



OPTIONS BOOKLET



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INTRODUCTION

Making curriculum choices in Year 9 is a very important process here at Capital School. It is an opportunity for pupils to take increased control of the education choice on offer to them. During the course of this academic year, our Year 9 pupils will be making these KS4 subject choices and we hope that the information provided in this document will be helpful to both pupils and parents.

The booklet contains a number of informative sections about the nature of IGCSEs and BTECs, the basis upon which choices should be made, summary details about each subject and information on options and ambitions guidance. This booklet is designed so that both parents and pupils are fully briefed on the Year 9 options process.

It is vitally important to choose subjects for the correct reasons. Spend some time with your daughter/son thinking about what subjects they enjoy, what keeps them interested and motivated. It is wise to listen closely as it is they who have to turn up each week for class and engage with the subject matter. Success is dependent on engagement, hard work and a genuine passion for the subject.

This booklet is a guide as a starting point whereas The Options Information Evening on 8 April (6pm – 7:30pm) should be seen as a final fact-finding event to reinforce (or finalise) any decisions made. Option choices should be made by completing the 'Final Options Choices' form enclosed at the back of this booklet, the deadline for option choices is 24 April 2025.

I wish you every success as you embark upon the next exciting phase of your education here at Capital School.

Yours faithfully,

Assheton Woodall
Principal

Dan Allen
Assistant Principal



AN INTRODUCTION TO KEY STAGE 4 QUALIFICATIONS

9-1 IGCSES

In June, Year 9 pupils will reach the end of the National Curriculum Key Stage 3. The International General Certificate of Secondary Education (IGCSE) is a two-year programme and is the principal means of assessing student attainment through examinations at the end of Key Stage 4 (Year 11). It marks an important step in the academic pathways of pupils, as the IGCSE results can impact subject choice at A Level and options beyond.

Old Grading Structure	GCSE 9-1 Points		BTEC Tech Award	
	Grade & Points	Grade terms	Grade	Points
A*	9		L2 D*	8.5
A	8		L2 D	7
	7		L2 M	5.5
B	6	Strong Pass (DfE)	L2 P	4
C	5		L1 D	3
	4	Standard Pass (DfE)	L1 M	2
D	3		L1 P	1.25
E	2		U	0
F	1			
G				
U	U			

The subject choices for Year 9 pupils are presented within this handbook. At Capital School we aim to offer a broad and balanced curriculum for all. This curriculum includes several compulsory subjects, which all pupils in Years 10 and 11 will take, as well as a diverse range of optional subjects which can be selected by the student. This handbook provides detailed information about the Curriculum.

As you may be aware, IGCSEs have recently undergone a change which involved, in part, the introduction of a new grading system. Following its staggered introduction in 2017, all iGCSE qualifications are no longer graded from A*-G but 9-1 (with a 'U' signifying 'unclassified' in both cases). Amongst other things, this new grading system allows for greater differentiation between pupils and between subjects.

EXIT

BTEC LEVEL 2

A BTEC Level 2 qualification is a practical, vocational qualification designed to help pupils develop skills that are directly relevant to the workplace. It's an alternative (but equivalent) to IGCSEs and focuses on hands-on learning in specific subjects like; Sport, Travel & Tourism, IT, Art & Design and Business Studies.

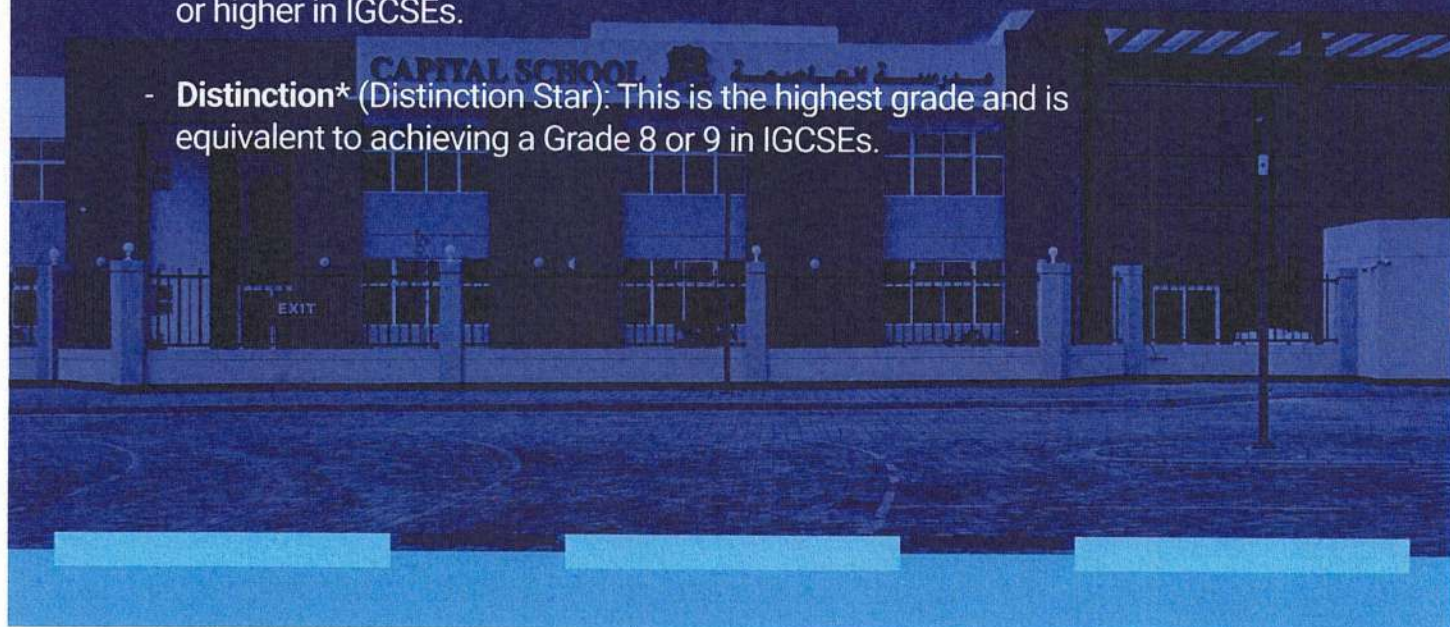
Instead of traditional exams, pupils are assessed through coursework, projects, and practical tasks, which helps them build real-world skills that are valuable for future employment or further education.

For pupils, completing a BTEC Level 2 is similar to getting IGCSEs, as it's equivalent to a Grade 4-9 in IGCSEs. It's a great option for those who learn better through practical work rather than just studying theory. After completing a BTEC Level 2, pupils can move on to further study, such as a BTEC Level 3 qualification (equivalent to A Levels) or enter the workforce through apprenticeships.

BTEC Grading Structure:

BTECs use a pass, merit, distinction, and distinction (star)* grading system, instead of the 9-1 scale used in IGCSEs.

- **Pass:** This is the minimum standard, equivalent to a Grade 4 (a "standard pass" in IGCSEs).
- **Merit:** This is a higher grade, reflecting good understanding and performance, roughly equivalent to a Grade 5.
- **Distinction:** This indicates excellent work, similar to a Grade 7 or higher in IGCSEs.
- **Distinction*** (Distinction Star): This is the highest grade and is equivalent to achieving a Grade 8 or 9 in IGCSEs.



