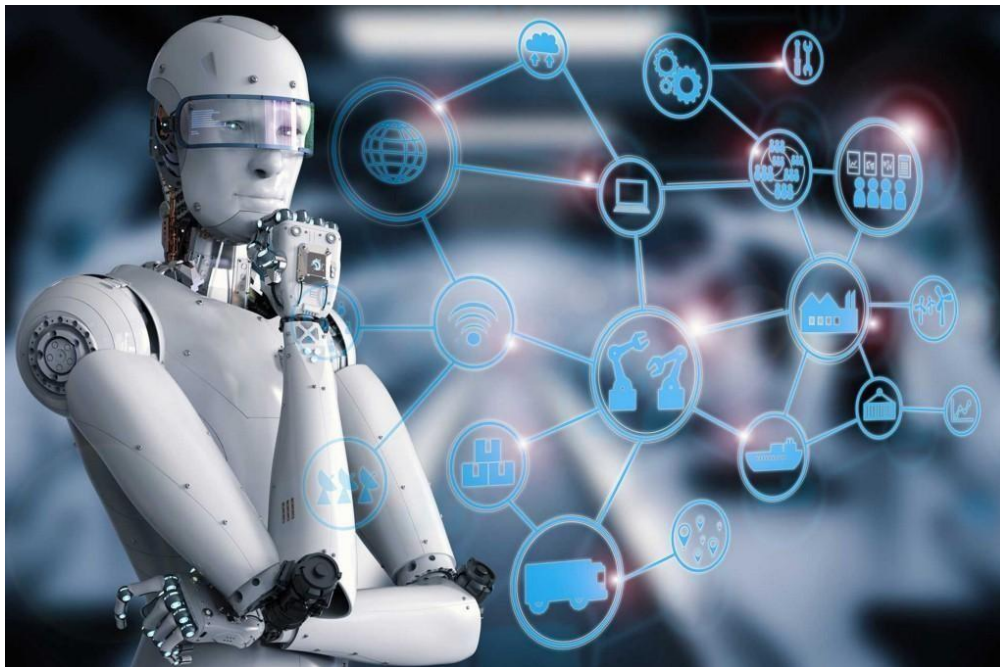


Key Stage 4 Options Booklet



Academic Years 2025 — 2027

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Introduction to Key stage 4

Our intention is to make sure that every student has access to the full range of subjects we can offer, and that all students have flexibility in their learning pathway from Year 10 to Year 13. All students must be supported and encouraged in their learning, as well as given the opportunity to achieve to the very best of their potential.

We offer a mixture of BTEC and (I)GCSE courses which allow students to work in the way best suited to their ability and learning style. All students follow the same structure. We are proud to offer a wide range of IGCSE subjects accredited by Cambridge International Exams (CAIE), AQA and Edexcel examination boards. All the qualifications we offer are recognised by schools, colleges and universities in the UAE and internationally thus enabling all of our students to gain access to the best academic institutions in the world. As an international school, we understand the need to provide the highest possible level of education which, most importantly, allows world-wide opportunities for our successful pupils.

CAIE is part of Cambridge Assessment, Europe's largest assessment agency and a department of the University of Cambridge. Edexcel is the UK's largest awarding body offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning in the UK and internationally. AQA is the most popular British examination board and Oxford AQA has recently become an international education awarding body. Details regarding each subject delivered at Key Stage 4 are contained online:

www.aqa.org.uk

www.cie.org.uk

www.edexcel.com

BTEC First Qualifications

We are also very excited about our new vocational range of BTEC First courses at TSPS this year for students wanting to take a 100% coursework route to achieving their IGCSE equivalent qualification. BTEC First courses offer a practical approach to mastering the subject and are internally assessed, moderated by Pearson, the Edexcel examination board. In our option blocks this year, students can combine BTEC First courses with our range of IGCSE subjects to enjoy a broader balance of curriculum of project based learning and external assessments. BTEC qualifications have been established in schools across Dubai for over a decade. For further information about BTEC First courses, please visit the Pearson website: <https://qualifications.pearson.com/en/qualifications/btec-firsts.html>

There are, of course, some subjects which are compulsory:

- ❑ All students must study English (Language and Literature), Mathematics, two Sciences (Physics, Chemistry, Biology), Moral Education, Social Studies and Core Physical Education.
- ❑ All students must study MOE Arabic, Arabic A (Arabs) and Arabic B (non-Arabs).
- ❑ All Muslim students must study Islamic Studies.
- ❑ All non-Muslim students will study PSHE (Personal, Social and Health Education) along with these compulsory subjects.
- ❑ Students must choose one subject from each of the Options Block 1 – 4.
- ❑ Students must select a different second choice subject from each group in case the first is not available (class sizes are capped at 30).

GL Progress Tests (PT) are a mandatory assessment by KHDA conducted annually in April. These assessments measure the progress your child makes in Maths (PTM), English (PTE) and Science (PTS) over the academic year. The assessments examine the development of key skills in these core subject areas. The results of these assessments are reported as grades or stanine. See table:

Description	GL Target Stanine
Very High	9
Above Average	8
	7
Average	6
	5
	4
Below Average	3
	2
Very Low	1

Students must choose subjects very carefully. Courses run for two years and complete at the end of Year 11. We do not support early exam entry in Year 10. After the start of Year 10 there is a one-month window where we will consider students changing courses where they feel that they have made an error in their choices. After the month is over, we will not allow students to swap or change their subject choices due to the content they would have missed during that time.

It is imperative that your child is fully aware of the expectations we will have from them once they commence Key Stage 4. To maximise their full potential, all students must have at least 94% attendance and make the expected progress to guarantee the opportunity to sit their final examinations in June 2025.

GCSE Statistics

Examination Board: Edexcel

Syllabus Code: 1ST0

Qualification aims and objectives:

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae and building on prior knowledge.

Assessment:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics consists of two externally-examined papers.

Paper 1 & 2 – each paper will be:

- Written examination: 1 hour and 30 minutes
- 50% of the qualification
- 80 marks

Content overview

1. The collection of data 2. Processing, representing and analysing data 3. Probability

Content summary

all students (both tiers) will develop confidence and competence with the content identified by the standard type • all students will be assessed on the content identified by the standard type and the underlined type, and this content will be in both foundation tier and higher tier papers. The more highly-attaining students will develop confidence and competence with all this content • only the more highly-attaining students (Higher tier only) will be assessed on the content identified by bold type; the highest-attaining students will develop confidence and competence with this content • the distinction between standard, underlined and bold type applies to the content statements only, and not to assessment objectives or to the mathematical formulae in Appendix 1 • all students will develop an appreciation that different approaches, including the use of technology, may be appropriate at each stage of the statistical enquiry cycle, and that statistical conclusions are developed through an iterative process of retesting and refinement • all students have the opportunity to apply statistical techniques within the framework of the statistical enquiry cycle using real data from authentic contexts. [Link: <https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>]

IGCSE ACCOUNTING

Examination Board: CAIE (Cambridge)

Syllabus Code: 0452

IGCSE Accounting is accepted by universities and employers as proof of an understanding of the theory and concepts of accounting, and the ways in which accounting is used in a variety of modern economic and business contexts. Candidates focus on the skills of recording, reporting, presenting and interpreting financial information; these form an ideal foundation for further study, and for a future career within the profession.

