

# Curriculum Booklet

## Key Stage 4



The British School Al Rehab  
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## Aims and Purpose of Key Stage 4

This booklet is designed to provide a basic overview of the curriculum demands for students in years 9, 10 and 11. For many, Key Stage 4 (KS4) is a journey that ultimately prepares the way towards higher education with a strong emphasis on completing lower secondary education, iGCSE and ministry Arabic examinations.

The curriculum at this stage aims to help students negotiate these enormous challenges. Therefore, the curriculum has not just been written to provide students with information, facts and answers, it has also been written to encourage them to take control of, and be responsible for their learning.

During key stage 4 TBS students work towards national and international qualifications.

The Key subjects are:

- iLower and iGCSE Core
  - English
  - Mathematics
  - Science
- Arabic studies
- Global Perspectives and Global Futures Curriculum
- Physical Education
- Enrichment and PSHE

During year 9, students focus mainly on the ministry Arabic examinations, iLower ministry requirements and preparation for IGCSE full subjects to be taken in years 10 and 11. As well as integrating Science, Technology, Engineering (Art) and Mathematics subjects for Year 9 into one approach: STE(A)M day/s throughout the academic year (See appendix for more details).

TBS constantly offer teaching and learning methods that are more active and involve the students as responsible of their learning process. The STEAM-approach is such an example. Proof has already been given that this methodology hugely enhances the student's motivation.

The Core UK Curriculum syllabus follows the Edexcel pathway which provides the foundation to IGCSE in year 10 leading to full IGCSE by the end of year 11 in the core subjects English, Mathematics and the three main Sciences. Additionally, the Edexcel programmes help students meet the ministry requirements for students to graduate from year 9 into year 10. The additional subjects that largely commence in year 10 are a mixture of Cambridge Assessment and Edexcel accredited qualifications.

**The remainder of this booklet details the curriculum content.**

## FACULTY OF ENGLISH and HUMANITIES

### ENGLISH

#### iLower (Year 9)

Qualification type:	International Lower Secondary Curriculum
Qualification title:	Edexcel Award in Lower Secondary English
Accreditation status:	Accredited
Ministry Requirement:	Yes to pass at S1 or above
Year of assessment:	9

The Edexcel iLower Secondary English curriculum is designed specifically for non-native speakers of English who are studying the majority of their curriculum subjects in English so is perfectly suited to our TBS students.

Taking the best approaches of a first language curriculum and combining them with EAL progression, scaffolding and support, students will be well prepared for further study in International GCSEs in either English as a First or English as a Second Language.

Areas covered include comprehension, grammar, punctuation and creative writing.

#### iGCSE English as a Second Language

**Years 10 and 11 Course Title:** English as a Second Language - IGCSE

**Examining Board:** Edexcel

**Syllabus:** 4ES1

#### **Aim of Course**

Our English as a Second Language qualification is specifically designed for students whose first language is not English and feel that English as a first language may be too demanding. The content and assessment approach for this qualification has been designed to meet learner needs by ensuring that the texts used for assessing reading and writing are engaging and suitable for all students, and are diverse in their content matter. The question papers are clear and straightforward and exam questions are clear and accessible for all students of all ability ranges and learning styles. This course extends students' knowledge by broadening and deepening skills, such as: reading for both the general meaning and detail, and writing in response to a given situation. Students also acquire listening skills to allow them to follow

complex arguments or discussions, and understanding the overall message of spoken English; identifying people’s attitudes and opinions. Lastly, students also have the option to learn speaking skills in order to develop pronunciation and the diction of Standard English to communicate effectively.

**How will the subject be taught?**

This course builds a foundation for students wishing to progress to further study in English speaking environments. Therefore, students will be required to practise all four skills in lessons: listening, speaking, reading and writing. During the course, students will: Understand and respond in writing to a range of English texts; Write clear, relevant texts in English on a range of subjects and demonstrate a control of a range of vocabulary and a variety of grammatical structures; Understand a wide range of recorded material spoken at normal speed and Communicate in speech comprehensively and fluently.

Year 10 IGCSE year begins				
<b>Term 1.1:</b> Writing tasks (writing to inform and to summarise)	<b>Term 1.2:</b> Reading Comprehension	<b>Term 2.1:</b> Listening skills	<b>Term 2.2:</b> Writing for purpose (focus on structure, form, vocabulary and register)	<b>Term 3:</b> Speaking endorsement
Year 11 IGCSE Exam year				
<b>Term 1.1:</b> Developing Writing task skills	<b>Term 1.2:</b> Developing reading comprehension skills	<b>Term 2.1:</b> Developing Listening skills	<b>Term 2.2:</b> Revision and Developing speaking skills	

**Does the course involve coursework and what does it consist of?**

No coursework involved.

**Are there any special requirements of the course?**

It is recommended that students continue to read for at least 30-60 minutes a day and read a variety of non-fiction and fictional texts, to improve both grammar and comprehension, which are very important throughout the course.

**What is the scheme of assessment for this subject?**

The course is assessed through external final exams.

The IGCSE consists of three papers (in Year 11):

Paper 1: Reading and Writing - 66.7% of the final grade

Paper 2: Listening - 33.3% of the final grade

Paper 3: Speaking endorsement - this is a separate grade received from Edexcel externally.

**Why you should study English as a Second Language - IGCSE**

The IGCSE English as a Second Language qualification is accepted by universities and employers as proof of ability to understand and communicate in English. It is aimed at students whose first language is not English, but who use English as a language of study.

A grade C/level 5 in IGCSE English as a Second Language satisfies the English proficiency requirements of many universities in the UK and in other English speaking countries.

This IGCSE English as a Second Language 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 education or career. Through their studies, students will improve their ability to understand and use English in a range of situations.