SIGNIFICANCE AND EXPECTATIONS OF KS4 STUDY

IGCSE and BTEC grades play an important role in a student's academic pathway. IGCSE grades remain with a student for life and are a requirement of many applications. It is our aim to ensure that all pupils progress towards their ambitions, achieving their full potential in all subjects and selecting pathways best suited to their individual skill set and ability.

As a student progresses up the school, so too does the expectation and capacity for work and independent study. A Year 10 student should expect an increase in the level of challenge, homework volume and an increase in the emphasis placed on self-motivation, responsibility and organisation. Almost all pupils require some form of assistance with this change and we have several systems in place to provide them with guidance and support whenever it is needed.

ACCESS ARRANGEMENTS

Access arrangements are agreed prior to an assessment or examination for pupils who have an official educational need diagnosis or have temporary injuries or are experiencing significant events that may inhibit their ability to access the task.

Access arrangements allow pupils to show what they know and can do without changing the demands of the assessment. A reasonable adjustment is seen as one that does not give a student an unfair advantage over others. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the awarding examination bodies to make any adjustment to the assessment objectives being tested in an assessment. Strict criteria must be met before access arrangements are allocated and the awarding bodies have the final decision for external examinations. Where access arrangements have been granted, they will apply to all assessments and examinations, internal and external.

In line with the requirements of the examination bodies, the pupils who do not use the access arrangements as the normal way of working may have them withdrawn. If you believe your daughter or son may require access arrangements please make contact with a member of the Key Stage 4 team who will be able to provide you with the required information.

IGCSE AND GCSE EXAMINATION FEES

Examination fees are payable upon confirmation of the examinations being taken by the pupil. Parents will be invoiced by the school in Year 11 Term 3 fees, during their son/daughter's final year in KS4. Currently the fees range from approximately BD45 for most subjects and BD84 for Double Science (equivalent to 2 iGCSEs) and BD71 for Arabic. Variation in the fee structure is dependent on the nature of the IGCSE course and is controlled by the examining body. Practical subjects that include external moderation are often more expensive.

If the course your child is studying is a modular course where half the exam is sat at the end of Year 10, then the price of the exam is split over Years 10 and 11.

MODULAR AND LINEAR COURSES

After seeking further advice and guidance from educational professionals and the iGCSE regional support team at Pearson Edexcel it has been decided that some of the subjects will be taught with a modular assessment route. Individual subject leaders/specialists will confirm if their subject will be modular or linear.

So, what is the iGCSE modular assessment route and what does it mean for our pupils here at Capital School?

Spreading the Exam Pressure with a Modular Route

The modular route offers an alternative approach to traditional linear assessments. Rather than concentrating all exams at the end of Year 11, the modular route divides the curriculum into two units, with an exam at the end of each unit (Year 10 and Year 11). Both modular and linear exams cover the same content, with teachers dedicating equal time to teaching. However, the modular approach provides students with a range of benefits to optimise their performance and reduce stress.

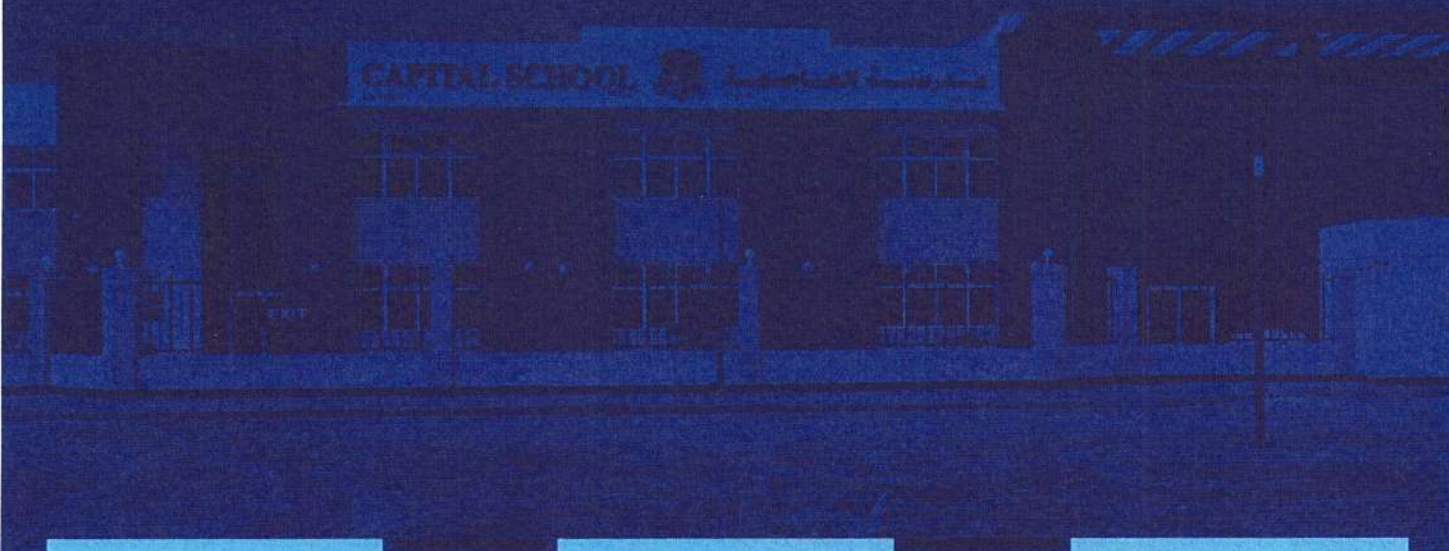
CAPITAL SCHOOL

BENEFITS OF MODULAR ASSESSMENT

- **Reduced Mental Load:** By focusing on one year of curriculum at a time, students can spread their exams over two years, significantly reducing the pressure they face at the end of Year 11.
- **Improved Opportunities for Success:** Modular assessment allows students more opportunities to demonstrate their skills and abilities, whilst also benefiting from feedback to improve their performance for future assessments.
- **Flexibility and Re-sit Opportunities:** Students can take exams when they are ready and have the option to re-sit individual units in any exam series if necessary.
- **Enhanced Teacher Support:** Modular assessments provide teachers with detailed mid-cycle data on student performance through post-exam analysis tools, enabling more tailored teaching strategies.

ABOUT PEARSON EDEXCEL'S MODULAR ROUTE

The modular route is offered exclusively by Pearson Edexcel for International GCSEs and provides a supportive structure that aligns with the needs of diverse learners while maintaining the same high standards of academic achievement as the traditional linear pathway.



CAPITAL SCHOOL

THE CURRICULUM

In addition to the compulsory subjects taken by all pupils, Capital School pupils will be offered a range of optional subjects from which to construct their own personal pathway through Key Stage 4, a pathway which will best reflect their strengths, their interests and their ambitions.

As we support pupils throughout Year 9 towards making their final option choices, we aim to instill in them curiosity, self-awareness and the courage to be ambitious. We will encourage pupils to keep doors open and to follow a broad and balanced curriculum whilst pursuing the subjects that best reflect their ability.

