

# IGCSE



**THE BRITISH  
SCHOOL OF  
KUWAIT**

**Curriculum Overview**  
Year 10 - 2019-2021  
Year 11 - 2018-2020



# Key Stage 4 Curriculum Overview

Year 10 2019-2021  
Year 11 2018-2020

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# Introduction to Year 10/11

Welcome to our Year 10 and 11 Curriculum Overview. We hope that the information contained within this document will provide students and parents (both current and prospective) with a detailed overview of the curriculum on offer in the two years of IGCSE education at The British School of Kuwait (BSK).

The IGCSE curriculum offered at BSK is varied and balanced, providing enriched learning opportunities for our students in addition to meeting all their needs. We believe that the curriculum we provide is a robust and interesting one that enables our students to pursue their interests and progress to whatever further study or employment they might seek in the future.

Years 10 and 11 are very important because they are the years in which students will begin to specialise in their subject choices and focus on skills that will potentially become a part of their day to day work when they begin a career. You will see in this overview that many new subjects are introduced into the curriculum and through the process of options, students are able to tailor their studies towards their optimal choices.

You will find in this document an overview of each subject on offer and a detailed breakdown of the syllabus that is examined at BSK. This information will be of use to Year 9 students when making options and for current Year 10/11 students to keep on top of everything that is being covered in each of their subjects.

Also contained at the end of the document is an overview of the assessment and academic tracking in place for Year 10 and 11. This summary outlines how attainment and progress are monitored throughout the two years of IGCSE study.

Should you have any subject specific queries the Subject Component Coordinators (SCCs) are the colleagues best placed to assist with those and their details are listed on the individual subject pages.

Curriculum queries of a more general nature can be addressed by our Assistant Head Teacher (Academic), Mr Simon Amura, who can be contacted via email at [sia@bsk.edu.kw](mailto:sia@bsk.edu.kw).

Pastoral queries or concerns should be directed to our Assistant Head Teacher (Pastoral), Miss Hannah Glendinning, who can be contacted via email at [hng@bsk.edu.kw](mailto:hng@bsk.edu.kw).

We hope you find this information useful. May we take this opportunity to wish each student in Year 10 and 11 every possible success as they progress through their Higher Phase studies at BSK.

Yours sincerely

*Emma Bowie.*

Emma Bowie  
Head Teacher

# IGCSE English 1<sup>st</sup> Language

**Subject Leader:** [Mr Jeremy Grigg \(jrg@bsk.edu.kw\)](mailto:jrg@bsk.edu.kw)

**Learning Hours:** 4 lessons per week + homework.

**Course Aims:** Students are exposed to a wide range of texts, developing fluency of reading with a thorough understanding of associated concepts and contexts. The ability to read critically, applying knowledge gained from a variety of wider reading source will, in turn, help develop and improve their own writing; through analysis and cultural engagement, students will become accomplished writing for a variety of purposes and audiences, employing an effective range of devices with an assured skill set of linguistic and structural features.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel International
<b>Qualification</b>	IGCSE
<b>Subject title</b>	English Language Specification A
<b>Subject code</b>	4EA1
<b>Grading system/range</b>	9–1
<b>Component details</b>	Paper 1 - Non Fiction Texts and Transactional Writing Paper 2 - Poetry and Prose Texts and Imaginative Writing
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/English%20Language%20A/2016/Specification%20and%20sample%20assessments/International_GCSE_English_Language-A_specification.pdf">https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/English%20Language%20A/2016/Specification%20and%20sample%20assessments/International_GCSE_English_Language-A_specification.pdf</a>

## Key Resources:

Edexcel Anthology for English Language.

Edexcel English Language Student Study Guide

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	60%	2 hours 15 minutes	Non Fiction Texts and Transactional Writing - Total of 90 marks. Section A: Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks. Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Paper	Weighting	Duration	Description
Paper 2	40%	1 hour 30 minutes	Paper 2 - Poetry and Prose Texts and Imaginative Writing - Total of 60 marks. Section A: Reading: one 30-mark essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology. Section B: Imaginative Writing – one 30-mark imaginative writing task from a choice of three.

**Curriculum Content:** Reading and understanding a variety of texts, selecting and interpreting information, ideas and perspectives. Understanding and analysing how writers use linguistic and structural devices to achieve their effects. Exploring links and connections between writers' ideas and perspectives, as well as how these are conveyed. Communicating effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. Writing clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Term	Topics
<b>Year 10 Term 1</b>	Paper 1: Section A - Anthology – nonfiction analysis with exploration of key analysis techniques and analytical essay crafting.
<b>Year 10 Term 2</b>	Paper 1: Transactional and Imaginative Writing – writing for audience, form, purpose, using structural and linguistic features effectively. Unseen analysis and comparative analysis.
<b>Year 10 Term 3</b>	Paper 2: Section B - Anthology – poetry and prose analysis with exploration of key analysis techniques and analytical essay crafting.
<b>Year 10 Term 4</b>	Both Paper 1 and 2: developing independent skills of analysis and effective crafting of language to reach levels of 'assured' and 'sophistication'.
<b>Year 10 Term 5</b>	Refining and securing knowledge and understanding in readiness for the summer examinations.
<b>Year 11 Term 1</b>	Reflecting upon the summer examinations and individual, personalised target setting for the year ahead. Paper 1 and 2 focus: comparative analysis and varied writing purposes.
<b>Year 11 Term 2</b>	Both Paper 1 and 2: developing independent skills of analysis and effective crafting of language to demonstrate secure levels of 'assured', 'sophistication' and 'flair' in the build up to the mock examinations.
<b>Year 11 Term 3</b>	Final Paper 1 and 2 coverage, further refining individual targets, following on from the mock exams and preparing for the summer exams.
<b>Year 11 Term 4</b>	Detailed revision of the course to ensure secured confidence for the upcoming IGCSE examinations.

**Assessment:** Each aspect of both Paper 1 and Paper 2 will be assessed at regular intervals, drawing targets to work towards with key reflection periods in-between.

**Suggested strategies for support/extension:** Active reading, creative writing, participation in internal and external literature competitions.

# IGCSE English 2<sup>nd</sup> Language

**Subject Leader:** [Mr Jeremy Grigg \(jrg@bsk.edu.kw\)](mailto:jrg@bsk.edu.kw)

**Learning Hours:** 4 lessons per week + homework.

**Course Aims:** This course aims to develop learners' ability to use English effectively for the purpose of practical communication and form a solid foundation for the skills required for further study or employment using English as the medium. It also strives to develop learners' awareness of the nature of language and language-learning skills.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	English as a Second Language (with Speaking Endorsement)
<b>Subject code</b>	0993
<b>Grading system/range</b>	9–1
<b>Component details</b>	Paper 2 - Reading and writing Paper 4 - Listening Paper 5 - Speaking
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/519359-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/519359-2020-2021-syllabus.pdf</a>

**Key Resources:** CAIE Student Examination Preparation Guide and Course Book, BSK VLE Moodle page.

## Assessment:

Component	Weighting	Duration	Description
Paper 2	70%	2 hours	Reading and writing - Total of 80 marks. Six exercises testing a range of reading and writing skills.
Paper 4	30%	50 minutes	Listening - Total of 40 marks. Candidates listen to several short extracts and longer texts, and complete a range of task types, including short answer questions, gap filling, matching, multiple choice and note taking.
Component 5	Seperately endorsed	Approx 10-15 minutes	Speaking - Total of 30 marks. Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.



**Curriculum Content:** Students will be presented with a variety of stimuli to develop skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. In order to develop listening skills, students will be exposed to a range of spoken material, including talks and conversations. Students will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. This course will secure skills to become independent users of English, and will enable students to use English in different practical contexts, communicating effectively through both spoken and written form effectively.

Term	Topics
<b>Year 10 Term 1</b>	Travel and Tourism - Learners will develop a greater understanding of the issues around travel and tourism. Shopping and Fashion - Learners will develop a greater understanding of the commercial world of which shopping is an important aspect.
<b>Year 10 Term 2</b>	Science and Nature -Learners will develop a greater understanding of zoos, animal extinction. Medicine and Health - Learners will develop a greater understanding of food for good health, the issue of smoking, the role of sport in keeping fit and dangerous sports.
<b>Year 10 Term 3</b>	Family, Culture and Society - Learners will develop a greater understanding of family and lifestyle issues such as the amount of freedom young people should be allowed, whether appearance matters, and more personal matters such as dealing with stress.
<b>Year 10 Term 4</b>	Media, Film and Television - Learners will develop a greater understanding of the media including media reporting, the pros and cons television and the power of films.
<b>Year 10 Term 5</b>	Technology and Inventions - Learners will further develop their language skills around the topic of 'Technology'. Learners read, discuss and write about the use of modern technology, the extent to which people rely on it and the issue of online safety.
<b>Year 11 Term 1</b>	Environment and Wildlife - Learners will develop a greater understanding on environmental issues, including alternative sources of power, climate change and global warming.
<b>Year 11 Term 2</b>	Education - Learners will focus on building key exam technique skills whilst exploring the world of education. Revision for Mock Exams begins.
<b>Year 11 Term 3</b>	Reflection of Mock Exams and, Speaking Exam Block Employment and Careers
<b>Year 11 Term 4</b>	Project Based Learning and Revision Block for IGCSE examinations.

**Assessment:** Regular assessment of full Paper 2 and 4 takes place throughout the course with individual exercises also examined. The Paper 5 Speaking Exam takes place at the beginning of Term 5.

**Suggested strategies for support/extension:** Wider reading of various forms: newspapers, magazines and blogs. Practising the varied written form through blog participation, writing emails, reviews, letters and reports (cross curricular opportunities).

# IGCSE English Literature

**Subject Leader:** [Mr Jeremy Grigg \(jrg@bsk.edu.kw\)](mailto:jrg@bsk.edu.kw)

**Learning Hours:** 4 lessons per week + homework.

**Course Aims:** This course aims to develop learners who enjoy the experience of reading literature and improve their ability to respond to literary texts in different forms and from different periods and cultures. Students will learn to communicate an informed personal response appropriately and effectively as well as improving their ability to appreciate different ways in which writers achieve their effects. They will also examine literature's contribution to aesthetic, imaginative and intellectual growth and explore the contribution of literature to an understanding of areas of human concern.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	English Literature
<b>Subject code</b>	0992
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Poetry and Prose Paper 3 - Drama (Open Text) Paper 4 - Unseen response
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414575-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/414575-2020-2021-syllabus.pdf</a>

**Key Resources:** Drama: Shakespeare's Macbeth, Prose: The Secret River / A collection of short stories taken from Stories of Ourselves Volume 2, Poetry: Carol Ann Duffy 'New Selected Poetry'. BSK VLE.

