مدرسة اركاديا جلوبال
ARCADIA GLOBAL SCHOOL

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GCSE/IGCSE/ BTEC Options Booklet

A Guide for Students and Parents



Welcome from the Head of Secondary

Choosing GCSE, IGCSE and BTEC subjects is an exciting and important milestone in every student's educational journey. It marks the beginning of a new chapter, one in which students have greater ownership of their learning, the opportunity to explore their interests in greater depth, and the chance to begin shaping their future pathways.

At Arcadia Global School, we believe that every student has the potential to achieve exceptional things. Our ambition is to provide an education that challenges, inspires and supports every young person to achieve their personal best, both academically and beyond the classroom.

Academic excellence sits at the heart of our Secondary School. Through high-quality teaching, a broad and ambitious curriculum, and a culture of high expectations, we aim to develop confident, independent and intellectually curious learners. Our dedicated teachers are committed to ensuring that students are appropriately challenged, well supported and equipped with the knowledge, skills and resilience required to succeed throughout their examination years.
However, an outstanding education is about far more than examination results. We want our students to become thoughtful, articulate and well-rounded young people who demonstrate integrity, courage and determination. We place significant emphasis on developing critical thinking, creativity, collaboration and problem-solving, recognising that these qualities will be just as important in their future careers and personal lives as their academic qualifications.
Our school values underpin everything we do. We encourage students to be ambitious in their aspirations, resilient when faced with challenges and courageous enough to step outside their comfort zones. We want them to embrace new opportunities, take responsibility for their learning and develop the confidence to pursue their ambitions.
The GCSE options process is an opportunity for students and families to reflect carefully on individual strengths, interests and future aspirations. There is no single pathway to success, and we recognise that every student brings a unique combination of talents, abilities and ambitions. Our role is to provide the guidance, expertise and encouragement needed to help each student make informed choices that will allow them to thrive.

Equally important is the sense of belonging that defines our school community. We want every student to feel known, valued and supported, and to enjoy a Secondary School experience filled with opportunities, friendships and memorable experiences. Through our wider enrichment programme, leadership opportunities and strong partnerships with families, we aim to prepare students not simply for their next examinations, but for the opportunities and challenges that lie beyond school.

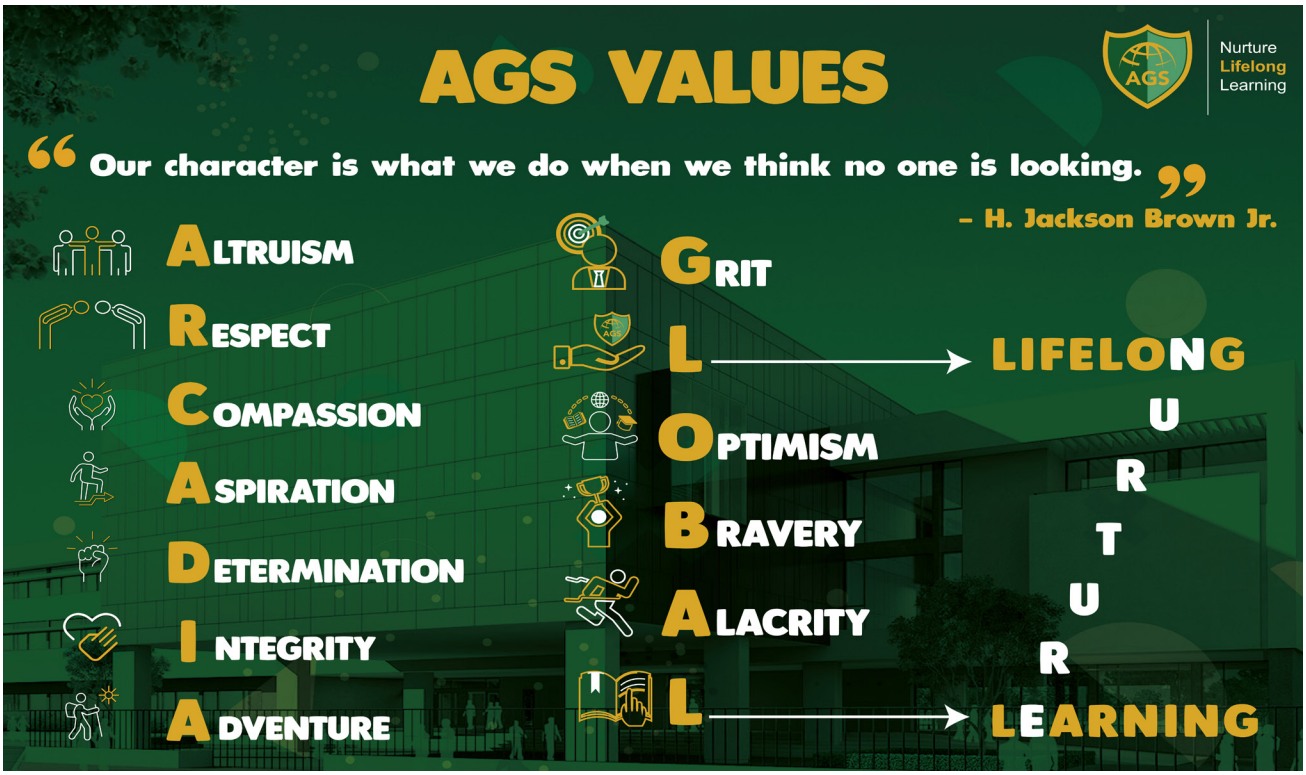
My aspiration is simple: that every student leaves Arcadia Global School proud of what they have achieved, confident in who they are, and excited about what comes next.

I encourage students and parents to explore this booklet together, discuss the opportunities available and seek advice from our teachers and leadership team. The choices made at this stage are important, and we are committed to supporting every student throughout the process.

I look forward to seeing our students embrace this next chapter with ambition, enthusiasm and determination.

Luke Wiedeman
Vice Principal & Head of Secondary





The Option Process

This is an exciting time for our pupils as they now have the opportunity to explore different academic routes and start to take some ownership of their education. Students will be able to choose a certain number of GCSE/IGCSE/BTEC subjects that they would like to study, alongside the core/compulsory curriculum. This booklet will explain how the system works and give you information relating to each subject to help you understand the curriculum and inform you about your choices.

Pupil Pathways

We firstly need to make sure that each student is allocated the right number of option choices for them to be successful. The academic and pastoral team have gathered and reviewed information to place each student on the most suitable pathway. The majority of students will be allocated three options, however, some may be contacted to suggest a reduced number of option subjects to allow extra study time through our 'Study Support' sessions for them to aid in their completion of their GCSE/IGCSE/BTECs.

We will also be identifying students who are able to be part of a 'fast track group'. This cohort will be made up of students with a high ability in selected subjects such as languages who can complete the relevant IGCSE course in Y10. If you believe your child is one of them, please contact the school.

Study Support

Every student who utilises our Study Support initiative will be assessed as per their requirements for support. That could be through our English Language Learners programme, maths support programme, self-study time or with our inclusion department. Learning is never a linear pathway, and all students acquire knowledge and skills at different speeds. Therefore, the Study Skills sessions will be able to help facilitate those students on their education pathway.

Subject Choice and Quantity

It is usual for schools to have a range of compulsory subjects and then to offer an element of choice to help personalise the learning for each student. This booklet outlines key information to help parents, students and schools to make an informed choice together.

Students would typically study between 5 and 9 IGCSEs. A native speaking and able student would study more towards the 8-9 IGCSEs.

Below is an outline of the Ministry of Education compulsory subjects that pupils will be taking along with the number of option choices.

	G1/ Y2	G2/ Y3	G3/ Y4	G4/ Y5	G5/ Y6	G6/ Y7	G7/ Y8	G8/ Y9	G9/ Y10	G10/ Y11	G11/ Y12	G12/ Y13
Arabic as a first language for Arabs	6	6	6	6	6	5	4	4	4	4	4	4
Arabic as an additional language for non-Arabs	4	4	4	4	4	4	4	4	4	Optional	Optional	Optional
Islamic Education for Arab Muslims	3	3	3	2	2	2	2	2	2	2	2	2
Islamic Education for non-Arab Muslims	3	3	3	2	2	2	2	2	2	2	2	2
Social Studies for Arabs (Standalone lesson)	1	1	1	1	1	1	1	1	1	Optional	Optional	Optional
UAE Moral, Social and Cultural for non-Arabs (MSC) (Standalone lesson)	1	1	1	1	1	1	1	1	1	Optional	Optional	Optional
Moral Education for Arabs (Standalone or Integrated)	1	1	1	1	1	1	1	1	1	1	1	1

Option Subjects

We are proud to offer a wide range of IGCSE option subjects for our students to choose from. Further details regarding the subjects that we offer, both compulsory and optional, can be found within this booklet, so please take the time to read the information carefully.

Art & Design	**DT (Design & Technology)**	**Accounting**	**Arabic A First Language (7180)**
Business	**Food & Nutrition**	**Drama**	**Arabic Modern Foreign Language (0544)**
French	**Geography**	**Environmental Management**	**Key Skills Study**
Global Perspec-tives	**Music**	**PE (Physical Education)**	
ICT (Information, Communication & Technology)	**BTEC Travel & Tourism Level 2**	**BTEC Sport Level 2**	
Science (Triple Option)	**History**	**BTEC Business Level 2**	
Arabic – IGCSE(9-1) 7180	**Arabic – MFL (0544)**		

Introduction to IGCSE

British international schools often follow an adapted version of the English National Curriculum from Year 7 and Year 9, and then offer a range of subjects for formal qualifications at Year 10 and Year 11 level called IGCSE (International General Certificate of Secondary Education).

AGS will offer a range of IGCSE, GCSE and BTEC qualifications to allow different pathways for our students.

The GCSE – General Certificate of Secondary Education and IGCSE – International General Certificate of Education are equivalent to each other and valued by universities globally the same. The IGCSE allows students to take qualifications at a more convenient time zone and with a more international nature to the exam, when compared to the GCSE which is UK focused. For example, the IGCSE Geography may study the River Nile and the River Amazon, whereas the GCSE may study the River Thames. Due to our location in the UAE, AGS can offer both the GCSE and IGCSE of which the qualification best suited to our students will be chosen.

Alongside GCSE/IGCSE, AGS will be offering the BTEC qualification. The international BTEC is a vocational, skills-based qualification that focuses on practical learning, applied knowledge, and real-world projects, preparing students for both higher education and the workplace. Unlike the more exam-driven IGCSE route, BTECs are assessed mainly through coursework, continuous assessment, and practical tasks, which suit students who prefer a more hands-on approach to learning. It is a popular choice internationally because it develops employability skills, offers clear progression pathways to universities and careers, and allows learners to specialise in subjects aligned with their interests and future ambitions.

Exam Boards

There is freedom of choice in the UK system, which means that if a school wants to deliver a subject to GCSE, it can choose, to an extent, the subject content and how it is examined. Several different exam boards offer the same subjects.

Typically, schools will pick the exam board whose syllabus best matches what the school wants to deliver and what they feel is in the best interest of their pupils.