The speaking endorsement is aimed for students to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

**iGCSE English Language (First Language)**

**Course Title:** English Language B (English as a First Language) - IGCSE

**Examining Board:** Edexcel

**Syllabus:** 4EB1

**Aim of Course**

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

- Read a wide range of texts fluently and with good understanding.
- Read critically and use knowledge gained from wide reading to inform and improve the student's own writing.
- Students will also practice writing effectively and coherently, using Standard English for purpose, ensuring that a variety of correct grammar, punctuation and spelling is used accurately, as well as acquiring and applying a wide vocabulary, alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Lastly students will learn to listen to and understand spoken language, and use spoken Standard English effectively in a presentational format.

**How will the subject be taught?**

This course builds a foundation for students wishing to progress to further study in English speaking environments. Therefore, students will be required to practise all four skills in lessons: listening, speaking, reading and writing. During the course, students will: Understand a variety of texts, select and interpret information, ideas and perspectives; Analyse how writers use

linguistic and structural devices, comment on their effect and compare texts by exploring the links between writer’s ideas and perspectives (theme) as well as how these ideas are presented. Students will also: Communicate effectively and imaginatively - adapting form, tone and register in order to write for purpose and audience and write with grammatical accuracy (range of vocabulary, varied sentence structures, paragraph structure, varied punctuation and accurate spelling). Lastly, students will: Students need to be able to demonstrate presentational skills in a formal setting. They will listen and respond appropriately, including questions and giving feedback- all using spoken Standard English effectively in speeches and presentations (debates or interviews).

Year 10 IGCSE year begins			
<b>Term 1.1:</b> Reading- Section A: Reading for meaning using inference	<b>Term 1.2:</b> Reading and Writing- Section B: Letter/email writing and speech writing based on reading extracts	<b>Term 3:</b> Writing- Section C Discursive and argumentative writing	
Year 11 IGCSE Exam year			
<b>Term 1.1:</b> Spoken Language Unit (optional speaking endorsement- internally assessed)	<b>Term 1.2:</b> Writing for purpose (section B and Section c)	<b>Term 2.1:</b> Revision and practice tests- Section A	<b>Term 2.2:</b> Revision and practice tests- Section B/C

**Does the course involve coursework and what does it consist of?**

No coursework involved.

**Are there any special requirements of the course?**

This course is recommended to students who have excelled within KS3 English, acquiring at least a Level 5b. It is also essential that students continue to read for at least 30-60 minutes a day and read a variety of non-fiction and fictional texts, to improve both grammar and comprehension, which are very important throughout the course.

**What is the scheme of assessment for this subject?**

The Reading and Writing portion of this course is an external exam:

Paper 1: Reading and Writing= 100% of the final grade

- Section A – short- and long- answer questions related to two previously unseen text extracts; up to a total of 40 marks.
- Section B – one 30-mark directed writing task, based on the ideas presented in the source texts involving a given audience, form or purpose.
- Section C – one 30-mark writing task, from a choice of three (discursive, narrative, and descriptive).

The Spoken language endorsement of this course is internally assessed:

The spoken language presentation may take a variety of forms, including: a) a speech or talk by a student, followed by questions from the audience b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience. In all cases, the presentation should be prepared and last no longer than 10 minutes. **Spoken language will be reported as a separate grade on a student's certificate.**

In Year 9 – an exit exam is required according to the Egyptian M.O.E to accompany the Aadadya. We are following the EdExcel iLower version of this exam.

### **Why you should study English as a Second Language - IGCSE**

The IGCSE English Language B qualification is accepted by universities and employers as proof of ability to understand and communicate in English to a level equivalent of a native speaker.

A grade C/Level 5 in IGCSE English Language B exceeds the English proficiency requirements of many universities in the UK and in other English speaking countries.

This IGCSE English Language B is designed for students who already have a good working knowledge of the language and who want to consolidate their understanding in order to progress in their education or career. Through their studies, students will improve their ability to understand and use English in a range of situations and using a range of texts.

The speaking endorsement is aimed for students to achieve a level of proficient communication ideal for practical use, which can also form the basis for further, more in-depth language study.



## ENGLISH LITERATURE

**Course Title:** English Literature - IGCSE

**Examining Board:** Edexcel

**Syllabus:** 4ET1

### Aim of Course

This IGCSE course allows the more gifted and talented English students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world. Through the course students' will develop an appreciation of the ways in which writers achieve literary effects, and begin to write about the impact on a range of different readers- picking out key quotes and explaining from different perspectives. Students will also develop the skills needed for literary study- to explore through literature, and understand the cultures of their own and other societies in order to find enjoyment in reading literature and understand its influence on individuals and societies.

### How will the subject be taught?

This course builds a foundation for students wishing to progress their understanding and appreciation of English as a form of expression. Therefore, students will be required to: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement; analyse the language, form and structure used by a writer to create meanings and effects; explore links and connections between texts and show an understanding of the relationships between texts and the contexts in which they were written.

Year 10 IGCSE year begins				
<b>Term 1.1:</b> Of Mice and Men-plot, theme and character	<b>Term 1.2:</b> Poetry Anthology- analyse 7 poems	<b>Term 2.1:</b> An Inspector Calls- plot theme and characterisation	<b>Term 2.2:</b> Shakespeare's Macbeth (literary heritage)-recap plot, theme and character	<b>Term 3:</b> Poetry Anthology continued (7 poems) and comparing poetry
Year 11 IGCSE Exam year				
<b>Term 1.1:</b> Shakespeare's Macbeth- in-depth analysis and evaluation	<b>Term 1.2:</b> An Inspector Calls- in-depth analysis and evaluation	<b>Term 2.1:</b> Of Mice and Men-in-depth analysis and evaluation	<b>Term 2.2:</b> Unseen poetry and prose	

### Does the course involve coursework and what does it consist of?

No coursework involved.

**Are there any special requirements of the course?**

This course is reading heavy, therefore students who demonstrate an enthusiasm for reading and excellent English skills will be chosen for this course.

**What is the scheme of assessment for this subject?**

The course is assessed through external final exams.