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	50%	1 hour 30 minutes	Poetry and Prose - Total of 50 marks. Two questions on two texts: one poetry and one prose.
Paper 3	25%	45 minutes	Drama (Open Text) -Total of 25 marks. Responding to one of two questions on the studied drama text.
Paper 4	25%	1 hour 15 minutes	Unseen response - Total of 25 marks. Responding to either a choice of poetry or prose that has not been previously studied. Critical commentary required.



**Curriculum Content:** The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners’ better understanding of themselves and of the world around them

Term	Topics
Year 10 Term 1	Introduction to literature: Unseen Analysis and Drama: Macbeth Students will improve their knowledge of drama conventions and vocabulary. They will be introduced to the play and develop their understanding of deeper meanings.
Year 10 Term 2	Drama: Macbeth Students explore the context of the play with reference to Elizabethan theatre culture and beliefs.
Year 10 Term 3	Introduction to Poetry: Unseen Poetry Analysis and works of Carol Ann Duffy Students will review literary terms required for successful poetry analysis.
Year 10 Term 4	Poetry: Carol Ann Duffy Students will analyse and understand the hidden meanings in poems through application of their knowledge of key terms.
Year 10 Term 5	Revision and Recap: both Drama and Poetry.
Year 11 Term 1	Unseen Analysis and Prose: Stories of Ourselves Students will review in detail a text and develop an informed personal response to it commenting on the writer’s use of language, structure and form.
Year 11 Term 2	Prose: Stories of Ourselves, Drama: Macbeth and Unseen preparation in readiness for the Mock Exams.
Year 11 Term 3	Reflection of Mock Exams for Target Setting. Teacher discretion based learning based on class needs.
Year 11 Term 4	Revision Block in readiness for IGCSEs.

**Assessment:** Every aspect of the examination will be studied at regular intervals to ensure consistent development, further enhanced by integral reflection where target setting is refined to secure progression.

**Suggested strategies for support/extension:** Wider reading and engagement of various literature forms, including prose, drama and poetry.

# IGCSE Mathematics

**Subject Leader:** [Mr Stephen Peacock \(sep@bsk.edu.kw\)](mailto:sep@bsk.edu.kw)

**Learning Hours:** 3 lessons per week + homework.

## Course Aims:

This course encourages students to:

- develop 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

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel International
<b>Qualification</b>	IGCSE
<b>Subject title</b>	IGCSE Mathematics (Specification A)
<b>Subject code</b>	4MA1
<b>Grading system/range</b>	9-1
<b>Component details</b>	Higher Tier Paper 1H Paper 2H
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf">https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf</a>

**Key Resources:** Pearson Edexcel IGCSE Mathematics books 1 and 2, [www.myimaths.com](http://www.myimaths.com), [www.mathspad.com](http://www.mathspad.com), [www.methodmaths.com](http://www.methodmaths.com)

## Assessment:

Paper	Weighting	Duration	Description
Paper 1H	50%	2 hours	Will assess full range of knowledge of number, algebra, geometry and statistics. - Total of 100 marks. Grades possible at Higher level are 9-4. 40% of the paper is distributed evenly over grades 4 and 5. 60% of the paper is distributed evenly over grades 9 to 6.

Paper	Weighting	Duration	Description
Paper 2H	50%	2 hours	Will assess full range of knowledge of number, algebra, geometry and statistics - Total of 100 marks. Grades possible at Higher level are 9-4. 40% of the paper is distributed evenly over grades 4 and 5. 60% of the paper is distributed evenly over grades 9 to 6.

**Curriculum Content:** This course requires students to demonstrate application and understanding of the following: Number, Algebra, Geometry and Statistics. Students should be able to demonstrate problem-solving skills by translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. Students should be able to demonstrate mathematical reasoning skills by:

- making deductions and drawing conclusions from mathematical information.
- constructing chains of reasoning.
- presenting arguments and proofs.
- interpreting and communicating information accurately.

Term	Topics
<b>Year 10 Term 1</b>	Number 1, Algebra 1, Graphs 1, Shape and Space 1, Sets 1
<b>Year 10 Term 2</b>	Number 2, Algebra 2, Graphs 2, Shape and Space 2, Handling data 1
<b>Year 10 Term 3</b>	Number 3, Algebra 3, Graphs 3, Shape and Space 3, Handling data 2
<b>Year 10 Term 4</b>	Number 4, Algebra 4, Graphs 4, Shape and Space 4, Handling data 3
<b>Year 10 Term 5</b>	Number 5, Algebra 5, Graphs 5, Shape and Space 5, Handling data 4
<b>Year 11 Term 1</b>	Number 6, Algebra 6, Sequences 1, Shape and Space 6, Sets 2
<b>Year 11 Term 2</b>	Number 7, Algebra 7, Graphs 6, Shape and Space 7, Sets 3
<b>Year 11 Term 3</b>	Number 8, Algebra 8, Graphs 7, Shape and Space 8, Handling Data 5
<b>Year 11 Term 4</b>	Number 9, Algebra 9, Graphs 8, Shape and Space 9, Handling Data 6 Number 10, Algebra 10, Graphs 9, Shape and Space 10, Handling Data 7

**Assessment:** Each unit will be assessed by a 1 hour internal assessment taking place after each unit is taught. There will be an end of Year 10 internal examination in May/June. Mock examinations will take place at the beginning of Term 3 in the second year of study (Y11).

**Suggested strategies for support/extension:** The comprehensive textbook is designed to run alongside Activelearn. This website provide additional resources and questions along with solution banks and videos. All students have access to [www.myimaths](http://www.myimaths) and [www.mathspad.co.uk](http://www.mathspad.co.uk). [www.methodmaths.com](http://www.methodmaths.com) is also a repository of all past paper questions for students to complete online. This includes older legacy questions, which largely still apply, and the newer IGCSE questions.



# IGCSE Biology

**Subject Leader:** [Dr David Williams \(daw@bsk.edu.kw\)](mailto:daw@bsk.edu.kw)

**Learning Hours:** Three lessons per week + homework.

**Course Aims:** Through studying the IGCSE Biology course we hope to give students a wider appreciation of the world around them, with its remarkable biodiversity; a glimpse into how their bodies work to ensure their survival through an ever-changing set of conditions; and also to inspire them at the amazing design and complexity found in the smallest of their cells or in even smaller micro-organisms, such as Ebola or the tuberculosis bacteria, which, despite their relative simplicity, are capable of wreaking global havoc and destruction.

Biology is a practical subject and we aim to include as many relevant experiments as possible to help develop students' experimental and analytical skills. A practical examination is also an option in the final IGCSE examinations. During the IGCSE course students will become familiar with enzyme experiments, preparing and examining microscope specimens, dissection of various organs, experiments examining plant biology, for example photosynthesis and transpiration, and investigations of their body and how it responds to changes in its environment.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Biology
<b>Subject code</b>	0970
<b>Grading system/range</b>	9-1
<b>Component details</b>	Extended: Paper 2 - Multiple Choice Examination Paper 4 - Theory Examination Paper 5 - Practical Test or Paper 6 - Alternative to Practical
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414452-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/414452-2020-2021-syllabus.pdf</a>

**Key Resources:** Textbook – Essential Biology for Cambridge IGCSE (2nd edition - Oxford)  
Workbook – Cambridge IGCSE Biology Workbook (3rd edition – Cambridge University Press)  
Online resources - Doodle ([www.doodlelearn.co.uk](http://www.doodlelearn.co.uk)) and GCSE Pod (<http://www.gcsepod.com>)

**Assessment:**

Paper	Weighting	Duration	Description
Paper 2	30%	45 minutes	Multiple Choice (Extended syllabus) 40 four-choice multiple choice questions. Total of 40 marks.
Paper 4	50%	1 hour 15 minutes	Theory (Extended syllabus) Short answer and structured questions. Total of 80 marks.
Paper 5	20%	1 hour 15 minutes	Practical Test Questions based on experimental skills on Section 4. Total of 40 marks.
Paper 6	20%	1 hour	Alternative to Practical (Examination) Questions based on experimental skills on Section 4. Total of 40 marks.

**Curriculum Content:**

Term	Topics
<b>Year 10 Term 1</b>	Unit 1: Characteristics of Living Organisms and Classification Unit 2a: Cells
<b>Year 10 Term 2</b>	Unit 2b: Movement of Molecules Unit 3: Human Nutrition
<b>Year 10 Term 3</b>	Unit 4: Plant Nutrition Unit 5a: Transport in Plants
<b>Year 10 Term 4</b>	Unit 5b: Transport in Humans Unit 6: Respiration and Gas Exchange
<b>Year 10 Term 5</b>	Unit 5b: Transport in Humans Unit 6: Respiration and Gas Exchange
<b>Year 11 Term 1</b>	Unit 11: Ecology
<b>Year 11 Term 2</b>	Unit 8: Inheritance
<b>Year 11 Term 3</b>	Unit 7b: Human Reproduction
<b>Year 11 Term 4</b>	Unit 10: Coordination and Response

**Assessment:** Class tests at the end of each unit; summer exams at the end of Year 10; mock exams in January of Year 11; IGCSE exams at the end of Year 11.

**Suggested strategies for support/extension:** A range of both support and extension resources are used in class. The VLE has other suggestions for support or extension resources that students can use independently, including links to the relevant resources on Doodle and GCSE Pod. There are also Booster Classes held for Year 10 in January, to help them review the units they have already covered and where they may require some additional help.

# IGCSE Chemistry

**Subject Leader:** [Mr Gerrard Clarke \(grc@bsk.edu.kw\)](mailto:grc@bsk.edu.kw)

**Learning Hours:** 3 lessons per week + homework

**Course Aims:** All students studying IGCSE Chemistry have the opportunity to acquire a thorough knowledge and understanding of the key principles in chemistry, and to understand how they can be applied to real-life situations.