COMPULSORY SUBJECTS (TAKEN BY ALL YEAR 10 AND YEAR 11 PUPILS)

<u>ENGLISH</u>	English Language and English Literature
<u>MATHEMATICS</u>	Higher or Foundation Mathematics
<u>SCIENCE</u>	Combined Science
<u>PHYSICAL EDUCATION</u>	School Course: non-examination
<u>ARABIC A* / SS / CITIZENSHIP</u>	MOE Course with IGCSE Examination
<u>ARABIC B / SPANISH*</u>	Compulsory – no examination

All pupils will follow the ministry curriculum requirements of Islamic, Social Studies and Citizenship.

*Some pupils will have the opportunity to study Arabic or Spanish at IGCSE Level.

OPTIONAL SUBJECTS (PUPILS WILL SELECT THREE OPTIONS)

<u>IGCSE SUBJECTS</u>	<u>BTEC COURSES</u>
<u>PE*</u>	Sport
<u>BUSINESS STUDIES*</u>	Business Studies
<u>ICT</u>	
<u>ART*</u>	Art & Design
<u>COMPUTER SCIENCE</u>	Travel & Tourism
<u>GEOGRAPHY</u>	
<u>HISTORY</u>	
<u>ECONOMICS (TBC)</u>	

Those subjects with an *will be taught as an iGCSE or BTEC, but both won't be offered.

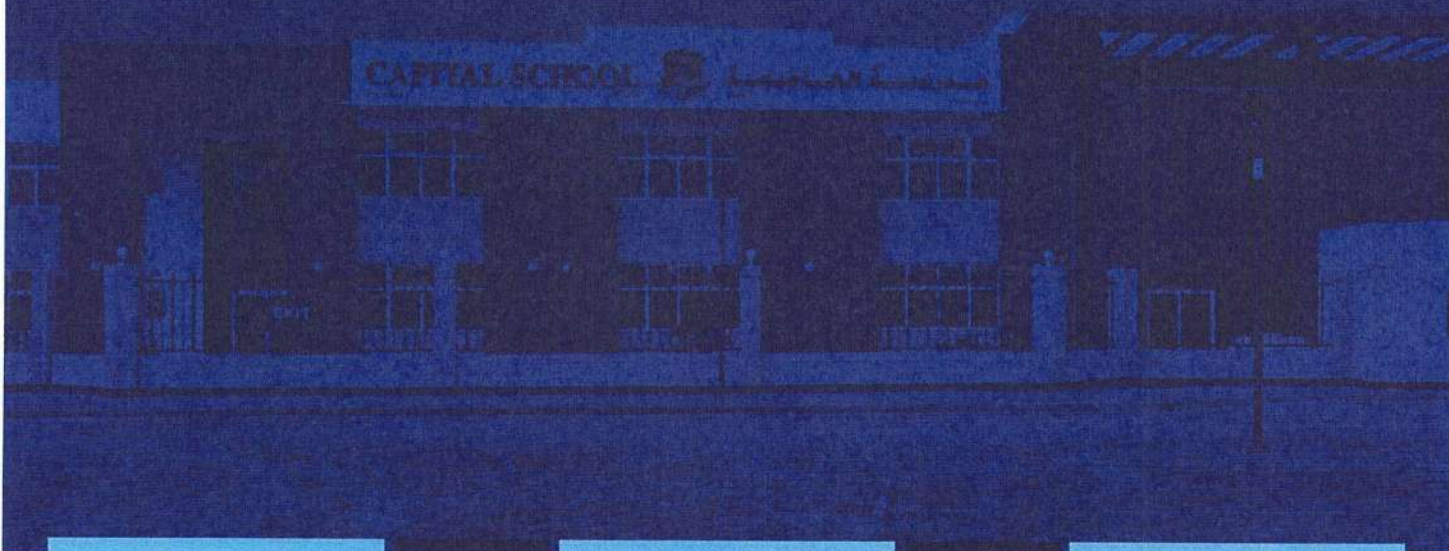
Pupils will be given the opportunity to pick up to 3 optional subjects. Based on subject demand and combinations of subjects 3 options blocks will be created. Pupils will then make final choices from the blocks.

OPTIONS AND ASPIRATIONS

HOW IMPORTANT ARE KEY STAGE 4 CHOICES WHEN IT COMES TO UNIVERSITY?

IGCSE and BTEC qualifications are an important indicator for many Higher Education Institutions and employers. It is key to remember, however, that the subjects that are of most interest in many applications are those that are compulsory: English, Science and Mathematics. These core IGCSEs offer a skill range that can support the vast majority of pathways moving forward and thus, pupils can be comforted in the knowledge that they are gaining a solid foundation from KS4 study before they have even selected options. The aim of KS4 education is for pupils to gain a range of transferable skills which will enable them to discover the type of person they are, their strengths and ultimately, a route forward that is best for them.

As you may well be aware, the Post-18 landscape is changing rapidly. With university placements decreasing, the alternative options of vocational training and apprenticeship positions are increasing and a growing number of pupils are entering the workplace directly. Our focus at Capital, therefore, will not solely be on progression to university and we know that different pathways suit different learners. Many alternative routes require good pass grades and are less concerned by the individual subject choices at IGCSE or A Level/BTECs. Many universities around the world do not require specific IGCSE or A Level subjects for entry onto purely academic courses: they will look at the level of attainment with little regard of the optional subjects. A large number of courses offered at UK universities will not require a specific combination of A Levels either. It is vital, therefore, that pupils pursue what they are best at, which is often what they also enjoy the most.



CAPITAL SCHOOL

The ultimate aim of KS4 education is to equip pupils with skills, skills that will be transferable, useful and in demand as they navigate their way through the multitude of jobs and positions that are represented by a modern and flexible career path. When it comes to selecting the optional IGCSE subjects, our advice to pupils is to simply pursue what they love, and pursue what they are good at. Pupils should take the subjects that will best showcase their skills and strengths and allow them to continue with the subject into KS5 study and possibly beyond. In some cases forethought is required. If a student has not gained the IGCSE qualification in a subject, they may not be able to progress onto the associated A Level and this may affect their Post-18 choices. Similarly, vocational courses and career paths may require a more specific set of subjects and these will be discussed with pupils. Pupils are very young when they select their IGCSE options and the vast majority of them will have no idea what they would like to do when they leave school. Of the handful that do, their ideas may change. We will promote choices for all pupils that maintain a diverse range of subjects, which we feel will keep their options open, allowing them to develop and discover their own pathways as we progress towards KS5. We will work with the pupils to ensure that they are making informed decisions whilst safeguarding their futures by keeping doors open.

For further information on the importance of IGCSEs, a look at future choices Post-18 and the range of pathways available please visit the following websites:

<https://www.careerpilot.org.uk/information/your-choices-at-18> (Careerpilot)

<https://university.which.co.uk/advice/IGCSE-choices-university/how-important-are-IGCSE-choices-when-it-comes-to-university>

(Which? University)

<https://www.ucas.com/>

(Universities and Colleges Admissions Service – UK only)

STUDENT CHOICE

As a school, we aim to instill a love of learning in all pupils, to support them in developing into reflective learners who are eternally curious and show courage in their ambitions and pursuits. When it comes to selecting options for study, if you don't enjoy it, you are unlikely to excel at it.

Student choice is just that. The options that our pupils select will be the options that best reflect their ability, their strength and their interests. As guardians of their own future, it is up to them to carve out a niche that is unique and appropriate to suit their style and learning. As teachers and parents we will support and advise, but we must remain aware of our own aspirations, and those of our pupils. Wherever possible we will encourage pupils to pursue their personal interests and to fulfil their individual ambitions.