Paper 1 (2hours): Poetry and Modern Prose (90 marks) = 60% of the final grade

Paper 2 (1hr 30mins): Modern Drama and Literary Heritage (60 marks) = 40% of the final grade

**Why you should study English Literature - IGCSE**

Students who study only English Language, with its emphasis on reading and writing skills, sometimes fail to see the point of studying English literature, especially if they have no plans to study English or Translation at university. But English literature can introduce students to a range of aspects, not only of the English language but also of English culture.

There are aspects of English culture that are encapsulated by English literature. Of course, this is quite obvious when studying the works of Shakespeare or of writers, poets and playwrights of the eighteenth and nineteenth centuries; it is, however, also true when studying other works of English literature. Students can learn about allusions and references to different aspects of English culture and they can also learn the context and meanings of famous quotes and phrases.

Studying Literature does not confine the students to the traditions of England but includes the possibility of introducing them to traditions which inform English Literature, such as the study of Ancient Greek drama, and to literature in other contexts, such as American literature. It also provides the students with an alternative to the pervasiveness of “television culture” with its immediateness and, often, its shallowness.

An enjoyment and appreciation of Literature will also give students the ability to develop this into an interest in books and reading as they move away from their studies and into their adult lives. They will have the confidence to approach and tackle new forms of books and writing, since they were exposed to a range of literature during their school days.

When studying Literature, students can learn not only language aspects, such as; vocabulary items, but also that language can be used for specific and aesthetic purposes. Familiarity with the concepts of beat, metre and rhythm can improve their own writing as students are able to appreciate and apply these ideas. Finally, the study of Literature can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general.

## SOCIOLOGY

**Course Title:** IGCSE Sociology (0495)

**Examining Board:** Cambridge

Through the Sociology syllabus, students explore aspects of social relationships, processes and structures; as a result, they develop a greater understanding of human societies and the role of continuity and change in social life. Students are encouraged to evaluate critically a variety of different social, economic and political structures, thereby learning more about the sociological method, and developing an ability to assess different forms of information and evidence.

Unit 1: Theory and methods (Year 10)

- How do different sociologists interpret society?
- How do sociologists study society?
- What types of information and data do sociologists use?

Unit 2: (Year 10) Culture, identity and socialisation (Year 10)

- What is the relationship between the individual and society?
- How do we learn to be human?

Unit 3: (Year 10) Social inequality

- What is social stratification?
- What are the main features of social inequality and how are these created?

Unit 4: (Year 11) Family

- What are the different types of family?
- How are family roles changing?
- What are the changes affecting the family?

Unit 5: (Year 11) Education

- What is the function of education?
- What factors help to explain differences in educational achievement?

Unit 6: (Year 11) Crime, deviance and social control

- What are crime, deviance and social control?

- What are the patterns of crime?
- What are the explanations of crime?

#### Unit 7: (Year 11) Media

- Who controls the media?
- What is the influence of the media?

#### **Assessment**

Assessment will be by two written papers

#### Paper 1 (2 hours and 15 minutes)

Candidates answer one compulsory data response question and one optional structured question from a choice of two.

#### Paper 2 (1 hour and 45 minutes)

Candidates answer two optional structured questions from a choice of four.

## GEOGRAPHY

**Course Title:** IGCSE Geography (0976)

**Examining Board:** Cambridge

Through the IGCSE Geography syllabus, students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students will examine a range of natural and man-made environments, and study some of the processes which affected their development.

They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

### **Aims of the course**

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

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

## Content overview

The syllabus is divided into three themes:

Theme 1: Population and settlement

Theme 2: The natural environment

Theme 3: Economic development. The themes are designed to develop an understanding of natural and human environments.

## Assessment

Assessment will be by three written papers (***TBS does not offer the coursework alternative***):

Paper 1

1 hour 45 minutes Geographical Themes (45%)

Candidates answer three questions, each worth 25 marks. Candidates must answer one question from each section Externally assessed and:

Paper 2

1 hour 30 minutes Geographical Skills (27.5%)

Paper 4

1 hour 30 minutes Alternative to Coursework (27.5%). Candidates answer two compulsory questions, completing a series of written tasks

## TRAVEL & TOURSIM

**Course Title:** IGCSE Travel & Tourism (0471)

**Examining Board:** Cambridge

IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism; with a special emphasis on the Egyptian reliance on this industry. 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.

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

The aims of the Travel & Tourism syllabus are to provide candidates with:

- an understanding of the travel and tourism industry
- theoretical knowledge of the industry and related sectors, including knowledge of travel and tourism products and services, the infrastructure on which they depend and the transport system needed to operate them
- practical ability in a range of skills and procedures related to working in the travel and tourism industry, including knowledge of the essential personal and professional skills required by individuals working in the service sector
- critical awareness of the physical, social and economic environments in which travel and tourism takes place, including understanding of the global, regional and local perspectives of travel and tourism.

### **Content overview**

Unit 1: The travel and tourism industry

- Understand and explain the structure of the international travel and tourism industry
- Investigate the social, cultural, economic and environmental impact of travel and tourism
- Identify the role of national governments in forming tourism policy and promotion
- Investigate the patterns of demand for international travel and tourism.

Unit 2: Features of worldwide destinations

- Demonstrate knowledge of the main global features
- Demonstrate awareness of different time zones and climates
- Investigate travel and tourism destinations
- Identify and describe the features which attract tourists to a particular destination

Unit 3: Customer care and working procedures

- Deal with customers and colleagues – “the moment of truth”
- Identify the essential personal skills required when working in the travel and tourism industry
- Follow basic procedures when handling customer enquiries, making reservations and payments
- Use reference sources to obtain information
- Explore the presentation and promotion of tourist facilities

Unit 4: Travel and tourism products and services

- Identify and describe tourism products
- Explore the roles of tour operators and travel agents in the chain of distribution
- Describe support facilities for travel and tourism
- Explore the features of worldwide transport in relation to major international routes

Unit 5: Marketing and promotion

- Role and function of marketing and promotion
- Market segmentation and targeting
- ‘Product’ as part of the marketing mix
- ‘Price’ as part of the marketing mix
- ‘Place’ as part of the marketing mix
- ‘Promotion’ as part of the marketing mix

Unit 6: The marketing and promotion of visitor services

- The operation, role and function of tourism authorities responsible for tourism policy and promotion at a national, regional and local level, including tourist information centres and visitor information services
- The provision of tourist products and services
- Basic principles of marketing and promotion
- The marketing mix
- Leisure travel services
- Business travel services



## **Assessment**

Students will sit two examinations

- Paper 1 is the core paper of a 2 hour written exam making up 60% of the overall assessment.
- Paper 2 is a 2.5 hour written exam making up 40% of the overall assessment.

