



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

KS4

Park House English School

Key Stage 4 Options and Information Booklet

2018-2019



Contents

| | |
|---------------------|---|
| Introduction | 1 |
| Uniform & Equipment | 2 |
| School Timings | 3 |
| Which subjects | 4 |
| Attendance | 5 |
| Target Grades | 6 |
| Examinations | 7 |
| New Grading System | 8 |

Programme of Study

| | |
|---|----|
| English Language | 9 |
| English Literature | 10 |
| English 2 nd Language | 11 |
| Mathematics | 12 |
| Additional Mathematics | 13 |
| Science (Triple, double and single award) | 14 |
| Arabic 1 st Language | 17 |
| Arabic 2 nd Language | 18 |
| Art | 19 |
| Business Studies | 20 |
| Computer Science | 21 |
| Economics | 22 |
| French | 23 |
| Geography | 24 |
| History | 25 |
| Information Technology and Communication | 26 |
| Life Skills | 27 |
| Music | 28 |
| Physical Education | 29 |
| Sociology | 30 |
| Contact Details | 31 |
| IGCSE Options Block | 32 |



Introduction



In Key Stage 4 at Park House English School, all students study the International General Certificate of Secondary Education (IGCSE) programme of study. This is a globally recognised qualification and takes two years to complete, with examinations at the end.

The IGCSE years can be a shock to the system for some students with the workload demands. Classwork, controlled assessments, homework, mock examinations and ultimately, the final IGCSE examinations in the summer of Year 11 are challenging.

At Park House English School, we also recognise the importance of developing students' social skills. Throughout Key Stage 4 students will have the opportunity to be involved in a wide range of extracurricular activities including Model United Nations, Duke of Edinburgh Awards Scheme, music and talent concerts, sports competitions, art exhibitions, debating conferences, local and national educational trips and medical conferences.



In all areas of school life, students are supported by an outstanding group of teachers. Staff are passionate and dedicated, they will guide and lead through both times of success and uncertainty. Academically, you can expect students to be challenged in all areas of the curriculum with extension or reinforcement work where appropriate.

Every student's progress is tracked and monitored closely throughout the GCSE courses. A variety of intervention strategies will be used to order to allow students to succeed in all areas of the curriculum. A calm, purposeful and caring environment is created through mutually respectful relationships between staff and students.

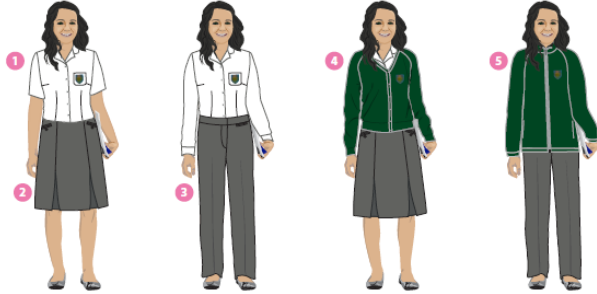
Uniform & Equipment



In Key Stage 4, we pride ourselves on our appearance at all times. Students must be dressed in the Park House English School uniform listed and illustrated below;

Girls

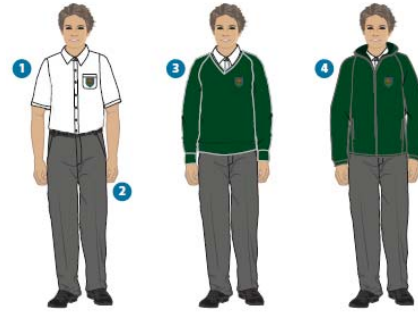
1. Girls Short Sleeve Blouse
2. Senior Girls Skirt (Should be minimum of 5 cm above the knee)
3. Senior Girls Trousers
4. Cardigan
5. Polar Fleece (Optional)



(Girls can wear trousers or skirts)

Boys

1. Boys Short Sleeve Shirt
2. Senior Boys Trousers
3. Jumper
4. Polar Fleece (Optional)



(Boys wear trousers from Year 7 upwards)

Other Uniform Requirements

- Hair past shoulder length must be tied back
- Boys' shirts must be tucked in
- Shoes must be worn at all times. Shoes must be formal leather shoes. Trainers or trainer style are not acceptable.

Equipment Requirements

- Pen, pencil, ruler, eraser, maths equipment
- Mobile phones are not to be used in school
- Relevant text and exercise books plus school planner.