CHOOSING THE RIGHT SUBJECTS

The following list of considerations will form the basis of many conversations with pupils and we encourage them to discuss these with family members, friends, teachers and tutors.

- 1- What subjects do you like and why?
- 2- What subjects do you dislike and why?
- 3- What are you good at?
- 4- What have you been recommended to do by teachers?
- 5- What do you need? How far ahead have you looked? Is your choice flexible?

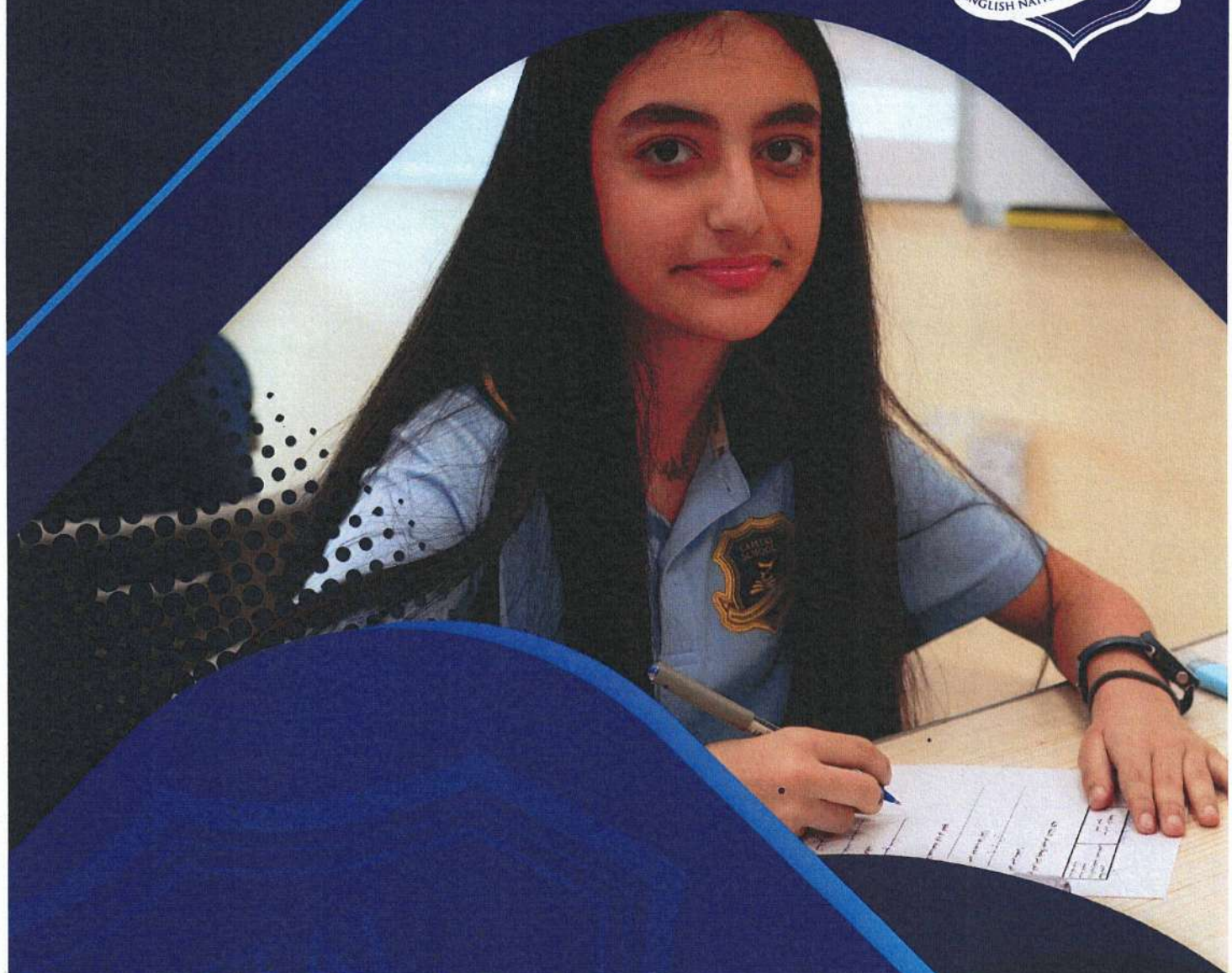
WHY YOU SHOULD NOT CHOOSE A SUBJECT:

Student should not generally allow themselves to be influenced by:

- a) Whether they like or dislike their current teacher in a particular subject
- b) What their friends are choosing (since their interests and plans for the future may be quite different)

Click on the following link to watch a short video showing different people reflecting on their IGCSE choices and how their choices influenced their future direction.

<https://www.youtube.com/watch?v=Q-Auulxr0Ro>
(iCould Choosing Your IGCSE Options)



SUBJECT INFORMATION



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INTERNATIONAL GCSES ENGLISH LANGUAGE A (MODULAR)

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XEA1

How modular International GCSEs work

Units can be assessed in any exam series

With a modular route, all units can be treated separately, and they can be taken in any International GCSE exam series. Students can choose to sit all units in the same exam series, or spread them out over multiple exam series. All exam papers for modular International GCSEs are at the same standard as the exam papers on the linear route.

No time limits to the qualification

Students can take and re-sit individual unit assessments in any series. This means students have more opportunities to get feedback to improve their performance and get the grades they need to progress.

Students 'cash in' unit results when ready

Once a student has all their unit results for the qualification they are taking, they exchange those for a grade – this is called 'cashing in'. To cash in, all units must have been entered.

BENEFITS OF MODULAR ROUTE

The modular International GCSE route provides learners with a sensible and authentic form of assessment that reflects how today's students sit other high stakes assessments in their lives. Spreading their examination load across exam series provides more opportunities to demonstrate their skills and abilities and to receive feedback to help improve their performance and secure the overall grades they need to progress. It can also help reduce the mental load and stress at exam time by allowing learners to focus on one year of curriculum content at a time and spread out their high stakes exams over two years and multiple exam series. It also allows learners to take advantage of multiple re-sit opportunities if needed.



INTERNATIONAL GCSES ENGLISH LANGUAGE A (MODULAR)

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XEA1

HOW MODULAR INTERNATIONAL GCSES WORK

Units can be assessed in any exam series. With a modular route, all units can be treated separately, and they can be taken in any International GCSE exam series. Students can choose to sit all units in the same exam series, or spread them out over multiple exam series. All exam papers for modular International GCSEs are at the same standard as the exam papers on the linear route. How modular International GCSEs work. No time limits to the qualification. Students can take and re-sit individual unit assessments in any series. This means students have more opportunities to get feedback to improve their performance and get the grades they need to progress. Students 'cash in' unit results when ready. Once a student has all their unit results for the qualification they are taking, they exchange those for a grade – this is called 'cashing in'. To cash in, all units must have been entered.

English Language A: Modular exam structure

**Summer &
November
exam series**

	Format	Duration	% of total	Assessment overview
Paper 1: Non-fiction Texts and Transactional Writing	External examination	2 hours 15 mins	60%	- Section A reading – short and long answer questions on 1 nonfiction text from Part 1 of the Edexcel anthology and 1 unseen text. - Section B transactional writing – 1 task from 2 with form, purpose and audience given.
Paper 2: Poetry and Prose Texts and Imaginative Writing	External examination	1 hour 30 mins	40%	- Section A reading – 1 essay on a poetry or prose text from Part 2 of the Anthology. - Section B – imaginative writing – 1 response from choice of 3.