The course will provide a worthwhile educational experience for all candidates through well-designed studies of experimental and practical science. It will enable candidates to acquire sufficient understanding and knowledge to become confident citizens in a technological world, able to take an informed interest in scientific matters. Candidates will develop abilities and skills that are relevant to the study of Chemistry and are useful in everyday life, encourage safe and efficient practice and stimulate interest in the environment and the caring for it.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)	
<b>Qualification</b>	IGCSE	
<b>Subject title</b>	Chemistry	
<b>Subject code</b>	0971	
<b>Grading system/range</b>	9-1	
<b>Component details</b>	Core Candidates-Grades 1-5 Paper 1 - Multiple Choice Paper 3 - Theory Paper 5 - Practical Test or Paper 6 - Alternative to Practical	Extended Candidates-Grades 1-9 Paper 2 - Multiple Choice Paper 4 - Theory Paper 5 - Practical Test or Paper 6 - Alternative to Practical
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/329170-2018-2019-syllabus.pdf">https://www.cambridgeinternational.org/Images/329170-2018-2019-syllabus.pdf</a>	

**Key Resources:** Student Textbook – Collins iGCSE Chemistry ISBN 9780007592654, Complete Chemistry for Cambridge Revision Guide ISBN9780198308737,

## Assessment:

Core Candidates - Eligible for Grades 1-5			
Paper	Weighting	Duration	Description
Paper 1	30%	45 minutes	Multiple Choice - Total of 40 marks. 40 four-choice multiple choice questions.
Paper 3	50%	1 hour 15 minutes	Theory - Total of 80 marks. Short answer and structured questions.
Paper 5	20%	1 hour 15 minutes	Practical Test - Total of 40 marks. Questions based on experimental skills on Section 4.
Paper 6	20%	1 hour	Alternative to Practical (Examination) -Total of 40 marks. Questions based on experimental skills on Section 4.



Extended Candidates - Eligible for Grades 1-9			
Paper	Weighting	Duration	Description
Paper 2	30%	45 minutes	Multiple Choice - Total of 40 marks. 40 four-choice multiple choice questions.
Paper 4	50%	1 hour 15 minutes	Theory - Total of 80 marks. Short answer and structured questions.
Paper 5	20%	1 hour 15 minutes	Practical Test - Total of 40 marks. Questions based on experimental skills on Section 4.
Paper 6	20%	1 hour	Alternative to Practical (Examination) - Total of 40 marks. Questions based on experimental skills on Section 4.

### Curriculum Content:

Term	Topics
Year 10 Term 1	Atoms, Elements and Compounds and Periodic Table and Bonding
Year 10 Term 2	Periodic Table and Bonding (continued) and Stoichiometry
Year 10 Term 3	Stoichiometry (continued) and Redox, Energetics, Equilibria and Rates
Year 10 Term 4	Redox, Energetics, Equilibria and Rates (continued) and Environmental Chemistry
Year 10 Term 5	Environmental Chemistry (continued)
Year 11 Term 1	Acids, Bases and Salts
Year 11 Term 2	Acids, Bases and Salts (continued)
Year 11 Term 3	Electrochemistry
Year 11 Term 4	Metals and Organic Chemistry

**Assessment:** Students are assessed by topic tests comprising IGCSE past paper exam questions. There are also AFL activities, improvement work, project work and class/homework activities.

**Suggested strategies for support/extension:** Each lesson on the Year 10 and Year 11 Chemistry VLE has resources that can be found under support/extension sections. Comprehensive resource lists on The Year 10/11 Chemistry VLE including video clips, Absorb Chemistry self-study courses, iGCSE POD, Powerpoint presentations, worksheets, practice questions and mark schemes etc.

# IGCSE Physics

**Subject Leader:** [Miss Lindsay Gilmour \(lig@bsk.edu.kw\)](mailto:lig@bsk.edu.kw)

**Learning Hours:** 2 lessons per week + homework.

**Course Aims:** IGCSE Physics lessons are engaging and whenever possible include practical activities and demonstrations. Students are expected to use homework and the course VLE to manage their learning.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)	
<b>Qualification</b>	IGCSE	
<b>Subject title</b>	Physics	
<b>Subject code</b>	0972	
<b>Grading system/range</b>	9-1	
<b>Component details</b>	Core Candidates-Grades 1-5 Paper 1 - Multiple Choice Paper 3 - Theory Paper 6 - Alternative to Practical	Extended Candidates-Grades 1-9 Paper 2 - Multiple Choice Paper 4 - Theory Paper 6 - Alternative to Practical
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414466-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/414466-2020-2021-syllabus.pdf</a>	

**Key Resources:** Work booklets for each topic containing a list of specification points, required equations support sheets, extension sheets and example exam questions. Textbook - Essential Physics for Cambridge IGCSE 2nd Edition, published by Oxford University Press. There are many resources on the VLE including revision notes, revision question sheets and PowerPoint presentation for all lessons. Students also have access to GCSEpod.com, a website that they can use to revise.

## Assessment:

Core Candidates - Eligible for Grades 1-5			
Paper	Weighting	Duration	Description
Paper 1	30%	45 minutes	Multiple Choice - Total of 40 marks. 40 four-choice multiple choice questions.
Paper 3	50%	1 hour 15 minutes	Theory - Total of 80 marks. Short answer and structured questions.
Paper 6	20%	1 hour	Alternative to Practical (Examination) -Total of 40 marks. Questions based on experimental skills on Section 4.

Extended Candidates - Eligible for Grades 1-9			
Paper	Weighting	Duration	Description
Paper 2	30%	45 minutes	Multiple Choice - Total of 40 marks. 40 four-option multiple choice questions.
Paper 4	50%	1 hour 15 minutes	Theory - Total of 80 marks. Short answer and structured questions.
Paper 6	20%	1 hour	Alternative to Practical (Examination) -Total of 40 marks. Questions based on experimental skills on Section 4.

### Curriculum Content:

Students study the following topics: General Physics, Thermal Physics, Properties of Waves, including Light and Sound, Electricity and Magnetism and Atomic Physics.

Term	Topics
<b>Year 10 Term 1</b>	Graphs and Measurements: Students learn about gradients, proportionality, Hooke's Law, weight, density measurements and motion graphs.
<b>Year 10 Term 2</b>	Forces: Students learn about resultant force, acceleration, scalars, vectors, circular motion, drawing scale diagrams to determine factors.
<b>Year 10 Term 3</b>	Energy and Power: Students learn about: energy conservation, efficiency, kinetic energy, gravitational potential energy, work done, power and energy resources.
<b>Year 10 Term 4</b>	Thermal Physics: Students learn about pressure in solids and fluids, kinetic theory, temperature measurements, thermal energy, conduction, convection and radiation.
<b>Year 10 Term 5</b>	Optics: Students learn about reflection, refraction, refractive index, total internal reflection, construction of ray diagrams to locate images and lens diagrams.
<b>Year 11 Term 1</b>	Waves: Students learn about properties of waves, wavefronts, reflection and refraction of water waves, sound waves and how to find the speed of sound in air.
<b>Year 11 Term 2</b>	Electricity: Students learn about electric charge, charging by induction, electric fields, electrical quantities, circuit behaviour and combinations of resistances.
<b>Year 11 Term 3</b>	Magnets and Electromagnetism: Students learn about magnets, magnetisation and demagnetisation, hard and soft magnetic materials, electromagnets, motors, AC and DC, electromagnetic induction, transformers and the national grid.
<b>Year 11 Term 4</b>	Nuclear Physics: Students learn about the structure of the atom, nuclear decay, alpha, beta and gamma radiation, half-lives, uses of radioactive materials and dangers of radioactive materials.

**Assessment:** All work that students complete in class and at home is assessed through a mixture of self, peer and teacher assessment. There are end of topic tests at the end of each unit. These contain a mix of multiple choice questions from Paper 2 and written questions from Paper 4. The end of Year 10 test covers all of the content covered throughout Year 10. The mock examination in Year 11 covers all of Year 10 and Waves and Electricity from Year 11.

**Suggested strategies for support/extension:** There are booster sessions for students who need extra help. These are held after-school and during break-times. Students can also use gcsepod.com to review any topics that they are having difficulties with. There are practice revision questions available on the VLE which are excellent practice for tests.



# IGCSE Computer Science

**Subject Leader:** [Mr John Leonard \(jol@bsk.kw\)](mailto:jol@bsk.kw)

**Learning Hours:** 2 lessons per week + homework.

**Course Aims:** The IGCSE Computer Science course aims to develop practical computer programming skills alongside a thorough introduction to the theoretical aspects of computer systems and computational thinking.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Computer Science
<b>Subject code</b>	0984
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Theory Paper 2 - Problem-solving and programming
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414519-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/414519-2020-2021-syllabus.pdf</a>

## Key Resources:

Textbook - Cambridge IGCSE Computer Science, Hodder (978-1471809309); Workbook - Cambridge IGCSE Computer Science Workbook, Hodder (978-1471868672).

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	60%	1 hour 45 minutes	Theory - Total of 75 marks. Short answer and structured questions. Questions will be based on section 1 of the subject content. All questions are compulsory. No calculators are permitted.
Paper 2	40%	1 hour 45 minutes	Problem-solving and programming - Total of 50 marks. Short answer and structured questions . Questions will be based on section 2 of the subject content. All questions are compulsory. 20 marks are from questions set on the pre-release material. No calculators are permitted.

## Curriculum Content:

Term	Topics
Year 10 Term 1	1.1: Data Representation 2.2: Programming (Python 3)
Year 10 Term 2	1.2: Communication and Internet technologies 2.1: Algorithm design and problem solving 2.2: Programming (Python 3)
Year 10 Term 3	1.3: Hardware and software 2.1: Algorithm design and problem solving 2.2: Programming (Python 3) Practice pre-release scenario in preparation for the end of year exam
Year 10 Term 4	1.4: Security 2.2: Programming (Python 3) Practice pre-release scenario in preparation for the end of year exam
Year 10 Term 5	1.4: Security Practice pre-release scenario in preparation for the end of year exam
Year 11 Term 1	1.3: Hardware and software 1.5: Ethics Practice pre-release scenario in preparation for the mock exam
Year 11 Term 2	2.3: Databases Practice pre-release scenario in preparation for the mock exam
Year 11 Term 3	Revision and past examination paper work
Year 11 Term 4	Revision and past examination paper work

**Assessment:** Assessment takes place both within each topic and at regular intervals throughout the course. All assessments cover the work done up until that point. Formal internal exams take place at the end of Year 10 and the winter of Year 11 (Mock Exams).