School Timings



Park House School

Times of the Day

7.30 – 7.40 / Staff Briefing

7.40 – 8 / Form Time

8 – 9 / Lesson 1

9 – 10 / Lesson 2

10 – 11 / Lesson 3

11.00 – 11.30 / Break

11.30 – 12.30 / Lesson 4

12.30 – 13.45 / Lesson 5

Afternoon activities



Which Subjects



There are many ways you can go about selecting your courses. The main thing to remember is that you are not on your own, you can ask for advice at any stage of this process if you are unsure! Firstly, do not choose a subject because your friend has chosen it. There are more important reasons for choosing your subject options than friendship groups. Don't make that mistake.

Try to maintain a balance of subject areas, so that you give yourself a wider range of subjects to consider when it comes to A level. In addition, remember that universities will want to see evidence that you have a good all round education. Your choices at IGCSE level will be important in demonstrating this.



You may also want to consider which subjects you enjoy the most. Remember that the IGCSE course lasts for two years and you have to be on top of your studies from the first day. It helps a great deal if you choose the subjects you enjoy.

Think about which subjects you need to study if you have an idea of your future career. For example, if you are considering a career in Business or Accounting, then you should choose Business Studies or Economics amongst your options.

There is always the chance that you have no idea what your future career may be; don't worry that's not unusual. The best advice is to keep your options open.

Take the time to speak to your parents, friends, form tutors, other teachers, students in Years 10 & 11 and anyone else you feel can give good advice. You may find it useful to look at various University web sites so that you get an idea of what subjects you may need to study in order to fulfil the entry criteria for courses that could interest you.

Attendance



Every Day Matters

Keeping students in education is vital for their success at school and in later life. Research tells us that student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. The fewer days that students are at school, the less chance they have of achieving. Missing school isn't just about missing learning, it's also about all the opportunities that are missed – **every day matters**.

attendance
MATTERS

At Park House English School, we encourage students to attend school as much as possible and educate students on how missing a day 'here and there' can have an effect on final grades. Poor school attendance can also result in the following issues;

- Students fall behind in their work
- Can lead to a decrease in motivation levels
- Can affect their enjoyment of learning
- Can lead to poor behaviour
- Can affect their desire to attend school regularly
- Can affect their confidence in school
- Can mean they miss out on the social life of school and extra-curricular opportunities and experiences
- Can affect their ability to have or keep friendships.

Punctuality

Being punctual is also important. Students arriving to school late miss out on important school message delivered on a daily basis from their form tutors. In addition to this there are statistics that link lateness with poor achievement.

Target Grades



What is a target grade?

A predicted grades give a most likely outcome at a given time, whereas a target grade gives a best possible outcome and is intended to inspire and motivate students. Undoubtedly, students need a target to work towards and, bearing this in mind, students, parents and teachers will clearly know what they are aiming towards.

Students' progress towards target grades are closely monitored and support is given by subject teachers and form tutors. Students who are identified of underperformance will be carefully tracked and a mentoring programme may be put in place.



How do we set target grades?

Each student at Park House English School will undertake a CAT4 GL Assessment to obtain their targets. CAT 4 is an academically recognised testing system that tests students' cognitive ability to obtain 'Baseline data'. The individual teacher then uses this information, along with classroom assessments and their professional judgment in the context of the individual, to arrive at a target grade which is shared and discussed with the individual student.

Intervention

During students IGCSE's at Park House English School, staff will regularly provide a range of intervention strategies to help improve student performance. These strategies often include after school revision clubs, breakfast clubs and break time activities. Students are advised to attend these activities on a regular basis, especially in the run up to exam periods. As a result of monitoring, students may be requested to attend intervention sessions by the Key Stage leader.

Examinations



At the end of Year 11, all students will undertake their final IGCSE examinations with the exception of IGCSE Arabic. These examinations dates are set by the UK based examination boards and are out of the control of Park House English School.



Most exams are usually set during May and June but be aware, that there may be exceptions. It is advised that students should not arrange travel plans around this time.

In addition to this, some examinations may be sat on Friday as this is a working day in England. Any student sitting an examination must wear school uniform, this includes Fridays.

All results will be issued via email in August. Detailed information upon this will be provided prior to students completing Year 11.

Reporting Periods

At Park House English School we understand the importance of regular monitoring of students. Every student will receive an Effort and Achievement grade at 3 periods each academic year. In addition to this, students will sit an end of year examination at the end of Year 10 and a mock examination half way through Year 11.

| Year 10 | Year 11 |
|---|--|
| December | December |
| March | January Mock Examinations (Achievement only) |
| June | March |
| End of Year Examinations (Achievement only) | |



New Grading System



As part of the GCSE reform that is taking place in England, awarding bodies will now use a number grading system (9 to 1) instead of a letter based grading system (A to U).