INTERNATIONAL GCSES ENGLISH LANGUAGE A (MODULAR)

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XEA1

WHAT WILL I STUDY?

Over the two-year course, you will study a wide variety of written texts, and you will learn how to write in various forms and styles. You will explore contemporary non-fiction and fiction texts as well as a range of poetry drawn from a variety of cultures and traditions. You will also develop your imaginative writing and your transactional writing.

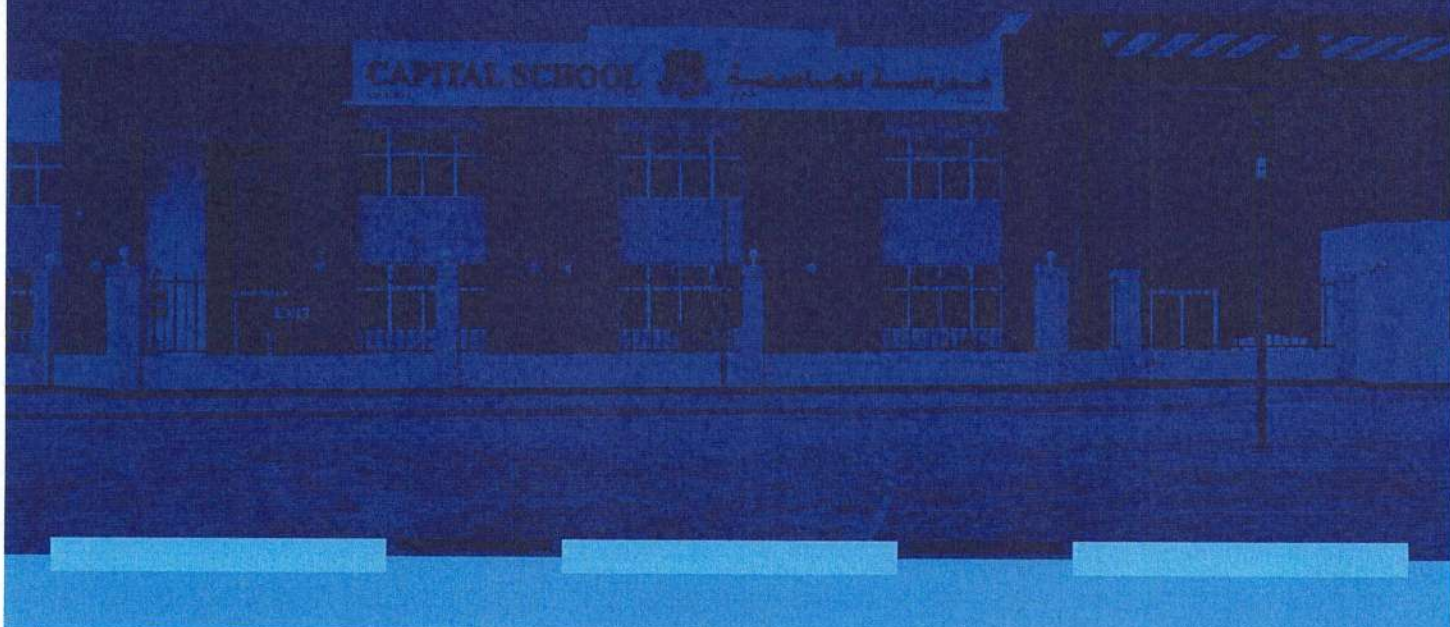
HOW IS THIS COURSE EXAMINED?

There are TWO written exams taken.

One is sat at the end of Year 10 – Paper 1.

The other is sat at the end of Year 11 – Paper 2.

- Paper 1 – Non-fiction Texts and Transactional Writing (60% of the total IGCSE)
- Paper 2 – Poetry & Prose Texts and Imaginative Writing (40% of the total IGCSE)





INTERNATIONAL GCSES ENGLISH LITERATURE (MODULAR)

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XET1

English Literature: Modular exam structure

Summer &
November
exam series

	Format	Duration	% of total	Assessment overview
Paper 1: Poetry and Modern Prose	External examination	2 hours	60%	• Closed book. • Section A – Unseen Poetry. • Section B – Anthology Poetry. • Section C – Modern Prose.
Paper 2: Modern Drama and Literary Heritage Texts	External examination	1 hour 30 mins	40%	• Open book. • Section A – One Modern Drama Text. • Section B – One Literary Heritage Text.

WHAT WILL I STUDY?

Over the two-year course, you will develop your literary analysis skills by responding to a range of fiction, literary non-fiction, poetry and drama texts drawn from different historical periods. You will learn how to understand, explore and evaluate these texts and will analyse how writers use language and literary techniques to convey meaning and shape the audience's response to the texts.

HOW IS THIS COURSE EXAMINED?

There are TWO written exams taken.

One is sat at the end of Year 10 – Paper 1.

The other is sat at the end of Year 11 – Paper 2.

- Paper 1 – Poetry and Modern Prose Text (60% of the total IGCSE)
- Paper 2 – Modern Drama and Literary Heritage Texts (40% of the total IGCSE)



IGCSE MATHEMATICS

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4CP0

QUALIFICATION AIMS & OBJECTIVES

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

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

WHAT IS A 'MODULAR COURSE'?

The modular approach retains the same content as the existing linear specification but splits the content across the two units and tiers. Both Unit 1 and Unit 2 will cover topic areas from Number, Algebra, Shape, space and measure and Handling data.

Learners will sit the unit 1 exam in the summer of year 10 and the unit 2 exam in the summer of year 11.

By splitting the content into two units pupils can focus on one unit at a time, therefore reducing cognitive load during the 'exam season'.

WHAT WILL I STUDY?

Pupils will study a range of mathematical topics which build on the skills, knowledge and understanding taught throughout Key Stage 3. These topics are:

- Numbers and the number system
- Equations, formulae and identities
- Sequences, functions and graphs
- Geometry and trigonometry
- Vectors and transformational geometry
- Statistics and probability



IGCSE MATHEMATICS

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COURSE CODE

4CP0

Unit 1			Unit 2		
Number (AO1)	F	H	Number (AO1)	F	H
Basic number skills	✓	✓	Ratio and proportion	✓	✓
Limits of accuracy	✓	✓	Percentage skills	✓	✓
Surds and indices	x	✓	Standard form	✓	✓
			Repeated percentage change	x	✓
Algebra (AO1)	F	H	Algebra (AO1)	F	H
Basic algebra skills	✓	✓	Inequalities	✓	✓
Set notation	✓	✓	Simultaneous equations	✓	✓
Plotting graphs	✓	✓	Sequences	✓	✓
Solving basic quadratics $x^2 + bx + c = 0$	✓	✓	Change of subject	✓	✓
Solving quadratics $ax^2 + bx + c = 0$	x	✓	Algebraic proof	x	✓
Completing the square	x	✓	Direct and inverse proportion	x	✓
The quadratic formula	x	✓	Summation of arithmetic series	x	✓
			Function notation and transformations	x	✓
			Differentiation	x	✓
Shape, space and measure (AO2)	F	H	Shape, space and measure (AO2)	F	H
Properties and areas of shapes	✓	✓	Angles in polygons and circles	✓	✓
Trigonometry	✓	✓	Symmetry	✓	✓
Pythagoras' theorem	✓	✓	Constructions	✓	✓
Compound measures (speed, density)	✓	✓	Volume	✓	✓
Sine and Cosine rule	x	✓	Similarity	✓	✓
Sine area of a triangle	x	✓	Transformations	✓	✓
3D Pythagoras' theorem	x	✓	Circle theorems	x	✓
			Similar area and volume	x	✓
			Vectors	x	✓
Handling data (AO3)	F	H	Handling data (AO3)	F	H
Basic probability	✓	✓	Statistical measures	✓	✓
Tree diagrams	x	✓	Cumulative frequency diagrams	x	✓
Conditional probability	x	✓			
Histograms	x	✓			



IGCSE MATHEMATICS

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4CP0

HOW IS THIS COURSE EXAMINED?