**Suggested strategies for support/extension:** The BSK VLE for this course contains plenty of links to support websites and channels on Youtube.com. The lessons themselves also contain video support covering the lesson content which students can review at any time after the lesson.

# IGCSE Information and Communication Technology

**Subject Leader:** [Mr John Leonard \(jol@bsk.kw\)](mailto:jol@bsk.kw)

**Learning Hours:** 2 lessons per week + homework.

**Course Aims:** The IGCSE Information and Communication Technology course aims to develop application specific practical skills.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Information and Communication Technology
<b>Subject code</b>	0983
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Theory Paper 2 - Document Production, Data Manipulation and Presentations Paper 3 - Data Analysis and Website Authoring
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/519596-2020-2022-syllabus.pdf">https://www.cambridgeinternational.org/Images/519596-2020-2022-syllabus.pdf</a>

**Key Resources:** Textbook (Cambridge IGCSE ICT 2nd Edition, Hodder 978-1471807213), Workbook (Cambridge IGCSE ICT Theory Workbook, Hodder 978-1471890369)

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	40%	2 hours	Theory - Total of 100 marks. Questions will be based on sections 1-21 of the subject content.
Paper 2	30%	2 hours 30 minutes	Document Production, Data Manipulation and Presentations - Total of 80 marks This test assess the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11-16.
Paper 3	30%	2 hours 30 minutes	Data Analysis and Website Authoring - Total of 80 marks. This test assess the practical skills needed to use the applications covered in sections 20 and 21 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11-16.

## Curriculum Content:

1: Types and components of a computer system 2: Input and output devices 3: Storage devices and media 4: Networks and the effects of using them 5: The effects of using IT 6: ICT applications 7: The systems life cycle	<b>8: Safety and security</b> <b>9: Audience</b> <b>10: Communication</b> <b>11: File management</b> <b>12: Images</b> <b>13: Layout</b> <b>14: Styles</b> <b>15: Proofing</b> <b>16: Graphs and charts</b>	17: Document production 18: Data manipulation 19: Presentations 20: Data analysis 21: Website authoring
Please note that the topics 8-16 (in <i>italics</i> ) are taught as part of other practical topics.		

Term	Topics
<b>Year 10 Term 1</b>	Types and components of a computer system Data manipulation
<b>Year 10 Term 2</b>	Input and output devices Presentations
<b>Year 10 Term 3</b>	Data analysis Storage devices and media
<b>Year 10 Term 4</b>	Website authoring
<b>Year 10 Term 5</b>	Networks and the effects of using them
<b>Year 11 Term 1</b>	The systems life cycle Document production
<b>Year 11 Term 2</b>	The effects of using IT ICT Applications
<b>Year 11 Term 3</b>	Revision
<b>Year 11 Term 4</b>	Revision

**Assessment:** Assessments take place at the end of each topic. The tests contain material from the most recent practical and theory topic.

**Suggested strategies for support/extension:** The BSK VLE for this course contains plenty of links to support websites and helpful channels on Youtube.com. Additionally students will find that the practical exercises in the textbook, along with the supporting files offer an excellent route to extending learning or support for difficult practical topics.

# IGCSE Arabic 1<sup>st</sup> Language

**Subject Leader:** [Mr Ahmed Al-Adawi \(ama@bsk.edu.kw\)](mailto:ama@bsk.edu.kw)

**Learning Hours:** Two lessons per week + homework.

**Course Aims:** The Cambridge IGCSE First Language Arabic syllabus is designed for students whose first language is Arabic. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Arabic
<b>Subject code</b>	0508
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Reading Paper 2 - Writing
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/519603-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/519603-2020-2021-syllabus.pdf</a>

**Key Resources:** A wide range on language websites as detailed on the VLE. Cambridge past papers, the internet and writing of famous writers from the Arabic world.

**Assessment:**

Paper	Weighting	Duration	Description
Paper 1	50%	2 hours	Reading - Total of 50 marks Structured and extended writing questions. Questions relate to two Arabic passages of approximately 600–700 words each Question 1 - 25 marks This question is divided into a series of sub-questions requiring answers of different lengths. Question 2 - 25 marks Candidates write a summary of 200–250 words based on Passage 1 and Passage 2



Paper	Weighting	Duration	Description
Paper 2	50%	2 hours	Writing - Total of 50 marks Two composition tasks The paper is divided into two sections. Section 1 – Discussion and Argument - 25 marks Four argumentative/discursive titles are set, from which candidates choose one. Section 2 – Description and Narration - 25 marks Four titles are set (two descriptive and two narrative), from which candidates choose one.

**Curriculum Content:** The skills of writing, composition and summary which contains: dialogue; letter; story; report; description.

Term	Topics
Year 10 Term 1	Writing Composition
Year 10 Term 2	Letter Writing
Year 10 Term 3	Story Writing
Year 10 Term 4	Writing for different purposes.
Year 10 Term 5	Revision Unit.
Year 11 Term 1	Essay and Dialogue Writing
Year 11 Term 2	Grammar, Spelling and Dialogue
Year 11 Term 3	Story Writing
Year 11 Term 4	Summary Writing

**Assessment:** By grading teamwork and discussing advantages and disadvantages of the texts.  
By oral tests which includes speaking, summary writing.  
By annual examinations.

**Suggested strategies for support/extension:** A wide variety of support and extension strategies are available for students. Students are also encouraged to read independently, to participate in break time clubs and other language activities where available. Students are directed towards relevant internet resources such as [dynamicpapers.com](http://dynamicpapers.com).

# GCSE Arabic 2<sup>nd</sup> Language

**Subject Leader:** [Mr Ahmed Al-adawi \(ama@bsk.edu.kw\)](mailto:ama@bsk.edu.kw)

**Learning Hours:** Two lessons per week + homework.

**Course Aims:** The aim of this course is to enable students to converse and write in Arabic in a wide range of contexts using the past, present and future tenses. The students will be able to share interests, ideas and opinions with other people who speak the language and learn about countries where the language is spoken.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE
<b>Subject title</b>	Arabic
<b>Subject code</b>	1AA0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Listening and understanding in Arabic Paper 2 - Speaking in Arabic Paper 3 - Reading and understanding in Arabic Paper 4 - Writing in Arabic
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Arabic/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Arabic_August_2016_Draft.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Arabic/2017/specification-and-sample-assessments/Specification_GCSE_L1-L2_in_Arabic_August_2016_Draft.pdf</a>

**Key Resources:** Studio GCSE Arabic (Higher Tier), Studio Grammar Workbook, Studio Vocabulary Guide, VLE Year 10 Arabic Course; a wide range of language websites as detailed on the VLE.

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	25%	45 minutes	Listening and understanding in Arabic - Total of 50 marks. Students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Arabic speakers.
Paper 2	25%	10-12 minutes (plus 12 minutes preparation time)	Speaking in Arabic - Total of 70 marks. Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings, including a role-play, questions based on a picture, and conversations based on 2 themes.

Paper	Weighting	Duration	Description
Paper 3	25%	1 hour 5 minutes	Reading and understanding in Arabic - Total of 50 marks. Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Multiple-response and short-answer questions based on these texts.
Paper 4	25%	1 hour 25 minutes	Writing in Arabic - Total of 60 marks. Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Students must answer two open response questions and one translation into Arabic.

**Curriculum Content:** Students explore topics and grammatical structures that allow them to communicate on a range of themes related to everyday life and the world around them. The GCSE Arabic programme is divided up into dedicated blocks to encourage a love of language learning and appreciation of the culture of the Arabic speaking world.

Term	Topics
<b>Year 10 Term 1</b>	Identify and Culture - Me and My Family Talk about relationships and physical and personality descriptions.
<b>Year 10 Term 2</b>	Identity and Culture - My Interests Revise hobbies and interests.
<b>Year 10 Term 3</b>	Identify and Culture - My Daily Routine Talk about daily routine using a combination of tenses.
<b>Year 10 Term 4</b>	Local Area, Holiday and Travel - What is the weather like today? Talk about the weather using 'to be' in the past tense.
<b>Year 10 Term 5</b>	Local Area, Holiday and Travel - My Beautiful Country Describe a town.
<b>Year 11 Term 1</b>	Local Area, Holiday and Travel - The Countryside Talk about living in the countryside. Reading for gist/details.
<b>Year 11 Term 2</b>	School Talk about school and what subjects you learn using conditional statements.
<b>Year 11 Term 3</b>	International and Global Dimensions - Our World To be able to recognise world issues and suggest solutions.
<b>Year 11 Term 4</b>	Revision Unit Consolidate Previous knowledge (Writing / Speaking)

**Assessment:** Each module is followed by a module test, in which listening, speaking, reading and writing skills are assessed. Tests are based largely on key vocabulary and structures contained on the summary page at the end of each module. Students are given written and verbal feedback and are assisted in formulating targets to take their language learning forward.

**Suggested strategies for support/extension:** A wide variety of support and extension strategies are detailed on the Year 10 and Year 11 Arabic VLE. Students are also encouraged to read independently, to participate in break time clubs and other language activities.

# IGCSE Business Studies

**Subject Leader:** [Miss Suzanne Davey \(sud@bsk.edu.kw\)](mailto:sud@bsk.edu.kw)

**Learning Hours:** 2 lessons per week + homework.

**Course Aims:** To enable candidates to:

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

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Business Studies
<b>Subject code</b>	0986
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Short Answer and Data Response Paper 2 - Case Study
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414539-2020-2022-syllabus.pdf">https://www.cambridgeinternational.org/Images/414539-2020-2022-syllabus.pdf</a>

**Key Resources:** Cambridge IGCSE Business Studies Fourth Edition by Karen Borrington and Peter Stimpson  
Fifth edition by Karen Borrington and Peter Stimpson  
IGCSE Business Studies Study and Revision Guide Second Edition by Karen Borrington and Peter Stimpson

**Assessment:**

Paper	Weighting	Duration	Description
Paper 1	50%	1 hour 30 minutes	Short Answer and Data Response - Total of 80 marks Four questions requiring a mixture of short answers and structured data responses.
Paper 2	50%	1 hour 30 minutes	Case Study - Total of 80 marks Four questions based on a case study, provided as an insert with the paper.