Any student that undertakes an EdExcel examination board qualification will be awarded a numbered grade. At Park House English School, the following subjects use EdExcel;

- English
- Science
- Art

Please note that ALL other qualifications at Park House English School use Cambridge International Education examination board and will be issued with the traditional letter based grading system.

The table below shows the comparison between the number and letter grading system;

| CURRENT | NEW INTERNATIONAL GCSE |
|---------|------------------------|
| A* | 9 |
| A | 8 |
| B | 7 |
| B | 6 |
| C | 5 |
| C | 4 |
| D | 3 |
| E | 2 |
| F | 1 |
| G | 1 |
| U | U |

For more information on the 9 to 1 grading system, please visit <https://qualifications.pearson.com>.



IGCSE English Language

| | |
|-------------------|------------------------|
| Examination Board | EdExcel |
| Syllabus | English First Language |



The Edexcel IGCSE in English Language (Specification A) is designed for use in schools and colleges as a two-year course. This specification includes a wide range of reading and writing. The reading requirements of the course are covered in the Edexcel Anthology for IGCSE English Language (A) and IGCSE English Literature, for use throughout the course and in the examination.

Key subject aims:

- To develop students' understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- To develop the ability to read, understand and respond to material from a variety of sources; to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- To develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

Assessment and progression

- Single tier
- 100% examination option
- Grading 9 to 1
- Assessment opportunities in both January and June examination series
- Provides a sound foundation for progression to AS and Advanced GCE in English Language, English Literature or English Literature and Language, or equivalent qualifications.

Prerequisites

English Language is compulsory, but students should be prepared to do the necessary extra work, including reading, required to reach the highest standards.

| | |
|---------------------------------|---------------------------|
| IGCSE English Literature | |
| Examination Board | EdExcel |
| Syllabus | English Literature |



The Edexcel International General Certificate of Secondary Education (IGCSE) in English Literature is designed for use in schools and colleges as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a wide choice of set texts.

The examination questions have been designed to allow all students to make a personal, informed response to the texts studied. The specification offers an enjoyable and stimulating introduction to the study of English Literature

Key subject aims:

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

Assessment and progression

- Single tier
- 100% examination
- Grading 9 to 1
- Assessment opportunities in both January and June examination series
- Provides progression to AS and Advanced GCE in English Literature, or equivalent qualifications.

Prerequisites

English Literature is compulsory for all students in Year 11.



| | |
|--|---|
| IGCSE English 2nd Language | |
| Examination Board | CIE |
| Syllabus | English as a 2nd Language |



AIMS OF THE COURSE:

To develop the ability to use written and spoken English effectively for the purpose of practical communication.

COURSE CONTENT:

Students will study a range of English techniques, both written and oral. The written assessment will require students to be proficient in a range of writing skills, including summary, comprehension, articles and letters.

Students will also be required to have highly developed speed reading skills and listening skills.

There is a compulsory oral examination, which tests the ability to talk about a topic clearly and concisely, under examination conditions.



ASSESSMENT:

Assessment takes place over 3 papers. The written examination is a 2 hour examination, testing writing skills such as comprehension, summary and extended writing skills. The listening examination, which lasts approximately 45 minutes, requires highly developed listening and understanding. There is also a test of the ability to speak clearly in the oral examination.

| IGCSE Mathematics | |
|------------------------|-------------|
| Examination Board | CIE |
| Syllabus | Mathematics |
| From Year 9 to Year 11 | |



Aims of the course

The main aims of the IGCSE Mathematics course are to develop the students' mathematical knowledge in a way which encourages confidence and provides satisfaction and enjoyment; and also to create a foundation appropriate to their further study of Mathematics and of other disciplines.

Course content

The course focuses on three main areas:-

1. Number & Algebra
2. Shape, Space and Measure
3. Handling Data & Probability

The course is split into two levels: Extended and Core.

Bridging Course

Once students complete their GCSE we then run the A-Level bridging course. This is to assist students taking the Cambridge IGCSE Extended mathematics course to further strengthen and consolidate their IGCSE mathematics. To provide a bridge in order to help students with the transition from IGCSE to A level mathematics. (There is no examination in the bridging course)

Assessment

Core Curriculum Candidates sit two papers.

Paper 1 is a 1 hour paper consisting of short-answer questions and has a weighting of 35%.