*Students do not submit coursework as they take the written paper 2 as an alternative.*

## FACULTY OF MATHEMATICS AND SCIENCE

### MATHEMATICS

#### iLower (Year 9)

Qualification type: International Lower Secondary Curriculum

Qualification title: Edexcel Award in Lower Secondary Mathematics

Syllabus: LMA11/01

Accreditation status: Accredited

Ministry Requirement: Yes, to pass at S1 or above

Year of assessment: 9

The Pearson Edexcel iLowerSecondary Mathematics curriculum has been created as an internationalised, updated version of the latest English National Curriculum. It provides TBS students with a strong foundation in mathematics where the curriculum reinforces concepts from primary mathematics and bridges the gap to the study of International IGCSE Mathematics and beyond.

#### IGCSE

Course title: IGCSE Mathematics A

Examining Board: Edexcel

Syllabus: 4MA1/1H & 4MA1/2H

#### **Aim of Course:**

The Edexcel International GCSE in Mathematics qualification enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques.
- acquire a foundation of mathematical skills for further study in the subject or related areas.
- enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems.
- appreciate the importance of mathematics in society, employment and study.

**How will the subject be taught?**

Mathematics is formally taught using IGCSE and GCSE textbooks as our main resource. Teachers give information, guide students through worked examples, demonstrate techniques and devise activities to consolidate understanding. The emphasis is on understanding, rather than rote learning. An investigative approach or practical activity will often be used to help students develop insight into mathematical situations. Whenever possible, modern technology will be used to enhance learning. We expect students to think for themselves, transfer their understanding to new situations, make links between different areas of mathematics and become good problem solvers.

Homework is designed to practise or extend work covered in class. Half-term assessments provide regular feedback on each student's progress, effort and understanding.

**Does the course involve coursework and what does it consist of?**

No coursework required.

**Are there any special requirements of the course?**

All students need a scientific calculator, a pair of compasses for drawing circles, a protractor for measuring angles, a set square for matching right angles and drawing parallels and the basic equipment required for all subjects.

**What is the scheme of assessment for these subjects?**

iLower Exam: Students are assessed at the end of the one year course by one written paper of 1 hours 20 min duration consisting of a total of 80 marks.

IGCSE: Students are assessed at the end of the two year course by two written papers, each of 2 hours' duration consisting of a total of 100 marks each

Areas of study in both these assessments are as follows:

- Number and Algebra
- Geometry
- Statistics

**Why you should study IGCSE Mathematics?**

Mathematics is a core curriculum subject at The British School essential to a good all round education for functioning citizens in the modern world. It provides a high standard of numerical skills, abstract reasoning, logical thinking and precise communication skills. Our IGCSE course prepares students for further study in Mathematics and supports many other subjects. It is a key subject for entry to Advanced Level and Degree Level courses.

**What career opportunities could studying this course lead to?**

Most career opportunities require some degree of mathematics in everyday working life. Many other courses require a high level of mathematics. Many universities require mathematics IGCSE / GCSE in mathematics as an entrance requirement for the course, as well as 'A' Level mathematics.

## STE(A)M

Science, Technology, Engineering (Art) and Mathematics are crucial keystones in today's society. TBS will integrate these subjects for Year 9 into one approach: STE(A)M day/s throughout the academic year.

## SCIENCE

### iLower (Year 9)

Qualification type:	International Lower Secondary Curriculum
Qualification title:	Edexcel Award in Lower Secondary Science
Accreditation status:	Accredited
Ministry Requirement:	Yes, to pass at S1 or above
Year of assessment:	9

With a strong emphasis on developing scientific enquiry skills and content designed to support enquiry-based learning, the Pearson Edexcel iLowerSecondary Science curriculum is based on the latest version of the English National Curriculum (2014), but with the international student in mind.

For iLowerSecondary Science, the curriculum contains four main strands, with each split into topic areas. The curriculum promotes engagement and enjoyment while ensuring students are well placed to achieve highly in later examinations. The strands are

- Scientific Enquiry
- Biology
- Chemistry
- Physics

### IGCSE

Edexcel International GCSEs are globally recognised qualifications with academic content and assessment designed specifically for international learners such as those at TBS.

International GCSEs are part of iProgress, the complete series of Edexcel academic qualifications for 5 to 19 year-olds, for international schools. The iProgress family includes: iPrimary, iLowerSecondary, International GCSE (IG), GCSE, International Advanced level (IAL), GCE A level. It delivers a consistent learning journey for our students and teachers, with vital support materials and services, needed by both teachers and students at TBS.

***Consequently, we allow our students continual progress from iLower through IGCSE and on to A Levels.***

## SCIENCES: Course Title: Physics - IGCSE

Qualification type:	International IGCSE
Qualification title:	Physics
Accreditation status:	Edexcel Accredited
Year of assessment:	10 and 11

### **Aim of Course**

To develop skills, attitudes and abilities relevant to Physics that will give students a concern for accuracy and precision, safe practice, enquiry and inventiveness. To develop skills useful to all areas of life. To create an awareness of the uses and limitations of Physics in the world around us.

### **How will the subject be taught?**

Well-designed studies of experimental and practical experiences together with teacher-led theory lessons. Formal testing twice-termly as standard.

### **Does the course involve coursework and what does it consist of?**

No coursework required.

### **Are there any special requirements of the course?**

A basic level of mathematical skill is required. Students are expected to come prepared to work hard.

