

## **Key Stage 4 curriculum**

### **Compulsory**

- Mathematics (5 lessons)
- English as an additional language (5 lessons)
- Information and Communication Technology (3 lessons)
- Islamic (2 lessons)
- PE (1 lesson)
- Tutorial (1 lesson)

### **Options**

One subject from each of the 6 blocks. There are 3 lessons for each subject.

### **Additional non-IGCSE compulsory subjects**

Islamic Studies Qatar Ministry Curriculum– This is not an accredited IGCSE subject by Cambridge International or Edexcel

**OR**

Citizenship/Life Skills (UK National Curriculum) – This is not an accredited IGCSE subject by Cambridge International or Edexcel

All students will take 1 lesson of PE.

## **English as a First Language**

### **Course Introduction**

Students who study first language are generally mother tongue speakers of English, but there may be exceptions. Pupils need to have accurate language skills and be confident readers and lateral thinkers to cope with English First Language. The course enables pupils to take English Language at A level and to then study at an English medium university. English First Language course comprises written coursework as well as a written language exam. Pupils who do not make sufficient progress on the Extended Tier will be moved to the Core Tier if they are mother tongue speakers, or they will be moved to English Second Language if they are second language or additional language speakers. These moves are at the discretion of the English Department and they are not negotiable.

### **Summary of the Programme**

Students focus on writing for specific purposes and audiences and adjust their writing to suit these needs. They will learn new skills and writing techniques, which allows them to do this. They will also learn reading for meaning and learn how to identify implicit meaning in writing. These skills will allow them to study English at a higher level anywhere in the world as the

Cambridge First Language course is recognized internationally and gives a solid foundation for further study.

## **English as a Second Language**

### **Course Introduction**

Pupils who study this IGCSE are not native speakers and they are studying English as a Second Language or as an Additional Language. This course enables pupils to live in an English speaking country. The two-year course comprises a written language exam, a listening exam and speaking coursework. The emphasis is on understanding both written and spoken discourse. Pupils who are unable to make sufficient progress on the Extended Tier will be moved to the Core Tier. These moves are at the discretion of the English Department and are not negotiable

### **Summary of the Programme**

Students will study reading, writing, speaking and listening skills, which will enable them to improve their all-round English proficiency. These skills are developed through tasks in class, group work and constant studying of past exam papers. Students are encouraged to use English in everyday situations and use their experience to construct this. The course therefore gives students a strong basis for living in countries where English is spoken and allows them to communicate with millions of people worldwide

## **Mathematics**

### **Course Introduction**

Students of our Edexcel International GCSE in Mathematics A will build a foundation of mathematical skills, develop their knowledge and understanding of mathematical concepts and techniques, and gain confidence in using mathematics to solve problems.

This is a compulsory subject.

### **Summary of the Programme**

The Edexcel International GCSE in Mathematics A specification is assessed through two papers, with two tiers of entry to allow students to be entered for the appropriate level. Focusing on mathematical skills, techniques and concepts and how to use them to solve problems, it is designed as a two-year course for teaching in international schools and colleges and UK independent schools.

## **Arabic as a First Language**

### **Course Introduction**

This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

### **Summary of the Programme**

IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

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

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used. Cambridge IGCSE First Language qualifications also develop more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

## **Arabic as a 2<sup>nd</sup> Language**

### **Course introduction**

This syllabus is designed for students who are learning Arabic as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where Arabic is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

### **Summary of the programme**

Cambridge IGCSE Arabic develops a set of transferable skills for understanding and communicating in everyday situations in Arabic. Learners begin to develop cultural awareness of countries and communities where Arabic is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

## **French**

### **Course Introduction**

The purpose of the Modern Foreign Languages (MFL) programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities, which build up language gradually. The emphasis is on real language which will help the student to communicate in the target language. The student will develop the knowledge and understanding necessary for effective interaction in French. Students will also develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

### **Summary of the Programme**

The two-year syllabus content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary, the study of grammar and structures in French. The topic areas are:

- Home and abroad: life in the town and rural life, weather and climate; travel, transport and directions, holidays
- Education and employment: childhood, school life and routine, work and careers, future plans.
- House, home and daily routines: homes, family, friends, food and drinks.
- The modern world and the environment: environment, media, new technologies
- The social studies, fitness and health: special occasions, hobbies, interests, sports, shopping, common ailments.

## **Physics**

### **Course Introduction**

The course gives the students the opportunity to experience physics within the context of their general education. It includes aspects of science appropriate for the 21<sup>st</sup> century. It provides a sound foundation of progression to further study in GCE Advanced Subsidiary and Advanced Level Physics.

The aims of the syllabus listed below describe the educational purposes of this examination. The aims of the syllabus are not listed in order of priority:

- learn about the unifying patterns and themes of physics
- acquire knowledge and understanding of physical facts, concepts and principles
- appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as scientific methods
- develop a logical approach to problem solving in a wider context
- evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and

- environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in physics and for other courses which require them to have a knowledge of physics.

### **Summary of the programme**

#### **The main areas of study covered in physics are:**

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

## **Chemistry**

### **Course Introduction**

The course gives the students the opportunity to experience chemistry within the context of their general education. It includes aspects of science appropriate for the 21<sup>st</sup> century. It provides a sound foundation of progression to further study in GCE Advanced Subsidiary and Advanced Level chemistry.

The aims of the syllabus listed below describe the educational purposes of this examination. The aims of the syllabus are not listed in order of priority:

- learn about the unifying patterns and themes of chemistry
- acquire knowledge and understanding of chemical facts, concepts and principles
- appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as scientific methods
- develop a logical approach to problem solving in a wider context
- understand the widespread importance of chemistry and how materials are used in the world
- evaluate, in terms of their chemical knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in chemistry and for other courses which require them to have a knowledge of chemistry.