Pupils will be entered for either Higher Tier (which allows pupils to achieve iGCSE grades 3-9) or Foundation Tier (which allows pupils to achieve iGCSE grades 1-5). Regardless of which tier pupils are entered for, there are two written examinations (one at the end of Year 10 and one at the end of year 11), both of which last for 2 hours. Calculators are allowed for both papers.





IGCSE COMBINED SCIENCE

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XSD1

All pupils must take Science at iGCSE level. However, there are two different courses that we offer: Science Double Award (9–1) and Separate Sciences (9-1).

In both options, the students study Biology, Chemistry and Physics. However, Science Double Award is worth two iGCSEs, whereas Separate Sciences is worth three iGCSEs, one each for Biology, Chemistry and Physics.

Whether pupils choose Science Double Award or Separate Sciences depends on their love of the science subjects, their ability in these subjects and their intended career path. Regardless of which path they take, all pupils will study Biology, Chemistry and Physics.

Separate Sciences

This is a more advance award which, whilst having common content with the Science Double Award, requires pupils to study a wider range of topics and to study common topics in more depth. Separate Sciences is normally offered to those pupils who have consistently demonstrated a good level of proficiency in Science during Key Stage 3. We would normally only allow pupils who are working at a certain level to join the Separate Sciences programme in Years 10 and 11. If your child is interested in taking Separate Sciences, please discuss this with your child's Science teacher at the next Parent-Teacher Consultation meetings.

Pupils will only be able to follow a Separate Sciences programme with the authorization of the Science team. If you are thinking of taking Separate Sciences, please discuss this with your teacher at the next PTC meetings.



IGCSE COMBINED SCIENCE

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XSD1

QUALIFICATION AIMS & OBJECTIVES

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

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



ARABIC 'A' & IGCSE FIRST LANGUAGE ARABIC

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4AA1

Pupils in Years 10 and 11 will continue to study Arabic A if they studied Arabic A in Years 7, 8 and 9. Pupils who did not study Arabic A in Years 7-9 will continue to study both Arabic B and Spanish in Years 10 and 11. The Arabic A programme in Years 10 and 11 will align with the Ministry of Education's curriculum and, alongside this, we will also offer all Arabic A pupils the opportunity to study an additional IGCSE in Arabic First Language. Arabic B will follow the MOE curriculum without an IGCSE option.

QUALIFICATION AIMS & OBJECTIVES

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

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

WHAT WILL I STUDY?

Pupils will develop their Arabic language skills through the study of a range of topics, including 'Youth Matters', 'Education', 'Media', 'Culture', 'Sport & Leisure', 'Travel & Tourism', 'Business, Work and Employment', 'Environment', 'Health' and 'Technology'.

HOW IS THIS COURSE EXAMINED?

Pupils will take two exam papers at the end of Year 11: 'Paper 1 – Reading, Summary and Grammar' and 'Paper 2 – Writing'. Both papers will relate to the topics that pupils have studied throughout the course. Paper 1 lasts for 2hrs 15m and is worth 60% of the overall qualification. Paper 2 lasts for 1hr30m and is worth 40% of the overall qualification.



Pearson **BTEC**

EXAM BOARD

PEARSON-BTEC

COURSE CODE

603/5543/8

ART AND DESIGN

Qualification Aims & Objectives

The BTEC International Level 2 Award in Art and Design is a practical, creative qualification that helps you develop essential skills for a career in the creative industries as well as hone your practical design and creative skills.

WHAT WILL I STUDY?

Students are encouraged to explore a wide range of artistic techniques, artists and movements with a balance between guided teaching and encouraging to students to explore their artistic interests independently with tutor guidance

You must complete one compulsory unit and one optional Unit

Unit 1: Developing Art and Design in Response to a Theme

- This unit helps you explore creative responses to themes through various art and design techniques

Unit 2 – A Choice of three units

1- Visual Communication

- Learn to communicate ideas visually through different media

2- Building an Art and Design Portfolio

- Develop a professional portfolio of your creative work

3- Contextual References in Art and Design

- Explore how artists and designers influence creative work



IGCSE COMBINED SCIENCE

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XSD1

WHAT WILL I STUDY?

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

In Biology, pupils will study the following topics:

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

In Chemistry, pupils will study the following topics:

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

In Physics, pupils will study the following topics:

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



IGCSE COMBINED SCIENCE

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XSD1

HOW IS THIS COURSE EXAMINED?

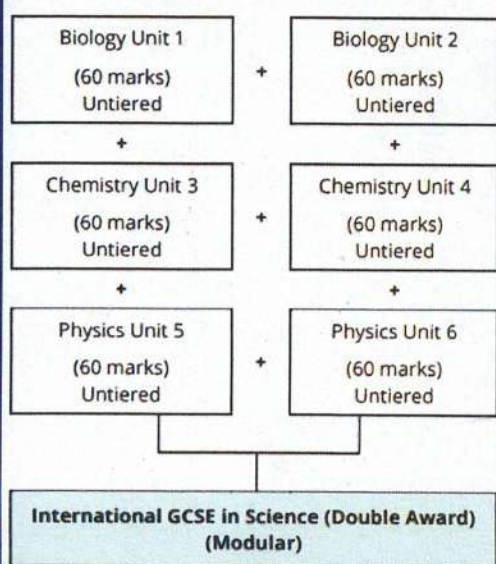
Both the Science Double Award and the Separate Sciences are assessed via a modular route. This means that 50% of the exams will be taken at the end of year 10 and 50% at the end of year 11.

Pupils will take 6 written examinations in total lasting for 1hr10 minutes each (Double Award) and 1 hr 40 minutes each (Separate Sciences).

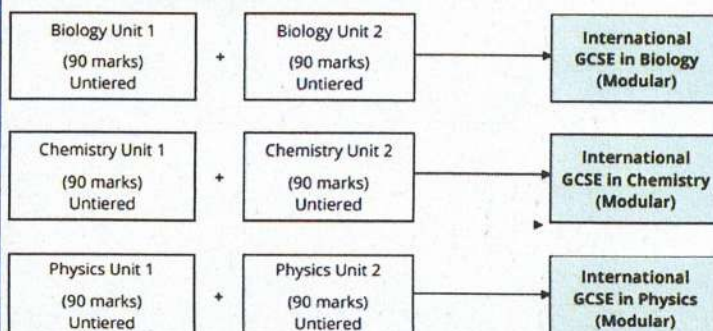
For Science Double Award pupils will receive two grades (e.g. 4-4 or 7-7).