### **What is the scheme of assessment for this subject?**

Two written examinations at the end of the two-year course:

- Paper 1B (2 hours)
- Paper 2B (1 hour 15 minutes)

### **Why you should study Physics - IGCSE**

Ask yourself these questions ...

Do you want to become a confident citizen in a technological world and take an informed interest in matters of scientific importance? Do you want to be prepared for studies beyond IGCSE level in Pure Sciences or Applied Sciences?

If your answer to these questions is 'yes' then that is why you should be taking Physics! Physics quite literally makes the world go round. It enlightens us and keeps our feet on the ground. This course will lay the foundations for future study at AS level. Even if you do not study Physics further, you will be learning about a lot of the Physical processes that make the world work the

way it does. Studying Physics will open a lot of future careers to you from Engineering to Computer Science.

## STE(A)M

Science, Technology, Engineering (Art) and Mathematics are crucial keystones in today's society. TBS will integrate these subjects for Year 9 into one approach: STE(A)M day/s throughout the academic year.

## SCIENCES: Course Title: Chemistry – IGCSE

Qualification type:	International IGCSE
Qualification title:	Chemistry
Accreditation status:	Edexcel Accredited
Year of assessment:	10 and 11

### **Aim of Course**

To develop skills and abilities relevant to the study and practice of Chemistry; to encourage efficient and safe practice in the laboratory; to stimulate interest in, and care for, the environment; to become confident citizens in a rapidly growing technological world.

### **How will the subject be taught?**

Teacher-led theory lessons; on-going practical and experimental work together with twice termly tests. Opportunities to use ICT skills.

### **Does the course involve coursework and what does it consist of?**

No coursework required.

### **Are there any special requirements of the course?**

A person who would enjoy Chemistry would enjoy learning about new materials and looking for patterns in chemical behaviour. They should be able to perform some simple calculations and to learn a few formulae and facts and then apply them to new contexts.

### **What is the scheme of assessment for this subject?**

Two written examinations at the end of the two-year course:

- Paper 1C (2 hours)
- Paper 2C (1 hour 15 minutes)

### **Why you should study Chemistry - IGCSE**

Chemistry is about making molecules combine under a variety of conditions and about pushing forward chemical technology. It is about finding out the optimum conditions necessary to get a reaction to proceed in the way we want it to (not always possible!) If you want to be part of this in your future, then study Chemistry. Even if you do not study Chemistry further, Chemistry is great for business. You learn a lot of transferable skills and knowing about Chemistry will help you understand manufacturing processes.



## SCIENCES: Course Title: Biology – IGCSE

Qualification type:	International IGCSE
Qualification title:	Biology
Accreditation status:	Edexcel Accredited
Year of assessment:	10 and 11

### **Aim of Course**

To introduce students to a broad based study of Biology. This course is a stand-alone IGCSE and also serves as a useful precursor to AS Biology. Even if you do not study Biology further, you will be learning more about human and plant Biology and the issues being debated in society.

### **How will the subject be taught?**

The subject will be taught via a combination of teaching sessions, practical work, research-based homework and consolidation questions based on the subject content of the lessons.

### **Does the course involve coursework and what does it consist of?**

No coursework required.

### **Are there any special requirements of the course?**

Access to a computer for web-based exercises is required. If no access is available at home students will be expected to use school computers at break times. A person who would enjoy Biology would be very interested in living things, how they work and enjoy debating about the ethics of developments in medicine and agriculture. They should also be willing to learn a range of definitions and write detailed descriptions.

### **What is the scheme of assessment for this subject?**

Three written examinations at the end of the two-year course:

- Paper 1B (2 hours)
- Paper 2B (1 hour 15 minutes)

### **Why you should study Biology - IGCSE**

As well as the traditional careers, Biology is an exciting and ever-changing Science. Advances in Genetics, Medicine and Food Production have made Biology a lucrative subject for future careers. These issues are controversial and can affect peoples' lives. Students need to learn more about them to make informed decisions as to what should and should not be supported. Students will also learn transferable skills which can be used in other subjects such as communication skills, manipulating apparatus, research skills and planning investigations, processing and interpreting data. Isn't it fun to learn more about how your body works?

## FACULTY OF LANGUAGES

### ARABIC as a First Language

**Course Title:** Arabic as a first language (GCSE)

**Examining Board:** Edexcel

**Syllabus:** 4AA1

#### **Aim of Course**

To encourage a broad range of reading and writing in standard Arabic; to encourage reading of both fiction and non-fiction texts in contemporary and classical Arabic.

#### **How will the subject be taught?**

The subject will be taught through a combination of concept explanation, language skills practice and by going through past papers to enhance students' knowledge of examination techniques.

#### **Does the course involve coursework and what does it consist of?**

No coursework required.

#### **Are there any special requirements of the course?**

Students should have access to a computer as part of classwork and homework. An enjoyment of the language is also important.

#### **What is the scheme of assessment for this subject?**

At the end of the course students sit two papers:

**Arabic as a first language (GCSE)** It is one of the optional eight IGCSE subjects and universities require you to pass it. Arabic as a first language is taught over a two-year period, during year 10 and year 11, and the exam is taken at the end of year 11.

**Exam paper characteristics:** The exam consists of two papers.

**Paper 1:** 2hr 15 min and is worth 75 marks, to answer writing (55) and grammar (20)

Questions consist of:

- 2 texts, with 4 questions each and the ninth is a comparison.
- 1 text which is summarised in 100 words.
- Grammar questions

**Paper 2:** 1hr 30 min and is worth 50 marks

Questions consist of: three different topics (letter – story – article – report – conversation – speech – email) the student chooses two of them and writes around 300 words in each.

The skills the student should develop during the course are the ability to:

- The overall feelings and thoughts of the writer.
- The impact of the writer on the readers.
- The text and analysing the main points.
- Provide evidence.
- Compare two texts.
- Writing new ideas, in a correct manner, as the ideas should be linked together, and written correctly.
- Maintaining the overall structure of the text and using correct punctuation and grammar.