Assessment:

All candidates will be doing two papers which are externally assessed.

Paper 1 is multiple-choice questions — 1-hour 15minutes (30%).

Paper 2 is structured written paper – 1 hour 45 minutes (70%).

Content summary

1. The fundamentals of accounting

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

2. Sources and recording of data

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

3. Verification of accounting records

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

4. Accounting procedures

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

5. Preparation of financial statements

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

6. Analysis and interpretation

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

7. Accounting principles and policies

The main accounting principles are introduced together with how they are applied in accounting records and statements.

IGCSE ARABIC

Introduction

Following the rules and regulations of the Ministry of Education, Arabic is a compulsory subject for all Arab students in Year 1 to 12, in the United Arab Emirates. Students are required to follow a Ministry program and at the end of each year the final grades are sent to the KHDA. Arab Students have an opportunity to sit an IGCSE exam in Arabic as first language. Non-Arabs may opt for IGCSE exam as second language

Course Content

Arabic language for non – Arabs follow the program set by the exam board. Arabic language for Arabs uses the book: ‘Arabic Language’ – from the Ministry of Education

IGCSE Arabic requires students to

- Communicate accurately, appropriately and effectively in writing.
- Understand and respond appropriately to what they read.
- Enjoy and appreciate the beauty of Arabic.
- Complement other areas of study, by developing the skills of a more general application (example: analysis, synthesis and drawing of inferences).
- Promote the student’s personal development and an understanding of themselves and other people.
- Ensure the eligibility criteria for admission to university and approval of certificate on completion of course.

IGCSE Arabic A

Examination Board: Cambridge International

Syllabus Codes: Arabic as a First Language: (0508)

Assessment information

Paper 1 assesses 60% of the total Arabic First Language ~~Qualification~~ through reading, summary and grammar.

There will be **three** parts in the paper.

Reading

Students are advised to allocate approximately 1 hour and 15 minutes to Part One.

- There will be short- and long-answer questions related to two text extracts.
- Students will answer all questions in this section.
- Total of 49 marks for this section.
- Questions will test the following assessment objective:

A01

- Read and understand a range of texts, selecting and interpreting information, ideas, and opinions.
- Understand how the writer uses techniques to create effect.
- Compare and contrast information.

Summary

Students are advised to allocate approximately 30 minutes to Part Two.

- There will be a 6-mark summary question.
- Students will answer the one question in this section.
- Total of 6 marks for this section.
- Questions will test the following assessment objective:

A01

- Summarise information.

Grammar

- Students are advised to allocate approximately 30 minutes to Part Three.
- There will be two 10-mark questions, each assessing different grammar skills.
- Students will answer all questions in this section.
- Total of 20 marks for this section.
- Questions will test the following assessment objectives.

A03

- Show an understanding of grammatical terminology and structures.
- Demonstrate an ability to manipulate language.
- Demonstrate an ability to analyse linguistic features.

Paper 2: Writing

- Students are required to convey their understanding of Arabic through two pieces of continuous writing.
- Students are advised to write approximately 300 words for each title.
- The number of words is approximate, and students will not be penalised for writing more or fewer words than recommended in the word count.
- All work produced by the student will be marked.

Students must be able to demonstrate the following skills:

- Ø Communicate meaning effectively in written language in a variety of forms, genres and styles.
- Ø Focus writing on a particular purpose and audience.
- Ø Write imaginatively using a variety of techniques.
- Ø Use a wide range of suitable vocabulary.
- Ø Use accurate spelling.
- Ø Employ a variety of sentence structures for effect.

- Ø Structure their work effectively.
- Ø Use complex structures.
- Ø Use the rules of grammar to create effect, variety and interest.

- Students must choose two titles from a choice of three.
 - The three titles will include the following purposes: to argue, to narrate, to describe, to persuade, to inform, to explain.
 - The forms of writing could include a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet.
- All tasks in this paper are linked to the topic areas.**

Paper 2: Assesses 40% of the total Arabic (First Language)

Qualification through two writing tasks.

- Students are advised to allocate approximately 45 minutes to each writing question.
- Students will answer two 25-mark questions out of a choice of three questions in this section.
- Total of 50 marks for this section.
- Questions will test the following assessment objectives.

AO2

- Communicate in writing effectively and imaginatively, in different forms for audiences and purposes.
- Organise writing into clear and coherent sentences and whole texts.
- Use accurate spelling.

Relationship of assessment objectives to papers:

Paper	Assessment Objectives			
	AO1	AO2	AO3	Total for paper
<u>Paper 1:</u> Reading, Summary and Grammar	44%	0%	16%	60%
<u>Paper 2:</u> writing	0%	40%	0%	40%
Total for International GCSE	44%	40%	16%	100%

IGCSE Arabic B

Examination Board: Cambridge International
Syllabus Codes:
Arabic as a Second Language: CIE-0544

All candidates take the following three components:

Paper 2 Reading 1 hour

Candidates read a number of texts and answer questions testing comprehension.

45 marks

Externally assessed

Paper 3 Speaking* approximately 15 minutes

Candidates complete two role plays, a topic presentation/conversation, and a general conversation.

100 marks

Internally assessed/externally moderated

Paper 4 Writing 1 hour

Candidates respond in the target language to three tasks.

50 marks

Externally assessed.

Assessment information: (2021)

Paper 1 – Listening

Approximately 45 minutes, 40 marks

This paper consists of 33 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options.

Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Arabic. The number of questions in each group may vary in each examination session.

Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

IGCSE ART AND DESIGN

Examination Board: Edexcel

Syllabus Code: 4FA1

IGCSE Art and Design is designed to help meet the needs of skilled, knowledgeable, creative individuals who are growing up in this rapidly changing creative environment. The intention of the syllabus is to provide a broad introduction to Fine Art for example Drawing, Painting, Collage, Mixed Media, Printmaking, Pastels, etc. The syllabus develops practical skills across a range of different artistic disciplines. Students gain an overview of different themes, techniques and Artists' work for visual inspiration. Through their studies, students will gain an understanding of the concepts, models, theories and approaches used within the Art and Design practice. Students will also enhance their higher order thinking skills, for example critical thinking and self-expression through questioning and analysis. Students will investigate the work of a selection of different themes. They will interpret different artists' work. They will evaluate their own work and the work of others. This will improve their knowledge and thinking skills for not only Art but other subjects such as English.