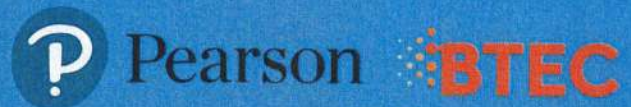
For Separate Sciences, pupils will receive a single grade each for Biology, Chemistry and Physics.

International GCSE Double Award (Modular)



International GCSE Separate Sciences (Modular)





EXAM BOARD

PEARSON-BTEC

COURSE CODE

603/5543/8

QUALIFICATION AIMS & OBJECTIVES

This course will help you:

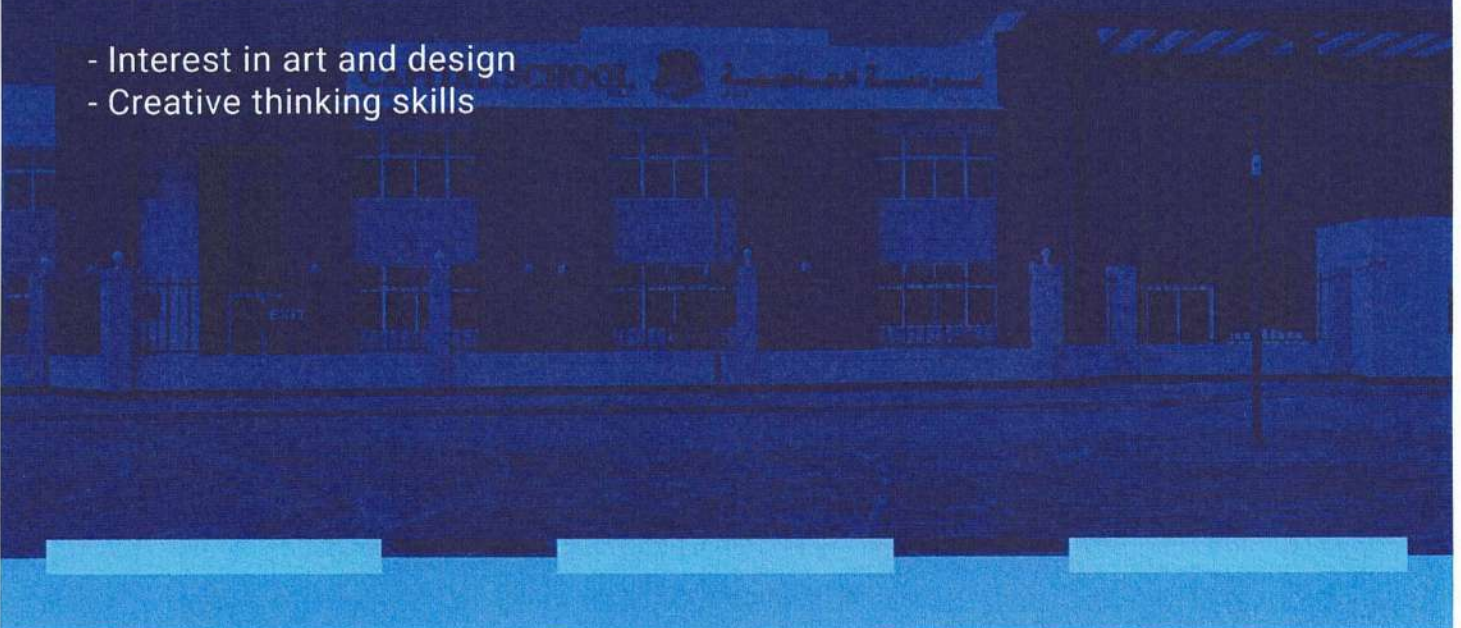
- Develop practical art and design skills
- Build creative thinking abilities
- Learn to respond to creative briefs
- Understand professional art and design practices
- Create a portfolio of work
- Prepare for further study or employment in creative fields

Assessment Method

- Work is produced via responses to assignments which are assessed on a modular basis
- Grading: Pass, Merit, or Distinction

Entry Requirements

- Interest in art and design
- Creative thinking skills





IGCSE BUSINESS

EXAM BOARD

EDEXCEL

COURSE CODE

4BS1

QUALIFICATION AIMS & OBJECTIVES

Pupils apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Pupils develop an understanding of how these contexts impact on business behaviour. Pupils will apply their knowledge and understanding to business decision-making including:

- the interdependent nature of business activity & influences on business, People in business, business finance, marketing and Business operations and how these interdependencies underpin business decision-making
- how different business contexts affect business decisions
- the uses and limitations of quantitative and qualitative data in making business decisions.

Pupils should understand the integrated nature of business when they study the topics that are included in the subject content. Business behaviour usually impacts on many aspects of the organisation including: human resources, business operations, marketing and finance. Pupils should be willing to consider the wider issues raised within a business, rather than viewing topics in isolation.

WHAT WILL I STUDY?

Pupils will study five key areas across the two-year course:

- Business activity & influences on business
- People in business
- Business Finance
- Marketing
- Business Operations

HOW IS THIS COURSE EXAMINED?

Pupils will take two examinations, each of which is two hours long. Paper 1 focuses on a small business of up to 49 employees that has a local/national market. Paper 2 focuses on a large business of more than 250 employees that has a multinational/global market.

Data Structures
& Algorithms

$O(n \log n)$
 $O(n^2)$



COMPUTER SCIENCE

```
while (x + y < 10) {  
  x += 1;  
} // while true
```

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IP DNS
https://

int x
x = 1

IGCSE COMPUTER SCIENCE

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4CP0

QUALIFICATION AIMS & OBJECTIVES

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

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

WHAT WILL I STUDY?

Pupils will study six main topics across the two-year course:

- Problem solving
- Programming
- Data
- Computers
- Communication and the internet
- The bigger picture