A UK organisation called Ofqual (Office of Qualifications and Examinations Regulation) is there to ensure standards are the same between exam boards. So, it makes no difference if a student sits an GCSE/IGCSE offered by one exam board or another. The final grade is worth the same.

The most common British exam boards are:

- Cambridge Assessment International Education (CAIE)
- Pearson Edexcel
- AQA

Assessment and Awards

IGCSEs do not result in one single grade, score or level. A separate grade is awarded for each subject. So, how well a student has done depends on how many IGCSEs have been passed, and what grades have been achieved in each.

The awards are made by the exam boards, totally independently of the school, and according to strict regulations.

The majority of courses end with examinations in April - June of Year 11. These examinations are very formal and are set and marked externally by the exam board.

In addition, some courses include an element of coursework. This is special work completed which may be marked internally or externally by the exam board and counts towards a percentage of the final mark.

Each subject is awarded a grade following either the 9-1 marking system: 9, 8, 7, 6, 5, 4, 3, 2 or 1, with 9 being the highest grade attainable or A* to G: A*, A, B, C, D, E, F, G with A* being the highest grade attainable. The reason for the two grading systems is that the IGCSEs are currently under reform, which means that some subjects are still using the older marking grades A*- G. Both grading systems are valid and accepted by colleges and universities.

UK schools, universities and employers typically only recognise grades 9 to 4 or A* to C as a pass.

The diagram gives an explanation in terms of how the new 9-1 scale maps to the older A* - G grading system.

Current	New International GCSE
A*	9
A	8 7
B	6
C	5 4
D	
E	3 2
F	
G	1
U	U

What follows after the IGCSE?

The results of GCSE/IGCSE/BTEC exams are used as criteria to progress on to study International A levels or higher BTEC qualifications in the Sixth Form (Year 12 and Year 13).

Entry into the Sixth Form does depend on how well you do in your courses. During the final year of studying IGCSEs, students and parents are given clear advice about how to apply and what grades you will need to achieve to study particular courses.

The results are also used by universities when making prospective offers to students hoping to study there. The qualifications are not used to gain entry but may be used to inform terms of entry. GCSE/IGCSE/BTECs give an early, and very accurate, indicator of academic potential.

Advice on Choosing Subjects

This is an exciting opportunity for all pupils, and they should choose subjects they enjoy and suit their interests, skills and future career ambitions. When deciding upon choices, the following should be taken into consideration:

- What are the subjects you want to do and will enjoy doing?
- What is your progress like in these subjects? Will you be successful?
- What will your choices lead to in the Sixth Form, college or employment?
- What career is most suitable for you?
- What are your skills?



DO

Talk to parents, tutors and subject teachers about courses and your capacity to be successful.
Read the subject details in this booklet carefully and ask if more information is required.
Opt for a balanced choice of subjects to keep your future options open.
Be realistic about your ability – choose a subject that you will be capable of succeeding in and that will challenge you.

DON'T

Choose a subject because a friend is doing it. This is about your future, and it shouldn't be based on anything other than your aspirations.
Choose a subject because you like a particular teacher.
Avoid a subject because of your experience being taught by a particular teacher.
Be misled by the title of the subject into thinking you need it for a career without fully investigating it first.

*Please note that if a sufficient number of students do not select a subject, it will not run as a subject choice for students to study.

Instead, those students will be offered other viable subjects within the option block.

Assessment Overview

Every course is assessed through a mixture of examinations and coursework. Coursework assessments are tasks completed under a teacher's supervision. Examinations cannot be avoided; however, parents, students and schools should consider which mixture of assessment would be most suitable.

Subject	Exam Board	Examination Percentage	Coursework Percentage
• Accounting	Cambridge	100%	0%
• Arabic –(9-1) 7180	Cambridge	100%	0%
• Arabic – MFL	Cambridge	75%	25%
• Art and Design	Pearsons Edexcel	50%	50%
• Business Studies	Cambridge	100%	0%
• Business BTEC Level 2	Pearson Edexcel	0%	100%
• Drama	Cambridge	40%	60%
• DT (Design & Technology)	Pearson Edexcel	50%	50%
• English	Pearson Edexcel	100%	0%
• Environmental Management	Cambridge	50%	50%
• Food & Nutrition	AQA	50%	50%
• French - MFL	Pearson Edexcel	100%	0%
• Geography	Pearson Edexcel	100%	0%
• Global Perspectives	CAIE	35%	65%
• History	Pearson Edexcel	100%	0%
• ICT (Information, Communication & Technology)	Cambridge	100%	0%
• Maths	Pearson Edexcel	100%	0%
• Music	Pearson Edexcel	40%	60%
• PE (Physical Education)	Pearson Edexcel	60%	40%
• Science (Biology, Chemistry and Physics)	Pearson Edexcel	100%	0%
• Sport BTEC Level 2	Pearson Edexcel	0%	100%
• Travel & Tourism BTEC Level 2	Pearson Edexcel	0%	100%

COMPULSORY SUBJECT OVERVIEW

The following subjects are part of the compulsory curriculum. This means that all students will have the following subjects as part of their timetable.

English (IGCSE Examined Courses)

- English Language A (English as a First Language)
- English Language (English as a Second Language)
- English Literature

English Language and English Literature

All students will begin Year 10 studying both IGCSE English Language A and English Literature.

Throughout Year 10, students' academic progress will be closely monitored. Based on their attainment, progress and individual learning needs, the school will determine the most appropriate qualification pathway for Year 11.

Where appropriate, selected students will transition to IGCSE English as a Second Language instead of continuing with English Language A and English Literature.

Arabic (IGCSE examined course)

- Arabic for Arab - Cambridge IGCSE 9-1 (7180).
- Arabic for Non - Arab (Cambridge IGCSE Arabic (0544).

All students will study the Ministry of Education Arabic (MOE) courses till Year 10 for Non Arab and till Year 13 for Arab. For those students who wish to also pursue an IGCSE examined course in Arabic, the school will help support students in doing so. These courses are designed to cater for native and non-native speakers and the decision upon which IGCSE course to take will be determined by the school and based on academic progress and Arabic fluency.
Kindly note if non-Arab students choose Arabic as (Foreign Language) they will have Arabic sessions in Y11.

Mathematics (IGCSE examined course)

- IGCSE mathematics (all pupils to sit the IGCSE maths)

All students will study the IGCSE mathematics course. However, those with an excellent ability in mathematics will be given an opportunity to pursue a further IGCSE qualification named Additional Mathematics.

Science (IGCSE examined course)

- Triple Science: Biology, Chemistry, Physics
- Science – Double award
- Science – Single award

Biology, Chemistry and Physics are studied by all students. The most able will be selected and offer to study them as three separate sciences named Triple Science. Other students may study Double or Single Award IGCSE courses. The decision upon which IGCSE course to take will be determined by the school and based on academic progress.

Students will only take the Single Award if he/she is not intending to progress to further scientific study.

Physical Education (non-assessed)

Core (non-assessed) PE will enable all pupils to participate in regular physical activity. There are many physical benefits of exercise which are widely advertised but research also shows that physical activity can boost self-esteem, mood, sleep quality and energy, as well as reducing and alleviating stress and tension.

Students will participate in a range of activities including invasion games, net games, individual activities and fitness-based activities.

There will be opportunities for students to show leadership skills in both coaching and officiating roles through the blocks of study.

Posana and Character Education (non-assessed)
This programme will allow students to discuss and learn about a wide variety of topics which affect them in the twenty first century. Lessons will include discussions about their own well being and responsibilities as well as developing the transferable skills of empathy, critical thinking, debate and respect for others. All lessons will link to the AGS values we all abide by.

University and Careers (non-assessed)
Throughout Year 10 and Year 11, AGS will strive to meet the Gatsby Benchmarks ensuring all students have access to high quality university and careers lessons and guidance from our inhouse university counsellor. This is a bespoke programme - unique to AGS – is tailored to help students prepare for future university applications, job applications and future careers. Students also develop a variety of key skills from leadership to public speaking through the activities in class which help to strengthen their applications and equip them for undergraduate studies.

COMPULSORY SUBJECTS

DETAILED SUBJECT INFORMATION

English Language A - (English as a First Language)

Course Code - 4EA

Introduction
English as a First Language is a rigorous and challenging course designed for native speakers of English and highly competent second-language learners. Pupils will develop advanced reading comprehension, learning how to analyse texts closely for the writer's purpose, techniques, and effect. Alongside this, they will refine their ability to write in a range of forms, such as news articles, speeches, descriptive and narrative writing, producing work to a professional standard. The course also encourages redrafting and editing, preparing pupils for academic writing at IGCSE and beyond.

Course and Assessment (Examination only)
Exam Board – Peason Edexcel

- Paper 1: Non-Fiction Reading and Transactional Writing.
  Pupils sit a written exam where they study two unseen non-fiction texts and answer comprehension, analysis and comparison questions (Part A). In the second section, they produce one piece of transactional writing, for example a speech, article, or formal letter (Part B).

- Paper 2: Poetry and Prose Anthology with Imaginative Writing.
  In this exam, pupils answer an essay question on a studied poem or prose text from the set anthology, focusing on how language, form and structure create meaning (Part A). They then complete a piece of imaginative writing (a description or a narrative) to showcase creativity, technical accuracy and flair (Part B).

Examination
- Paper 1 is assessed by a 2-hour examination and is worth 60% of the final mark.
- Paper 2 is assessed by a 1 hour 30-minute examination and is worth 40% of the final mark.

Entry Requirements
There are no entry requirements, but the course has been designed for pupils who are able to write English to near a native speaker standard.

Why English Language A?
Whilst the study of English is compulsory, Pearson Edexcel IGCSE English first language is important as it aims to develop successful readers, writers, listeners, speakers and thinkers. The emphasis is on language skills. It encourages pupils to use relevant vocabulary, precise grammar, spelling and punctuation and to demonstrate an awareness of purpose and audience.

English Language - (English as a Second Language)

Course Code – 4ES1

Introduction

This course is aimed at pupils who are not native speakers of English but who need to develop strong practical communication skills in reading, writing, listening, and speaking. It focuses on everyday English for academic and real-world contexts rather than literary analysis.

Course and Assessment

Exam Board – Peason Edexcel

This course develops learners' ability to use English effectively for practical, everyday communication and provides a strong foundation for further study or employment where English is the medium of instruction. Pupils will build confidence across the four key skills of reading, writing, listening and speaking, while also developing their awareness of how language works and how it can be used in different contexts.

Pearson Edexcel IGCSE English as a Second Language offers pupils the opportunity to improve their practical communication skills. Through the Reading and Writing paper, learners encounter a range of text types (such as articles, reports, and letters) and practise selecting relevant details, distinguishing between explicit and implied meaning, and writing for different audiences and purposes. The Listening paper develops the ability to understand the main ideas and details from a variety of spoken material, including interviews, announcements, and conversations. Pupils may also complete a Speaking Endorsement, in which they engage in short discussions, respond to questions, and present ideas clearly and accurately.

Pearson Edexcel IGCSE English as a Second Language enables learners to become confident, independent users of English and to apply their skills in a variety of real-world contexts.