**Curriculum Content:** (I)GCSE Business Studies aims to give students a basic knowledge and understanding of business and the environment within which its activity takes place. They will study how the main types of businesses are organised, financed and operated, as well as developing an awareness of the nature and importance of innovation and change.

Term	Topics
Year 10 Term 1	Business activity Classification of business Enterprise Business growth and size Types of business organisation
Year 10 Term 2	Business objectives and stakeholder objectives Internal and external communication
Year 10 Term 3	Motivating employees Organisation and management Recruitment, selection and training of employees
Year 10 Term 4	Economic issues Environmental and ethical issues Business and the international community
Year 10 Term 5	Location decisions
Year 11 Term 1	Business finance: needs and sources Cash flow forecasting and working capital Income statements Statement of financial position Analysis of accounts
Year 11 Term 2	Production of goods and services Costs, scale of production and break-even analysis Achieving quality production
Year 11 Term 3	Marketing, competition and the customer Market research The marketing mix: product/price/place/promotion Technology and the marketing mix
Year 11 Term 4	Marketing strategy

**Assessment:** Regular topic assessments

**Suggested strategies for support/extension:** The IGCSE Business Studies Study and Revision Guide is an excellent resource for explanation of core concepts. Following the mock exams, the subject team run after-school revision sessions during Term 3 and 4. In addition, there are appropriate support and extension resources on the VLE.



# IGCSE Economics

**Subject Leader:** [Miss Suzanne Davey \(sud@bsk.edu.kw\)](mailto:sud@bsk.edu.kw)

**Learning Hours:** 2 lessons per week + homework.

**Course Aims:** To enable candidates to:

- develop knowledge and understanding of economic terminology, principles and theories
- develop basic economic numeracy and literacy and their ability to handle simple data including graphs and diagrams
- develop their ability to use the tools of economic analysis in particular situations
- identify and discriminate between differing sources of information and how to distinguish between facts and value judgements in economic issues
- develop their ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which they live
- develop their understanding of the economies of developed and developing nations and of the relationships between them; and to develop their appreciation of these relationships from the perspective of both developed and developing nations.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Economics
<b>Subject code</b>	0987
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Multiple Choice Paper 2 - Structured Questions
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/519601-2020-2022-syllabus.pdf">https://www.cambridgeinternational.org/Images/519601-2020-2022-syllabus.pdf</a>

**Key Resources:** Complete Economics for Cambridge IGCSE & O Level by Sir Dan Moynihan and Brian Titley. Complete Economics for Cambridge IGCSE & O Level Revision Guide by Sir Dan Moynihan and Brian Titley. VLE Year 10 and 11 IGCSE Economics courses

**Assessment:**

Paper	Weighting	Duration	Description
Paper 1	30%	45 minutes	Multiple Choice - Total of 30 marks. Candidates answer all 30 questions
Paper 2	70%	2 hours 15 minutes	Structured Questions - Total of 90 marks. Candidates answer one compulsory question and three questions from a choice of four.

## Curriculum Content:

Term	Topics
Year 10 Term 1	<ul style="list-style-type: none"> <li>The nature of the economic problem</li> <li>The factors of production</li> <li>Opportunity cost</li> <li>Production possibility curve diagrams</li> <li>The role of markets in allocating resources</li> <li>Demand, supply and price determination</li> <li>Price changes</li> </ul>
Year 10 Term 2	<ul style="list-style-type: none"> <li>Price elasticity of demand (PED)</li> <li>Price elasticity of supply (PES)</li> <li>Market economic system</li> <li>Market failure</li> <li>Mixed economic system</li> </ul>
Year 10 Term 3	<ul style="list-style-type: none"> <li>Money and banking</li> <li>Households</li> <li>Workers</li> <li>Trade unions</li> </ul>
Year 10 Term 4	<ul style="list-style-type: none"> <li>Business organisation in the public and private sectors</li> <li>Privatisation and nationalisation</li> <li>Production</li> <li>Firms' costs, revenue and objectives</li> <li>Economies and diseconomies of scale</li> </ul>
Year 10 Term 5	<ul style="list-style-type: none"> <li>Advantages and disadvantages of monopoly</li> </ul>
Year 11 Term 1	<ul style="list-style-type: none"> <li>Economic growth</li> <li>Employment and unemployment</li> <li>Inflation and deflation</li> <li>Current account of balance of payments</li> <li>Living standards</li> <li>Poverty</li> <li>Population</li> </ul>
Year 11 Term 2	<ul style="list-style-type: none"> <li>Differences in economic development between countries</li> <li>International specialisation</li> <li>Globalisation, free trade and protection</li> <li>Foreign exchange rates</li> </ul>
Year 11 Term 3	<ul style="list-style-type: none"> <li>The role of government</li> <li>The macroeconomic aims of government</li> <li>Fiscal policy</li> </ul>
Year 11 Term 4	<ul style="list-style-type: none"> <li>Monetary policy</li> <li>Supply-side policy</li> </ul>

**Assessment:** Regular topic assessments

**Suggested strategies for support/extension:** Students are encouraged to read around the subject and keep up to date with economic trends. Useful websites include: Tutor2u and trading economics. The Economics Revision Guide is an excellent resource for explanation of core concepts. There are appropriate support and extension resources on the VLE.

# GCSE Fine Art

**Subject Leader:** [Mr Jon King \(jok@bsk.edu.kw\)](mailto:jok@bsk.edu.kw)

**Learning Hours:** 2 lessons per week and self-directed study as required.

**Course Aims:** Fine Art may be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply to observe and record people, places and things in new and unique ways. Fine-art work will demonstrate an understanding and application of formal elements and creative skills, including mark-making. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE Art and Design
<b>Subject title</b>	Fine Art
<b>Subject code</b>	1FA0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Component 1 - Personal Portfolio Component 2 - Externally Set Assignment
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf</a>

**Key Resources:** Department facilities and specialist teaching.

## Assessment:

Component	Weighting	Duration	Description
Component 1	60%	Duration of the course	Personal Portfolio - Total of 72 marks. Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills outlined in the assessment objectives. 18 marks for each of the four assessment objectives. This component allows students opportunities to: - develop and explore their ideas, - experiment with media, materials, techniques and processes - present personal response(s) to themes set by the centre.

Component	Weighting	Duration	Description
Component 2	40%	10 hours	Externally Set Assignment - Total of 72 marks. The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.

**Curriculum Content:** Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in at least one of the following areas of study: drawing; installation; lens-/light-based media; mixed media; land art; printing; painting; sculpture; drawing and other materials.

Term	Topics
<b>Year 10 Term 1 and 2</b>	The Jam Jar Project Students start by filling a jam jar with a variety of objects of their choice. Initial observations are then developed into individual pieces of work.
<b>Year 10 Term 3 and 4</b>	Food and Drink Students research, plan and develop a response from the starting point food and drink.
<b>Year 10 Term 5 and Year 11 Term 1</b>	Changing Landscapes Students research, plan and develop a response from the starting point changing landscapes.
<b>Year 11 Term 2</b>	Mock Examination Students have 8 weeks to research, develop and plan a response from a past paper. They will then produce their final piece of work during a 10 hour examination.
<b>Year 11 Term 3</b>	Students will have the opportunity to work on their personal portfolios.
<b>Year 11 Term 4</b>	Externally Set Assignment Students have 8 weeks to research, develop and plan a response from a past paper. They will then produce their final piece of work during a 10 hour examination.

#### Assessment:

The Personal Portfolio and Externally Set Assignment are assessed on the following 4 criteria:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Suggested strategies for support/extension:** All students are provided with individual support appropriate to their ability, learning style and personal circumstances. Studio spaces and teaching staff are available every break time and after school four times a week.

# GCSE Photography

**Subject Leader:** [Mr Jon King \(jok@bsk.edu.kw\)](mailto:jok@bsk.edu.kw)

**Learning Hours:** 2 lessons per week and self-directed study.

**Course Aims:** Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE Art and Design
<b>Subject title</b>	Photography
<b>Subject code</b>	1PY0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Component 1 - Personal Portfolio Component 2 - Externally Set Assignment
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf</a>

**Key Resources:** Department facilities and specialist teaching.

## Assessment:

Component	Weighting	Duration	Description
Component 1	60%	Duration of the course	Personal Portfolio - Total of 72 marks. Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills outlined in the assessment objectives. 18 marks for each of the four assessment objectives. This component allows students opportunities to: <ul style="list-style-type: none"><li>- develop and explore their ideas,</li><li>- experiment with media, materials, techniques and processes</li><li>- present personal response(s) to themes set by the centre.</li></ul>



Component	Weighting	Duration	Description
Component 2	40%	10 hours	Externally Set Assignment - Total of 72 marks. The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.

**Curriculum Content:** Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in at least one of the following areas of study: documentary photography; photo-journalism; studio photography; location photography; experimental imagery; installation; moving image: film, video and animation

Term	Topics
Year 10 Term 1	Edges
Year 10 Term 2 and 3	This is Kuwait
Year 10 Term 4 and 5	Journeys
Year 11 Term 1	Students have the opportunity to work on their personal portfolios.
Year 11 Term 2	Mock Examination – Students have 8 weeks to research, develop and plan a response from a past paper. They will then produce their final piece of work during a 10 hour examination.
Year 11 Term 3	Students have the opportunity to work on their personal portfolios.
Year 11 Term 4	Externally Set Assignment – Students have 8 weeks to research, develop and plan a response from a past paper. They will then produce their final piece of work during a 10 hour examination.

### Assessment:

The Personal Portfolio and Externally Set Assignment are assessed on the following 4 criteria:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Suggested strategies for support/extension:** All students are provided with individual support appropriate to their ability, learning style and personal circumstances. Studio spaces and teaching staff are available every break time and after school four times a week.