Paper 3 is a 2 hour paper consisting of structured questions and has a weighting of 65%.

(Candidates who have followed the Core curriculum are eligible for the award of grades C to G only.)

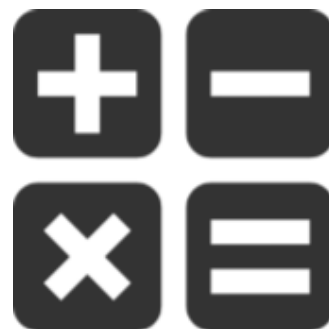
Extended Curriculum Candidates also sit two papers.

Paper 2 is a 1 hour 30 minute paper consisting of short-answer questions and has a weighting of 35%.

Paper 4 is a 2 hour 30 minute paper consisting of structured questions and has a weighting of 65%.

(Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only.)

| IGCSE Additional Mathematics | |
|-------------------------------------|-------------------------------|
| Examination Board | CIE |
| Syllabus | Additional Mathematics |
| From Year 10 to Year 11 | |



Aims of the course

To build upon IGCSE mathematics and provide the most able students with an additional level of challenge and a second IGCSE in mathematics. The Additional Mathematics syllabus is intended for high ability candidates who are likely to achieve Grade A* in the Cambridge IGCSE Mathematics examination.

Course content

The course focuses on a selection of A level mathematics topics including functions, polynomials, sets, matrices, surds and indices, logarithmic and exponential functions, trigonometry, circular functions, simultaneous equations, permutations and combinations and trigonometry.



Assessment

Curriculum Candidates sit two papers.

Paper 1 is a 2 hour paper consisting of 10–12 questions of various lengths and has a weighting of 50%.

Paper 2 is a 2 hour paper consisting of 10–12 questions of various lengths and has a weighting of 50%.

(The curriculum objectives are assessed at one level only (Extended). As for Extended level syllabuses in other subjects, Grades A* to E will be available.)

| IGCSE Science | |
|-------------------|------------------------------------|
| Examination Board | EdExcel |
| Syllabus | IGCSE Biology, Chemistry & Physics |



AIMS OF TRIPLE SCIENCE THE COURSE:

The EdExcel IGCSE in Science enables students to:

- Acquire a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- Appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques
- Appreciate the importance of accurate experimental work to scientific method and reporting
- Sustain and develop an enjoyment of, and interest in, the scientific world
- Appreciate the significance of science in wider personal, social, environmental, economic and technological contexts, and consider ethical issues
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions

Physics Content: Forces and motion; Electricity; Waves; Energy resources and energy transfers; Solids, liquids and gases; Magnetism and electromagnetism; Radioactivity and particles; Astrophysics

Biology content: The nature and variety of living organisms; Structure and functions in living organisms; Reproduction and inheritance; Ecology and the environment; Use of biological resources

Chemistry content: Principles of chemistry; Inorganic chemistry; Physical chemistry; Organic chemistry

This course is aimed to challenge pupils wanting to complete A Level Sciences. Students will study Biology, Chemistry and Physics in years 10 and 11. The practical component of all the Science examinations is tested as part of the written examination, NOT as a separate practical component.

Assessment for each subject:

Paper 1: 2-hour paper; core material – 61.1 % 110 marks available

Paper 2: 1 hour 10-minute paper; extended material -38.9 % 70 marks available



| IGCSE Science | |
|-------------------|------------------------------|
| Examination Board | EdExcel |
| Syllabus | IGCSE Science (Double Award) |



Double Award Science

Students will study the three sciences, biology, chemistry and physics in years 10 and 11. At the end of year 11 the students will sit three papers, one in each of the disciplines. They will then receive a double IGCSE award which reflects their average performance in these subject areas. This route is suitable for pupils who are not sure they want to study A level science however, want to leave the option for doing so open.

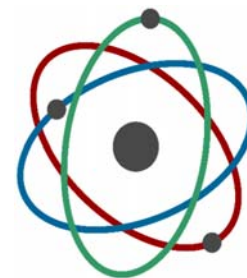
Qualification aims and objectives

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

Assessment for each subject: Paper 1: 2-hour paper; core material – 33.3% 110 marks available



| IGCSE Science | |
|-------------------|------------------------------|
| Examination Board | EdExcel |
| Syllabus | IGCSE Science (Single Award) |



Single Award Science

Students will study the three sciences, biology, chemistry and physics in years 10 and 11. At the end of year 11 the students will sit three papers, one in each of the disciplines. They will then receive a single IGCSE award which reflects their average performance in these three subject areas. The amount of content studied will be approximately half that required for the Double Award Science course. This course is aimed at students who do not wish to study A level science and want to spend more time learning basic science. The examination is not as long and reflects the content learnt.