**What career opportunities could studying this course lead to?**

- Translation
- Media
- Writing
- Politics
- Media reports
- Teaching the Arabic language

## FRENCH

**Course Title:** French - IGCSE (Years 10 and 11)

**Examining Board:** Edexcel

**Syllabus:** 1FRO

### **Aim of Course**

The course allows students to develop an understanding of French in a range of contexts. It teaches the ability to communicate effectively in French using a range of vocabulary and structures. It also aims to develop students' knowledge of French speaking countries and communities.

### **How will the subject be taught?**

Students will be required to practise all four skills in lessons: listening, speaking, reading and writing. During the course, students will become familiar with authentic texts and learn structures that will give them the ability to speak and write more creatively. They will take part in dialogues and conversations in lessons as well as practise listening skills.

### **Does the course involve coursework and what does it consist of?**

No coursework involved.

### **Are there any special requirements of the course?**

It is recommended that students have studied French at Key Stage 3, but the French Department welcomes students from various backgrounds. Students coming from a non-British education system are required to take an assessment.

### **What is the scheme of assessment for this subject?**

The course is assessed through external final exams. The GCSE consists of four units:

Unit 1: Listening - 25%

Unit 2: Speaking - 25%

Unit 3: Reading - 25%

Unit 4: Writing - 25%

### **Areas of IGCSE**

**Area 1: Identity and culture**

**Area 2: Local area, holiday and travel**

**Area 3: School**

**Area 4: Future aspirations, study and work**

**Area 5: International and global dimension**

**Why you should study French - IGCSE**

French is considered by top UK universities as a very strong academic subject. This is because language learning requires commitment, hard work and motivation.

Learning French will help you understand your own language better and will open new opportunities for your future career. It improves your communication skills and helps you to be more confident when speaking in public.

Most international companies, including those in Egypt, offer extra money for each foreign language that you speak.

Here are some other reasons why you should study French:

- French is one of the official languages of the United Nations
- France is the world’s leading tourist destination. 60 million people visit France annually
- French-speaking Africa represents an area larger than the USA
- France is renowned for its technology. It currently makes parts for the world's largest plane - the A380.

Therefore, even Engineers may need to speak French!

Remember: a language expands both your mind and your career prospects.

**What career opportunities could studying this course lead to?**

International Business	International Agencies	The Diplomatic Service
Translating or Interpreting	The Tourism and Hospitality Industries	Teaching

**Year 9 students will study foundation French as pre IGCSE course.** It is intended that students should also have the opportunity to take the DELF (A1) foundation qualification.

DELF A1 highlights the first and basic knowledge in French language. It is the most basic level at which a language is used, called the "discovery" stage. At this stage, the student

can interact simply in that a student can speak about themselves and their immediate environment. This examination benefits from a very positive evaluation which is not made to sanction but to highlight the French learning.

## FACULTY OF COMMERCIAL STUDIES

### GLOBAL PERSPECTIVES

**Course Title:** Global Perspectives- IGCSE

**Examining Board:** Cambridge

**Year of study:** Starts in Year 9

Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.

Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling.

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

Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome. Candidates explore stimulating topics that have global significance.

They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

***Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.***

**Topics Studied and assessed are:**

<b>Component 1 Written Examination</b>	<b>Component 2 Individual Report</b>	<b>Component 3 Team Project</b>
<ul style="list-style-type: none"> <li>● Demographic change</li> <li>● Education for all</li> <li>● Employment</li> <li>● Fuel and energy</li> <li>● Globalisation</li> <li>● Law and criminality</li> <li>● Migration</li> <li>● Transport systems</li> </ul>	<ul style="list-style-type: none"> <li>● Belief systems</li> <li>● Biodiversity and ecosystem loss</li> <li>● Changing communities</li> <li>● Digital world</li> <li>● Family</li> <li>● Humans and other species</li> <li>● Sustainable living</li> <li>● Trade and aid</li> </ul>	<ul style="list-style-type: none"> <li>● Conflict and peace</li> <li>● Disease and health</li> <li>● Human rights</li> <li>● Language and communication</li> <li>● Poverty and inequality</li> <li>● Sport and recreation</li> <li>● Tradition, culture and identity</li> <li>● Water, food and agriculture</li> </ul>

The topics offer a context within which students can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives.

Students use research, reasoning and questioning to gain this understanding and form their own judgements.

Students will look at several topics over the term of the course to help develop their skills.



## GLOBAL FUTURES CURRICULUM

**Course Title:** Global Futures Curriculum

**Examining Board:** Singularity University

**Year of study:** Year 9 course

The Global Futures Curriculum (GFC) is a bespoke programme for secondary school students co-created by GEMS and Singularity University. The GFC provides students with the insight, conceptual framework and tools to understand, and succeed in, a rapidly changing society

The programme allows students to understand the nature of exponential technologies:

- Genetics, Nanotech
- Robotics
- Quantum Computing
- Augmented and Virtual Reality
- 3D printing
- Brain mapping and brain scanning
- Sensors

And more...

They will learn how to leverage it for their future success in a world of accelerating change.

Following the review and evaluation of the pilot, GEMS schools globally may now offer the programme in the academic year 2017-18 at no cost. IRD will offer initial training and ongoing support for schools that wish to run this programme. All lesson plans and resources will be available for all schools.

The GFC enables students to leverage exponential technologies to succeed and excel in the 21st century. It also provides students with the insight, conceptual framework and tools to understand and succeed in a rapidly changing society. More specifically, it provides students with:

- Deep intellectual insight into a range of exponential technologies (such as artificial intelligence, digital biology and robotics)
- Conceptual frameworks for discussing the positive and potentially negative implications of these technologies, for society and for them as individuals
- A “tool kit” centered on design and critical thinking that will help students to make more informed career decisions

- An appreciation of the extent to which both technically and non-technically minded students can leverage technologies and thinking when addressing some of society's greatest challenges.

This course will be assessed but no external examination will take place.