Component 1	Component 2
Personal Portfolio	Externally set assignment
50 %	50%
Centre set theme	Externally set theme

Syllabus aims:

- ❑ The purpose of the coursework is to show a coherent journey with a sustained focus and to also show your thought process through words and imagery.
- ❑ Annotating your work and the work of others is another important skill to develop, for example saying what you like or dislike about certain artwork.
- ❑ Students use a combination of Primary and Secondary sources to experience the benefits of both.
- ❑ Students will also improve their knowledge of specialist art terminology to improve literacy skills.
- ❑ They will also get the opportunity to visit Art galleries to see contemporary and traditional artwork firsthand.
- ❑ Students will become more aware of the visual world around them, for example their natural surroundings and environment.
- ❑ They will record ideas, observations, and insight and use their independent judgment.

IGCSE BIOLOGY

Examination Board: Edexcel

Syllabus code: 4BI1

Key Features:

The Pearson Edexcel International GCSE in Biology is a linear qualification. It is relevant, engaging, up to date and of equivalent standard to Pearson's regulated GCSE in Biology. It has untiered, written examinations with questions designed to be accessible to students of all abilities. It has an approach to create a solid basis for students wishing to progress to the Pearson Edexcel AS and Advanced GCE level or equivalent qualifications, focusing on key biology theory.

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

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

Assessment structure:

The Pearson Edexcel International GCSE in Biology comprises two externally assessed papers:

- Biology Paper 1
- Biology Paper 2.

•

Each paper will consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Course options after IGCSE:

IGCSE Biology Award will lead perfectly on to study Biology at AS and A2 level. It is an important qualification to attain for students wishing to enter any biology-based higher education course. The career options available are numerous as scientists are expected to have a wide-ranging skill set including strong analysis, logical reasoning and numerical skills.

IGCSE BUSINESS STUDIES

Examination Board: Edexcel

Syllabus Code: 4BS1

Edexcel IGCSE Business is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying and innovative industry. The intention of the syllabus is to develop and apply knowledge, understanding and skills to contemporary issues in a wide range of businesses from small enterprises to large multinationals.

Students gain an overview of the business industry, and learn about different types of business ownerships, financial and non-financial objectives, and people in business, financial concepts, business operations and marketing and promotion. The course is designed to give students a sound understanding of business, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy.

Assessment:

At TSPS we carry out a combination of Paper 1 and Paper 2. We believe that students flourish when it comes to applying theoretical knowledge to past case-studies and current real-life scenarios presented to them. This application in both exams build up and consolidates students' understanding, emphasises their analytical skills, and complements other subjects which they will be studying with excellent cross-curricular links.

Syllabus aims:

Edexcel IGCSE Business aims to provide candidates with:

- ❑ Developing an interest in and enthusiasm for the study of business
- ❑ Developing an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- ❑ Understanding how the main types of business are organised, financed and operated
- ❑ Developing critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- ❑ Developing an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses

Minimum requirements for choosing this course: English: Year 9 PTE 5

IGCSE CHEMISTRY

Examination Board: Edexcel

Syllabus code: 4CH1

Key Features:

The Pearson Edexcel International GCSE in Chemistry is a linear qualification. It is relevant, engaging, up to date and of the equivalent standard to Pearson's regulated GCSE in Chemistry. It has untiered, written examinations with questions designed to be accessible to students of all abilities. It has an approach to create a solid basis for students wishing to progress to the Pearson Edexcel AS and Advanced GCE Level or equivalent qualifications, focusing on key chemistry theory.

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

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

Assessment structure:

The Pearson Edexcel International GCSE in Chemistry comprises two externally assessed papers:

- Chemistry Paper 1
- Chemistry Paper 2.

Each paper will consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Course options after IGCSE:

IGCSE Chemistry Award will lead perfectly on to study Chemistry at AS and A2 level. It is an important qualification to attain for students wishing to enter any chemistry-based higher education course. The career options available are numerous as scientists are expected to have a wide-ranging skill set including strong analysis, logical reasoning and numerical skills.

IGCSE COMPUTER SCIENCE

Examination Board: Pearson Edexcel

Specification Code: International GCSE Computer Science 4CPO

What is Computer Science?

Computer Science is the study of how computers work and how they are used to solve problems. It involves understanding algorithms, programming, data representation, computer systems, networks, and the impact of computing on society. Students learn how to think logically, design solutions, and implement them using programming techniques.

Why Choose Edexcel International GCSE Computer Science?

The Pearson Edexcel International GCSE Computer Science course takes a strong practical and problem-solving approach. Students develop confidence in writing, testing, and debugging programs using a high-level programming language.

The course also builds a solid understanding of computer systems, data representation, networks, cybersecurity, and ethical issues, preparing students for further study and real-world applications of computing.

This qualification develops computational thinking, logical reasoning, and independent learning skills that are highly valued across many career pathways.

Assessment Overview

Programming skills and theoretical understanding are assessed through two externally examined papers.

Component	Maximum Marks	Weighting	Paper Content
Paper 1: Theory Principles of Computer Science	80	50%	Computational thinking, data representation, computer systems, networks, cybersecurity, and ethical issues
Paper 2: Practical Application of Computational Thinking	80	50%	Problem solving, algorithms, programming concepts, and code-based questions Paper 2 includes programming and algorithmic problem-solving questions Students answer questions based on logic, flowcharts, pseudocode, and program code
Total Marks	160	100%	

Aims and Learning outcome:

The Edexcel International GCSE Computer Science course aims to inspire, motivate, and challenge students through a broad, coherent, and practical course of study. It encourages learners to develop curiosity about technology, understand the role of computing in everyday life, and make informed choices about further study or careers in computing and related fields.

Our International GCSE Computer Science should enable students to:

- ☐ Analyse problems using computational thinking
- ☐ Design, write, test, and debug computer programs
- ☐ Develop and apply algorithms to solve problems
- ☐ Understand how data is represented and processed
- ☐ Explain the function of computer systems and networks
- ☐ Understand cybersecurity threats and prevention methods
- ☐ Demonstrate knowledge of ethical, legal, and environmental issues in computing
- ☐ Apply computing concepts to real-world scenarios
- ☐ Progress to further study or employment in computing-related fields

Course Options after IGCSE:

Pearson Edexcel International GCSE Computer Science provides a strong foundation for progression to:

- ✓ A Level Computer Science
- ✓ A Level Information Technology
- ✓ BTEC IT or Computing qualifications
- ✓ Further study in STEM, Engineering, Data Science, and Technology-related fields

Minimum requirements for choosing course:

- ☐ English: GL PTE – Grade 7
- ☐ Mathematics: GL PTM – Grade 7
- ☐ Students should have basic prior knowledge of programming or Information Technology
- ☐ Strong interest in logical thinking and problem solving is recommended

IGCSE ECONOMICS

Examination Board: Edexcel

Syllabus Code: 4EC1

Edexcel IGCSE Economics is designed to give students a sound understanding of economics, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy. The Syllabus develops the students' ability to interpret and evaluate economic information and write extended responses. Through their studies, the students will gain an understanding of economic concepts and apply these concepts to real-life Situations.