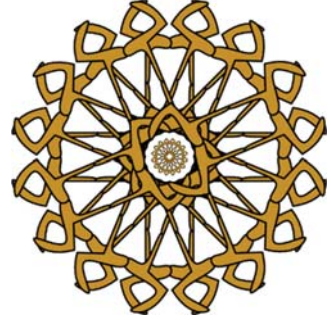
Qualification aims and objectives

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

Assessment for each subject: Paper 1: 1 hour 10-minute paper; core material – 33.3% 60 marks



| | |
|---|---------------------------------------|
| IGCSE Arabic 1st Language | |
| Examination Board | CIE |
| Syllabus | Arabic 1st Language |



AIMS OF THE COURSE:

The main aims of the syllabus are to enable students to communicate accurately, appropriately and effectively in writing Arabic; to enable students to understand and respond appropriately to what they read; to encourage students to enjoy and appreciate the variety of language.

COURSE CONTENT:

The course focuses on two main areas: Reading and Writing.

In the Reading section, candidates will be assessed on their ability to understand and collate explicit meanings; select, analyse and evaluate what is relevant to specific purposes and understand how writers achieve effects.

In the Writing section, candidates will be assessed on their ability to order and present facts, ideas and opinions; and also to make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

ASSESSMENT:

All candidates take Components 1 and 2 and are eligible for the award of A* to G.

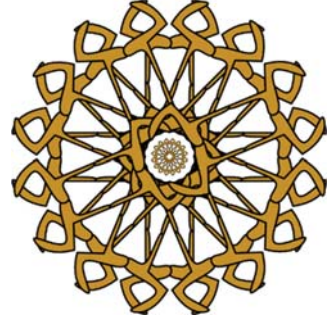
Component 1 is a 2 hour Reading exam with a weighting of 50%.

Component 2 is a 2 hour Writing exam with a weighting of 50%.

Candidates should be first language Arabic speakers.



| | |
|---|---------------------------------------|
| IGCSE Arabic 2nd Language | |
| Examination Board | CIE |
| Syllabus | Arabic 2nd Language |



AIMS OF THE COURSE:

The main aims of the syllabus are to enable students to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where Arabic is spoken; to offer insights into the culture and civilisation of the countries where Arabic is spoken; and to develop a fuller awareness of the nature of language and language learning.

COURSE CONTENT:

The course is divided into 3 main sections:-

- reading and directed writing
- speaking
- continuous writing

The reading and directed writing section focuses on the candidate's comprehension skills.

The speaking section focuses on the candidate's oral skills.

The continuous writing section tests the candidate's ability to use a wider variety of idiom, vocabulary, structure and appropriate tense.

ASSESSMENT:

All candidates take 3 papers and are eligible for grades A* to G.

- Reading and directed writing is a 1 hour paper with a weighting of 33%.
45 marks
- Speaking is a 15 minute oral exam with a weighting of 33%.
100 marks
- Continuous writing is a 1 hour paper with a weighting of 33%.
50 marks



| IGCSE Art | |
|-------------------|--------------|
| Examination Board | EdExcel |
| Syllabus | Art (9 to 1) |



AIMS OF THE COURSE:

The course is primarily concerned with the development of a visual language, emphasising the skills rooted in the senses of sight, touch, feeling and intellect. It encourages the ability to observe, select and interpret with imagination and understanding.

COURSE CONTENT AND ASSESSMENT OVERVIEW:

A range of materials, skills and processes will be investigated. The course content will pay particular attention to drawing and painting but may also include media such as sculpture, printmaking, digital photography, textiles, ceramics and more. Elements of Art History, Culture and Theory will be developed.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Art and Design consists of two internally assessed and externally moderated components

- Component 1: Personal Portfolio (internally set)
- Component 2: Externally Set Assignment.

Students must complete all assessment in APRIL/MAY in any single year.

Overview

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. When undertaking work in Art, Craft and Design, students are expected to develop the knowledge, understanding and skills outlined. All knowledge, understanding and skills will be assessed in both components.