# GCSE Graphic Communication

**Subject Leader:** [Mr Jon King \(jok@bsk.edu.kw\)](mailto:jok@bsk.edu.kw)

**Learning Hours:** 2 lessons per week and self-directed study.

**Course Aims:** Graphic Communication introduces students to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs. Students should conduct primary and secondary investigations during their design development, and explore traditional and/or new technologies. They should also consider the use of signs and symbols, and the balance between aesthetic and commercial considerations.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE Art and Design
<b>Subject title</b>	Graphic Communication
<b>Subject code</b>	1GC0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Component 1 - Personal Portfolio Component 2 - Externally Set Assignment
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf</a>

**Key Resources:** Department facilities and specialist teaching.

## Assessment:

Component	Weighting	Duration	Description
Component 1	60%	Duration of the course	Personal Portfolio - Total of 72 marks. Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills outlined in the assessment objectives. 18 marks for each of the four assessment objectives. This component allows students opportunities to: <ul style="list-style-type: none"><li>- develop and explore their ideas,</li><li>- experiment with media, materials, techniques and processes</li><li>- present personal response(s) to themes set by the centre.</li></ul>

Component	Weighting	Duration	Description
Component 2	40%	10 hours	Externally Set Assignment - Total of 72 marks. The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1. Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.

**Curriculum Content:** Work must demonstrate integrated knowledge, understanding and skills. Work is not limited to one area of study and students could develop work in at least one of the following areas of study: advertising; communication graphics; design for print; illustration; interactive design ; multi-media; package design; signage; typography.

Term	Topics
Year 10 Term 1 and 2	Book Cover
Year 10 Term 3 and 4	Urban Space
Year 10 Term 5 and Year 11 Term 1	Packaging/Product Branding
Year 11 Term 2	Mock Examination – Students have 8 weeks to research, develop and plan a response from a past paper. They will then produce their final piece of work during a 10 hour examination.
Year 11 Term 3	Students will have the opportunity to work on their personal portfolios.
Year 11 Term 4	Externally Set Assignment – Students have 8 weeks to research, develop and plan a response from a past paper. They will then produce their final piece of work during a 10 hour examination.

### Assessment:

The Personal Portfolio and Externally Set Assignment are assessed on the following 4 criteria:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**Suggested strategies for support/extension:** All students are provided with individual support appropriate to their ability, learning style and personal circumstances. Studio spaces and teaching staff are available every break time and after school four times a week.

# IGCSE Design and Technology

**Subject Leader:** [Miss Sophie Rees \(sor@bsk.edu.kw\)](mailto:sor@bsk.edu.kw)

**Learning Hours:** 2 lessons per week + homework.

**Course Aims:** Cambridge IGCSE (9–1) Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Design and Technology
<b>Subject code</b>	0979
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Product Design Component 2 - Project Paper 3 - Resistant Materials
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414506-2020-2022-syllabus.pdf">https://www.cambridgeinternational.org/Images/414506-2020-2022-syllabus.pdf</a>

**Key Resources:** BSK VLE 'Design and Technology IGCSE Project', Collins - Cambridge IGCSE Design & Technology Students Book.

## Assessment:

**Paper 1: Product design.** This compulsory question paper tests 'Part 1' of the syllabus. Candidates answer one of three open-ended questions which assess their design abilities.

**Component 2: Project.** Each candidate must complete an individual project which centres on the option they have chosen from Part 2 of the syllabus. All relevant work should be presented in hard copy as an A3-size folder. The folder must include sufficient photographs of the made product, showing an overall view together with detailed views of evidence which support the award of marks for project assessment criterion 6 'Product realisation'. The made product itself is not to be submitted.

**Paper 3: Resistant Materials.** This paper tests knowledge of aspects of 'Part 1' of the syllabus as well as the optional subject material of 'Part 2'. The paper has a Section A and a Section B. Section A consists of compulsory questions. Section B consists of longer structured questions in Papers 3 candidates choose one out of three questions.

Component	Weighting	Duration	Description
Paper 1	25%	1 hour 15 minutes	Product Design - Total of 50 marks. Questions will be based on the Common Content: Product Design.
Component 2	50%	Ongoing	Project - Total of 100 marks. The project is compulsory and is a school-based assessment. A coursework folder is to be completed and a practical outcome/product to be made.
Paper 3	25%	1 hour	Resistant Materials - Total of 50 marks. Questions will be based on Resistant Materials content and the Common Content: Product Design.

**Curriculum Content:** Having researched, designed and developed their original ideas learners successfully create their final product.

Term	Topics
<b>Year 10 Term 1</b>	Introduction to the IGCSE Design and Technology syllabus and expectations. Undertake a provisional skills and experimental project following the design process.
<b>Year 10 Term 2</b>	Construct skills based project and evaluate.
<b>Year 10 Term 3</b>	Start IGCSE Design and Technology final project. Decide final project and start coursework folder following the design process: spider diagram; identify customer; project planning; design brief; theory.
<b>Year 10 Term 4</b>	Primary and secondary research and initial design ideas.
<b>Year 10 Term 5</b>	Initial and 2D design ideas.
<b>Year 11 Term 1</b>	Develop and evaluate design ideas and material and construction research.
<b>Year 11 Term 2</b>	Testing/trailing of form, research and create material techniques, evaluate material techniques and construction of final product.
<b>Year 11 Term 3</b>	Final product drawings, construction and production planning.
<b>Year 11 Term 4</b>	Construction, evaluation and testing of final product.

**Assessment:** Students are assessed throughout the academic year on each page of their coursework folder (part of Component 2). Students also sit a mock exam. At the end of the academic their final product is also assessed against the examining body criteria.

**Suggested strategies for support/extension:** Attend the ECA after school or attend break time clubs.



# IGCSE Drama

**Subject Leader:** [Annemarie Rofail-Mccall \(arm@bsk.edu.kw\)](mailto:arm@bsk.edu.kw)

**Learning Hours:** 2 hours of lessons per week + homework and/or after-school/weekend rehearsal.

**Course Aims:** Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Drama
<b>Subject code</b>	0994
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Written examination Component 2 - Coursework
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414642-2020-2021-syllabus.pdf">https://www.cambridgeinternational.org/Images/414642-2020-2021-syllabus.pdf</a>

**Key Resources:** Cambridge IGCSE Drama Student textbook.

## Assessment:

Component	Weighting	Duration	Description
Paper 1	40%	2 hours 30 minutes	Written Examination - Total of 80 marks. The questions on this paper relate to pre-release material which is sent to exam centres in advance of the examination. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play.) Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play. The questions will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer.
Component 2	60%	Completed in class and through rehearsal after school	Coursework - Total of 120 marks. Students submit three pieces of practical work. One individual piece (3–5 minutes): one performance of an extract from a play. Two group pieces (maximum 15 minutes each): one performance of an extract from a play and one original devised piece.

### Curriculum Content:

Understanding repertoire - Students will learn to demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

Devising - Students' will be assessed on their ability to devise dramatic material and reflect on its effectiveness.

Acting skills - Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience.

Term	Topics
Year 10 Term 1	Introduction to Drama Students will question drama's role and purpose, distinguish between different ideas about what drama and theatre are for and reflect on motivations and interests in relation to drama study.
Year 10 Term 2	Ways into Drama: Improvisation techniques Students learn to react and respond to unexpected situations, building their confidence and creative abilities.
Year 10 Term 3	Developing Acting Skills This topic helps students develop a convincing role, use physical acting techniques, use voice to create effect and character, develop dialogue skills and use space and levels in performance.
Year 10 Term 4	Staging and Design Students will develop a directorial concept for their work and use design elements to communicate this concept. They will learn to recognise the different uses of the stage and approaches to set design, using lighting, sound, costume, make-up and props to enhance their work.
Year 10 Term 5	Devising Students will gain experience responding to different stimuli, structure devised work, communicate meaning and engage an audience, reflecting and evaluating work.
Year 11 Term 1	Performance This topic enables students to identify the possibilities of different form of repertoire, explore the idea of interpretation and apply this to a script. Students will explore, develop and perform a monologue and a group script.
Year 11 Term 2	Extended Scripts Students will consider possible approaches and interpretations when working on a longer script. Focus on specific elements within a longer script and learn about the different skills required to address them.
Year 11 Term 3	Exploration of stimulus material Students will explore stimulus material sent by Cambridge and which will be examined in written paper.
Year 11 Term 4	Revision

### Assessment:

40% Written examination and 60% Coursework.

A01: Understanding repertoire 37%. A02: Devising 33%. A03: Acting skills 30%.

**Suggested strategies for support/extension:** Students are encouraged to attend live theatre whenever possible and do independent research of examples of professional theatre on YouTube and National Theatre. Participation in extra-curricular activities such as the annual school production and drama club is also encouraged.

# GCSE Music

**Subject Leader:** [Mr Edward Mayo \(edm@bsk.edu.kw\)](mailto:edm@bsk.edu.kw)

**Learning Hours:** 2 lessons per week + individual practise and rehearsals.

**Course Aims:** Students will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. The content builds on the understanding developed at Key Stage 3, ensuring that students new to the subject are appropriately supported.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE
<b>Subject title</b>	Music
<b>Subject code</b>	1MU0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Component 1 - Performing Component 2 - Composing Component 3 - Appraising
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf</a>

**Key Resources:** Edexcel GCSE (9-1) Music workbook with scores and relevant music, music listening examples, composing software, recording equipment and listening equipment.

## Assessment:

Component	Weighting	Duration	Description
Component 1	30%	Coursework During Year 10 and Year 11	Performing - Total of 60 marks. Students perform for at least 4 minutes' combined duration of: - Solo performance: this must be of at least 1 minute in duration, and may comprise one or more pieces. - Ensemble performance: this must be of at least 1 minute in duration, and may comprise one or more pieces. Each performance will be out of 30 marks.