Assessment:

Paper 1 – Microeconomics and Business Economics

Paper code – 4EC1/01

Content Summary

The market system: • The economic problem • Economic assumptions • Demand, supply and market equilibrium • Elasticity • The mixed economy • Externalities
Business economics: • Production • Productivity and division of labour • Business costs, revenues, and profit • Business competition • The labour market • Government intervention

Paper 2 – Macroeconomics and the Global Economy

Paper code – 4EC1/02

Content Summary

Government and the economy: • Macroeconomic objectives • Government policies • Relationships between objectives and policies
The global economy: • Globalisation • International trade • Exchange rates

Syllabus aims:

Edexcel IGCSE Economics provides candidate with:

- ❑ An understanding of economic concepts and apply these concepts to real-life situations
- ❑ To calculate, interpret and evaluate economic data to make reasoned arguments and informed judgements
- ❑ To develop an awareness of economic change and its impact on developing and developed economies.
- ❑ To understand economic issues, problems and possible solutions that affect mixed economies.
- ❑ To participate effectively in society as citizens, producers and consumers.

Minimum requirements for choosing this course

Math: Year 9 PTM 6

ENGLISH LANGUAGE

English Language is compulsory for all students. TSPS now offer a tailored curriculum pathway to all students to sit the appropriate option in the summer 2025 examination series. The pathway shall be discussed and decided by all stakeholders at the end of year 10.

IGCSE English As a First Language

Examination Board: CIE

Syllabus Code: 0500

Course Content:

Cambridge IGCSE First Language English is designed for learners whose first language is English. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

IGCSE English First Language requires students to:

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

Assessment Structure:

- ☐ There are two assessment papers that will contribute to the final grade:
- ☐ Paper 1. Reading and Writing (2 Hours) 50%
- ☐ Paper 2. Directed Writing and composition (2 Hours) 50%

Course Options after IGCSE:

This course will enable successful students to exhibit a level of competency necessary to gain access to all higher educational institutions and courses utilizing the English language. This course can also form the basis for further, more in-depth language study.

IGCSE English As a Second Language

Examination Board: CIE

Syllabus Code: 0511

Course Content:

Cambridge IGCSE English as a Second Language is designed for students who already have a working knowledge of the language and who want to consolidate their understanding to progress in their academic or professional career. The qualification reflects the widespread use of English in education and commerce, and in entertainment. The aim is to achieve a level of practical communication ideal for everyday use.

IGCSE English as a Second Language requires students to:

- ☐ Develop and exhibit English Language skills relating to four areas of competency:
Reading, Writing, Listening and Speaking.
- ☐ Understand and present facts, ideas and opinions.
- ☐ Evaluate information.
- ☐ Communicate effectively and appropriately.

Assessment Structure:

- ☐ There are two assessment papers that will contribute to the final grade:
- ☐ Reading and Writing (2 Hours) 70%
- ☐ Listening (45 Minutes) 30%

There is also a 15-minute oral exam allowing students to exhibit their speaking competency. The exam is in the form of an interview and will be represented on the IGCSE Certificate as a number. The range is 1-5; 1 being the highest. Your teacher will set up a variety of situations which will enable you to practice your spoken skills.

Course Options after IGCSE:

This course will enable successful students to exhibit a level of competency necessary to gain access to all higher educational institutions and courses utilising the English language. This course can also form the basis for further, more in-depth language study

IGCSE English Literature

Examination Board: Edexcel

Syllabus Code: 4ET0

Course Content:

GCSE English Literature will be taught, and all students examined in the January entry of Y11 and shall incorporate English Language skills. It aims to assess the ability of the candidate to present an informed personal response to works of Literature. It is an exciting course which provides students with the opportunity to experience literature written by a range of famous international authors and poets.

IGCSE English Literature requires students to: -

- ☐ Communicate accurately, appropriately and effectively in both speech and writing
- ☐ Understand and respond imaginatively
- ☐ Enjoy reading literature, developing imagination, analysis and understanding of periods and themes.
- ☐ Explore areas of human concern leading to a greater understanding of yourself and others
- ☐ Explore the links between literature and its context, making evaluations of how meaning is shaped
- ☐ Exploring a variety of reactions to evidence, developing ability to explore ambiguity in meaning

Assessment Structure:

Examination (100%):

Candidates have one exam paper:

Paper 1 – 60% – Poetry and modern prose- one question on the Prose text, one on an Unseen poem and one on poetry from the anthology.

Paper 2 – 40%– Modern drama and literary heritage texts – one question on modern drama and one question on literary heritage text.

Course Options after GCSE:

GCSE English Literature will lead perfectly on to study AS and A2 level English Literature. It is an important qualification to attain for students wishing to enter any higher education course where they will be required to exhibit strong comprehension, evaluative and analytical skills. It is an impressive qualification to have for all career and university options.

IGCSE FRENCH AS FOREIGN LANGUAGE

Examination Board: Edexcel

Syllabus Code: 4FR1

Course Content:

The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students' progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

IGCSE French- Foreign Language requires students to: -

Develop their knowledge of the French language is developed in these key areas: Everyday Activities Personal and Social Life, The World Around Us, The World of Work, The International World.

Assessment Structure:

There are three examinations of equal weight for this course. This course is aimed at any student wishing to develop the skills they have learned at KS3. The students are assessed on their skills in:

- ☐ Speaking
- ☐ Listening
- ☐ Reading and Writing

The assessment is comprised of 3 Exams taken at the end of year 11, one which is a spoken assessment, and the other two which encompass the skills of listening, reading and writing. All aspects are equally weighted at 25% per skill. Students will develop each of these skills throughout the IGCSE course.

Course Options after IGCSE:

With the world becoming a smaller place, and people travelling more widely than ever before, a GCSE in a foreign language has become an expectation for anyone who would expect to travel abroad with work, in jobs such as journalism, politics, engineering, the travel industry, psychology, teaching & education, medicine and child-care.

Therefore, having a GCSE in French will give students a chance to progress, further, quicker and more successfully than their counterparts, in every aspect of their career, as well as inspiring confidence and promoting good conversational and communication skills, which are imperative for any profession in life.

This course enables students to access A-Level French, and it also allows students to exhibit a competency in Modern Foreign Languages which could be applied to further language studies.