ASSESSMENT:

Unit 1 - Personal Portfolio in Art and Design 40%

Unit 2 - Externally Set Assignment in Art and Design 60%



| IGCSE Business Studies | |
|-------------------------------|-------------------------|
| Examination Board | CIE |
| Syllabus | Business Studies |



AIMS OF THE COURSE:

- To develop and apply knowledge and understanding of the main types of business and current business issues.
- To understand the organisation, finance and operation of different types of business.
- Distinguish between facts and opinions and be able to make judgements.

COURSE CONTENT:

- Understanding Business Activity
- People in Business
- Marketing
- Operations Management
- Financial Information and Decisions
- External Influences on Business Activity



ASSESSMENT:

Paper 1: Short Answer/Data Response Questions - (1 hour, 30 minutes)

Paper 2: Case Study - (1 hour, 30 minutes)

There is no choice of questions.



| IGCSE Computer Science | |
|-------------------------------|-------------------------|
| Examination Board | CIE |
| Syllabus | Computer Science |



AIMS OF THE COURSE:

The aims of the curriculum are the same for all candidates.

The aims are to develop:

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

COURSE CONTENT:

Theory of Computer Science

1. Data representation
2. Communication and Internet Technologies
3. Hardware and Software
4. Security
5. Ethics

Practical Problem Solving and Programming

1. Algorithm Design and Problem Solving
2. Programming
3. Databases

ASSESSMENT:

Paper 1: Theory – (60%) Short answers and structured questions (1.45hrs)

Paper 2: Problem Solving and Programming – (40%) Short answers and structured questions based on pre-release material (1.45hrs)



| IGCSE Economics | |
|--------------------------|------------------|
| Examination Board | CIE |
| Syllabus | Economics |



AIMS OF THE COURSE:

- To develop a knowledge and understanding of Economic terminology and principles and basic economic theory.
- To develop basic Economic numeracy and literacy and simple data handling.
- To distinguish between facts and opinions in Economic issues.
- To employ Economic skills to better understand the world in which we live.
- To develop an understanding of both developed and developing countries and the relationships between them.

COURSE CONTENT:

- The Basic Economic Problem
- The Allocation of Resources
- The Individual as Producer, Consumer and Borrower
- The Private Firm as Producer and Employer.
- The Role of Government in an Economy
- Economic Indicators
- Developed and Developing Economies
- International Trade



ASSESSMENT:

Paper 1: Multiple Choice - (45 minutes)

Paper 2: Structured Questions - (2 hours 15 minutes)

| IGCSE French | |
|-------------------|--------|
| Examination Board | CIE |
| Syllabus | French |



AIMS OF THE COURSE:

This is an examination designed for students learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing and these are built on as students progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken. Students who achieve grades A* to C are well prepared to follow Cambridge International AS and A level in the same language. Many universities require a combination of Cambridge International AS and A Levels and Cambridge IGCSE to meet their entry requirements.

COURSE CONTENT:

The course follows a two years programme using a text book called “Dynamique”. All students will study the following units:

- Unit1: Personal information, relationships, sports and hobbies
- Unit 2: House, home life and towns
- Unit 3: School life and daily routine
- Unit 4: Holidays and travel
- Unit 5: Meals, health and fitness, illness and addictions
- Unit 6: Home town, local environment and public transport
- Unit 7: Future plans: study and work
- Unit 8: Going out, leisure activities, cafes and restaurants
- Unit 9: Shopping fashion
- Unit 10: Media and entertainment

ASSESSMENT:

Paper 1: Listening (45 minutes) with a weighting of 25%. Externally assessed

Paper 2: Reading (1 hour) with a weighting of 25%. Externally assessed

Paper 3: Speaking (15 minutes) with a weighting of 25%. Internally assessed/Externally moderated.

Paper 4: Writing (1 hour) with a weighting of 25%. Externally assessed

IGCSE Geography

| | |
|-------------------|-----------|
| Examination Board | CIE |
| Syllabus | Geography |



AIMS OF THE COURSE:

The aims of IGCSE Geography are to encourage candidates to develop:

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

COURSE CONTENT:

- Theme 1: **Population and Settlement** (including **Migration and Urbanisation**)
- Theme 2: The Natural Environment (**Tectonics, Rivers, Coasts, Weather, Climate**)
- Theme 3: Economic Development (**Development, Food Production, Industry, Tourism, Energy, Water, and Environmental Issues**)
- Included within some themes: **Geographical Skills, Fieldwork Investigation and Fieldtrips**

Keep options open; Geography is useful for and relevant to a variety of university courses and future career choices, including: Geo-sciences, Marine Science, Oceanography, Environmental Engineering, Climatology / Meteorology, Natural Hazard / Disaster Management, Landscape Architecture, Hydrology / Hydrographic Surveyor, Volcanology, Geology, Agricultural Engineering and more.