Component	Weighting	Duration	Description
Component 2	30%	Coursework During Year 10 and Year 11	Composing - Total of 60 marks. Students compose two compositions, of at least 3 minutes combined duration. - One composition to a brief set by Pearson, of at least 1 minute in duration. - One free composition set by the student, of at least 1 minute in duration. Each composition will be out of 30 marks.
Component 3	40%	1 hour 45 minutes	Written Examination - Appraising - Total of 80 marks. Musical elements, musical contexts and musical language. Instrumental Music 1700–1820/Vocal Music/Music for Stage and Screen/Fusion

### Curriculum Content:

Term	Topics
<b>Year 10 Term 1</b>	Introduction to GCSE Music Instrumental Music 1700–1820 set works and Composing
<b>Year 10 Term 2</b>	Instrumental Music 1700–1820 wider listening Vocal Music set works and Composing
<b>Year 10 Term 3</b>	Vocal Music set works and Vocal Music wider listening Composing
<b>Year 10 Term 4</b>	Music for Stage and Screen set works Free composition
<b>Year 10 Term 5</b>	Music for Stage and Screen set works and Music for Stage and Screen wider listening Free composition
<b>Year 11 Term 1</b>	Revision of Year One areas of study Fusions set works and Composing
<b>Year 11 Term 2</b>	Fusions wider listening Composing to a brief
<b>Year 11 Term 3</b>	Composing to a brief and revision of all set works Complete composition to a brief and Record Performances
<b>Year 11 Term 4</b>	Revision of all set works and practise wider listening Submission of Performing and Composing coursework for moderation

### Assessment:

Performance (30%) students will be assessed on a solo and a group ensemble.

Composing (30%): students will be assessed on a composition brief and a free composition.

Appraising (40%): students will be assessed on a one hour and forty-five minute written exam.

**Suggested strategies for support/extension:** Students perform in extra-curricular music ensembles. Follow the ABRSM or Trinity graded music exams.

# IGCSE History

**Subject Leader:** [Ian Masters \(iam@bsk.edu.kw\)](mailto:iam@bsk.edu.kw)

**Learning Hours:** 2 lessons + homework.

## Course Aims:

- Stimulate an interest in and enthusiasm for learning about the past.
- Promote the acquisition of knowledge and understanding of individuals, people and societies.
- Ensure that learners' knowledge is rooted in an understanding of use of historical evidence.
- Promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference.
- Provide a sound basis for further study and the pursuit of personal interest.
- Encourage international understanding.
- Encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	History
<b>Subject code</b>	0977
<b>Grading system/range</b>	9-1
<b>Component details</b>	Option B - The Twentieth Century: International Relations since 1919 Paper 1 - Written Paper Paper 2 - Written Paper Paper 4 - Written Paper
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414490-2020-2022-syllabus.pdf">https://www.cambridgeinternational.org/Images/414490-2020-2022-syllabus.pdf</a>

**Key Resources:** Ben Walsh, GCSE Modern World History , Ben Walsh, Cambridge IGCSE Modern World History

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	40%	2 hours	Written Paper - Total of 60 marks. Candidates answer two questions from Section A (Core Content) and one question from Section B (USA Depth Study). All questions are in the form of structured essays, split into three parts: (a), (b) and (c).

Paper	Weighting	Duration	Description
Paper 2	33%	2 hours	Written Paper - Total of 50 marks. Candidates answer six questions on one prescribed topic taken from the Core Content. In 2020 that topic will be 'Who Was to Blame for the Cold War?' There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session.
Paper 4	27%	1 hour	Written Paper - Total of 40 marks. Candidates to answer one essay question based on the content of the USA Depth Study.

**Curriculum Content:** This course is a Modern World History Course that covers the period from the ending of the First World War in 1918 to the fall of the Soviet Union in 1991. The Core Content consists of a study of international relations during this period, from the Peace Treaties after the First World War, attempts to keep the peace before the Second World War, and events of the Cold War. In addition to this we will complete a depth study on the USA 1919-41.

Term	Topics
Year 10 Term 1	Were the peace treaties of 1919–23 fair?
Year 10 Term 2	To what extent was the League of Nations a success?
Year 10 Term 3	Why had international peace collapsed by 1939?
Year 10 Term 4	Who was to blame for the Cold War?
Year 10 Term 5	How effectively did the United States contain the spread of Communism?
Year 11 Term 1	How secure was the USSR's control over Eastern Europe, 1948–c.1989?
Year 11 Term 2	How far did the US economy boom in the 1920s? How far did US society change in the 1920s?
Year 11 Term 3	What were the causes and consequences of the Wall Street Crash?
Year 11 Term 4	How successful was the New Deal?

**Assessment:** Assessments are completed at the end of every topic using a CIE exam style paper, containing a Paper One three part question and a Paper Two style source analysis question. In Year 11 USA Depth Study assessment questions will be based on past Paper 4 essay questions. There will be a full mock examination of all three papers in January of Year 11.

**Suggested strategies for support/extension:** The VLE provides a comprehensive array of revision materials as well as links to support and extension activities. Students will receive additional handouts as the course progresses. The VLE also contains key vocabulary and suggestions of further reading, or viewing, on each of its topics.



# IGCSE Geography

**Subject Leader:** [Mr Paul Kemp \(pak@bsk.edu.kw\)](mailto:pak@bsk.edu.kw)

**Learning Hours:** Two lessons per week + homework.

**Course Aims:** The aims are to develop:

- 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.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Cambridge Assessment International Education (CAIE)
<b>Qualification</b>	IGCSE
<b>Subject title</b>	Geography
<b>Subject code</b>	0976
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Geographical Themes Paper 2 - Geographical Skills Component 3 - Coursework Paper 4 - Alternative to Coursework (if required)
<b>Specification link</b>	<a href="https://www.cambridgeinternational.org/Images/414488-2020-2022-syllabus.pdf">https://www.cambridgeinternational.org/Images/414488-2020-2022-syllabus.pdf</a>

**Key Resources:** Complete Geography for Cambridge IGCSE (OUP), Collins Cambridge IGCSE Geography, VLE

**Assessment:**

Paper	Weighting	Duration	Description
Paper 1	45%	1 hour 45 minutes	Geographical Themes - Total of 75 marks, weighted to 100 marks. Candidates answer three questions, each worth 25 marks. Candidates must answer one question from each section: <ul style="list-style-type: none"><li>- Population and settlement</li><li>- The natural environment</li><li>- Economic development.</li></ul>

Component	Weighting	Duration	Description
Paper 2	27.5%	1 hour 30 minutes	Geographical Skills - Total of 60 marks. Candidates answer all the questions.
Component 3	27.5%	Centre based assessment	Coursework - Total of 60 marks. Teachers set one centre-based assignment of 2000 words.
Paper 4	27.5%	1 hour 30 minutes	Alternative to Coursework - Total of 60 marks. Candidates answer two compulsory questions, completing a series of written tasks.

**Curriculum Content:** Students will build on the content explored in Y9. Topics may overlap each term as the content is taught to student needs rather than to the term limits.

Term	Topics
<b>Year 10 Term 1</b>	Volcanoes and Earthquakes
<b>Year 10 Term 2</b>	Population and Migration
<b>Year 10 Term 3</b>	Population and Migration Agriculture
<b>Year 10 Term 4</b>	Coursework
<b>Year 10 Term 5</b>	Rivers Map Skills
<b>Year 11 Term 1</b>	Flooding Settlement
<b>Year 11 Term 2</b>	Settlement Weather and Climate
<b>Year 11 Term 3</b>	Weather and Climate Ecosystems
<b>Year 11 Term 4</b>	Industry Water Supply

**Assessment:** Students will complete case study tasks for each topic as well as sitting end of topic tests.

**Suggested strategies for support/extension:** Independent reading, revisiting the VLE, practising past paper questions and using websites approved by the teacher.

# GCSE French

**Subject Leader:** [Miss Jennie Russell \(jnr@bsk.edu.kw\)](mailto:jnr@bsk.edu.kw)

**Learning Hours:** Two lessons per week + homework.

**Course Aims:** The aim of this course is to enable students, to converse and write in French in a wide range of contexts using the past, present and future tenses.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE
<b>Subject title</b>	French
<b>Subject code</b>	1FR0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Listening and understanding in French Paper 2 - Speaking in French Paper 3 - Reading and understanding in French Paper 4 - Writing in French
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf</a>

**Key Resources:** Studio GCSE French (Higher Tier), Studio Grammar Workbook, Studio Vocabulary Guide, VLE Year 10 French Course; a wide range of language websites as detailed on the VLE.

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	25%	45 minutes	Listening and understanding in French - Total of 50 marks. Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers.
Paper 2	25%	10-12 minutes (plus 12 minutes preparation time)	Speaking in French - Total of 70 marks. Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings, including a role play, questions based on a picture, and two conversation topics.

Paper	Weighting	Duration	Description
Paper 3	25%	1 hour	Reading and understanding in French - Total of 50 marks. Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts.
Paper 4	25%	1 hour 20 minutes	Writing in French - Total of 60 marks. Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students must answer two open response questions and one translation into French.

**Curriculum Content:** Students explore topics and grammatical structures that allow them to communicate on a range of themes related to everyday life and the world around them. The course constitutes a solid foundation for the study of French in the Sixth Form and beyond.

Term	Topics
<b>Year 10 Term 1</b>	Describing your family and town. Revision of verb tenses covered up to and including Year 9.
<b>Year 10 Term 2</b>	Free time, including sports activities and the media. Using pronouns, and the comparative and superlative of adjectives.
<b>Year 10 Term 3</b>	Celebrating special occasions, including birthdays, festivals and traditions. Vocabulary of food and meals, daily routine.
<b>Year 10 Term 4</b>	Town and country life. Describing a region and community projects. Further work on pronouns.
<b>Year 10 Term 5</b>	Travel and holidays. Describing your ideal holiday using the conditional tense. Booking into a hotel and discussing issues that arose on a holiday.
<b>Year 11 Term 1</b>	School. Comparing your school with schools in France. Expressing opinions on school rules and using infinitive constructions. Discussing how to get the best out of school, using command forms.
<b>Year 11 Term 2</b>	The world of work – discussing careers and work preferences. Expressing hopes and wishes using the subjunctive.
<b>Year 11 Term 3</b>	The environment. Discussing a range of environmental issues, and ways of solving them. Volunteering and charity work. Using the passive mood.
<b>Year 11 Term 4</b>	Preparation of your chosen speaking topic. Past papers and examination questions requiring a synthesis of knowledge acquired during Years 10 and 11.

**Assessment:** Each module is followed by a module test, in which listening, speaking, reading and writing skills are assessed. Tests are based largely on key vocabulary and structures contained on the summary page at the end of each module. Students are given written and verbal feedback and are assisted in formulating targets to take their language learning forward.