## BUSINESS STUDIES

**Course Title:** Business Studies

**Examining Board:** Cambridge

**Years of study:** 10 and 11

The business course is comprised of 6 units

Year 10 units:

### Understanding business activity

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

### People in business

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

### Marketing

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

Year 11 units:

### Operations management

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

### Financial information and decisions

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

### External influences on business activity

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

## **Assessment at the end of year 11**

Regular assessments are taken during the two years along with a full mock exam, as in all subjects, in year 11 and then the final exam at the end of year 11. The IGCSE is made up of two written papers:

Paper 1 - 1 hour 30 minutes: Four questions requiring a mixture of short answers and structured data responses Candidates answer all questions

Paper 2 - 1 hour 30 minutes: Four questions based on a case study, provided as an insert with the paper Candidates answer all questions

***We do not expect learners starting this course to have previously studied business studies, but a good command in English is expected.***

## ECONOMICS

**Course Title:** Economics IGCSE

**Examining Board:** Cambridge

**Years of study:** 10 and 11

The Economics syllabus develops an understanding of economic theory, terminology and principles. Students study the economics of different countries and how these interrelate. They also learn to work with simple economics data and to use the tools of economic analysis. Students apply understanding of economics to current economic issues.

The economics course is comprised of 6 units

**Year 10 units:**

### The basic economic problem

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

### The allocation of resources

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

### Microeconomic decision makers

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

**Year 11 units:**

### Government and the macroeconomy

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

### Economic development

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

### International trade and globalisation

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

## **Assessment at the end of year 11**

Regular tests are taken during the two years along with a full mock exam in year 11 and then the final exam at the end of year 11. The IGCSE is made up of two written papers:

Paper 1 - Multiple choice paper (30%)

Paper 2 - Structured questions where students answer one compulsory question and three questions from a choice of four.

***We do not expect learners starting this course to have previously studied economics, but a good command in English is expected.***

## ACCOUNTING

**Course Title:** Accounting - IGCSE

**Examining Board:** Cambridge

**Years of study:** 10 and 11

The IGCSE Accounting syllabus introduces learners to the theory and concepts of accounting and the ways in which accounting is used in a variety of modern economic and business contexts. Learners focus on the skills of recording, reporting, presenting and interpreting financial information and build an ideal foundation both for further study and for a future career within the profession.

The accounting course is comprised of 7 units

### 1 The fundamentals of accounting

This section introduces the subject by explaining the difference between book-keeping and accounting. The role of accounting in providing information and the purposes of measuring business profit and loss are also explored. Basic accounting terms and the accounting equation are introduced.

### 2 Sources and recording of data

The core topic of this section is the double entry system of book-keeping and how this is applied in the preparation of ledger accounts. The division of the ledger is considered. Business documents and their use as sources of information are also included. Consideration is given to the procedures for processing information in books of prime entry.

### 3 Verification of accounting records

This section concentrates on the use of trial balances, bank reconciliation statements and control accounts as means of verifying accounting records. The procedures for the correction of errors are also covered.

### 4 Accounting procedures

Within this section, consideration is given to the importance of distinguishing between capital and revenue expenditure and receipts. Non-current assets are further explored in terms of accounting for depreciation and disposals. Procedures to record adjustments for accruals and prepayments, irrecoverable debts, provision of doubtful debts and the recovery of debts written off are included. Inventory valuation, and its impact on financial statements, is also covered.

### 5 Preparation of financial statements

The focus of this section is the preparation of financial statements, including year-end adjustments, for different types of businesses (sole traders, partnerships and limited companies). Consideration is also given to the financial statements of clubs and societies and manufacturing businesses. The procedures employed when only incomplete records are available are also covered.

### 6 Analysis and interpretation

This section introduces the calculation and the interpretation of the main accounting ratios. The use of ratios in inter-firm comparison is also included. Consideration is also given to the uses of accounting information by interested parties. The limitations of accounting statements are also explored.

### 7 Accounting principles and policies

The main accounting principles are introduced together with how they are applied in accounting records and statements. Consideration is also given to the influence of international accounting standards and the selection of accounting policies.

## **Assessment at the end of year 11**

Regular tests are taken during the two years along with a full mock exam in year 11 and then the final exam at the end of year 11. The IGCSE is made up of two written papers:

Paper 1 - Multiple choice paper (30%)

Paper 2 - Structured questions where students answer questions on the whole syllabus

***We do not expect learners starting this course to have previously studied accounting, but a good command in English and Mathematics expected.***



## COMPUTING

**Course Title:** Computing - GCSE

**Examining Board:** Cambridge

**Years of study:** 10 and 11

Students following the IGCSE Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Students also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to develop:

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

The accounting course is comprised of the following sections:

Section 1: Theory of computer science

- Data representation
- Communication and Internet technologies
- Hardware and software
- Security
- Ethics

Section 2: Practical problem-solving and programming

- Algorithm design and problem-solving

- Programming
- Databases

### **Assessment at the end of year 11**

Regular tests are taken during the two years along with a full mock exam in year 11 and then the final exam at the end of year 11. The IGCSE is made up of two written papers:

Paper 1 Theory: 1 hour 45 minutes Theory (60%) made up of Short-answer and structured questions based on section 1 of the subject content

Paper 2 - Short-answer and structured questions (40%) questions will be based on section 2 of the subject content

***We do not expect learners starting this course to have previously studied computing, but a good command in English and Mathematics are expected.***

## FACULTY OF CREATIVE STUDIES

### ART

**Course Title:** Fine Art- IGCSE

**Examining Board:** Edexcel (4FA1)

**Years of study:** Year 10 and 11

The IGCSE Fine Art syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Students gain confidence and enthusiasm as they develop technical skills in two and three-dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, Fine Art also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

The course aims to develop the follow from students:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning

## Course content

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

The broad areas of study are:

1. painting and related media
2. printmaking
3. three-dimensional design
4. photography, digital and lens-based media
5. graphic communication
6. textiles and fashion.

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

**Assessment:** comprises a personal portfolio and an externally-set assignment, allowing students to demonstrate their creativity and skills through mediums and subjects that inspire them.

### Component 1: Personal Portfolio - 50% of the total International GCSE

Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills for Fine Art.