Examination

All students must sit both Paper 1 (Reading & Writing) and Paper 2 (Listening). These two papers together make up the full IGCSE grade.

Paper 1: Reading and Writing (2 hours, 66%)

- This paper is split into two sections:
    - Section A – Reading: Comprehension questions on non-fiction texts (identify detail, infer meaning, compare ideas, and summary writing).
    - Section B – Writing: Short and extended writing tasks, such as letters, articles, reports, or es says, written for different audiences and purposes.

Paper 2: Listening (50 minutes, 34%)

- This paper is not divided into parts. Pupils listen to a series of spoken texts (announcements, conversations, interviews, talks) and answer questions in various formats (multiple choice, form-filling, note-taking, etc.).

Speaking Endorsement (Optional)

- Conducted separately, not split into sections - usually an interview-style task with short conversation, individual talk, and follow-up discussion. The optional Speaking Endorsement is separate and does not affect the overall grade (it is reported as a separate A–E grade).

English Literature

Course Code – 4ET1

Introduction

During the English Literature course, pupils will explore a wide range of texts from English literary history. They will advance their essay-writing skills to a high level and prepare for written examinations in which they respond to different literary texts. This course is not just about reading; it requires pupils to combine their knowledge of history, society, and human behaviour and apply it to a set of texts that aim to deepen their understanding of the world.

Course and Assessment

Exam Board – Pearson Edexcel

Pearson Edexcel IGCSE English Literature offers pupils the opportunity to read, interpret, evaluate and respond to a wide range of literary texts in English. The course covers drama, prose, and poetry, from Shakespeare through to modern literature, allowing pupils to develop both analytical and personal responses to texts. It enables learners to deepen their understanding of how writers use language, form, and structure to convey meaning and create impact. The course also encourages pupils to explore universal themes and issues through the study of literature, while also reading for enjoyment.

Studying set texts drawn from the three main forms of literature – prose, poetry and drama, pupils will be expected to:

- Gain detailed knowledge of the content of set texts.
- Understand the meanings of literary texts and the historical, cultural, and social contexts in which they were produced.
- Explore texts beyond surface meaning to develop deeper awareness of ideas, perspectives, and themes.
- Recognise and appreciate the ways in which writers use language, structure, and literary techniques to create meaning and effect.
- Communicate a well-informed, sensitive, and personal response to literary texts.

Examination (no coursework)

Paper 1: Poetry and Modern Prose (2 hours – 60%)

- Part A - Poetry: Pupils answer one essay question on a poem from the Pearson anthology. They may also be asked to compare it with another poem from the collection.
- Part B - Modern Prose: Pupils answer one essay question on a modern prose text they have studied (for example Of Mice and Men or To Kill a Mockingbird).

Paper 2: Modern Drama and Literary Heritage Texts (1 hour 30 minutes – 40%)

- Part A - Modern Drama: Pupils answer one essay question on a modern drama text studied in class (such as An Inspector Calls or A View from the Bridge).
- Part B - Literary Heritage: Pupils answer one essay question on a literary heritage text, usually a Shakespeare play.

Entry Requirements

There are no entry requirements, but the course has been designed for pupils who are able to study a novel and Shakespeare with confidence. Pupils must feel comfortable with closed text or 'no-book' examinations. The English Literature IGCSE is designed for pupils who are able to write English to a near native speaker standard.

Why English Literature?

Pupils following the Pearson Edexcel International GCSE English Literature course will develop a lifelong appreciation of reading and a deeper understanding of how writers create meaning across different times, cultures and genres.

Through the study of prose, drama, and poetry, pupils engage with a range of set texts written in English, including literary heritage works and modern texts. They will build their ability to analyse how writers use language, form, and structure to shape meaning, and they will be encouraged to develop and communicate independent, personal responses.

The course also enables pupils to reflect on the ways in which English literature contributes to our understanding of human experience and the world around us.

Mathematics

Introduction

Mathematics is one of the only subjects that is found naturally in our world, meaning that it is one of the first things we learn as humans. Therefore, such an emphasis is put on learning mathematics, as it has the power to open doors into so many other subjects. Mathematics enables us to master skills such as reasoning, problem solving and creativity in almost every lesson. These skills are important in everyday life in ways you might never recognise, yet without them you are unable to investigate the world around you.

Course and Assessment
Exam Board – Pearson Edexcel

Qualification – International GCSE Mathematics A (Modular

The Pearson Edexcel International GCSE Mathematics A (Modular) course is designed to develop pupils' mathematical knowledge, problem-solving skills and ability to apply mathematics confidently in a range of contexts.

The course is divided into two units, allowing pupils to complete their examinations at different stages of their IGCSE studies rather than sitting all examinations at the end of Year 11.
The qualification offers two tiers of entry:

- **Foundation Tier:** Grades 1–5.
- **Higher Tier:** Grades 4–9, with grade 3 available in certain circumstances.

The Mathematics Department will determine the most appropriate tier of entry for each pupil based on their attainment, progress and mathematical understanding throughout the course.

Pupils will develop knowledge and skills across four key areas:
- **Number:** Fractions, decimals, percentages, ratio and proportion, accuracy, indices, surds and numerical problem-solving.
- **Algebra:** Algebraic manipulation, equations, inequalities, sequences, graphs, functions and mathematical reasoning.
- **Geometry:** Angle properties, geometrical reasoning, trigonometry, perimeter, area, volume, transformations and vectors.
- **Statistics and Probability:** Representing and interpreting data, statistical measures, probability and applying mathematical skills to real-life situations.

Throughout the course, pupils will be encouraged to develop mathematical fluency, logical reasoning and the ability to solve unfamiliar, multi-step problems.

There is no coursework requirement for this qualification. Assessment is entirely examination-based

Examination Structure

The modular qualification consists of two externally assessed examinations, each contributing 50% of the final IGCSE grade.

Pupils will complete Unit 1 at the end of Year 10 and Unit 2 at the end of Year 11.

Examination – Foundation Tier

Unit 1 – Year 10
- Written examination lasting 2 hours.
- 100 marks available.
- Worth 50% of the overall qualification.
- Calculator permitted.

Unit 2 – Year 11
- Written examination lasting 2 hours.
- 100 marks available.
- Worth 50% of the overall qualification.
- Calculator permitted.

Examination – Higher Tier

Unit 1 – Year 10
- Written examination lasting 2 hours.
- 100 marks available.
- Worth 50% of the overall qualification.
- Calculator permitted.

Unit 2 – Year 11
- Written examination lasting 2 hours.
- 100 marks available.
- Worth 50% of the overall qualification.
- Calculator permitted.

A formula sheet is provided in each examination.

Benefits of the Modular Approach
The modular structure allows pupils to demonstrate their mathematical understanding at different stages of the course.
By completing Unit 1 in Year 10, pupils can focus on a defined section of the curriculum before progressing to Unit 2 in Year 11. This provides opportunities for targeted feedback, focused revision and continued improvement.
Results from both units are combined to determine the pupil's final International GCSE Mathematics grade.

Why Mathematics?

It provides a challenge, has clear instructions and typically you know when you are right. When you solve a problem, it offers you a feeling of excitement and satisfaction. It is important to have a strong foundation in mathematics to be successful in most other subject areas, including biology, chemistry, physics, ICT, economics, music and many other areas. Mathematics is about pattern and structure, and the maths behind these patterns can be used to explain and control natural phenomena around us.

Science

Science develops pupils' curiosity about the world and their ability to investigate, explain and evaluate scientific ideas. Our courses build scientific knowledge alongside practical, mathematical and problem-solving skills.

Most pupils will follow Science Double Award, studying Biology, Chemistry and Physics and gaining a qualification equivalent to two International GCSEs.

Triple Science is available by invitation only. It provides additional content in Biology, Chemistry and Physics and leads to three separate International GCSEs.

Both Double Award and Triple Science provide a foundation for further study in science, including A Level, subject to meeting entry requirements.

Qualification Aims and Objectives

Our science courses enable pupils to:

- Understand scientific ideas and apply them to unfamiliar situations.
- Use scientific terminology, models and practical techniques accurately.
- Plan investigations and work safely with laboratory equipment.
- Interpret results, identify patterns and evaluate evidence.
- Assess the reliability of information and justify conclusions.
- Communicate scientific explanations clearly.
- Apply mathematical skills to scientific problems.

Explore how science influences society, technology and the environment.

Science – Double Award (Modular)

Exam board: Pearson Edexcel
Qualification code: 4XSD1
Qualification outcome: Two International GCSE grades

Introduction

Double Award is the main science pathway for most pupils. Pupils study all three sciences throughout the course: Biology, Chemistry and Physics.

"Double Award" refers to the number of qualifications gained. Pupils continue to learn all three sciences.

The course develops an understanding of living systems, substances and reactions, and the physical principles that explain how the world works.

BIOLOGY	CHEMISRTY	PHYSICS
The nature and variety of living organisms	Principles of chemistry	Forces and motion
Structures and functions in living organisms	Inorganic chemistry	Electricity
Reproduction and inheritance	Physical chemistry	Energy resources and energy transfer
Ecology and the environment	Organic chemistry	Solids, liquids and gases
Use of biological resources		Waves
		Magnetism and electromagnetism
		Radioactivity and particles
		Astrophysics

Course and assessment

The qualification comprises six externally assessed units. The proposed schedule below divides the examinations between Year 10 and Year 11; final entry arrangements will be confirmed by the school.

Subject	Unit	Proposed assessment point	Duration	Marks	Contribution to Double Award
Biology	Unit 1	End of Year 10	1 hour 10 minutes	60	One sixth
Chemistry	Unit 3	End of Year 10	1 hour 10 minutes	60	One sixth
Physics	Unit 5	End of Year 10	1 hour 10 minutes	60	One sixth
Biology	Unit 2	End of Year 11	1 hour 10 minutes	60	One sixth
Chemistry	Unit 4	End of Year 11	1 hour 10 minutes	60	One sixth
Physics	Unit 6	End of Year 11	1 hour 10 minutes	60	One sixth

Under this schedule, pupils complete three external examinations at the end of Year 10 and three at the end of Year 11. The Year 10 examinations contribute towards the final qualification.

All six units are equally weighted. Biology, Chemistry and Physics therefore contribute equally overall.

Results across the six units are combined using Pearson's Uniform Mark Scale to produce the final Double Award grade pair. Pupils receive two linked science grades rather than separate grades for each subject.

Why Double Award?

Double Award offers a broad science education while allowing pupils to balance science with their other subjects. It develops the knowledge and skills needed for further scientific study and helps pupils make informed decisions about health, technology and environmental issues.

Double Award can support progression to A Level Biology, Chemistry and Physics, subject to meeting entry requirements.
Triple Science is not a requirement for studying science at A Level.

Triple Science – Biology, Chemistry and Physics (Modular)

Exam board: Pearson Edexcel
Entry: By invitation only
Qualification outcome: Three separate International GCSEs

Introduction

Triple Science consists of separate qualifications in Biology, Chemistry and Physics. Pupils study additional content and explore scientific concepts in greater depth than on the Double Award pathway

Pupils receive an individual grade for each science:

- International GCSE Biology.
- International GCSE Chemistry.
- International GCSE Physics.