Data Structures
& Algorithms

$O(n \log n)$
 $O(n^2)$



COMPUTER SCIENCE

```
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https://

int x
x = 1

IGCSE COMPUTER SCIENCE

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4CP0

HOW IS THIS COURSE EXAMINED?

Pupils will take one written examination and one practical examination at the end of Year 11:

- Paper 1: Principles of Computer Science (written, 2hrs, 50% of overall grade – comprising a mixture of multiple-choice, short open-response, open-response and extended open-response answer questions.)
- Paper 2: Application of Computational Thinking (practical, 3hrs, 50% of overall grade – comprising a mixture of multiple-choice, short open-response, open-response, extended open response answer and task-based questions. A choice of three programming languages will be available (Python, C# or Java).

CAPITAL SCHOOL



IGCSE ECONOMICS

EXAM BOARD

EDEXCE

COURSE CODE

4EC1

QUALIFICATION AIMS & OBJECTIVES

The Edexcel IGCSE Economics qualification aims to develop students' understanding of economic concepts, principles, and theories. It encourages analytical and evaluative skills to apply economic knowledge to real-world situations. The course also aims to help students understand the role of individuals, businesses, and governments in economic decision-making and the impact of economic policies on different stakeholders.

WHAT WILL I STUDY?

The Market System – Demand and supply, market equilibrium, price elasticity, and different types of markets.

Business Economics – Production, costs, revenue, market structures, and economies of scale.

Government and the Economy – The role of government, taxation, economic policies, inflation, unemployment, and economic growth.

The Global Economy – International trade, exchange rates, globalization, and economic development.

HOW IS THIS COURSE EXAMINED?

Pupils will take two examinations, each of which is two hours long. Paper 1 examines on the market system and business economics. Paper 2 examines on the government & the economy and the global economy.



IGCSE GEOGRAPHY

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XGE1

QUALIFICATION AIMS & OBJECTIVES

The aims of this qualification are to enable learners to:

- build on the foundation of geographical knowledge and apply it
- actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- develop and apply practical geographical enquiry skills
- undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating geographical investigation
- develop and apply their learning to the real world through fieldwork
- develop their awareness of global issues and recognise the challenges of moving towards a sustainable future.



IGCSE GEOGRAPHY

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XGE1

WHAT WILL I STUDY?

Pupils will study two main areas of geography across the two-year course, each of which contains a choice of topics (to be determined by the teacher):

Unit 1: Physical Geography

- River environments
- Coastal environments
- Hazardous environments

Unit 2: Human Geography

- Economic activity and energy
- Rural environments
- Urban environments including fieldwork from one of these topics:
- Global issues (Fragile environments and climate change, Globalisation and migration, Development and human welfare)

HOW IS THIS COURSE EXAMINED?

Pupils will take two written examinations at the end of Year 10:

- Unit 1: Physical geography (1hr10m, 40% of overall grade)

Pupils will take two written examinations at the end of Year 11:

- Unit 2: Human geography (1hr45m, 60% of overall grade)



IGCSE HISTORY

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4XHI1

WHAT WILL I STUDY?

Pupils will study different historical periods (to be determined by the teacher) in order to:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to analyse and evaluate historical interpretations in the context of the historical events being studied
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

HOW IS THIS COURSE EXAMINED?

Pupils will take one written examination at the end of Year 10:

- Unit 1: Depth Study (1hr30m, 50% of overall grade)

Pupils will take one written examination at the end of Year 11:

- Unit 2: Investigation & Breadth Study (1hr30m, 50% of overall grade)



IGCSE PHYSICAL EDUCATION (PE)

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

1PE0

WHAT WILL I STUDY?

Pupils will study four components across the two-year course, each of which has a number of topics:

Component 1 – Fitness and Body Systems (Applied Anatomy & Physiology; Movement Analysis; Physical Training; Use of Data)

Component 2 – Health & Performance (Health, Fitness & Wellbeing; Sport Psychology, Socio-cultural Influences, Use of Data)

Component 3 – Practical Performance (pupils choose and perform three different physical activities, comprising one team activity, one individual activity and one further activity which can be either a team-based or individual activity).

Component 4 – Personal Exercise Programme (the purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity).

HOW IS THIS COURSE EXAMINED?

Pupils will take two written exams at the end of Year 11 and coursework is completed throughout the course.

Please edit below - Pearson BTEC International Level 2 Award in Sport



BTEC SPORT

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

VQ000160

QUALIFICATION AIMS & OBJECTIVES

This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of sport would be complementary.

The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.

The Pearson BTEC International Level 2 qualifications in Sport has been designed to support initial progression to particular roles in sport, for example in sports coaching, fitness training and testing, sports nutrition, planning and leading sports events.

In addition to the sector-specific content available in these qualifications, the requirements mean that learners develop the transferable skills needed to progress to further education or employment.

WHAT WILL I STUDY?

Units

Principles of Fitness and Fitness Testing

- Unit size: 30 GLH
- Type: Mandatory
- How assessed: Set Assignment

Practical Sport

- Unit Number: 5
- Unit size: 60 GLH
- Type: Mandatory
- How assessed: Internal

Training for Personal Fitness

- Unit Number 2
- Unit size: 30 GLH
- Type: Optional
- How assessed: Set Assignment



IGCSE ICT

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

4IT1

QUALIFICATION AIMS & OBJECTIVES

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

- explore how digital technology impacts on the lives of individuals, organisations and society
- learn about current and emerging digital technologies and the issues raised by their use in a range of contexts by individuals and organisations
- develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice
- broaden and enhance their ICT skills and capability
- work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts
- learn how to reflect critically on their own and others' use of ICT and how to adopt safe, secure and responsible practice.

WHAT WILL I STUDY?

Pupils will study six main topics across the two-year course:

- Digital Devices
- Connectivity
- Operating Online
- Online Goods & Services
- Applying Information and Communication Technology
- Software skills

HOW IS THIS COURSE EXAMINED?

Pupils will take one written examination and one practical examination at the end of Year 11:

- Paper 1: Written Paper (1hr30m, 50% of overall grade – comprising a mixture of multiple-choice, short- and long-answer questions)
- Paper 2: Practical Paper (3hrs, 50% of overall grade – the examination contains a series of scenario-based tasks)



IGCSE PHYSICAL EDUCATION (PE)

EXAM BOARD

EDEXCEL-PEARSON

COURSE CODE

1PE0

QUALIFICATION AIMS & OBJECTIVES

This GCSE in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Pupils will also gain understanding of how physical activities benefit health, fitness and wellbeing.

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

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and wellbeing
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.



BTEC LEVEL 2 TRAVEL AND TOURISM

EXAM BOARD

PEARSON EDEXCEL

COURSE CODE

603/7048/8

INTRODUCTION TO THE COURSE

BTEC Level 2 Travel and Tourism offers students an exciting and practical introduction to one of the world's largest industries. This course helps students develop the knowledge, skills, and understanding required to explore career opportunities or further education in travel and tourism. With a focus on real-world applications and hands-on learning, students gain insights into the industry's impact on the economy, environment, and communities.

COURSE OVERVIEW

Students will explore key areas of the travel and tourism sector, including:

- The Travel and Tourism Industry: Understanding the businesses and roles within the sector.
- Customer Service: Developing communication skills and learning the importance of excellent service in tourism.
- The Impact of Tourism: Examining the social, economic, and environmental effects of tourism on destinations.
- Destinations: Studying popular tourist spots and the factors that make them attractive to visitors.

ASSESSMENT

BTEC Level 2 Travel and Tourism is assessed through coursework and controlled assessments (no formal exams). Students complete a variety of assignments, case studies, and practical tasks that demonstrate their understanding and apply theory to real-world scenarios.



BTEC LEVEL 2 TRAVEL AND TOURISM

EXAM BOARD

PEARSON EDEXCEL

COURSE CODE

603/7048/8

SKILLS DEVELOPED

The course helps students build transferable skills, including:

- Communication: Through group work, presentations, and written reports.
- Teamwork: Collaborating effectively with peers on projects.
- Problem-solving: Applying creative solutions to real-world challenges.
- Research and Planning: Enhancing organisational skills and time management.

CAREER OPPORTUNITIES

BTEC Level 2 Travel and Tourism can lead to a range of career options, including roles in travel agencies, event planning, hotel management, and customer service. It also provides a foundation for further study, such as BTEC Level 3 Travel and Tourism or other vocational qualifications in hospitality or business.

WHY CHOOSE THIS COURSE?

- Practical Learning: Focuses on real-world applications and developing essential industry skills.
- Varied Content: Covers a wide range of topics to keep students engaged.
- Future Pathways: Provides a strong foundation for both employment and further education in the tourism sector.