Minimum requirements for choosing this course: Year 9 French Level 5

IGCSE GEOGRAPHY

Examination Board: Edexcel

Syllabus Code: 4GE1

Course Content:

Successful Edexcel IGCSE Geography candidates develop lifelong skills, including:

- ☐ An understanding of the impacts which both physical and human geography can have and the processes which affect their development.
- ☐ A sense of place and an understanding of relative location on a local, regional and global scale.
- ☐ The ability to use and understand geographical data and information.
- ☐ An understanding of how communities and cultures around the world are affected and constrained by different environments.

IGCSE GEOGRAPHY

- ☐ Paper 1: 40.0% (written)
- ☐ Paper 2: 60% (Written including fieldwork)

Course options after IGCSE:

The skills learnt in Geography are extremely employable and link and support other academic subjects such as Mathematics and the core and applied Sciences. Here is a short list of careers that see Geography as an important qualification to have in the job market; every job needs a good Geographer.

- ☐ Government Policy maker
- ☐ Accountant
- ☐ Fashion Designer
- ☐ Architect
- ☐ Graphic Designer
- ☐ Doctor
- ☐ Urban Planner
- ☐ Teacher
- ☐ Meteorologist
- ☐ Geologist

Geography is recognised for its academic ‘robustness’ and, most importantly, it also helps young people into the world of work.... So many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning, researching and report writing in a team, using new technologies, communication skill – and much more.’

Minimum requirements for choosing this course:

Year 9 English PTE: 5

Year 9 Math PTM: 5

IGCSE HISTORY

Examination Board: Cambridge International

Syllabus Code: 0470

Course Content:

Cambridge IGCSE is accepted by universities and employers worldwide as providing proof of historical knowledge and understanding.

The History syllabus offers students the opportunity to study some of the major international issues of the 20th century, by exploring seven key historical questions:

- ☐ Were the peace treaties of 1919 – 23 fair?
- ☐ To what extent was the League of Nations a success?
- ☐ Why had international peace collapsed by 1939?
- ☐ Who was to blame for the Cold War?
- ☐ How effectively did the USA contain the spread of Communism?
- ☐ How secure was the USSR's control over Eastern Europe, 1948 – c.1989?

Students also do an in-depth study, looking in greater detail at the economic and social history of Russia, from the Tsarist reign of Nicholas II to the revolutions of 1917, up to the Great Terror and Josef Stalin. The emphasis within the syllabus is as much on developing lifelong historical skills as on acquiring knowledge. Successful candidates gain valuable skills including:

- ☐ An interest in and enthusiasm for learning and understanding about the past
- ☐ An understanding of historical concepts such as cause and consequence, continuity and change, and significance
- ☐ In depth investigative and evaluative expertise.
- ☐ An appreciation of historical evidence and how to use it.
- ☐ A greater understanding of international issues and inter-relationships.
- ☐ How to present clear, logical arguments.

Assessment: -

- ☐ Paper 1: 40% of total marks
- ☐ Paper 2: 33% of the total marks
- ☐ Coursework: 27% of the total marks

Course option after IGCSE: -

The skills taught in History are diverse: they provide an exceptional basis for a variety of careers. History is seen as a good background for lawyers, politicians, diplomats, journalists, writers, and those interested in academia. It is directly useful for those who want to go into media, education, tourism and conservation. This is in addition to being an excellent introduction to the study of History at A level and university.

Minimum requirements for choosing this course: Year 9 English GL PTE 5

IGCSE Information and Communication Technology

Examination Board: Cambridge International

Syllabus Code: Syllabus code: 0417

What is IGCSE ICT?

Information Communication Technology combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design.

Students will develop a greater awareness of how applications are used in the workplace and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues.

Why study IGCSE ICT?

Cambridge IGCSE Information and Communication Technology encourage learners to develop lifelong skills, including:

- ☐ understanding and using applications
- ☐ using Information and Communication Technology (ICT) to solve problems
- ☐ analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- ☐ understanding the implications of technology in society, including social, economic and ethical uses
- ☐ Awareness of the ways ICT can help in home, learning and work environments.

Assessment structure:

The two assessment objectives in Information Technology are:

- ☐ Practical Skills
- ☐ Knowledge and understanding
- ☐ Paper 1 (40%) Written
- ☐ Paper 2 (30%) Practical
- ☐ Paper 3 (30%) Practical

Course Options after IGCSE:

Cambridge IGCSE syllabuses are general qualifications that enable candidates either to progress directly to employment, or to proceed to further qualifications. Candidates who are awarded grades C to A* in Cambridge IGCSE in Information and Communication Technology are well prepared to follow courses leading to Cambridge International AS and A Level Applied Information and Communication Technology, or the equivalent.

Potential Careers:

Careers in information and communication technology fields include a variety of roles and tasks associated with planning, researching, installing and monitoring the performance of ICT systems and transmissions.

- ❑ ICT support technicians assist with planning and installing ICT hardware and systems and repairing any damage or defects.
- ❑ Sales professionals in the ICT industry provide information and sell ICT hardware, systems and services on behalf of ICT companies.
- ❑ ICT trainers develop training programs and user guides to assist customers and clients.
- ❑ ICT business and systems analysts evaluate and develop technology systems to help businesses run at optimal standards.
- ❑ ICT managers direct and oversee the operations and facilitation of ICT services in companies and organisations.

Minimum requirements for choosing course:

English Year 9 PTE: 5

Maths Year 9 PTM: 5

IGCSE MATHEMATICS

Examination Board: EDEXCEL

Syllabus Code: 4MA1 [Spec A]

Component/paper code 4MA1/1HR and 4MA1/2HR

Course Content:

Higher Tier:

Knowledge of the Foundation Tier content is assumed for students being prepared for the Higher Tier. The Pearson Edexcel International GCSE in Mathematics (Specification A) requires students to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra

- Use letters as equivalent to numbers and as variables.
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry

- Use the properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

Students should also be able to demonstrate **problem-solving skills** by translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.

Students should be able to demonstrate **mathematical reasoning skills** by:

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

Assessment information for Higher Tier:

Each paper is assessed through a 2-hour examination set and marked by Pearson.

The total number of marks for each paper is 100.

Questions will assume knowledge from the Foundation Tier subject content.

Each paper will assess the full range of targeted grades at Higher Tier (9–4).

Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

There will be approximately 40% of questions targeted at grades 5 and 4, across papers 2F and 2H, to aid standardisation and comparability of award between tiers.

Diagrams will not necessarily be drawn to scale and measurements should not be taken from diagrams unless instructions to this effect are given.

Each student may be required to use mathematical instruments, e.g. pair of compasses, ruler, protractor.

A Higher Tier formulae sheet (*Appendix 5*) will be included in the written examinations.

Tracing paper may be used in the examinations.

A calculator may be used in the examinations (please see *page 42* for further information).

Questions will be set in SI units (international system of units).