Triple Science suits pupils with a strong interest in science who are ready for the additional content and demands of three separate qualifications.

Course and assessment

Subject	Qualification code
Biology	4XBI1
Chemistry	4XCH1
Physics	4XPH1

Each subject comprises two equally weighted written examinations. Across the three subjects, pupils take six examinations in total.

The proposed schedule below divides the examinations between Year 10 and Year 11; final entry arrangements will be confirmed by the school.

Under this schedule, pupils complete three external examinations at the end of Year 10 and three at the end of Year 11. The Year 10 examination in each subject contributes 50% towards that subject's final qualification.

Biology

Biology explores living organisms, how they function and how they interact with their environment.

Subject	Unit	Proposed assessment point	Duration	Marks	Contribution to Double Award
Biology	Unit 1	End of Year 10	1 hour 10 minutes	90	50%
Chemistry	Unit 1	End of Year 10	1 hour 10 minutes	90	50%
Physics	Unit 1	End of Year 10	1 hour 10 minutes	90	50%
Biology	Unit 2	End of Year 11	1 hour 10 minutes	90	50%
Chemistry	Unit 2	End of Year 11	1 hour 10 minutes	90	50%
Physics	Unit 2	End of Year 11	1 hour 10 minutes	90	50%

Unit 1 includes:

- The characteristics and variety of living organisms.
- Cells, biological molecules and movement of substances.
- Nutrition, respiration and gas exchange.

Unit 2 includes:

- Transport, excretion, coordination and response.
- Reproduction and inheritance.
- Ecology and environmental change.
- Food production, selective breeding, genetic modification and cloning.

Why Biology?

Biology helps pupils understand their own bodies and the living world. It develops an appreciation of issues such as disease, food security, biodiversity and the use of biotechnology.

Chemistry

Chemistry explores the composition, properties and reactions of substances.

Unit 1 includes:

- States of matter, elements, compounds and mixtures.
- Atomic structure and the Periodic Table.
- Chemical formulae, equations and calculations.
- Reactivity, metal extraction, acids and salts.
- Energetics, crude oil, alkanes and alkenes.

Unit 2 includes

- Bonding and electrolysis.
- Groups of the Periodic Table, atmospheric gases and chemical tests.
- Rates of reaction and equilibrium.
- Alcohols, carboxylic acids, esters and polymers.

Why Chemistry?

Chemistry helps pupils explain everyday reactions and understand how useful materials are developed. It provides insight into challenges involving medicines, energy, manufacturing and the sustainable use of resources.

Physics

Physics explores matter, energy, forces and the laws that govern the Universe.

Unit 1 includes:

- Forces and motion.
- Electricity.
- Energy resources and energy transfer.
- Density, pressure and changes of state.

Unit 2 includes

- Waves, light and sound.
- Gas molecules.
- Magnetism and electromagnetism.
- Radioactivity, fission and fusion.
- Astrophysics.

Why Physics?

Physics encourages pupils to explain observations using evidence, mathematical relationships and scientific models. It develops logical thinking and helps pupils understand technologies ranging from electrical devices to energy generation and space exploration.

Understanding modular assessment

For Double Award and Triple Science:

- The course content is divided into units, each assessed by a written examination.
- Unit examinations are available in June and November.
- The school determines when pupils are entered for each unit.
- Individual units can be resat, with entry arrangements discussed with the school.
- Unit results are combined to award the final qualification

Examinations include multiple-choice questions, short-answer questions, calculations and extended written responses. Calculators are permitted.

Practical investigations form an essential part of learning. Practical knowledge and investigative skills are assessed within the written examinations; there is no separately assessed practical coursework.

Science – Single Award (Linear)

Exam board: Pearson Edexcel
Qualification code: 4SS0
Qualification outcome: One International GCSE grade

Introduction

Single Award provides a reduced-content pathway covering Biology, Chemistry and Physics. It may be considered for individual pupils following discussion between the school and parents, where this would better support their progress and achievement.

The qualification maintains a comparable level of demand while covering less content than Double Award. It supports scientific understanding for everyday life, vocational study and employment. It is not intended as direct preparation for A Level sciences.

Course and assessment

Single Award remains a linear qualification. All three examinations must be taken in the same examination series at the end of the course.

Subject	Examination code	Duration	Marks	Contribution to Double Award
Biology	4SS0/1B	1 hour 10 minutes	60	One third
Chemistry	4SS0/1C	1 hour 10 minutes	60	One third
Physics	4SS0/1P	1 hour 10 minutes	60	One third

Results from all three papers are combined to produce one overall science grade. Practical skills are assessed through the written examinations, with no separately assessed practical coursework.


Arcadia Global School
ACADEMIC EXCELLENCE
2024

Arabic — Cambridge IGCSE (9–1)

Introduction

Cambridge IGCSE (9–1) Arabic develops pupils' practical communication skills in reading and writing. Pupils explore a variety of texts and social and cultural topics, using their learning to inform their own writing.

The course enables pupils to communicate facts, express opinions and write effectively for different purposes and audiences. It encourages them to become independent users of Arabic, with a broad vocabulary and accurate grammar and spelling.

Course and Assessment

Exam Board: Cambridge International Education
Syllabus code: 7180
Applicable examinations: 2026, 2027 and 2028

Content

Reading

Pupils develop their ability to:

- Understand ideas, opinions and attitudes in written texts.
- Interpret explicit and implied meanings.
- Identify and select relevant information.
- Summarise key points and organise information logically.
- Understand how writers use language to influence readers.
- Recognise linguistic devices and figurative language.

Writing

Pupils develop their ability to:

- Communicate facts, ideas and opinions clearly and effectively.
- Express thoughts, feelings and imagined experiences.
- Adapt their writing to suit different purposes, audiences and formats.
- Organise ideas into coherent paragraphs.
- Use varied vocabulary and grammatical structures.
- Demonstrate accuracy in spelling, punctuation and grammar.

Examination

All candidates take two compulsory written papers. Both are externally assessed, and the qualification is graded from 9 to 1

Component	Duration	Mark	Weighting	Assessment
Paper 1: Writing	1 hour 30 minutes	50	50%	Candidates answer two questions: one from a choice of two in Section A and one from a choice of three in Section B
Paper 2: Reading and Grammar	1 hour 30 minutes	50	50%	Candidates answer all questions across three sections assessing reading comprehension, grammar and writing skills.

Paper 1: Writing

- Section A requires an extended response in the form of a letter, speech or report, depending on the options provided.
- Section B offers a choice of descriptive, narrative or discursive writing tasks.

Paper 2: Reading and Grammar

- Section A: A non-fiction text with gaps completed using multiple-choice options, assessing grammar in context.
- Section B: A non-fiction text followed by short-answer comprehension questions and a summary of approximately 100 words.
- Section C: A fiction text followed by questions on grammar or rhetoric and four sentence-transformation tasks.

The overall assessment objectives are weighted approximately 55% for writing and 45% for reading.

Previous Study

Cambridge recommends that pupils starting this course have studied a broad curriculum, such as Cambridge Lower Secondary or an equivalent national educational framework.

Entry requirements:

Arabic a — Cambridge IGCSE (9–1) is for heritage pupils or non-heritage pupils who have been living in an Arabic speaking community for a long time. These pupils are able to carry out communication tasks that are age appropriate but may not be fully functional in their literacy skills in Arabic. There are no formal entry requirements, however, the Arabic Department will give guidance as to the suitability of this course.

Entry Requirements

There are no entry requirements, but the course has been designed for pupils who are able to write Arabic to near a native speaker standard. The Arabic Department will give guidance as to the suitability of this course.



Arabic – (Arabic as a Foreign Language)

Introduction

Cambridge IGCSE (Arabic as a Foreign Language) is a two-year course, offering pupils the opportunity to develop the language proficiency required to communicate effectively in Arabic, offer insights into the culture and society of countries and communities where Arabic is spoken.

The Cambridge IGCSE course aims to form a sound base of the skills, language and attitudes required for progression to work or future study, either in Arabic or another subject area.

Course and assessment

Examination board: Cambridge International Education
Syllabus code: 0544
Applicable examinations: 2025–2027

Content

The subject content is organised into five broad topic areas:

1. Everyday activities
2. Personal and social life
3. The world around us
4. The world of work
5. The international world

These topics provide contexts for developing vocabulary, grammar and practical communication skills. Pupils learn to understand written and spoken texts on familiar topics, identify main ideas, opinions and attitudes, and select relevant details. They also develop strategies for working out the meaning of unfamiliar words from context.

Through everyday conversations and writing tasks, pupils learn to communicate information, describe experiences and express opinions and feelings in Arabic.

Examination

All candidates take four compulsory papers, each contributing 25% of the final qualification. All papers assess Modern Standard Arabic. Grades range from A to G*.

Component	Duration	Mark	Weighting	Assessment
Paper 1: Listening	Approximately 50 minutes	40	25%	Candidates listen to recordings and answer multiple-choice and matching questions. Externally assessed
Paper 2: Reading	1 hour	45	25%	Candidates read texts and answer multiple-choice, matching and short-answer questions. Externally assessed
Paper 3: Speaking	Approximately 10 minutes	40	25%	Candidates complete one role play and conversations on two topics. Internally assessed and externally moderated.
Paper 4: Writing	1 hour	45	25%	Candidates complete a form-filling task, a directed writing task and an extended writing task. Externally assessed.

Writing Requirements

Paper 4 consists of:

- A form-filling task requiring single words or short phrases.
- A directed writing task of approximately 80–90 words on a familiar, everyday topic.
- An extended writing task of approximately 130–140 words, chosen from two options: an email/letter or an article/blog.

Previous Study

Cambridge recommends that pupils starting this course have previously studied an Arabic curriculum, such as Cambridge Lower Secondary or an equivalent national educational framework.

Entry requirements:

Arabic as a Foreign Language is for non-native/non-heritage pupils. The course places a greater emphasis on listening, speaking and reading skills, while pupils will also be required to write approximately two/three hundred Arabic characters from memory. There are no formal entry requirements, however, the Arabic Department will give guidance as to the suitability of this course.





OPTIONAL SUBJECTS
DETAILED SUBJECT INFORMATION

Pupils need to choose subject/s from the option blocks. We advise you to read the information contained in this booklet to help guide you in making the right choices. Pupils may also want to have a conversation with their subject teachers as to the suitability of them selecting their subject.

We have put together option blocks that offer student pathways for different university and career routes. Option blocks are required by a school to allow subjects to be timetabled efficiently and effectively. We understand that sometimes options blocks do not always offer students their first choice of subjects, however, many of our subjects offer similarities in skills and core knowledge that allows the students to study a related alternative. The options blocks can be found on the school website.

Accounting (Students must be achieving Grade 7 or above in Maths to gain entry to this course)

Introduction
Accounting is the language of business! It helps you understand how money works, manage finances, calculate profits, and make important decisions. Whether you dream of becoming an entrepreneur, accountant, business leader, or even running your own company, Accounting gives you valuable skills for the future. Choose Accounting today and take your first step towards becoming a smart financial decision-maker!