**Suggested strategies for support/extension:** A wide variety of support and extension strategies are detailed on the Y10 French VLE. Students are also encouraged to read independently, to participate in break time clubs and other language activities, and have the opportunity to enter for French Government DELF examinations through the Institut Français.

# GCSE German

**Subject Leader:** [Miss Jennie Russell \(jnr@bsk.edu.kw\)](mailto:jnr@bsk.edu.kw)

**Learning Hours:** Two lessons per week + homework.

**Course Aims:** The aim of this course is to enable students, to converse and write in German in a wide range of contexts, referring to past, present and future events. They will: be able to share interests, ideas and opinions with other people who speak the language; learn about countries where the language is spoken; add an international dimension to their knowledge and experience, which is something many employers and higher education providers look for; learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE
<b>Subject title</b>	German
<b>Subject code</b>	1GN0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Paper 1 - Listening and understanding in German Paper 2 - Speaking in German Paper 3 - Reading and understanding in German Paper 4 - Writing in German
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-German.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-German.pdf</a>

**Key Resources:** Stimmt GCSE German (Higher Tier), Stimmt GCSE Higher Grammar Workbook, Stimmt Vocabulary Guide, VLE Year 10 German Course; a wide range of language websites as detailed on the VLE.

## Assessment:

Paper	Weighting	Duration	Description
Paper 1	25%	45 minutes	Listening and understanding in French - Total of 50 marks. Students are assessed on their understanding of standard spoken German by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female German speakers.

Paper	Weighting	Duration	Description
Paper 2	25%	10-12 minutes (plus 12 minutes preparation time)	Speaking in German - Total of 70 marks. Students are assessed on their ability to communicate and interact effectively through speaking in German for different purposes and in different settings, including a role play, questions based on a picture, and conversation.
Paper 3	25%	1 hour	Reading and understanding in German - Total of 50 marks. Students are assessed on their understanding of written German across a range of texts.
Paper 4	25%	1 hour 20 minutes	Writing in German - Total of 60 marks. Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students must answer two open response questions and one translation into French.

**Curriculum Content:** Students explore topics and grammatical structures that allow them to communicate on a range of themes related to everyday life and the world around them. Additionally, this course constitutes a solid foundation for the study of German in the Sixth Form and beyond.

Term	Topics
<b>Year 10 Term 1</b>	School – expressing opinions about your school, the school day, and school rules. Learning about different types of German schools.
<b>Year 10 Term 2</b>	Leisure – discussing a range of free time activities including sports and the media.
<b>Year 10 Term 3</b>	Relationships – discussing what makes a good friend, who you get on with, and your role models.
<b>Year 10 Term 4</b>	The home – welcoming an exchange partner to your home, describing what you do on a typical day in your hometown.
<b>Year 10 Term 5</b>	Travel – arranging a stay in a hotel, planning a train journey, talking about problems encountered on holiday, a visit to the city of Vienna.
<b>Year 11 Term 1</b>	Holiday destinations – talking about popular holiday destinations, the type of holiday you like, and what you do in different weather conditions.
<b>Year 11 Term 2</b>	Describing jobs and places of work. Asking questions about work and talking about your dream job. Discussing uses of foreign languages in the workplace.
<b>Year 11 Term 3</b>	International and global dimensions: describing festivals and events such as the Berlin Marathon, the Winter Olympics. Understanding environmental issues and how to live an environmentally friendly lifestyle.
<b>Year 11 Term 4</b>	Preparation of your chosen speaking topic. Past papers and examination questions requiring a synthesis of knowledge acquired during Years 10 and 11.

**Assessment:** Each module is followed by a Module Test, in which listening, speaking, reading and writing skills are assessed. Tests are based largely on key vocabulary and structures contained on the summary page at the end of each module.

**Suggested strategies for support/extension:** A wide variety of support and extension strategies are detailed on the Y10 German VLE. Students are also encouraged to read independently, to participate in break time clubs and other language activities, and have the opportunity to enter for German Government examinations through the Goethe-Institut.



# GCSE Physical Education

**Subject Leader:** [Mr Scott Weninger \(scw@bsk.edu.kw\)](mailto:scw@bsk.edu.kw)

**Learning Hours:** Two GCSE PE lessons, one core PE lesson a week + homework. Students are also encouraged to attend school practices if it is one of their three chosen activities to be assessed in.

**Course Aims:** The aims and objectives of this qualification are to enable students 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
- 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 well-being.
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

**Course Details:** For examination in June 2020 + 2021

<b>Examination board</b>	Pearson Edexcel
<b>Qualification</b>	GCSE
<b>Subject title</b>	Physical Education
<b>Subject code</b>	GCSE – 1PE0
<b>Grading system/range</b>	9-1
<b>Component details</b>	Component 1 - Fitness and Body Systems Component 2 - Health and Performance Component 3 - Practical Performance Component 4 - Personal Exercise Programme (PEP)
<b>Specification link</b>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf</a>

**Key Resources:** Edexcel GCSE (9-1) PE Student Book 2nd Edition (ISBN 9781292129884).

Revise Edexcel GCSE (9-1) Physical Education Revision Guide ISBN (9781292135120).

Revise Edexcel GCSE (9-1) Physical Education Revision Workbook ISBN (9781292135083).

**Assessment:**

Component	Weighting	Duration	Description
Component 1	36%	1 hour 45 minutes	Fitness and Body Systems - Total of 90 marks. Topic 1: Applied anatomy and physiology. Topic 2: Movement analysis Topic 3: Physical training Topic 4: Use of data

Component	Weighting	Duration	Description
Component 2	24%	1 hour 15 minutes	Health and Performance - Total of 70 marks. Topic 1: Health, fitness and well-being Topic 2: Sport psychology Topic 3: Socio-cultural influences Topic 4: Use of data
Component 3	30%	Ongoing	Practical Performance - Total of 105 marks. Students to be graded in 3 sports throughout the year against the relevant Practical Performance Assessment Criteria.
Component 4	10%	8 weeks in Year 11	Personal Exercise Programme (PEP) - Total of 20 marks. Students to produce a PEP and analyse and evaluate their performance.

**Curriculum Content:** Students are taught a variety of topics related to sports and physical activity.

Term	Topics
<b>Year 10 Term 1</b>	Physical, emotional and social health; relationship between health and fitness; sedentary lifestyles; goal setting; diet and nutrition.
<b>Year 10 Term 2</b>	Components of fitness and their relevant tests; principles of training; introduction to Personal Exercise Programme; skeletal system.
<b>Year 10 Term 3</b>	Classification of bones; muscular system; cardio-vascular system.
<b>Year 10 Term 4</b>	Respiratory system; energy sources; anaerobic and anaerobic systems; levers, movements and joints; Planes and axis.
<b>Year 10 Term 5</b>	Classification of joints; PEP rehearsal; Summer Mock revision.
<b>Year 11 Term 1</b>	Classification of skills; types of practice; types of guidance; mental preparation for performance; types of feedback; Performance Exercise Programme.
<b>Year 11 Term 2</b>	Long term effects of exercise on musculo-skeletal and cardio-vascular systems; identification and treatment of injuries; injury prevention.
<b>Year 11 Term 3</b>	Socio-cultural influences on participation in activity.
<b>Year 11 Term 4</b>	Disadvantages of performance enhancing drugs; commercialisation and role of media in sport; sporting behaviours and deviance in sport

**Assessment:** There are weekly class assessments to track student learning of the theoretical components throughout the course, as well as more formal tests during the Summer and Winter exam sessions. Practical assessment will occur throughout the two years of the course, with some sports being revisited dependant upon when that season is.

**Suggested strategies for support/extension:** All students are expected to attend a variety of after-school sports clubs to develop their fitness and skills. All students are guaranteed spots on a school squad if it is one of their three chosen assessed practical activities. It would also be recommendable for students to enrol in the Sports Leaders Programme to give further opportunities to re-visit some of the course content as well as apply their knowledge to real-world scenarios.

# Year 10/11 Assessment and Tracking

## Year 10 and Year 11: GCSE and IGCSE grading

Students in Year 10 and Year 11 follow GCSE and IGCSE programmes of study offered by the Cambridge Assessment International Education (CAIE) and Pearson Edexcel examination boards. These qualifications are graded using a 9-1 system. You may still see references to legacy A\*-G grading therefore the approximate grade equivalences are outlined below:

9-1 Grades	9	8	7	6	5	4	3	2	1	U	
A*-G -Grades	A*	A		B	C		D	E	F	G	U

At BSK, only Grades 9-4 (A\*-C) are considered to be IGCSE pass grades.

'U' means 'unclassified' and is not a pass grade. Grade X indicates an inability to assess, usually due to non-submission or non-attendance.

## Year 10/11: Non-National Curriculum subjects

Government Arabic , Islamic Studies and Quranic Studies are not IGCSE subjects.

The attainment of students in these subjects is reported using the grades and meanings outlined below:

- A (Pass) working at a higher level and at greater depth for the year group
- B (Pass) working at the level expected for the year group
- C (Pass) working towards the level expected for the year group
- D-U (Fail) working below the level expected for the year group.

Grade X is used if an accurate assessment is not possible.

## Academic Reports and Tracking

Year 10 students will receive their official school reports in the winter and summer reporting sessions. These contain academic grades and attitude to learning statements, as well as information on attendance, punctuality and conduct. In Terms 1 and 3, the students receive a tracking grade for each of their examination subjects. The tracking grade is indicative of the student's current performance in the subject, relative to the CAIE, Pearson Edexcel specifications, or government expectations. In Terms 1 and 3, tracking grades are based upon a combination of sources including formal assessments, classwork, homework and in-class assessments. In Year 10, Term 2 tracking grades do not have to be based on formal assessments.

Year 11 students will receive an official school report in the winter which will be based on results from the mock examinations. They will also receive a report in Term 5 consisting of predicted grades. The winter report will contain academic grades and attitude to learning statements, as well as information on attendance, punctuality and conduct. In Terms 1 and 3, students will receive a tracking grade for each of their examination subjects. The tracking grade is indicative of the student's current performance in the subject, relative to the CAIE, Pearson Edexcel or government specifications.



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