Key subject aims:

The Pearson Edexcel International GCSE in Mathematics (Specification A) qualification enables students to:

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

Progression:

Our qualifications enable successful progression to A Level and beyond. Through our world-class qualification development process, we have consulted with International A Level and GCE A Level teachers, as well as university professors to validate the appropriacy of this qualification including the content, skills and assessment structure.

Centres wishing to teach mathematics using a different approach to meet their students' needs can use our Pearson Edexcel International GCSE in Mathematics (Specification B) or extend students' study with Pearson Edexcel International GCSE in Further Pure Mathematics. More information about all of our qualifications can be found on our Edexcel International GCSE pages at: [qualifications.pearson.com](https://www.pearson.com/qualifications)

GCSE MEDIA STUDIES

Examination Board: AQA

Syllabus Code: 8572

Course Content:

Non-Exam Assessment: **30%**

Exam Paper 1 and Paper 2: **70%**

Within the course, you will analyse and respond to a range of media texts and topics exploring the ways in which media texts are produced and consumed, including the study of the industry. Non-exam assessment consists of the choice of a brief from annually changing projects that explore one of the various media platforms and a practical production project which will involve researching, producing and evaluating your own product. Possible topics are film openings, music promotion and magazine production. There are two 1 hour 30 minutes exams which will consist of an unseen text in paper 1 and questions relating to the close study products you shall research and analyse throughout the course. The close study products are set each year by the exam board. Previous CSPs have included broadsheet and tabloid newspapers, Science fiction television, Online and Print Music Promotion, magazines, Vlogging, Promotion and Marketing of Video Games and product advertisement.

The attributes that you as a student need to bring to this course:

- Creativity.
- Willingness to work with a range of technology.
- Teamwork.
- Independence.
- Resilience.
- Organisation.

Some of the skills that you will gain if you opt to take this course are:

Analytical skills (e.g. exploring why and how media products are produced and the effect this has on the audience) Practical skills, e.g. Storyboarding, desktop publishing, editing, filming etc.

Course Options after GCSE:

Higher level courses and careers: - e.g. camera Operator, Journalism, TV researcher, Marketing/Advertising, PR (Public Relations), web design/development, Directing 6) Post-production careers, e.g. Editing, Publishing 7) Many jobs require technical media skills, e.g. if you set up your own business (whether it be in engineering, health and beauty or IT consultancy) you will be required to market your business through social networking, a website, etc.

Requirement for choosing course (if any):

- 1) A sound knowledge and interest in current affairs are important.
- 2) A degree of direct and independent reading and research as well.
- 3) The ability to write well structured, critical essays.

Students should also be prepared to experiment with a variety of technical and creative processes and show commitment through practical work outside of classes.

Minimum requirements for choosing this course:

English: Year 9 GLPTE 5

Examination Board: Edexcel

Syllabus code: 4PH1

Key Features:

The Pearson Edexcel International GCSE in Physics is a linear qualification. It is relevant, engaging, up-to-date and of the equivalent standard to Pearson's regulated GCSE in Physics. It has untiered, written examinations with questions designed to be accessible to students of all abilities. It has an approach to build a foundation for students wishing to progress to the Pearson Edexcel Advanced Subsidiary and Advanced GCE, International AS and A Level qualifications or equivalent qualifications, focusing on key physics theory.

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

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

Assessment structure:

The Pearson Edexcel International GCSE in Physics comprises two externally assessed papers:

- Physics Paper 1
- Physics Paper 2.

Each paper will consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Course options after IGCSE:

IGCSE Physics Award will lead perfectly on to study Physics at AS and A2 level. It is an important qualification to attain for students wishing to enter any physics-based higher education course. The career options available are numerous as scientists are expected to have a wide-ranging skill set including strong analysis, logical reasoning, and numerical skills.

IGCSE PSYCHOLOGY

Examination Board: Edexcel
Syllabus Code: 1PS0

Course Content:

Paper 1: ALL topics are compulsory:

- Topic 1 – Development: How do you develop?
- Topic 2 – Memory: How does your memory work?
- Topic 3 – Psychological problems: How would psychological problems affect you?
- Topic 4 – The brain and neuropsychology: How does your brain affect you?
- Topic 5 – Social Influence: How do others affect you?

Paper 2: Students choose 2 topics, alongside topic 11, which is compulsory:

- Topic 6 – Criminal Psychology: Why do people become criminals?
- Topic 7 – The self: What makes you who you are?
- Topic 8 – Perception: How do you interpret the world around you?
- Topic 9 – Sleep and dreaming: Why do you need to sleep and dream?
- Topic 10 – Language, thought and communication: How do you communicate with others?
- Topic 11 – Research methods: How do you carry out psychological research?

GCSE Psychology requires students to:

- Recall, select and communicate their knowledge and understanding of psychology and how psychology works
- Apply skills, knowledge and understanding of psychology and how psychology works
- Interpret, evaluate and analyse psychological data and practice

Assessment Structure:

Students will be required to sit two examination papers consisting of multiple choice, short answer, and extended writing questions.

- Paper 1: 55% of total grade
- Paper 2: 45% of total grade

Course options after GCSE:

Students can complete AS and A Level courses in Psychology. Topics covered in this course will inform various degrees and careers including psychology, business, medicine, education, and the humanities. A background in psychology will be beneficial to any employment that involves working with others.

Minimum requirements for choosing this course:

English: Year 9 PTE 5

IGCSE SOCIOLOGY

Examination Board: Cambridge

Syllabus code: 0495

What is Sociology?

The science of society, social institutions, and social relationships; specifically: the systematic study of the development, structure, interaction, and collective behaviour of organized groups of human beings.

Why study Sociology?

To create awareness, knowledge and understanding of human societies, develop an understanding of sociological methods, including the collection, analysis and interpretation of data, introduce sociological concepts, theories and research findings. It stimulates awareness of the range and limitations of sociological theory and research and promotes candidates' understanding of continuity and change in social life. Pupils are encouraged to develop a critical awareness of social, economic and political processes, and their effects. It helps

Assessment structure:

- Paper 1 – Theory and methods, Identity and Social inequality.
- 2 hours (including 15 minutes' reading time). 50% of GCSE. Candidates answer one compulsory data response question and one optional structured question from a choice of two
- Paper 2 – Family, Education, and Crime and Deviance.
- 1 hour 45 minutes (including 15 minutes' reading time). 50% of GCSE. Candidates answer two optional structured questions from a choice of four.

Minimum requirements for choosing course:

Students should have reasonable comprehension and essay writing skills.

Course Options after IGCSE:

Students could go on to some form of further study, either research, a higher degree or vocational training for courses such as teaching, social services, or education. Students can opt for higher educational qualifications in law, welfare services, government services, counselling, media and the voluntary sector. They can go on to work as community development workers, counsellor, lecturer, housing officer, teacher, probation officer, social researcher, and social worker and welfare rights adviser.