ASSESSMENT:

Paper 1 is worth 45% of the IGCSE. Pupils answer three questions. The paper has three sections and each section is based on Themes 1, 2 or 3. Candidates must answer one question from each section.

Paper 2: is worth 27.5% of the IGCSE. Pupils answer all the questions. The paper is based on interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. This paper is skills based and includes map skills.

Paper 4 is an Alternative to Coursework and is worth 27.5% of the IGCSE. Pupils answer two compulsory questions. Field work scenarios used for the two questions will be taken from different aspects of the Syllabus. The questions involve an appreciation of a range of techniques used in fieldwork studies.



| IGCSE History | |
|-------------------|---------|
| Examination Board | CIE |
| Syllabus | History |



AIMS OF THE COURSE:

The History IGCSE syllabus looks at some of the major international issues of the twentieth century, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any student already interested in the past providing a basis for further studies and also encouraging a lifelong interest in the subject. Studying history is also an excellent preparation for a range of careers including law, politics and journalism.

COURSE CONTENT:

Core Content – Twentieth Century International Relations

- The Peace Treaties 1919-1923
- The League of Nations
- The Collapse of International Peace by 1939
- Origins of the Cold War
- American action against Communism
- Gulf Wars

Depth Study – Germany 1918-1945

- The Weimar Republic
- Hitler's Rise to Power
- Life in Nazi Germany



ASSESSMENT:

- Paper 1: (2 hours) written paper - 40%
 Section A: 2 questions (core content)
 Section B: 1 question (depth study)
- Paper 2: (2 hours) source paper - 33% - One topic from the Core Content
- Paper 4: (1 hour) source paper - 27% - One topic from the Depth Study



| IGCSE ICT | |
|-------------------|--|
| Examination Board | CIE |
| Syllabus | Information Communication & Technology |



AIMS OF THE COURSE:

The aims of this curriculum are to develop:

1. Knowledge of ICT including new and emerging technologies
2. Autonomous and discerning use of ICT
3. Skills to enhance work produced in a range of contexts
4. Skills to analyse, design, implement, test and evaluate ICT systems
5. Skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues
6. ICT-based solutions to solve problems
7. The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

COURSE CONTENT:

Theory: Students should be able to demonstrate knowledge and understanding in relation to:-

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

Practical Skills: Students should be able to carry out the following practical skills:

1. Document Production
2. Data Manipulation
3. Presentations
4. Data Analysis
5. Web Authoring

ASSESSMENT:

Paper 1: Theory - 40% - 2 hour written paper

Paper 2: Practical – 30% - Document Production, Data Manipulation and Presentations (2.5 hrs)

Paper 3: Practical – 30% - Data Analysis and Website Authoring (2.5hrs)



| Life Skills | |
|-------------------|----|
| Examination Board | NA |
| Syllabus | NA |



Life Skills

There is more to getting into university and then gaining employment than just achieving good examination results. Hard work and a determination to achieve your very best academically is fantastic but universities expect evidence of an active use of leisure time over a number of years. Employers look for a well-rounded individual who has good personal skills, work skills and money sense. The Life Skills course is designed to help you to developing many of the skills needed for your future. During your IGCSE years you will explore topics such as:

- Study skills /revision strategies
- Understanding of personal finance
- CV writing and letters of application
- Personal health and well being
- Careers
- Personal Statements
- SAT essay discussions
- Interview questions
- Preparing to live away from home
- Applying for university timeline



You will be given the opportunity to gain valuable work experience and encouraged to build a comprehensive list of extra -curricular activities.

| IGCSE Music | |
|-------------------|-------|
| Examination Board | CIE |
| Syllabus | Music |



AIMS OF THE COURSE:

The aim of this course is to listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and most importantly, *creativity*. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

The aims of the syllabus are to:

- Enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- Help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- Help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- Provide an opportunity to be creative and to be unique through the student's own creations

COURSE CONTENT:

The course is divided into three components. Each component has content to enrich and enhance the knowledge and understanding in music, the listening, performing, analytical and creating skills in each student.