Course and Assessment
Exam Board – CAIE

Content
The aims are to enable students to:
- explore the purpose and role of accounting for businesses, non-trading organisations and individuals, as well as considering the impact on society as a whole
- build a confident working knowledge of key accounting terms, concepts, techniques and processes to understand the skills required to succeed in this industry
- develop numeracy and literacy skills, as well as building confidence in communication, presentation, interpretation, analysis and evaluation
- explore technological factors influencing the world of modern accounting to understand the practicalities of the field
- develop an understanding of sustainability and ethical considerations and how these impact accountants and business owners
- discover the impact and importance of accounting, inspiring an interest that could lead to further study or employment.

Examination
All candidates take two papers. Candidates will be eligible for grades 9 to 1.

All candidates take:		and
Paper 1	1 hour 30 minutes	Paper 2	1 hour 30 minutes
Multiple Choice	30%	Structured Written Paper	30%
40 marks		100 marks	
Candidates answer 40 multiple-choice questions		Candidates answer five compulsory questions	
Externally assessed		Externally assessed	

Entry Requirements
Students must be achieving a Grade 7 or above in Maths to gain entry to this course.

Why Accounting?
Cambridge IGCSE (9–1) Accounting introduces learners to the wide-ranging opportunities which come with having a firm grounding in the purpose and role of accounting. Studying this subject introduces learners to the foundations of recording transactions all the way through to completing financial statements and analysing the results to make the most positive decisions. These transferable skills are an ideal foundation for further study and for a future career within accounting or related professions.

Art & Design

Introduction
The Pearsons Edexcel Art & Design encourages learners to develop a personal response expressed through a wide range of media and processes. The syllabus enables candidates to explore practical and critical/contextual work, promoting both creative and intellectual growth. It is designed to nurture independent thought, refine technical competence and encourage an understanding of art, craft and design in historical and contemporary contexts.

Course and Assessment
Exam board – Pearsons Edexcel (4FA1) Art

Content
The course is structured around two components which together provide a balanced and rigorous assessment of artistic ability:
• Component 1: Coursework Portfolio (60%)
Candidates present a portfolio of work demonstrating knowledge, understanding and skills in Art & Design. This body of work is based on themes set by the center, enabling sustained engagement, exploration and refinement of ideas. Supporting studies must show evidence of research, investigation and developmental processes leading to resolved outcomes.

• Component 2: Externally Set Assignment (40%)
An externally set paper provides a broad-based thematic starting point. Candidates undertake a preparatory period to explore and develop a personal response through sustained investigation. The final realization of work is completed within an eight-hour supervised examination, demonstrating independence, focus and creativity.

The objectives of the Pearsons Edexcel Art & Design course are to enable candidates to:
- Cultivate creative and imaginative abilities, developing practical skills to communicate ideas, feelings and meanings effectively.
- Strengthen investigative, analytical, experimental and interpretive capabilities, whilst fostering critical and enquiring minds.
- Deepen aesthetic awareness and cultural understanding of art, craft and design across a variety of times, places and societies.
- Develop personal attributes such as independence, confidence, resilience, perseverance, self-discipline and commitment.

Skills Developed
Through the study of this course, candidates will:
- Record and analyse observations, experiences and ideas from a range of sources.
- Undertake purposeful research, gathering, selecting and organising visual, tactile and sensory materials alongside contextual references.
- Explore and experiment with media, processes and techniques, both traditional and contemporary.
- Critically evaluate images, objects and artefacts, making considered and independent judgements about their significance.
- Realise coherent and meaningful outcomes that articulate a personal creative journey.

Examination
Assessment is equally weighted across two compulsory components:
• Component 1 – Coursework Portfolio (50%)
A body of work based on a centre-devised theme, comprising supporting studies and one or more final outcomes.

• Component 2 – Externally Set Assignment (50%)
A broad theme is provided by Cambridge International. Candidates complete a preparatory period followed by an eight-hour supervised examination. Supporting studies are submitted alongside the final outcome.

Coursework
Component 1 – A personal Portfolio in Art and Design which is worth 50% of the final mark. Alongside the portfolio of work, pupils will also need to submit supporting evidence.

Entry Requirements
There are no formal entry requirements for this qualification. However, a genuine interest in visual culture, a willingness to explore and experiment, and an enthusiasm for developing personal ideas are strongly encouraged.

Why Art & Design?
Pearsons Edexcel Art Art & Design provides a stimulating framework for learners to explore personal creative interests while acquiring transferable skills that extend well beyond the subject itself. The course:

- Encourages the development of technical competence and aesthetic sensitivity.
- Provides opportunities to engage with two- and three-dimensional processes, embracing both traditional and digital media.
- Promotes independence and self-expression through the pursuit of individual themes and ideas.
- Equips learners with lifelong skills, including:
  - Confidence and enthusiasm fostered through technical and creative achievement.
  - The ability to approach and resolve problems in visual and tactile forms.
  - The capacity to develop ideas from initial exploration to fully resolved outcomes.

The Pearsons Edexcel course for Art & Design is both challenging and rewarding. It offers a rich foundation for further study at advanced levels and provides invaluable preparation for creative industries, as well as transferable skills beneficial across all fields of study.

Future Opportunities
Completing Pearsons Edexcel Art & Design can lead to further study at A Level and opens pathways into fields such as Fine Art, Architecture, Graphic Design, Fashion, and other creative industries.

Business Studies

Introduction
The IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Pupils not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at Cambridge International A Level and ideal preparation for the world of work.

Course and Assessment
Exam Board – CAIE

Content

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

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

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

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

Financial information and decisions: This finance and accounting section covers the need for and sources of business finance, cash-flow forecasting and working capital. Simple income statements are covered as well as statements of financial position and the analysis of accounts including why and how accounts are used.
External influences on business activity: This section focuses on different external influences on business activity and how these impact on a business. It includes government influences on economic, environmental and ethical issues and how they impact on the functional areas of businesses. In addition, the international economy including globalisation and its effects on businesses and governments, multinational businesses and exchange rates are important issues.

Examination

Paper 1 is assessed by a 1 hour 30 minutes examination which is worth 50% of the final mark. Pupils are tasked with answering four questions made up of short answers and structured data responses.

Paper 2 is assessed by a 1 hour 30 minutes case study examination which is worth 50% of the final mark. Pupils will be given four questions based upon the case study, which is provided as an insert in the paper.

Entry Requirements

There are no formal entry requirements for this course. A knowledge of current affairs and the ability to think critically would be a distinct advantage. Please refer to the additional booklet which outlines the entry requirements to this subject in accordance with the school policy.

Why Business studies?

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses.

Our pupils will be able to:

- Understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance.
- Appreciate the role of people in business success.

They will also gain lifelong skills, including:

- The ability to calculate and interpret business data.
- Communication skills needed to support arguments with reasons.
- The ability to analyse business situations and reach decisions or judgements.

The course gives a balance of knowledge and understanding to help develop the skills learners need for their next steps in education or employment.

BTEC Business

Introduction

BTECs enable a learner-centered approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education. BTEC addresses these needs by offering:

- A range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans.
- Internationally relevant content, which is closely aligned with employer and further education needs.
- Assessments and projects chosen to help learners progress.

Course and Assessment

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Business	120 GLH Equivalent in size to one International GCSE. Four units, of which three are mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%)	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of business would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 60 GLH will contribute double that of a 30 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, or PP to DD. Please see Section 9 Understanding the qualification grade for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

Pearson BTEC International Level 2 Award in Business

Mandatory units

There are 3 mandatory units, which are 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Course and Assessment

Pearson BTEC International Level 2 Award in Business				
Unit number	Unit Title	GLH	Type	How assessed
Mandatory units - learners complete and achieve all units				
1	Business Purposes	30	Mandatory	Set assignment
2	Business Organisations	30	Mandatory	Set assignment
3	Financial Forecasting for Business	30	Mandatory	Set assignment
Optional units - learners must complete 1 optional unit				
8	Training and empoyment in business	30	Optional	Internal

Eligibility for an award

In order to be awarded a qualification, a learner must complete all units AND achieve a Pass or above in all mandatory units unless otherwise specified.

To achieve any qualification grade, learners must:

- Complete and have an outcome (D, M, P or U) for all units within a valid combination
- Achieve the required units at Pass or above, abiding by the minimum requirements in the compensation table below
- Achieve the minimum number of points at a grade threshold.

Calculation of qualification grade

Award	
120 GLH	
Grade	**Points threshold**
U	0
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

Why BTEC Business?

The BTEC Level 2 Diploma in Business is an ideal starting point for students aspiring to enter the business world. This qualification provides foundational knowledge and practical skills in key areas such as marketing, finance, and customer service, equipping learners with the expertise needed to thrive in a business environment. Whether you aim to advance your education or embark on a professional career, the BTEC Level 2 Diploma in Business offers a comprehensive curriculum designed to enhance your understanding of business concepts and real-world applications

Design & Technology (DT)

Introduction

Design & Technology (DT) is a creative and practical subject where students learn how to design and make products that solve real problems. It combines creativity with technical knowledge, encouraging students to think critically, work independently, and innovate using a range of materials and digital tools. The course develops skills that are essential for future careers in engineering, design, architecture, robotics, and technology.

Course and Assessment

Exam board – Pearson Edexcel

Content

Students will study core technical principles, including materials and their properties, manufacturing processes, new and emerging technologies, sustainability, and environmental impact. They will also explore designing and making principles such as user-centred design, ergonomics, inclusive design, and the use of CAD/CAM technologies. Through practical application, students will design, prototype, and evaluate products using a combination of traditional workshop skills and modern digital tools.

Examination

Component 1: Written Exam (50%).
Covers core technical principles and specialist material category.
Mixture of multiple-choice, short answer, and extended design questions.

Coursework

Component 2: Non-Examined Assessment (NEA) (50%)
Students investigate a problem, develop ideas, create prototypes using CAD/CAM and workshop methods, and evaluate their final design.
The NEA portfolio shows the full design journey: research — design — make — evaluate.

Entry Requirements

There are no formal entry requirements for GCSE Design & Technology, and the subject is open to all students with an interest in designing and making. Students who are curious, creative, and willing to work with both practical workshop skills and written design portfolios will do well. A steady grasp of maths and science is helpful but the most important qualities are enthusiasm, and commitment to seeing projects through from idea to finished product.

Why Design & Technology?

Design & Technology is an exciting subject that develops creativity, problem-solving, and innovation – skills that are essential for the modern world. Students gain confidence using digital technologies such as CAD, 3D printing, and electronics, while also applying practical workshop skills to design and make products that are functional, sustainable, and innovative. The subject provides a strong foundation for future study and careers in fields such as engineering, architecture, product design, robotics, and technology. For students who enjoy hands-on learning, creative challenges, and turning ideas into reality, DT is a highly rewarding and engaging choice.