This component gives students opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to theme(s) set by the centre.

### Component 2: Externally-set Assignment - 50% of the total International GCSE

Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the Externally Set Assignment.

This component allows students opportunities to:

- develop and explore ideas
- research primary and contextual sources
- experiment with media, materials, techniques and processes
- present personal response(s) to the externally-set theme.

# Appendix 1 Assessment

Five formal summative assessments take place each year, colloquially called half term assessment (HTA's). These may be formal tests, extended projects or a significant piece of work that allows for a 'snapshot' view of a student's attainment. Effort and attainment grades are reported to parents. Where necessary, individual or group intervention is planned after analysing assessment data.

As the curriculum evolves, we aim to maintain consistency across subject areas by using 9-1 levels (explained in more detail in an appendix in this booklet) and applying them to the changing curriculum. As the effect of these changes become clearer, our assessment and reporting system will evolve to reflect this.

Each subject is assessed using Levels 9 to 1 (9-1). Level 9 is the highest grade and level 1 is the lowest level, U is ungradable. Students attainment is very individual. Teachers can make judgements on student attainment and predictions through a range of teaching and learning practice, diagnostics and assessments. Students should be attaining Levels 6 to Level 9.

*When students complete their IGCSE at the end of Key Stage 4, the examinations are also assessed using this 9-1 grading system, where students are targeted to achieve 8 IGCSE subjects from level 5 up to 9 (previously grades C and above).*

Day-to-day assessment. Its purpose is to:

- Check that students are developing mental skills: for example, that they can recall facts, estimate, calculate mentally, and use visual imagery;
- Check that students have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give you information that will help you adjust day-to-day plans.

Some key features of day-to-day assessment are:

- Objectives being shared with students and RAGged
- Peer- and self-assessment
- Student engagement and immediate feedback
- Effective use of high-quality resources

Periodic assessment is the process of standing back and considering the information that has been gathered through day-to-day assessment concerning the National Curriculum. Judgments are refined into 'developing' or 'attained' within a level. This is done holistically by taking into account how independently, how consistently and in what range of contexts students demonstrate their attainment. Its purpose is to:

- Review students' progress over the previous cycle of work in relation to assessment criteria and therefore national standards (checklists in years 7 & 8)
- Provide a broader view of progress for the teacher and the learner
- Help improve curriculum planning
- Provide information to feed into reporting

It will be decided what level the student is working at overall – using a 'best fit' approach.

Transitional assessment is the process of reviewing students' progress and attainment against the school and national targets, based on periodic assessment and using tests from national sources. Its purpose is to:

- Assess students' work against national standards
- Formally recognise achievement
- Give supplementary information about students' attainment and progress to be reported to parents/carers and, if appropriate the next teacher/school;
- Help set targets for future years;
- Highlight any weaknesses that should be flagged up in Schemes of Work for the next year.

# Appendix 2 Homework

## Introduction

Homework is important to student learning at TBS. The purpose of this homework plan is to guide teachers, parents and students in ensuring that homework is meaningful and supports the learning experience for all our students.

Homework is defined as the time students spend outside the classroom in assigned learning activities. TBS believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge; thus developing the deeper learning principle central to teaching and learning. TBS also believe, as research supports, that moderate assignments completed and done well are more effective than lengthy or difficult ones done poorly.

Homework serves to develop regular study skills and the ability to complete assignments independently. Completing homework is the responsibility of the student, and as students mature they are more able to work independently. Therefore, parents play a supportive role in monitoring completion of assignments, encouraging students' efforts and providing a conducive environment for learning. To that end, TBS will provide feedback in a way that assists parents in supporting their children.

## The basic principles of homework

- Activities or assignments that students can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
- Connected to subject curriculum.
- Suitable time is allowed for completion
- Connected to class instruction.
- Engaging, purposeful and relevant.
- The marking system is compatible with assessment outcomes (e.g. IGCSE Cambridge/Edexcel)

## Student Guidelines

- Complete homework as assigned.
- Record homework when assigned in a class by the teacher into their planner.
- Seek clarification from teachers when unclear about homework before the due date homework has to be handed into the teacher.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

## Assistance for homework

It is recommended that students seeking assistance with homework speak and work directly with their teachers as they will be able to recommend strategies to improve.

Teachers and parents shall communicate with each other at the earliest possible opportunity once the student has demonstrated a consistent inability to complete homework **and discuss possible solutions.**

Students who demonstrate quality, effort and spend sufficient time attempting to complete homework should be stopped when a parent observes that continuing is detrimental to the child's well-being. In such cases, parents should note the amount of time spent on the assignment and sign the paper.

If a student is consistently unable to complete assigned work, the parent should contact the teacher first for support and accommodations as necessary. Teachers should also contact parents if a student consistently is unable to complete the assigned work.

If a parent anticipates their child is out sick for an extended period of time, more than 5 days, then they should contact their child's teachers via the school front desk [frontdesk tbs@Gemsedu.com](mailto:tbs@Gemsedu.com)

Students who miss school work because of an authorised absence shall be allowed to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unauthorised absences may be allowed to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.



Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension.

## Appendix 3 STE(A)M

Science, Technology, Engineering (Art) and Mathematics are crucial keystones in today's society. In current curricula and educational systems, TBS will integrate these subjects for Year 9 into one approach: STE(A)M day/s throughout the academic year.

TBS constantly offer teaching and learning methods that are more active and involve the students as responsible of their learning process. The STEAM-approach is such an example. Proof has already been given that this methodology hugely enhances the student's motivation.

The participants are offered pedagogical and didactical approaches towards STE(A)M in education. We will explore some practical cases (learning by doing) and finish with a personal STE(A)M exercise or 'masterpiece'.

STE(A)M education does not encourage the memorisation of facts or the decontextualised learning of concepts because all learning takes place through problem-solving in real contexts.

More and more careers will require STE(A)M skills, and getting students curious about mathematics and science at a young age gives them a base layer to build upon. It is our mission to help TBS students to become the makers of our future.