Minimum requirements for choosing this course:

English: Year 9 PTE 5

BTEC FIRST Business Studies – Pearson/Edexcel

The BTEC qualifications are designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities to BTEC level 3 in Year 12, higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

Qualification Name	Duration	Units	Equivalent to
BTEC International Level 2 certificate	2 Years	3 Units	1 GCSE/iGCSE

BTEC First courses are vocational; this means that the assessment for this qualification is 100% coursework with no external examination in a range of different subject units. Students are not graded A* – E but are graded Pass, Merit & Distinction or Distinction*.

Equivalency Tables

IGCSE Grading	Pass	Merit	Distinction	Distinction*
A – E	C	B	A	A*
9 – 1	5	6	7	8

Unit 1 – Business Purposes

The aim of this unit is to develop learners' understanding of the nature of business organisations and the business environment in which they operate. Businesses are organised differently. The largest businesses operate globally. Others may wish to remain small and free from too much legal control. The smallest businesses, for example, individuals providing an ironing or gardening service, may be run from the owner's home and have a limited sphere of operation. Learners will look at how businesses are classified in terms of their activities and will consider the relative importance of each by looking at the local economy.

Unit 2 – Business Organisations

The aim of this unit is to develop learners' understanding of the aims and objectives of business organisations and how they are organised into

functional areas to meet their business goals. Learners will look at how different businesses have different aims and objectives and how they then structure themselves to meet them. Many businesses have an aim/mission, which is a broad statement that defines the ethos of the business. The business needs to have objectives that flesh out how the aim/mission is to be accomplished, and these should be specific and measurable. The unit will consider the range of objectives that exist in business.

Unit 3 – Financial Forecasting for Business

The aim of this unit is to develop learners' understanding of the financial aspects of running a business. Learners will do this by looking at the key concepts used by businesses to manage their money and forecast their finances for the future. Learners are introduced to the types of costs that different businesses will incur. This is followed by exploring how the sale of products and services generates revenue to give the learner the basis on which they can develop their understanding of profit.

BTEC FIRST Information Technology – Pearson/Edexcel

The BTEC qualifications are designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

Qualification Name	Duration	Units	Equivalent to
BTEC International Level 2 certificate	2 Years	2 Units	1 GCSE/IGCSE

BTEC First courses are vocational; this means that the assessment for this qualification is 100% coursework with no external examination in a range of different subject units. Students are not graded A* – E but are graded Pass, Merit & Distinction.

Equivalency Tables

IGCSE Grading	Pass	Merit	Distinction	Distinction*
A – E	C	B	A	A*
9 – 1	5	6	7	8

Unit 1 – Communicating in the IT Industry

Communication skills are key to success in any sector but are particularly important in highly technical sectors such as IT where the language used can become full of jargon. It is important that learners can communicate with technical and nontechnical staff and understand how interpersonal skills affect communication. Learners will also consider the positive and negative effects that IT has on individuals, communities and society.

Unit 17: Website Development

The aim of this unit is to develop learners' knowledge of how websites function and their understanding of their purpose as business tools. Learners will then develop the skills required to design and create a multiple page website.

BTEC International Level 2 Award in Sport

BTEC Sport. What to expect?

Introduction:

The BTEC International Level 2 Award in Sport is a vocational qualification that is equivalent to one GCSE. This means it has the exact same value as any other GCSE/IGCSE option offered by school and will equate to the same amount of credit points when applying for your place at sixth form or university.

Assessment Style:

The assessment style for this course is coursework and practical performance based only so there will be no examination to prepare for at the end of the course. Because of this, you are expected to submit assignments at different points throughout the course which are graded by your teacher and then externally moderated by a professional from Pearson. Your teacher will give you plenty of support to ensure you have all the necessary information and tools to complete these assignments before you are expected to hand these in.

Deadlines:

BTEC is delivered in a very organised and timely manner. This supports you in becoming more independent, responsible, and improves your time management skills that will further support you as you move higher up in education and into your chosen career field. When a due date is given for an assignment in BTEC, it is the final deadline for submission. There is no margin for late submission unless in extenuating circumstances, but to claim these you must supply official documentation, so it is not advised unless necessary.

Home learning expectations:

BTEC Sport is a fully inclusive course, tailored to the needs of our students to ensure they receive the right amount of support and development over their two years of study. With this comes the expectation that students take responsibility for their learning as we begin to mould them into young adults capable of working independently, self-regulating their performance and strategy-planning to improve their work. The school requests active involvement from parents with home learning in a sense that teachers and parents communicate regarding assignment due dates and support needed.

Qualification size and purpose

Title	Size & structure	Summary purpose
Pearson BTEC International Level 2 Award in Sport	120 GLH Equivalent in size to one International GCSE. Three units, of which two are mandatory, one assessed through 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 sport would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels.

Units covered

Unit number	Unit title	GLH	Type	How it is assessed
1	Principals of fitness and fitness testing	30	Mandatory	Set assignment
5	Practical sport	60	Mandatory	Internal
8	Sports-related injuries and illnesses	30	Optional	Internal

Unit 1: Principles of Fitness and Fitness Testing**Unit in brief:**

Learners understand the requirements of fitness testing and training and learn how to conduct a range of fitness tests for different components of fitness safely.

Unit 5 Practical Sport**Unit in brief:**

Learners will study the rules, regulations, skills, techniques and tactics through participation and application of these in a team and an individual sport.

Unit 8: Sports-related Injuries and Illnesses**Unit in brief:**

Learners explore the different common injuries and illnesses that can affect a sports performer.

Syllabus overview

The Cambridge IGCSE™ Environmental Management syllabus creates interest and enthusiasm about the environment and helps students gain essential skills to progress to further study or employment.

The syllabus:

- encourages learners to gain an interest in environmental issues that affect the individual, the community and the wider world
- develops the ability to communicate effectively and clearly, using appropriate terminology and scientific conventions
- engages learners through practical fieldwork, promoting safe working practices and with consideration for habitats and organisms
- develops understanding of scientific data and evidence to solve problems and make decisions
- enables learners to gain an understanding of climate change and have the knowledge and skills required to address climate-related challenges at local, national and global levels
- develops learners' interest in environmental management through the discovery of strategies, their impacts and ability to manage climate change that could inspire further study.

Assessment overview

All candidates take two papers. Candidates will be eligible for grades A* to G.

All candidates take:

Paper 1 1 hour 45 minutes
Theory 50%
80 marks
Section A: short and structured questions
– 20 marks

Section B: short-answer and extended response questions based on source material
– 60 marks

Externally assessed

and:

Paper 2 1 hour 45 minutes
Management in context 50%
80 marks
Short, and extended response questions based on source material
Externally assessed

Cambridge IGCSE Environmental Management encourages learners to:

- Draw upon disciplines such as biology, Earth science, geography, economics and demographics
- Consider the interdependence of the Earth's natural systems and how people use natural resources
- Examine the impact of development on the environment considering issues such as environmental pollution and resource depletion
- Explore ways in which we may change the nature of future development to make it more sustainable.

Course options after IGCSE:

Environmental Management is concerned not only with the impact of humans on the planet but also with the patterns of human behaviour necessary to preserve and manage the environment in a self-sustaining way

Sustainability consultant

- **Fuel scientist**
- **Sustainable events manager**
- **Conservation project manager**
- **Environmental Engineer**
- **Wildlife biologist**
- **Water quality scientist**
- **Environmental planner**
- **Sustainability manager**

Minimum requirements for choosing course:

English Year 9 PTE: 5

Maths Year 9 PTM: 5

KS4 Option Block for Academic year 2025 – 27

Compulsory Subjects	Option 1	Option 2	Option 3	Option 4	Option 5
English	Physics	Chemistry	Biology	Physics	Business
Maths	Chemistry	Accounting *	Business	Psychology	ICT*
Islamic (MOE) PSHE	Biology	Art & Design *	Computer Science	Media	Geography*
Arabic (MOE)		BTEC Sports	BTEC IT	Environmental Science	Economics
Moral Education (MOE)					BTEC Business
PE (Core)					

- ✓ International GCSE/GCSE subjects will be taught over a two-year period in Years 10 and 11
- ✓ All students will take Mathematics, English Language, English Literature, Physical Education (Core), Moral Education and UAE Social Studies as compulsory subjects. Muslim students will take Islamic Studies and Non-Muslim students will take PSHE as compulsory subjects. Please note that core Physical Education (core), Islamic Studies, Moral Education, PSHE and UAE Social Studies are not International GCSE examined subjects at TSPS.
- ✓ Non-Arab students are only required to take Ministry of Education (MoE) Arabic in Year 10.
- ✓ Students must choose one subject from each option block. They will complete 8 IGCSE qualifications at the end of Year 11.

Tips for making good choices

When considering option choices students should try to balance the following factors –

- Interest and Enjoyment
- Ability and progress
- Sensible combination

Choosing Your Subjects

Some Principles

DO.....

- ✓ Go for subjects you enjoy.
- ✓ Think about your strengths.
- ✓ Think about the higher education degree courses.
- ✓ Do some research.
- ✓ Think about subjects that complement each other.

Don't....

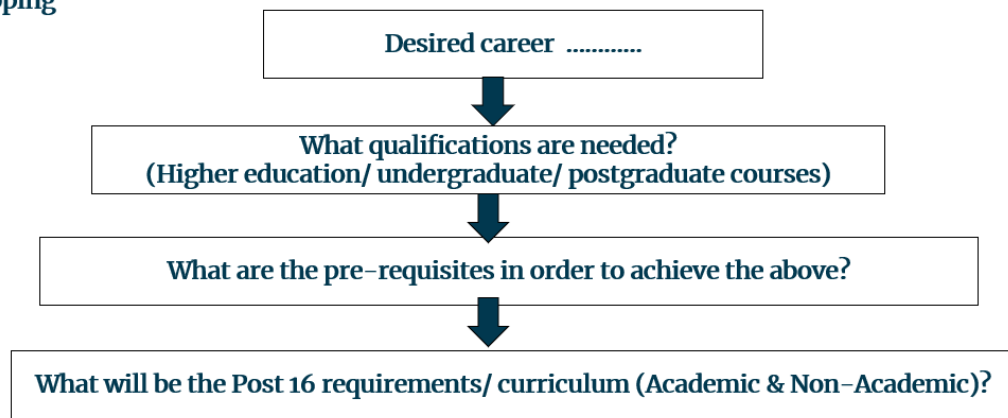
- ✗ Choose subjects just because your friends are choosing them
- ✗ Choose a subject just because you get on well with your teacher

Useful Website to research on Career choices

- ❑ UK university Application System – www.ucas.com
- ❑ British Qualifications required to study in USA – [US-UK Fulbright Commission | Funding for US-UK exchange | EducationUSA advice for British students](#)
- ❑ Career Wales website (a comprehensive career site) – www.careerswales.com
- ❑ Higher Education Option in Europe – [Welcome to Study in Europe | Education and Training \(europa.eu\)](#)
- ❑ Choosing subjects – <https://www.myworldofwork.co.uk/my-career-options>
- ❑ Choosing subjects – <https://www.careerpilot.org.uk/information/your-choices-at-14>

Career Mapping

Career Mapping



Deciding factors as per the current Higher Education requirements

Subjects in A level

Target grades

Extracurricular
requirements

CAPSTONE

Duke of Edinburgh Award

TSPS is a directly licensed centre by The Duke of Edinburgh's Award, which allows us to run and approve Bronze, Silver and Gold Awards.

The Duke of Edinburgh's International Award is an internationally recognised program for young people, building their skills to equip them for life and work. By creating opportunities for young people to develop skills, get physically active, give service and experience adventure, the Award can play a critical role in their development.

The Duke of Edinburgh's International Award is available to all 14–24-year-old, regardless of their background. The Award is comprised of three levels, each progressively more challenging.

- o Bronze- For students over 14 years old.

- o Silver- For students over 15 years old

- o Gold- For students over 16 years old

Participants are required to complete four sections at each level: Voluntary Service, Skill, Physical Recreation and Adventurous Journey. Register all the activities and goals for each section on the online record book.

Policy for Change of Options

We understand that in spite of giving clear and relevant information, our youngsters may wish to change their options.

A few of the reasons may be:

- Change of career plans
- No aptitude/interest for the subject

The students have an opportunity to change their choice of subject on or before Friday, 26th September 2025, for which they need to follow the following procedures.

- ❑ A letter/ email from the parent, requesting a change of option, with relevant details including the student's name, class, chosen subject, new subject that the student wishes to choose, reason for the change, date and signature of the parent, needs to be given to the Head of Key Stage 4.
- ❑ The Head of Key Stage 4 would issue a letter/email sanctioning/ not sanctioning the change after due consideration and discussion with Vice Principal Secondary on availability, feasibility and ability of the student.

We also wish to remind you that submitting a request does not guarantee a change of option as sometimes there may not be a vacancy in the subject group or the reason for change may not be valid. A student will not be allowed to change subjects without the approval letter signed by the Vice Principal Secondary. Requests for change of option need to be submitted still Friday, 26th September 2025. Any requests after the above-mentioned dates will not be considered.

Please understand that the time frame for change is planned in such a way as to minimize loss of learning time for the student.

We look forward to your support and co-operation in this matter of great importance.

Praveena Sudheer
Vice Principal Secondary