Drama

Introduction

Our approach in Cambridge IGCSE Drama encourages pupils to be:
Confident - developing practical skills to deliver dramatic performance for an audience.
Responsible - developing shared responsibility working with others and understanding the power of drama to engage, influence and persuade.
Reflective - engaging with performance processes and using them to inform future practice.
Innovative - creating original dramatic work and formulating imaginative responses to existing repertoire.
Engaged - developing their enjoyment of drama to support their practical, intellectual and artistic growth.

Course and Assessment

Exam Board - CAIE

Content

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

Skills will be developed through three assessable objectives, which together form the core of this IGCSE.
AO1 Knowledge and understanding of repertoire
Learners will demonstrate their knowledge and understanding of the process of moving from script to performance, and can justify artistic choices as actor, director or designer.

AO2 Devising original drama
Learners will demonstrate their ability to devise and evaluate their own original pieces of drama.

AO3 Performance skills
Learners will demonstrate their performance skills and their ability to communicate effectively with an audience.

Examination - written

Component 1 is assessed by a 2 hour 30 minutes examination which is worth 40% of the final mark. Pupils will be tasked with answering structured and extended written answers to questions that encompasses the whole content of the course, based on two pre-released texts and their own Devised Original Drama performance.

Coursework

Component 2 is assessed through practical assessment which is worth 60% of the final mark. Pupils are to submit three pieces of practical coursework; an individual performance based on an extract from a play, a group performance based on an extract from a play and a group performance based on an original devised piece.

Entry Requirements

There are no entry requirements for this IGCSE, however, an interest in the performing arts is essential. Pupils also need strong English communication skills (spoken and written).

Why Drama?

Cambridge IGCSE Drama provides opportunities for learners to develop practical skills in performance, both as an individual and within a group. Pupils will understand the artistic choices made by actors, directors and designers in presenting performances for an audience. They will also learn about theatrical styles and genres. Pupils will explore how to develop their own ideas in creating original drama.

Environmental Management

Introduction

Cambridge IGCSE Environmental Management develops a set of transferable skills including handling data, planning fieldwork, using the scientific method and applying knowledge and understanding of scientific facts and concepts to solve problems. The subject will focus on developing knowledge of a variety of environmental contexts and apply appropriate scientific knowledge and theories to those contexts. Students will learn about the significance of climate change, including the knowledge and skills required to address climate-related challenges at local, national and global levels. They will evaluate strategies to manage the impacts of environmental issues and develop a sense of awareness and consideration for the welfare of the environment and all organisms and how they might be protected.

Course and Assessment

Exam Board – CAIE - Environmental Management (0680)

Content

The syllabus is divided into seven topics that have been designed to develop an understanding of both the natural and human environment.

1. Natural resources
2. Land
3. Water
4. The atmosphere and human activities
5. Ecosystems, biodiversity and fieldwork
6. Natural hazards
7. Human population

This revised syllabus will help students to develop knowledge and skills such as:

- Understanding environmental issues (local, national, global) and how human activity impacts natural systems.
- Using and interpreting data and evidence (charts, graphs, maps) to analyse issues.
- Planning investigations / fieldwork, spotting limitations, suggesting improvements.
- Evaluating strategies for managing environmental issues and deciding between different options.

Examination

There are two externally assessed exam papers, and the weightage is 50% for each paper.
Paper 1: Principles of Environmental Management
1 hour 45 minutes- 80 marks
This paper consists of short-answer and structured questions with extended response questions based on source material. Externally assessed
Paper 2: Environmental Management in Context
1 hour 45 minutes- 80 marks
This paper consists of short-answer, data processing and analysis, and extended response questions based on source material

Entry Requirements

There are no entry requirements, and the course has been designed for learners who have knowledge about natural resources and interest in environmental issues.

Why Environmental Management?

Environmental Management is an IGCSE subject that helps us understand how people interact with the world around them and the challenges our planet faces, such as climate change, pollution, and the use of natural resources. It brings together ideas from science, geography, and economics to show how we can balance human needs with protecting the environment. By studying this subject, students will develop important skills like problem-solving, critical thinking, and research, while also learning how to make responsible choices for a sustainable future. It is a subject that connects directly to real life and prepares you for future studies and careers in many fields.

Food and Nutrition

Introduction

This course follows the AQA Food Preparation and Nutrition specification, designed to provide students with a balanced mix of theoretical knowledge and practical skills related to food. Throughout the course, learners will explore key topics such as nutrition, food science, food safety, and cooking techniques. They will develop the ability to plan, prepare, and cook a variety of dishes, while understanding the impact of diet on health and wellbeing. The course aims to equip students with the skills and knowledge needed for both everyday life and future careers in food, nutrition, and health-related industries.

Course and Assessment

AQA

Content

The AQA Food and Nutrition course is divided into three main areas of learning and assessment. First, students build knowledge and understanding of nutrition and food science—this covers nutrients, healthy eating, food safety, and where food comes from. Next, they learn to apply this knowledge by planning and making informed food choices, understanding how to prepare meals that meet different dietary needs, and practicing safe food handling. Finally, the course focuses on developing practical cooking skills, where students prepare, cook, and present a variety of dishes, learning to adapt recipes and evaluate their results. This structure ensures students not only understand the theory behind food and nutrition but also gain hands-on experience in the kitchen.

Examination

1. Written Exams (50% of the final grade)

- Paper 1: Food Preparation and Nutrition (50%)
    - Duration: 1 hour 45 minutes
    - Focus: Food preparation, nutrition, food science, and food safety
    - Format: Multiple-choice, short answer, and extended response questions
- Paper 2: Food Preparation and Nutrition (50%)
    - Duration: 1 hour 30 minutes
    - Focus: Food investigation and food preparation tasks (theory behind practical work)
    - Format: Short and extended answer questions

2. Non-Exam Assessments (NEAs) (50% of the final grade)

- NEA 1: Food Investigation Task (15%)
    - A scientific investigation related to food
    - Students plan and carry out an experiment, then write a detailed report explaining the results
- NEA 2: Food Preparation Task (35%)
    - A practical cooking task
    - Students plan, prepare, cook, and present a final menu of three dishes
    - Includes a written portfolio explaining their choices, skills, and nutrition

Entry Requirements

There are no formal requirements, however, students should have a genuine interest in food, nutrition, and practical cooking skills. Good literacy and numeracy skills are recommended.

Why Food and Nutrition?

This course gives students the opportunity to develop valuable practical cooking skills through hands-on lessons, while gaining a solid understanding of nutrition and food science. Learners will not only enjoy learning how to prepare nutritious meals for themselves but also how to support others in making healthy lifestyle choices. It's an excellent foundation for careers in nutrition, dietetics, culinary arts, food science, and public health. Additionally, the course promotes awareness of food safety and sustainability, helping students become informed, health-conscious individuals ready to make a positive impact.

French

Introduction

As well as being a working language, French is an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Learning French opens up career opportunities, enriches your travel experiences, unlocks educational resources, and lays the foundation for learning other Romance languages. French is also an analytical language that structures thoughts and develops critical thinking.

The French IGCSE Course is designed for students who have had experience in studying the language in order to enhance their future education or employment prospects and will help to foster listening, reading, conversational and written French skills.

Course and Assessment

Exam Board - Edexcel

Content

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables pupils to gain an insight into countries and communities where French is spoken. The five topic areas listed are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives pupils opportunities to develop and apply a wide range of foreign language skills.

Pupils will be expected to read and understand a variety of written and spoken texts on familiar topics. Pupils will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Examination

Paper 1 is assessed by a 45 minute examination which is worth 25% of the final mark. Pupils will listen to a number of recordings and answer multiple choice and matching questions.
Paper 2 is assessed by a 1 hour examination which is worth 25% of the final mark. Pupils will read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.

Paper 4 is assessed by a 1 hour examination which is worth 25% of the final mark. Pupils complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Coursework

Paper 3 is assessed by a 10 minutes speaking examination which is worth 25% of the final mark. Pupils complete one role play and conversations on two topics.

Entry Requirements

There are no entry requirements and the course has been designed for learners who have previously studied French at Key Stage 3 and show a passion for languages.

Why French?

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

Geography

Introduction

The Pearson Geography Modular IGCSE course is designed to give students a clear, structured, and engaging pathway to understanding the world around them. It is divided into manageable modules, allowing learners to focus on specific themes such as physical geography, human geography, and environmental issues. This flexible approach helps students build knowledge step by step, while also developing key skills like map reading, data analysis, and critical thinking. The course not only prepares students for examinations but also equips them with real-world insights into global challenges and sustainable solutions.

Course and Assessment

Pearson Edexcel International GCSE in Geography (Modular)

Content

Pearson Edexcel International GCSE in Geography (Modular) consists of two mandatory units.
Unit 1: Physical Geography

- River environments
- Coastal environments
- Hazardous environments (including fieldwork from one of these topics)

Unit 2: Human Geography

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

Examination

Unit 1: Physical Geography- Externally assessed
1 hour and 10 minute examination in two sections and resource booklet.
Learners will be asked to answer two out of three questions in Section A and one out of three questions in Section B.
Section A consists of multiple-choice, short answer, data-response and open-ended questions. Section B requires learners to use knowledge and understanding from research and fieldwork that they have carried out.
Learners must not take materials into the examination.
Number of raw marks allocated in the unit=70