## **Summary of the programme**

**The main areas of study covered in chemistry are:**

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

## **Biology**

### **Course Introduction**

The course gives students the opportunity to experience biology within the context of their general education. It includes aspects of science appropriate for the 21<sup>st</sup> century. It provides a sound foundation for progression to further study in GCE Advanced Subsidiary and Advanced Level Biology.

The aims of the syllabus listed below describe the educational purposes of this examination. The aims of the syllabus are not listed in order of priority.

- learn about the unifying patterns and themes of biology
- acquire knowledge and understanding of biological facts, concepts and principles and the skills needed to use them in new and changing situations
- appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as scientific methods sustain and develop an enjoyment of, and interest in, the study of living organisms
- evaluate, in terms of their biological knowledge and understanding, the benefits
- and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in biology and for other courses which require them to have a knowledge of biology.

### **Summary of the Programme**

**The main areas of study covered in Biology are:**

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

# **Geography**

## **Course Introduction**

The IGCSE in Geography enables students to apply and build on the fundamental building blocks of geographical knowledge learnt in KS3. To actively engage in the process of geographical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds by doing geographical fieldwork.

It will develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. The IGCSE aims to develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from a local to global scale.

Geography students will be developing and learning to apply practical geographical enquiry skills in a series of fieldwork trips. So data collection and presentation, analysis and drawing conclusions are essential elements and skills of this 2 year course.

## **Summary of the Programme**

There are 4 areas of study in this two-year course:

- Section A – The Natural Environment
- Section B – People and their Environments
- Section C – Practical Geographical Enquiry
- Section D – Global Issues

# **History**

## **Course Introduction**

This year we are teaching from a new scheme of work that looks at a variety of countries from around the world.

The History IGCSE we have chosen is a study of revolutions and disputes around the world. It has studies on the French Revolution; The Civil Rights Movement in America; The Russian Revolution and the Chinese Revolution.

## **Summary of the programme**

History is about the skills required to understand the past. It is about understanding evidence from the past and how historians themselves interpret and evaluate this evidence. These skills are the core of the programme and are the basis of the continuous assessment and exams of the course. This is a two year course with a final exam at the end.

The purpose of the course is to acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues. Students will also learn to be able to use historical sources critically, in context, recording significant information and reaching conclusions. They will learn to organise and communicate their knowledge and understanding of history and be able to effectively draw conclusions and make historical judgments

## **Art and Design**

### **Course Introduction**

The IGCSE Art and Design syllabus aims to encourage a student's intellectual, imaginative, creative and intuitive capabilities. Learners gain confidence and enthusiasm as they develop technical skills, aesthetic understanding and critical judgement. Students will learn independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes to an audience. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, Cambridge IGCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

### **Summary of the Programme**

Cambridge IGCSE Art and Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and the school can play to their strengths in terms of staff, expertise and interests.

The broad areas of study are:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media

Candidates can respond to any component using any of the media above.

## **Computing**

### **Course Introduction**

The Information and Communication Technology syllabus encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. They will develop understanding of the implications of technology in society, including social, economic and ethical uses and awareness of the ways ICT can help in home, learning and work environments.

The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.

### **Summary of the Programme**

Cambridge IGCSE Information and Communication Technology aims to develop:

Knowledge of ICT including new and emerging technologies:

- Autonomous and discerning use of ICT
- Skills to enhance work produced in a range of contexts
- Skills to analyse, design, implement, test and evaluate ICT systems
- 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
- ICT-based solutions to solve problems
- The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

## **Design Technology**

### **Course introduction**

Cambridge IGCSE (9–1) 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.

Learners 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 IGCSE Design & Technology (9–1) is designed to accommodate a wide range of interests, materials and resources. It provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work

### **Summary of the program**

The aims are to enable students 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 and technology
- develop skills in 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.

## **Business Studies**

### **Course introduction**

The Cambridge IGCSE (9-1) Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at Cambridge International A-Level and an ideal preparation for the world of work.

### **Summary of the program**

The aims are to enable students to:

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

## **Travel and Tourism**

### **Course introduction**

Cambridge IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry.

The syllabus:

- provides an understanding of the nature of travel and tourism globally, nationally and locally
- develops the concepts, models and theories used within the industry
- highlights the importance of sustainability, resilience, the customer, destinations and marketing in travel and tourism
- enhances learners' analysis, interpretation and evaluation skills.

### **Summary of the program**

Cambridge IGCSE Travel & Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The intention of the syllabus is to provide a broad introduction to the travel and tourism industry and related ancillary service industries.

The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion.

Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

## **Environmental Management**

### **Course introduction**

The syllabus is designed to teach learners about sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. It draws upon disciplines such as biology, Earth science, geography and economics.

Learners gain an understanding of the Earth's natural systems and how people use natural resources; they then investigate the impact of human development on the environment and learn how the environment can be managed sustainably in the future, from a local as well as a global perspective.

### **Summary of the program**

The aims are to enable students to acquire:

- knowledge of natural systems which make life possible on Earth
- an understanding that humans are part of these systems and depend on them
- an appreciation of the diverse influences of human activity on natural systems
- an awareness of the need to manage natural systems
- an understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs
- a sense of responsibility and concern for the welfare of the environment and all organisms
- an awareness of their own values concerning environmental issues
- an awareness of the values of others
- a willingness to review their own attitudes in the light of new knowledge and experiences
- a sound basis for further study, personal development and participation in local and global environmental concerns.