to carry out two different tasks to a chosen theme/s. tests are conducted by the teacher in specified assessment window. (Total mark is 50)

**Unit 3: Reading and understanding;** the examination consists of a number of short texts in both informal and formal styles. (Total mark is 50)

**Unit 4: writing;** the paper rewards students for effective communication and knowledge and application of language. The tasks and related assessment criteria have been designed to accommodate a wide range of students' profiles and reward work of grades G to A\* (Total mark is 50 )

#### **Assessment objectives:**

**AO1:** understand spoken language: **23%**

**AO2:** communicate in speech: **27%**

**AO3:** understand written language: **23%**

**AO4:** communicate in writing: **27%**

**Total: 100%**

## **GCSE Drama**

### **Introduction:**

Drama provides the unique opportunity for students to work with their minds, bodies, voices, imaginations and souls. It is a demanding and rigorous process that should not be considered as a 'soft' option. Drama requires and develops qualities from self-discipline and attention to detail, to courage and an understanding of truth.

The GCSE Drama is a two-year course based on the new Edexcel specification. The course begins in Grade 9 and ends in Grade 10.

### **Key Features:**

The key features of the GCSE Drama:

The course is made up of three units. Unit One explores and assesses the use of a range of Drama techniques and processes. Unit Two involves the study of a play text and a creative and practical response to that text by the students. Unit Three is the creation and presentation of a performance to an audience which includes an external examiner. The course will also require students to make several visits to the theatre and become conversant with current Drama practices.

### **Aims of the course:**

The course teaches a range of Drama knowledge including: development of character, *ensemble*, script study, mask, elements of drama theory, performance support and design skills. The course also teaches the transferable skills of self-confidence and self-discipline, collaborative work and solo risk, creative processes and physical skills.

### **Assessment Objectives:**

The main emphasis of the assessment objectives (A.O.) is on the acquisition of Drama skills, and an understanding of their practical application in real time and an ability to reflect, in writing, on the value of the work that has been created. The objectives also provide for transfer to AS/A Level and IB study of Drama. (For more information on the overall A.O. which are complex, please go to [www.edexcel.com/quals/gcse/gcse09/drama/Pages/default.aspx](http://www.edexcel.com/quals/gcse/gcse09/drama/Pages/default.aspx) where you can also find a detailed outline of the whole course.)

### **Scheme of assessment:**

The final assessment is based on completion of all three units. Unit One (30%) requires six hours of exploratory work and 1000 words of analysis of the exploration. Unit Two (30%) requires close study of a play text, a practical response to that text and 2000 words of analysis and Unit Three (40%) involves the creation and presentation of a public performance.