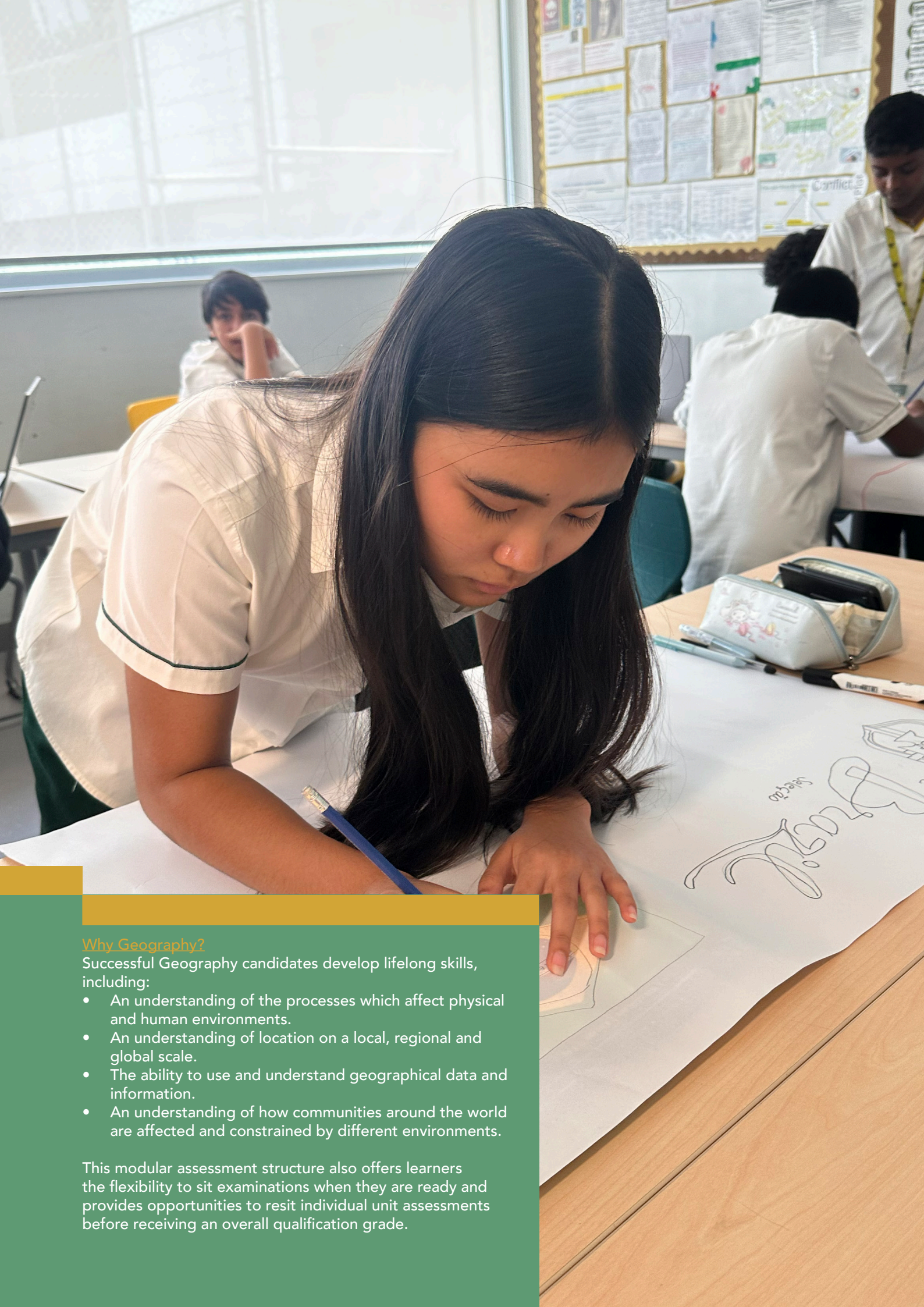
Unit 2: Human Geography- Externally assessed
1 hour and 45 minute examination in three sections and resource booklet.
Learners will be asked to answer two out of three questions in Section A, one out of three questions in Section B and one out of three questions in Section C.
Section A consists of multiple-choice, short answer, data-response and open-ended questions. Section B requires learners to use knowledge and understanding from research and fieldwork that they have carried out. Learners must not take materials into the examination.
Section C consists of multiple-choice, short answer, data-response and open-ended questions.
Number of raw marks allocated in the unit=105

Coursework

Learners are required to undertake a geographical investigation involving fieldwork and research for each unit.

Entry Requirements

There are no entry requirements and the course has been designed for learners who have previously studied geography Humanities lessons at Grade 7 and 8 are designed to prepare pupils for the skills needed at IGCSE.



Why Geography?

Successful Geography candidates develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments.
- An understanding of location on a local, regional and global scale.
- The ability to use and understand geographical data and information.
- An understanding of how communities around the world are affected and constrained by different environments.

This modular assessment structure also offers learners the flexibility to sit examinations when they are ready and provides opportunities to resit individual unit assessments before receiving an overall qualification grade.

Global Perspectives

Introduction

Cambridge IGCSE Global Perspectives gives learners the opportunity to think about significant global issues and to consider these from different perspectives. It develops a set of transferable skills in research, analysis, evaluation, communication, collaboration and reflection. It encourages learners to construct arguments, present views, work collaboratively, research, and reason and reflect on their place in a connected world. These transferable skills will support student learning across all of their studies.

Course and Assessment

Exam Board - CAIE

Content

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

Cambridge IGCSE Global Perspectives is interdisciplinary in nature. The syllabus gives learners the opportunity to develop the skills they need to face global challenges in a connected and information-rich world and to think about how best to live in a sustainable way. These challenges include how to cope with changes that will have an impact on their life chances and choices and how to gain a sense of their own active place in the world.

To support learners in facing these challenges, Cambridge IGCSE Global Perspectives develops a range of skills, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and on own learning
- communicating information and reasoning
- collaborating to achieve a common outcome.

These skills are transferable and useful for future study. Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics, they will explore issues of global significance. They will learn to direct their own study and develop independent thought.

Examination

All candidates take three components.

- Component 1 is an externally assessed Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper. Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global – and will be on a topic from the topic list. The duration of the examination is 1 hour 25 minutes, and it is worth 70 marks. This component has 35% weightage to the final grade.

Coursework

Consists of components 2 and 3.

- Component 2 is an internally set and externally marked individual report worth 60 marks and has a weightage of 30% to the final grade. Candidates research a significant global issue of their choice from the topic list. They research a range of different perspectives – local and/or national and global – on global issues and reflect on their own personal perspective. Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text.
- Component 3 is an internally marked and externally moderated team project worth 70 marks and has a weightage of 35% to the final grade. Pupils work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives. The Team Project has two elements:
    - Team Element (25 marks) where each team produces one explanation of research and planning and one evidence of action. The explanation of research and planning must be 300–400 words.
    - Personal Element (45 marks) where each candidate writes a reflective paper on their research, contribution to the team element and their personal learning. The Reflective Paper must be 750–1000 words.

Entry Requirements
There are no entry requirements for this IGCSE, however an interest in critical thinking and reasoning is encouraged.

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

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

History

Introduction
Pearson Edexcel International GCSE in History 4XHI1 (Modular) is a modular qualification. The modular assessment structure offers learners the flexibility to sit examinations when they are ready and provides opportunities to resit individual unit assessments before receiving an overall qualification grade. All units are available in the June and November exam series.
International GCSE (Modular) qualifications enable successful progression onto International A level and beyond.

Course and Assessment
Exam Board – Pearson Edexcel

Content
With no compulsory topics and no forbidden combinations, the topic choices are diverse and international, covering a broad geographical spread. The course aims to extend learners' knowledge and understanding by broadening and deepening skills; for example, learners develop the ability to:
- explain, analyse and make judgements about historical events and periods studied using second order historical concepts
- use a range of source material to comprehend, interpret and cross-reference sources
- analyse and evaluate historical interpretations in the context of historical events studied.

This course encourages learners to raise questions and explore history from a diversity of perspectives, including social, economic, cultural, and political. It balances a thorough knowledge and understanding of a subject and helps to develop the skills learners need for their next steps in education or employment.

Examination
The Pearson Edexcel International GCSE in History (Modular) comprises two mandatory units and are externally assessed.
- Paper 1 is based on unit 1 focusing on two selected depth studies and comprises a mixture of extended writing and essay-based questions. Learners answer two questions, one on each of the in-depth studies they have studied. The duration of the examination is 1 hour 30 minutes, and it is worth 60 marks. This component has 50% weightage to the final grade.
- Paper 2 is based on unit 2 focusing on investigation and breadth studies and comprises two sections with a mixture of extended writing and essay-based questions. Section A is based on a selected historical investigation and section B on a breadth study in change. Learners answer two questions, one question on their historical investigation and one question on their breadth study in change. The duration of the examination is 1 hour and 30 minutes, and it is worth 60 marks. This component has 50% weightage to the final grade.

Entry Requirements

There are no formal entry requirements; however, the highest grades in History are obtained by those pupils with strong literacy skills. Humanities lessons at Key Stage 3 are designed to prepare pupils for the skills needed at IGCSE. Assessment of this qualification will be available in English only. Pearson Edexcel recommends that learners have the ability to read and write in English at Level B2 of the Common European Framework of Reference for Languages.

Why History?

History is a highly valued qualification by universities and employers. The assessment for this course does not focus on the depth of a pupil's knowledge of the events covered, but on the deployment of that knowledge in formulating coherent arguments. It develops critical thinking and problem-solving skills through evidence-based arguments. Understanding the cause and effect and appreciating complexities provides essential context for innovation and application. The skills gained in digesting information and forming a coherent analysis of a particular situation are widely applicable across many industries and encourage a more robust and appreciative scientific mindset.

ICT – Information and Communication Technology

Introduction

ICT within the global market has significant importance not only to commerce, business, and industry in the present but also in the future with emerging technologies. Therefore, such an emphasis is put on learning ICT, with lots of career opportunities this presents and its coherent link with other core subjects. Key skills developed in ICT including analytical skills which enables us to master skills such as reasoning, problem solving and creativity in almost every lesson. These key skills are vital in everyday life in providing newer, better, and quicker ways for people to interact, network, seek help, gain access to information, and learn. Besides its presence everywhere, Information and Communication Technology has an immense economic significance.

These skills are transferable and useful for future study. Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics, they will explore issues of global significance. They will learn to direct their own study and develop independent thought.

Course and Assessment

Exam Board - Cambridge

Content

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Networks and the effects of using them
5. The effects of using IT
6. ICT applications
7. The systems life cycle
8. Safety and security
9. Audience
10. Communication
11. File management
12. Images
13. Layout
14. Styles
15. Proofing
16. Graphs and charts
17. Document production
18. Databases
19. Presentations
20. Spreadsheets
21. Website authoring

The ICT Cambrdige IGCSE is a course that is examined through three papers.

ICT Cambridge IGCSE Examination

Assessment Overview

All candidtaes take three components. Candidates will be eligible for grades 9 to 1.

All candidates take:

Paper 1 1 hour 30 minutes

Theory 40%
80 marks
Questions will be based on sections 1-21 of the subject content
All questions are compulsory
Externally assessed

and

Paper 2 2 hours 15 minutes

Document Production, Databases and Presentations 30%
70 marks
This test assesses 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
All tasks are compulsory
Externally assessed

and

Component 3 2 hours 15 minutes

Spreadsheets and Website Authoring 30%
70 marks
This test assesses 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
All tasks are compulsory
Externally assessed

Entry Requirements

There are no formal entry requirements for this IGSCE however, pupils beginning this course are expected to have shown an aptitude for ICT during their lessons previously.

Why ICT?

Cambridge IGCSE (9–1) Information and Communication Technology provides learners with the ability to use a broad range of ICT skills and encourages knowledge and understanding of the development of ICT systems, networks and their safe use. This course provides learners with the ability to understand the rapid change of ICT in a technology-based world and the impact ICT has on the world. Learners in a modern ICT based world need to have the ability to gather, process and manipulate data; this course helps learners to fulfil this. Our approach in Cambridge IGCSE (9–1) Information and Communication Technology encourages learners to be: confident, in applying knowledge and understanding of ICT technologies and using skills to solve ICT problems, both as individuals and working with others responsible, for themselves, responsive to and respectful of others with particular consideration to physical safety and eSafety reflective, in their ability to learn and develop ICT skills innovative, in the way that they use ICT-based solutions to solve problems and identify alternative solutions to solve problems engaged, socially, in the work that they undertake and to interrogate unfamiliar situations to provide ICT-based solutions.

Music

Content

Through the Pearson Edexcel GCSE Music course, pupils will develop their practical and creative skills in listening, performing, and composing. The course encourages creativity, self-discipline, emotional expression, and aesthetic awareness, helping students to grow as confident, reflective, and imaginative musicians.

Pupils will study music through four distinct Areas of Study, each exploring different musical styles, traditions, and techniques. These areas encompass a diverse range of genres, including the Western Classical tradition, popular music, musical theatre, and world music. Each style is explored within its historical and cultural context, encouraging pupils to listen with sensitivity, perception, and critical insight.

This balanced and engaging approach enhances pupils' appreciation and enjoyment of music, providing an excellent foundation for future study and promoting a lifelong love of music.

Course and Assessment

Exam Board – Pearson Edexcel

Examination

Component 1: Performing is worth 30% of the final mark. Pupils will present two musical performances: one solo performance and one ensemble performance. The total performance time must be at least four minutes. Performances are recorded and submitted to the exam board for external assessment.

Component 2: Composing is worth 30% of the final mark. Pupils will create two compositions: one composition in response to a brief set by the exam board, and one free composition to a brief set by the learner themselves. The total duration of the two compositions must be at least three minutes. Compositions are marked internally and moderated by the exam board.

Component 3: Appraising is assessed by a 1 hour 45 minute listening examination which is worth 40% of the final mark. Pupils will give short and extended written answers based on both familiar set works studied throughout the course and unfamiliar pieces related to the Areas of Study.

Entry Requirements

Pupils should be performing confidently on a musical instrument (including voice) and should have achieved a Grade 6 result in their KS3 music assessments. They should be able to read and interpret Western musical notation with accuracy and fluency and should be receiving regular instrumental or vocal lessons to support their continued development.

This course is not suitable for beginner musicians, as a solid foundation of technical skill and musical understanding is essential for success.

Why Music?

Studying Music at GCSE enables pupils to develop their practical musical skills and knowledge through the core activities of listening, performing, and composing. The course provides opportunities to explore and engage with a wide variety of musical styles and genres, spanning both Western and non-Western traditions, and music from different historical periods.

GCSE Music is an exciting and rewarding course for students who are passionate about performing, creating, and understanding music. It helps pupils become confident performers, imaginative composers, and reflective listeners.

Throughout the course, students will develop a range of valuable transferable skills, including creativity, self-expression, discipline, communication, and critical thinking — qualities that are highly regarded in further education and a wide variety of future pathways.


AGS

Physical Education (PE)

Introduction

The GCSE in Physical Education provides pupils with a deep understanding of how the human body works during exercise, how to improve sporting performance, and how sport contributes to health and well-being. It combines academic study with practical performance, enabling pupils to apply theoretical knowledge to their own sporting experiences.

The course is ideal for pupils who enjoy being active and are interested in exploring the science behind physical performance, as well as the social, cultural, and psychological influences on participation in sport.

Course and Assessment

Exam Board – Pearson Edexcel

Content

Pupils will study the key areas of physical education, developing a detailed understanding of how the body and mind respond to exercise and sport. The content is divided into four main areas:

- Applied Anatomy and Physiology
- Movement Analysis and Physical Training
- Health, Fitness and Well-being
- Sports Psychology and Socio-cultural Influences

In addition to the theoretical elements, pupils will take part in a range of physical activities, developing and refining their practical skills and performances in individual and team sports.

Examination

Paper 1: Fitness and Body Systems

- Written examination – 1 hour 45 minutes
- Worth 36% of the total qualification
- Topics include anatomy and physiology, movement analysis, physical training, and the use of data.

Paper 2: Health and Performance

- Written examination – 1 hour 15 minutes
- Worth 24% of the total qualification
- Topics include health, fitness, well-being, sports psychology, and socio-cultural influences.

Coursework

Component 3: Practical Performance
Worth 30% of the total qualification.
Pupils are assessed in three different physical activities: one team sport, one individual sport, and one of either.

Component 4: Personal Exercise Programme (PEP)
Worth 10% of the total qualification.
Pupils plan, perform, and evaluate a personal training programme that applies principles of fitness and training.

Entry Requirements

Pupils should have a strong interest in sport and physical activity and should regularly participate in at least one sport both in and outside of school. They should also be confident in both written and practical work and have a good understanding of human biology and movement.

This course is best suited to those who are Grade 6 by year 9 and motivated to combine theoretical learning with active participation.

Why PE?

GCSE Physical Education provides pupils with an excellent balance of scientific knowledge, analytical thinking, and practical skill. It develops an understanding of how the body works, how to improve performance, and how sport impacts individuals and society.

The course builds the foundation for further study in PE, sport science, and health-related qualifications, and nurtures the confidence, discipline, and teamwork skills valuable in all future careers.

Sport BTEC Level 2

Introduction

The Pearson BTEC International Level 2 in Sport is a practical and vocational qualification that allows pupils to explore the world of sport, fitness, and physical activity. It provides an engaging, hands-on approach to learning, ideal for pupils who enjoy sport and wish to understand how it connects to anatomy, physiology, performance, and leadership.

Through both practical and theoretical study, pupils will develop essential knowledge and skills in areas such as fitness testing, training programmes, anatomy and physiology, and the organisation and delivery of sporting activities. The course prepares pupils for further study at Level 3, A Level PE, or employment in the sports and leisure industry.

Course and Assessment

Exam Board – Pearson (BTEC International Level 2)

Content

The BTEC International Level 2 in Sport offers a broad introduction to the sports sector. Pupils will study a range of units that combine scientific understanding with real-world applications.
Core units include:

- Fitness for Sport and Exercise
- Practical Sports Performance

Optional specialist units include:

- Anatomy and Physiology for Sport
- Leading Sports Activities
- Training for Personal Fitness
- The Sports Performer in Action
- The Mind and Sports Performance
- Injury and the Sports Performer
- Planning and Running a Sports Event

Pupils will gain experience in teamwork, leadership, and communication while learning about the physical and psychological demands of sport.

Examination

There is no single final examination for this course. Assessment is continuous and based on real-life tasks and projects that demonstrate knowledge and understanding.
Some core units may include externally assessed online tests set by Pearson, while most units are internally assessed through assignments, written reports, practical demonstrations, and presentations.

Coursework

All coursework is assessed internally by teachers and verified externally by Pearson. Pupils are graded for each unit as Pass, Merit, or Distinction, which contribute to the overall qualification grade.
Assignments may include leading a sports session, analysing performance, designing a training plan, or preparing a written report on fitness principles.

Entry Requirements

Pupils should have a genuine interest in sport and physical activity, and be willing to take part in both practical and classroom-based learning. A good level of fitness, teamwork, and self-motivation is expected. This course is particularly suitable for pupils who prefer continuous assessment rather than a course based purely on examinations.

Why Sport BTEC?

Studying BTEC Sport provides pupils with a balanced combination of theoretical understanding and practical experience. It helps them develop personal qualities such as communication, leadership, and organisation, all of which are essential in both sporting and professional contexts.
The qualification offers a clear progression route to further education in sport and exercise science, fitness instruction, coaching, and related fields, while promoting lifelong participation in physical activity.

BTEC Travel and Tourism

Introduction

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

BTEC addresses these needs by offering:

- A range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- Internationally relevant content, which is closely aligned with employer and further education needs
- Assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Award in Travel and Tourism	120 GLH Equivalent in size to one International GCSE. Four units, of which three are mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%)	This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of business would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units are assessed using Pearson Set Assignments.

Examination

Pearson BTEC International Level 2 Certificate in Travel and Tourism

Mandatory units

There are 4 mandatory units, which includes 2 internal units and 2 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete 120 GLH of optional units.

Pearson BTEC International Level 2 Certificate in Travel and Tourism				
Unit number	Unit Title	GLH	Type	How assessed
Mandatory units - learners complete and achieve all units				
1	The Travel and Tourism Industry	30	Mandatory	Internal
2	Customer Service in Travel and Tourism Organisations	30	Mandatory	Internal
5	Travel Planning	30	Mandatory	Set assignment
8	Your country as a tourist destination	30	Optional	Internal

Calculation of the qualification grade

These qualifications are a Level 2 qualifications and the certification may show a grade ranging from Level 2 Pass to Level 2 Distinction*. Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction. Learners whose level of achievement is below a Level 2 Pass will receive an unclassified (U) for that unit. Award of Distinction* (D*) D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a Level 2 qualification, learners must:

· Complete and report an outcome for all units within the permitted combination

· Achieve the minimum number of points at a grade threshold

Calculation of qualification grade

Award	
120 GLH	
Grade	**Points threshold**
U	0
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

Why Choose BTEC Travel & Tourism?

- Vocational Relevance: Because it is designed around real-world tasks, students see direct relevance between classroom learning and career pathways in travel & tourism.
- Skill Development: Students build practical skills (research, planning, evaluation, customer focus) useful in many fields, not just tourism.
- Progression Pathways: Level 2 BTEC can lead into Level 3 courses, vocational qualifications, or employment in travel & tourism roles.
- Flexibility & Engagement: The project-based nature and variety of tasks (reports, projects, presentations) can be more engaging than entirely exam-heavy courses.

Useful Contacts

Having read this booklet we hope that you have a better insight into choosing your options. If, however, there are further questions you still feel you need answering, please contact us.

If you have further queries regarding the process, then please contact your child's Tutor in the first instance.

Role	Name	Contact Details
Principal	Andrew Wilson	Andrew.Wilson@arcadiaglobal.sch.ae
Vice Principal	Luke Wiedeman	luke.wiedeman@arcadiaglobal.sch.ae
KS3 Lead	Swati Worlikar	Swati.Worlikar@arcadiaglobal.sch.ae
Inclusion Lead	Lachlan Sigut	Lachlan.Sigut@arcadiaglobal.sch.ae
Head of Year 8 and 9	Ben Thin	Ben.Thin@arcadiaglobal.sch.ae
Career Counsellor	Adhiraj Gill	Adhiraj.Gill@arcadiaglobal.sch.ae

Frequently Asked Questions

This space is for you to note down any questions that you would like to ask the potential subject before selecting it as on option.

Question	Answer
Does the IGCSE/BTEC lead onto the A Level/BTEC?	Yes, the IGCSE is a curriculum pathway that leads into both A Level and BTEC.
Which are the best subjects to choose?	The best subjects are those that your child is enjoying, passionate about and achieving well in. A balance of written exams and coursework is advisable for workload management.
Am I at a disadvantage taking fewer GCSE/IGCSE/ BTECs?	No, it is better to do fewer IGCSEs and score higher grades, than more and score lower grades. IGCSEs are the gateway examinations to allow pupils to continue their higher education pathway to A Levels/BTEC
Who marks the exams and when will I be informed of results?	All IGCSEs are marked externally and the school has no influence on those grades. This is to maintain the integrity of the examination. All IGCSE results are released in August.
What textbooks should I buy?	The subject teacher will give a list of textbooks/resources/revision guides that are useful for their learning. Speak to the teacher before purchasing any books to make sure they are suitable.
Are IGCSEs recognised by American universities?	Yes! IGCSEs and A Levels are recognised by universities all over the world, including the USA.
Do universities look at GCSE/IGCSE/BTEC results?	A Level/BTEC predicted grades are the most important evidence for universities admissions. However, most universities will consider prior IGCSE/BTEC results as further evidence of academic ability.



مدرسة اركاديا جلوبال

ARCADIA GLOBAL SCHOOL