In general (in all three components – *listening, performance and composing*) the students will learn about the following topics:

- Musical elements
- Structures and terminology
- Themes and their transformations
- Key centres and modulations
- Identification of chords
- Instruments
- Transposition
- Score markings, performance directions, instrumental effects
- General background information about contexts and genres
- Performance studies
- Composition

ASSESSMENT:

The assessment is divided into three components:

- 1 - Listening: 40% (1 hour 15 minute exam)
2 - Performance: 30% (course work)
3 - Composing: 30% (course work)



| IGCSE Physical Education | |
|---------------------------------|---------------------------|
| Examination Board | CIE |
| Syllabus | Physical Education |



AIMS OF THE COURSE:

An I.G.C.S.E. is offered for pupils with a desire to develop their practical and theoretical knowledge of sports, health-related fitness and sport within society.

COURSE CONTENT:

- Football
- Basketball
- Volleyball
- Netball
- Badminton
- Softball
- Cross Country
- Personal Survival
- Track & Field
- Swimming

ASSESSMENT:

Students follow the Cambridge IGCSE Physical Education syllabus which gives them the opportunity to study both the practical (60% of the syllabus) and theoretical aspects of Physical Education.

Written Paper (Paper 1) - 40%

Component 1 is a written paper, in two sections

Section A consists of short answer questions

Section B has three structured questions, covering the three topic areas of:

- Factors affecting performance
- Health, Safety and training
- Reasons and opportunities for participation in Physical Education.

Practical Work (Paper 2)

Planning, Performing and Evaluating - 50%

Analysing and Improving - 10%

The objectives of these exams are to test the skills and abilities:

- Necessary for effective participation in a selected range of physical activities.
- To assess, interpret and evaluate situations related to a selected range of activities.

| IGCSE Sociology | |
|--------------------------|------------------|
| Examination Board | CIE |
| Syllabus | Sociology |



AIMS OF THE COURSE

The aims of IGCSE Sociology are to encourage students to develop the following:-

1. An awareness, knowledge and understanding of human societies.
2. An understanding of sociological method, including the collection, analysis and interpretation of data.
3. An introduction to sociological concepts, theories and research findings.
4. An awareness of the range and limitations of sociological theory and research.
5. An understanding of continuity and change in social life.
6. A critical awareness of social, economic and political processes, and their effects.
7. A capacity for the critical evaluation of different forms of information and evidence.
8. An appreciation and understanding of individual, social and cultural diversity.
9. An ability to apply sociological knowledge and understanding to their own lives and participation within society.

COURSE CONTENT:

All students will study the following units;

- Unit 1 – Theory and Methods
- Unit 2 – Culture, Identity and Socialisation
- Unit 3 – Social Inequality
- Unit 4 – Family
- Unit 5 – Education
- Unit 6 – Crime, Deviance and Social Control
- Unit 7 – The Media

ASSESSMENT:

All students take Papers 1 and 2.

Paper 1 (2 hours) - Students answer one compulsory question on *Unit 1 – Theory and Methods* and one other question from *Units 2-3*. *Paper 1 is worth 60%.*

Paper 2 (1½ hours) – Students answer two optional questions from *Units 4-7*. *Paper 2 is worth 40%.*



Contact Details



If you would like to discuss any of the information in this booklet further, then please contact us using the information below;

General Enquires: Email: info@parkhouseschool.com

Head of Secondary: Graham Braben - Graham.braban@parkhouseschool.com

Key Stage 4 Leader: Jarad Robson - Jarad.robson@parkhouseschool.com

Tel: +974 4468 3800

Web: <https://parkhouseschool.com/>

Useful Websites

| | |
|---|------------------------------------|
| http://www.bbc.co.uk/schools/gcsebitesize/ | GCSE Resources |
| http://www.cambridgeinternational.org | Exam board Information (Cambridge) |
| https://qualifications.pearson.com/en/home.html | Exam board Information (EdExcel) |
| https://www.doddlelearn.co.uk/app/login | Online Resources |
| https://www.fasttomato.com/ | Careers Advice |
| https://login.microsoftonline.com/ | Email and Office 365 Account |
| https://www.goconqr.com/en/ | Revision Resources |
| https://kahoot.com/ | Online Quizzes |

IGCSE Options 2018-2019



| Option A | Option B | Option C | Option D |
|-----------|------------------|------------------|------------------|
| Sociology | French | ICT | ICT |
| Economics | Geography | Computer Science | Business Studies |
| Geography | Arabic | Business Studies | History |
| Art | Business Studies | Sociology | P.E. |
| | Music | | Computer Science |

You must choose four subjects, each in a different option block.

This form must be returned to your Form Tutor no later than Thursday 1st March 2018.

Student Name:

Form:

Parent Signature: