



IGCSE Options Information Booklet

2028 Cohort

Inspiring Minds | Shaping Values | Building Futures

Everyone Excels





INTRODUCTION

International General Certificate of Secondary Education

“The International General Certificate of Secondary Education (IGCSEs) are international qualifications for 14 to 16 year olds accepted and valued by many leading universities and employers around the world, including the UK, USA, Australia, Europe and beyond”

www.cie.org.uk



**Cambridge Assessment
International Education**

Cambridge International School



The IGCSE Curriculum – The International Standard in KS4 qualifications

The International General Secondary Certificate in Education is the leading qualification for 16-year-olds around the world. The IGCSE at Key Stage 4 provides the perfect foundation for Key Stage 5 where students will undertake The International Baccalaureate or other pre-university qualifications.

As an internationally recognized qualification, the IGCSE is widely accepted by universities, colleges, and employers around the world. It is recognized by universities in many countries as a prerequisite for admission to higher education programs. Additionally, the IGCSE certificate can serve as evidence of a student's academic achievements and readiness for further study or employment.

Aims and Assessment

The IGCSE curriculum provides a broad and balanced educational experience and is available in 6000 schools in 145 countries. The content and assessment methods are regularly reviewed and updated to reflect current educational practices and evolving global trends.

IGCEs are offered by the University of Cambridge International Examinations (CIE), a part of Cambridge Assessment, which is a department of the University of Cambridge in the United Kingdom. AQA and Edexcel, two other leading UK-based exam boards, also offer a number of IGCSEs, enabling ISB students to choose option subjects that best suit their talents and interests. All IGCSEs involve examinations at the end of the two-year programme in May and many also involve coursework such as DT, Media Studies, History and Music.

Transition and Progression

At ISB, the IGCSE curriculum provides the ideal transition between our wide ranging KS3 curriculum, where students have developed their knowledge and skills of over fifteen subjects through Years 7 to 9. As students approach the transition from KS3 to KS4, they are now ready to identify the subjects they wish to deepen their knowledge and skills in.

The IGCSE curriculum is designed for students aged 14 to 16 years and is typically taken over a two-year period. One of the notable features of the IGCSE board is its flexibility. Students can choose from a variety of subjects and tailor their studies according to their interests, abilities, and future goals. This means that all international school students will undertake the same 'core' subjects (English, Maths and Science) whilst also selecting a number of 'option' subjects that they are interested in pursuing further in their educational journey.

The IGCSE programme also provides a solid foundation for the IB Diploma programme. At ISB, we offer a broad range of subjects linked to the six key IB subject areas of Language A (first language), Language B (language acquisition), Individual and Societies (Humanities), Mathematics, Sciences and the Arts. IGCSE provides the core knowledge and skills for IB, including the examination skills needed to succeed.

At ISB we provide guidance for student future education and career development through all key stages and help students ensure that they are selecting options that support their interests, needs and future aspirations so that there is a clear line of progression and continuity.

IGCSEs offer a comprehensive and flexible educational program, providing students with a well-rounded education and preparing them for future academic and career pursuits. It builds on prior knowledge, understanding and skills and prepares them to be successful, confident and responsible young people now, for Pre-U IB and for the future.

Key Stage Four IGCSE Curriculum Design

All students in Year 10 and 11 study the following subjects:

ISB Core IGCSE Curriculum				ISB Options Curriculum				Healthy Living
English Language = 1 GCSE	English Literature = 1 GCSE	International Mathematics = 1 GCSE	Science = 2 GCSEs	2-year IGCSE Language Option A = 1 GCSE	2-year IGCSE Option B = 1 GCSE	2-year IGCSE Option C = 1 GCSE	2-year IGCSE Option D = 1 GCSE	Core: PE, GLS, OE
TOTAL AWARDS = 8-9 IGCSEs								

Students complete their IGCSE examinations for all subjects (core and options) in April – June 2028.

IGCSE Pathways

At Key Stage 4, we aim to ensure that students have a broad and balanced curriculum that is appropriate to the needs and interests of students as well as prepare students for the IB Programme and university. At IGCSE, there are some core subjects that all students generally must study for (Maths, English, and Science) and some electives (Humanities, Arts, Technology). Your tutor, subject teachers, and the Heads of Year for both KS3 & KS4 will all help guide you through the process to make the best possible choices for you as an individual. Below are three main pathways students may follow.

ISB BALANCED PATHWAY	<p><i>This pathway enables students to sit the ISB Core IGCSEs (English Language, Literature, International Mathematics, Science) plus four IGCSE options.</i></p> <p><i>All students study one language.</i></p> <p><i>We would strongly advise all students on this pathway to choose one Humanities subject as all students have to study a Humanities subject at IB level. We advise all students to choose at least one Arts or Technology subject to create a balanced and holistic Y10&11 curriculum experience.</i></p>
ISB TRIPLE SCIENCE PATHWAY	<p><i>This pathway enables students to sit International Mathematics, English Language and Literature, but instead of Science Double Award the student will choose to study the sciences as three separate subjects:</i></p> <ul style="list-style-type: none"> - Biology - Chemistry - Physics <p><i>To opt for the IGCE Triple Science Pathway, the student should be excelling in the subject in Y9 with current levels of 6+.</i></p> <p><i>By electing to study Triple Sciences, students will be left with three additional IGCSE options - a modern foreign language and 2 further subject</i></p>

	<i>choices. We would strongly advise all students on this pathway to choose one Humanities subject as all students have to study a Humanities subject at IB level. We advise all students to choose at least one Arts or Technology subject to create a balanced and holistic Y10&11 curriculum experience.</i>
ISB SUPPORTED PATHWAY	<p><i>This pathway enables students to sit the ISB Core IGCSEs (English Language, Literature, International Mathematics, Science) plus three IGCSEs.</i></p> <p><i>This pathway is tailored to enable students to excel in both their core and option subjects by supporting them with additional English literacy practice. Students on this pathway might be relatively new to speaking the English language or they might require additional support in school to enable them to excel to their full potential.</i></p> <p><i>We would strongly advise all students on this pathway to choose one Humanities subject as all students have to study a Humanities subject at IB level. We advise all students to choose at least one Arts or Technology subject to create a balanced and holistic Y10&11 curriculum experience</i></p>

ISB Core IGCSE Subjects

All students are required to take the following compulsory core courses to examination level:

- **International Mathematics:** Students will follow either the Core or Extended pathway. Those in the accelerated Mathematics class will work towards two IGCSEs - International Mathematics and Further Pure Mathematics - by the end of Year 11.
- **English:** Students generally study English First Language and English Literature.
- **Science:** Most students will study IGCSE Coordinated Science syllabus (Double Award) composed of Biology, Chemistry and Physics. The IGCSE Science awards two IGCSEs and is good preparation for the IB programme. Some students may study for the Triple Science Award after consultation with the Science Faculty.

ISB Optional IGCSE Subjects

In addition to the core offer, Year 10 and Year 11, students can choose 3-4 other IGCSE subjects. These courses allow you to build upon your academic strengths and interests, but it is still important that you follow a balanced curriculum that will enable you to excel both at IGCSE and then at IB where you will study six subjects. Below is a list of the IGCSE subjects that we offer. It is strongly recommended that all students select one Humanities subject.

Languages:	'O' Level Bahasa Melayu, French, Malay, Mandarin, Spanish
Arts:	Dance, Art and Design, Media Studies, Music, Drama
Humanities:	History, Geography, Business, Economics, Psychology
Science, Technology and Sports:	Design Technology, Computer Science, Triple Science, P.E.

Note: Option subjects can only run if there is a viable number of students opting to take the course. As a school we endeavour to ensure every possible subject is available every academic year but should the numbers opting for a subject become just a few, it may not be feasible for that subject to be offered as part of the IGCSE curriculum.

Co-Curriculum (Non-examined)

Global Life Skills (GLS)

GLS helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves better physically, emotionally, and socially and to understand their relationships with others and the wider impact that their actions have on those around them. GLS will also be a time for students to begin to look at future opportunities related to universities and careers.

Physical Education (Core PE)

All students participate in a double period of Core Physical Education per week in Years 10 and 11. This is separate from the Physical Education Examination course that is offered as one of the options (see below).

The activities on offer vary from traditional sports such as football, rugby, swimming and netball to new sports and activities such as Health & Well Being and dance. All students will need the correct ISB PE kit and swimming kit for PE lessons.

Duke of Edinburgh International Bronze Award

All students will take part in an outdoor education trip to support their skills linked to teamwork, resourcefulness, and resilience. All students will also have the opportunity to participate in the prestigious Duke of Edinburgh International Award that will further support students' skills and values as well as the IB CAS programme and future university applications.

Extra-curricular activities

All students are expected to participate in extra-curricular activities during Year 10&11. This is to support students' passions and interests in many areas including creativity, sports, adventure and service. Students will also be offered a range of other enrichment opportunities including participation in the BGIC (Borneo Global Issues Conference).

IGCSE Option Process 2026 – Timeline

Friday 9th January	Year 9 Parent IGCSE Information Event <ul style="list-style-type: none"> Open event for all Y9 parents and carers to learn about the IGCSE pathway and options process.
14th and 21st January	Options Guidance for Pupils – GLS & Tutor Time <ul style="list-style-type: none"> Tutors and Heads of Year will give options guidance to students in GLS and tutor time. By 30th January – Y9 students will complete an options form via Microsoft Forms to choose their IDEAL subject choices.
2nd February – 13th March	Year 9 Option Reviews <ul style="list-style-type: none"> Tutors and Heads of Year will meet with students to review choices. FINAL option form completed.
17 April	IGCSE Pathway and Options confirmed to students, parents and carers.

Here are some guidelines to help you through the option subject selection process:

You should:

- ✓ talk to your parents, form tutor and teachers
- ✓ read the information given about all the subjects in this booklet carefully and ask if you need to know more.
- ✓ think about what you are good at and what you feel you will enjoy.
- ✓ opt for a balanced range of courses to keep open future career and study options.
- ✓ be realistic about your abilities, strengths and weaknesses

You should not:

- ✗ choose a course just because your friends may be doing it.
- ✗ choose a course just because you like the teacher (or the reverse!).
- ✗ choose a course simply because it sounds easy – all courses require hard work to be successful.

What YOU need to do next...

Now you have all the information, it's time to make some important decisions!

If, when making these important decisions you and your parents feel that you need to have a personal interview to discuss your options further, you could book a meeting with:

- Mrs Garforth – Head of Y8&9 (Jgarforth@ac.isb.edu.bn)
- Mr Parry – Head of Y10&11 (dparry@ac.isb.edu.bn)
- Mrs Deacon – the University Counsellor (EDeacon@ac.isb.edu.bn)
- Mr Edwards – the IBDP coordinator (redwards@ac.isb.edu.bn)
- Any of the Secondary Senior Leadership Team (secadminmgr@ac.isb.edu.bn)

IGCSE Core Subjects





English Language

Qualification

CAIE IGCSE First Language English Language (0500)

Overview

First Language English IGCSE is a course which covers all aspects of English Language and Literature. The studies will focus and enable students to investigate, accurately communicate, analyse and understand the use of and effects of language in literature over a range of eras, locations, cultures and text types.

In the Language writing component of the course students will learn to become aware of the technical aspects of the English Language. They will learn and be able to use different forms of writing to creatively craft pieces of writing for their composition task. In addition, students will become more acutely aware of the use of language and adept at reasoning and answering specific questions with greater clarity.

Students have the opportunity to engage with a variety of text types as well as studying various eras of writing. They will engage and discuss their ideas with one another and reflect upon their written work; enabling them to be discerning and well-informed practitioners in reading, writing and the spoken word.

Content

Students will study a range of topics comprising of:

- a variety of fiction and non-fiction work to develop reading skills
- the practice and refinement of writing in different styles
- discussions, debates and presentations
- analytical, creative and contextual aspects of the work studied.

Assessment

IGCSE First Language English

Course	Nature of course and examination	Assessment and Exam
Language	Paper One – Reading	50% (2hrs) Externally assessed
	Paper Two – Directed writing; composition	50% (2hrs) Externally assessed

Throughout the course, learners will be assessed regularly on IGCSE tasks and will sit an internal mock examination in January (Term 2) of Year 11.

Portfolio

During the course students will complete a range of coursework covering the key areas of original writing, analysing and comparing texts. The focus is to gain skills that make the study creative and thought provoking. In addition to preparing students for further study and future employment.

Progression

IGCSE First Language English prepares learners for the IBDP English A course – Language and Literature at either Standard or Higher Level.

For further information, please speak to Mrs Oakley



English Literature

Qualification

CAIE IGCSE English Literature (0475)

Aims

Students will be encouraged to be aware of different genres of Literature. Students will investigate the styles of each genre, as well as formulating their own structured and informed analysis of the novels, plays and poetry studied on the course. They will be asked to consider a variety of ideas and concepts that interrelate from a variety of disciplines and areas of learning and further study.

Overview

Over the course students will complete a range of topics and texts covering the key areas of original writing, analysing and comparing texts. They will consider themes and discuss ideas on many different levels, developing an array of thoughts and concepts from which they can draw upon. The focus is to gain skills that make the study creative and thought provoking in addition to preparing students for further study.

Content

Students will study a range of topics comprising of:

- a variety of fiction and non-fiction work to develop reading skills
- the practice and refinement of writing in different styles
- discussions, debates and presentations
- analytical, creative and contextual aspects of the work studied.

Assessment

IGCSE English Literature

Course	Nature of course and examination	Assessment and Exam
Literature	Paper One – Poetry and Prose	50% (1hr 30mins) Externally assessed
	Paper Three – Drama (Open Text)	25% (45 mins) Externally assessed
	Paper Four – Unseen	25% (1hr 15mins) Externally assessed

Throughout the course, learners will be assessed regularly on IGCSE tasks and will sit internal mock exams in June (Term 3) of Y10, as well as January (Term 2) of Year 11.

Progression

The IGCSE Literature course prepares learners for the IBDP English A – Language and Literature at either Standard or Higher Level.

For further information, please speak to Mrs Oakley.



Languages

Qualification

Brunei-Cambridge GCE 'O' Level and IGCSE are offered by Cambridge International Examinations. We offer 5 language courses:

GCE 'O' Level <i>Bahasa Melayu</i>	1201
IGCSE Malay syllabus code	0546
IGCSE Mandarin syllabus code	0547
IGCSE French syllabus code	0520
IGCSE Spanish syllabus code	0530

Aims

The aims of these courses are for you to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken.
- form a sound base of the skills, language and attitudes required for further study, work and leisure offer insights into the culture and civilisation of countries where the language is spoken.
- encourage fuller integration into the local community, where relevant.
- develop a fuller awareness of the nature of language and language learning.

Overview

The Languages syllabi are intended for students with prior background and exposure to the target language in Key Stage 3. Students should therefore choose the same language that they are currently studying in Year 9. The course encourages the development of lifelong skills, including the use of language for practical communication, developing techniques which can be applied to other areas of learning such as analysis and memory skills, and as sound foundation for progression to employment or further study.

You will learn about the culture and civilisation of countries where the target language is spoken and develop a positive attitude towards language learning, which is crucial as the modern world becomes increasingly globalised.

Content

The content is divided into topics which develop cultural awareness, communicative skills and fluency: relationships with family and friends, home and environment, work and education, leisure, health, world issues, festive occasions and celebrations.

Assessment

The scheme of assessment is the same for each IGCSE language:

- Paper 1: Listening
- Paper 2: Reading
- Paper 3: Speaking
- Paper 4: Writing

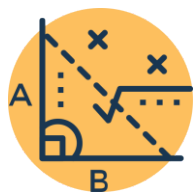
The scheme of assessment for Brunei-Cambridge GCE 'O' Level *Bahasa Melayu*:

- Paper 1: Writing
- Paper 2: Reading comprehension, summary writing, etc.
- Oral examination

Progression

The language course will allow you to go on to further education or work. If staying on at ISB for the IB Diploma, completion of this course will prepare students well for Languages offered in IBDP Group 2.

For more information, speak to Mr. Ian Smejkal.



Mathematics

Qualification

CAIE International Mathematics (Syllabus code 0607)

The Extended syllabus is intended for students who have achieved or are likely to achieve Grade C or above in the Cambridge IGCSE Mathematics examination. Students who are achieving below a Grade C will study the Core syllabus. Students who are working at a Grade A (Grade 7) or above will be placed into the accelerated Maths class, where they will also study IGCSE Edexcel Further Pure Mathematics in Year 11 (syllabus code 4PM1).

Aims

The aims of the course are for students to:

- develop mathematical skills and apply them to other subjects and to the real world.
- develop methods of problem-solving.
- interpret mathematical results and understand their significance.
- develop patience and persistence in solving problems.
- appreciate the elegance of mathematics.
- appreciate the difference between mathematical proof and pattern spotting.
- appreciate the interdependence of different branches of mathematics and the links with other disciplines.
- appreciate the international aspect of mathematics, its cultural and historical significance, and its role in the real world.
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

Overview

All students study CIE International Mathematics (0607) during Year 10 and 11. Students will be developing the mathematics met in KS3 and be introduced to new, previously unseen, topics.

Content

All students will study the following units for 0607; Number, Algebra, Geometry, Functions, Coordinate Geometry, Vectors and Transformations, Mensuration, Trigonometry, Sets, Probability and Statistics.

Additionally, students will be able to apply a graphic display calculator (GDC) to answer algebraic, functions and statistical problems. It is mandatory for all Year 10 and Year 11 students to bring a GDC to their mathematics lessons.

Assessment

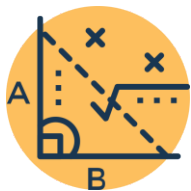
The CIE International Mathematics (0607) examinations consist of three papers:

For the Core Syllabus:	For the Extended Syllabus:	Notes
Paper 1 weighted at 40%	Paper 2 weighted at 40%	Non-Calculator Paper
Paper 3 weighted at 40%	Paper 4 weighted at 40%	GDC Required
Paper 5 weighted at 20%	Paper 6 weighted at 20%	GDC Required

Progression

At ISB, IGCSE International Mathematics forms the basis for IBDP Maths HL/SL courses in Years 12 and 13.

For more information, speak to Mrs Harman-Crowe.



Further Mathematics

Qualification

IGCSE Edexcel Further Pure Mathematics (Syllabus Code 4PM1)

Further Maths is offered as an extension course for the highest ability students. These students are likely to study IB Mathematics at a higher level.

Aims

The aims of the Further Maths course include:

- Develop knowledge of mathematical techniques beyond the standard IGCSE International Mathematics content.
- Offer a suitable course for students whose mathematical ability has progressed rapidly.
- Facilitate a deeper understanding of mathematical reasoning and the ability to link different areas of mathematics.
- Encourage the acquisition of mathematical skills with confidence, satisfaction, and enjoyment.
- Support the development of problem-solving abilities using mathematical methods in abstract and real-world contexts.
- Lay a solid foundation for progression to IB Higher Level maths or equivalent qualifications.
- Enhance competence and confidence in algebraic manipulation and calculus.
- Prepare students for further study or careers requiring strong mathematical skills.

Overview

The Further Pure Mathematics syllabus is intended for high ability students who have achieved or are likely to achieve Grade A* or A in the Cambridge IGCSE International Mathematics examination.

Content

All students will study the following topics:

Logarithmic functions & indices, the quadratic function, identities & inequalities, graphs, series, the binomial series, scalar & vector quantities, rectangular cartesian coordinates, calculus, trigonometry

Assessment

Students will complete two papers; each paper is weighted at 50% of the final grade. A scientific calculator is required for both papers (GDC's are not permitted).

Progression

Whilst International Mathematics (studied by all students) is the basis of progression to IBDP Maths courses at HL/SL. IGCSE Further Pure Mathematics supports high-ability students as they move to IBDP.

For more information, speak to Mrs Harman-Crowe.



Coordinated Science

Qualification

Cambridge IGCSE Coordinated Science syllabus (0654)
(Double Award – worth 2 IGCSE grades)

Aims

Expose students to a body of scientific knowledge and skills that are vital for their progress in a technologically evolving world.

Overview

Promote understanding of the impact of science and its evolution, application, benefits and detriments of and the responsibility of science within everyday life. Promote the skills of: enquiry; investigation; communication; problem-solving; knowledge application; deduction; self-learning; responsibility and educational honesty.

Content

Students will study:

- The characteristics and classification of living organisms
- Organisation and maintenance of the organisms
- Development of the organism and the continuity of life
- Relationships of organisms with one another and with their environment
- Atoms, elements and compounds and the particulate nature of matter
- Chemical energetics and reactions
- Products from the Earth's crust and Atmosphere
- Forces, motion, heat and energy
- Properties of waves, light and sound
- Electricity and magnetism
- Nuclear physics

Assessment

This course is entirely examination based with 3 papers all having a combination of Biology, Chemistry and Physics questions within them. While there is no coursework, practical experiments are conducted throughout the course as this knowledge is specifically tested in one of the papers.

Progression

CIE Co-ordinated Science is preparation for students to study IBDP Group 4 Sciences in Year 12 and Year 13.

Recommendations about which Science course, Triple or Coordinated, is most suitable will be based on student university aspirations and attainment grades at the end of Key Stage 3.

For more information, speak to Mr Burlingham.



Triple Science (guided option)

Qualification

When Triple Science is selected as an option IGCSE students complete three qualifications: Biology (0610); Chemistry (0620) and Physics (0625). Students complete these courses instead of Coordinated Science.

This option is designed for the top science students and covers extra science content. Students will receive a total of eight periods of science per week (four lessons from Core Science and four as an Option subject).

Aims

Expose students to a body of scientific knowledge and skills that are vital for their progress in a technologically evolving world.

Overview

Promote understanding of the impact of science and its evolution, application, benefits and detriments of and the responsibility of science within everyday life
Promote the skills of: enquiry, investigation, communication, problem-solving, knowledge application, deduction, self-learning, responsibility and educational honesty.

Content

- The characteristics and classification of living organisms
- Organisation and maintenance of the organisms
- Development of the organism and the continuity of life
- Relationships of organisms with one another and with their environment
- Atoms, elements and compounds and the particulate nature of matter
- Chemical energetics and reactions
- Products from the Earth's crust and Atmosphere
- Forces, motion, heat and energy
- Properties of waves, light and sound
- Electricity and magnetism
- Nuclear physics

Although these are the same topics covered in the coordinated syllabus, for triple science each topic is studied in more depth.

Assessment

Each subject (Physics, Chemistry and Biology) is examined separately. There are 3 papers per subject, leading to 9 examination papers in total for Triple Science.

Progression

IGCSE Triple Science is excellent preparation IB Diploma Programme Science courses (Physics, Chemistry and Biology) and is a recommended option for highly talented science students who wish to take two IBDP science courses at HL and require this for university requirements in the country they may study in.

For more information, speak to Mr Burlingham



IGCSE

Option Subjects



Please Note:

- You choose three IGCSE Option subjects – you have to make sure that you only choose one subject from each of the three blocks.
- The option subjects in this booklet are in alphabetical order.



Art & Design

Qualification

Edexcel GCSE Art and Design: Fine Art (1FA0)

Aims

By the end of the course, you should be able to:

- **Be creative and think for yourself** - Develop your own ideas, make independent decisions and explore different ways of expressing meaning
- **Use your imagination with confidence** - Come up with original ideas, show your feelings and thoughts through artwork, experiment and take creative risks
- **Build strong art skills** - Improve drawing, painting, mixed media and practical techniques; learn how to use different materials and processes properly and use digital/modern tools where helpful
- **Explore, test and refine ideas** - Try things out, experiment, analyse your work; develop your project in stages and produce personal and meaningful final outcomes
- **Understand artists and cultures** - Learn from historical, modern and contemporary artists; explore art from different cultures and use this knowledge to inspire your own work
- **Think like an artist** - Research effectively, analyse artworks, make creative choices and justify them
- **Prepare for real-world creative pathways** - Understand how the creative industries work, develop transferable skills: problem-solving, communication, presentation and build a portfolio that could support future study or career options

Content

Core focus & approach - The course allows you to work with traditional and digital media, materials, techniques and processes — giving a lot of flexibility. You'll explore visual, tactile and sensory experiences to communicate ideas and meaning: your work can be observational, imaginative, expressive or conceptual. You'll investigate contextual and inspirational sources (other artists/designers, cultural or historical influences) and use them to inform your own creative ideas.

Areas of Study / Media & Techniques - Depending on your interests, you can work in one or more of these areas: drawing, painting, printmaking, sculpture, or lens/digital media. More specifically:

- Drawing (line, tone, texture, form, composition, mark-making)
- Painting (various styles, media, approaches)
- Printmaking — e.g. relief, screen printing, intaglio, etc.
- Sculpture / 3D work / mixed-media / installation / three-dimensional art
- Lens-/light-based media — photography, digital imagery, moving image, digital manipulation
- Mixed media or combining traditional and digital approaches, depending on student choice and creativity

This flexibility means you can tailor your studies to your strengths or interests — maybe you like painting and sculpture, or maybe you want to experiment with photography or digital drawing — either way is acceptable.

What You Actually Do: Work Types & Projects - During the course you'll produce:

- A Portfolio of work: sketchbooks, supporting studies, experimental work, research, contextual studies (inspiration from other artists/cultures), experiments with media/techniques.
- Final artworks/projects: could be paintings, prints, sculptures, mixed-media pieces, digital works, lens-based work — whichever media or combination you choose.
- Projects typically start from a theme or starting point (set by you, or your teacher for the portfolio, or by the exam board for the exam) — then you research, experiment,

develop ideas, reflect, and produce a final response.

- Research and contextual work: You'll look at other artists/designers, maybe art history, cultural or social influences — and use that to inform your own creative response.

Assessment

The course is split into **two main components**

- Component 1 — Personal Portfolio
Work set internally by the school: research, sketchbook work, experiments, development and one or more final pieces responding to a theme. Valued at 60% of final marks.
- Component 2 — Externally set assignment: The exam board gives a set of themes at start of term 2 in year 11; you choose one, prepare (research, experiments, planning), then produce a final outcome under exam-type conditions (10-hour sustained project over 2 school days). Valued at 40% of final marks.

Progression

This course provides students with a sound knowledge to ensure a smooth transition to IBDP Visual Art in the following ways:

- Overlapping skills & practices
- Familiarity with process-based art & research
- Artistic independence and confidence
- Builds readiness for academic and conceptual demands

For more information, speak to Ms. Kate O'Hanlon



Business

Qualification

CAIE IGCSE Business (0264)

Aims

To enable students to:

- Discover different business structures and explore the influence of key internal and external stakeholder groups, to gain an insight into business decision-making;
- Develop a confident working knowledge of business activity, using key terms, concepts and theories;
- Develop numeracy skills by applying formulas to interpret and analyse business data;
- Gain essential literacy and enquiry skills through using and interpreting business information;
- Analyse and evaluate a range of data and make informed, evidence-based recommendations in a variety business contexts;
- Investigate and understand the impact of digital technology in the production of goods and services;
- Explore environmental issues and methods of sustainable within business, both locally and globally;
- Discover the impact and importance of business, inspiring an interest that could lead to further study or employment.

Overview

Business Studies is a dynamic, engaging and exciting course which equips students with an understanding of how businesses operate in the real world. Students not only learn theoretical concepts but also how to apply and use them in a variety of different contexts. Through this course students can learn life-long skills including; confidence in calculating and interpreting business data, communication skills and the ability to analyse business situations and make appropriate decisions and recommendations.

Content

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

Assessment

Regular assessed homework is set and progress tests are undertaken at the end of each section. There are two 90 minute examinations at the end of the syllabus each worth 50% of the final grade:

- Paper 1 contains four short answer questions and structured data response questions, all questions are compulsory.
- Paper 2 contains four compulsory questions based on a business case study.

Progression

Studying Business at IGCSE naturally leads to the IBDP Business and Management course and further study at University. Business leads to careers in Marketing, Accounting and Finance, Media and PR, Economics, Hotel management, Human Resource Management, Travel & Tourism and General Management.

For more information, speak to Ms Fiona Wong or Ms Haliluddin



Computer Science

Qualification

CAIE IGCSE Computer Science (0478)

Aims

The aims of this course are for you to develop:

- computational thinking
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the components of a computer system and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

Overview

The IGCSE Computer Science syllabus is open to all students; however, a strong background in Maths and logical thinking is required. The course aims for students to develop computational thinking required for programming and to gain a more in-depth understanding of the computer systems theory.

Content

The content is divided into the following areas:

Computer Systems:

- **Data Representation** (binary, denary hexadecimal conversion, compression)
- **Data Transmission** (serial & parallel data transmission; simplex, half-duplex, duplex, transmission errors)
- **Hardware** (computer architecture, input & output devices, sensors memory/storage, networks)
- **Software** (operating systems and high/low level languages)
- **The Internet & its uses** (Internet technologies and web design)
- **Automated and emerging technologies** (IoT, AI and robotics)

Algorithms, programming and logic:

- **Algorithm Design and Problem Solving** (problem solving & design, flowcharts, pseudocode)
- **Programming** (concepts, data structures; arrays)
- **Databases**
- **Boolean Logic** (logic gates & logic circuits, truth tables)

Assessment

The scheme of assessment consists of two papers.

Paper 1: Computer Systems: Short answers and structured questions. 1 hour 45 minutes. **50% of final grade**

Paper 2: Algorithms, Programming and Logic: Short-answer and structured questions and a scenario-based question 1 hour 45 minutes. **50% of final grade**

Progression

This course will allow you to go on to further education or into the workplace. If staying on at ISB for the IB Diploma Programme, completion of this course will prepare students for the Humanities subject in Group 3: Digital Society.

For more information, speak to Ms Carol Hancox.



Dance

Qualification

AQA GCSE Dance (8236)

Aims

To encourage the student to develop their creative, physical, emotional and intellectual capacity through the theoretical and practical study of Dance. Students will learn to:

- choreograph, perform and appreciate dance as an art form
- inform their development as creative and artistic individuals and broaden their aesthetic, social and cultural experience through a holistic engagement with dance.

Overview

The course is designed to develop the skills, knowledge and understanding of Dance, both theoretically and practically. Students will require a good academic and practical ability. Students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of anthology of professional dance works will develop their ability to critically appraise professional dance works and provides a springboard for engaging in practical tasks.

Content

Performance: Students must demonstrate their knowledge and understanding of physical, expressive, technical, and mental skills through demonstrating them in the execution of both their solo and group performance.

Choreography: Students will choose and creatively respond to one of the stimulus on the prescribed list, set by AQA exam board. Students will research the specific stimulus and follow the choreographic process to help create a piece of choreography that effectively communicates their area. Students will consider appropriate relationships, structure, choreographic devices and aural setting to help convey their choreographic intention.

Appreciation:

Students will learn to critically appreciate their own performance and choreography, as well as others, through describing, analysing, interpreting, evaluating and reflecting.

The anthology consists of six short professional Dance works and students will explore the choreographic approach and the defining characteristics of each work. Students will analyse the dance styles, choreography, choreographic structures, performance environment, costume, set design, lighting and accompaniment as well as the external influences and stimulus on the Dance work itself.

Component 1: Performance and Choreography (60%)

Performance (30% of GCSE grade)

- Solo Performance
Students choose to combine 2 of the 4 set phrases. Solo is approx. 1 minute.
- Duet/Trio Performance
Students must perform for a minimum of 3 minutes in a duet or trio that has a clearly identified choreographic intention (chosen by the teacher, student or collaboration of both). The action, spatial and dynamic elements of the remaining two set phrases must be developed to generate the dance content.

Choreography (30% of GCSE grade)

Solo or Group Choreography

Solo: 2 – 2 ½ minutes in duration

Group: 3 – 3 ½ minutes in duration

Students must demonstrate their creative response to a choice of one stimulus, from a prescribed task list set by AQA. The choreography must be a complete dance, including movement material and a selected aural setting, either as:

- *a solo dance of a minimum of two minutes and a maximum of two and a half minutes or*
- *a group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers.*

Component 2: Dance Appreciation (40% of GCSE grade)

Written Exam: 1 hour 30 minutes

80 marks

- Section A: Knowledge and understanding of choreographic processes and performing skills.
- Section B: Critical appreciation of own work.
- Section C: Critical appreciation of professional work.

Dance GCSE can lead to the following career paths: Dancer, Choreographer, Stage Manager, Creative Director, Producer, Dance & Movement Therapist, Dance Journalist, Lecturer, Teacher, Project Coordinator or Administrator, Yoga/Pilates/Dance Instructor, Arts officer, Public Relations, Dance Photographer or Videographer, Dance Film Maker, Technical Production, Youth Worker, Community Dance Practitioner to name a few.

Dance is a subject that enables the brain to function in a different capacity, developing the imaginative and creative side whilst developing key, transferable skills.

For more information, please see Ms. Jeffries.



Design and Technology – Graphic Products

Qualification

CAIE IGCSE Graphic Products (0445)

Aims

This area of study aims to develop the skills that designers use within the context of their design activities in the design studio. It also aims to develop an awareness of the importance of communication and modelling techniques concerned with promotion and illustration of ideas and their interrelationship with all stages in commercial manufacture and promotion.

Overview

Graphic Products is concerned with the designing and making of products where the outcome can be presented as a two or three-dimensional model. You will develop your own products in order to satisfy the needs of clients and consumers. You will learn about the role of the graphic designer in packaging, architectural modelling and promotional design. You will learn a number of formal drawing techniques and have a knowledge of the following materials: paper, card, Styrofoam, foam board etc in addition to various smart materials. There is a great emphasis on using CAD/CAM in assisting you in the design and manufacture of your coursework.

Content

	Term 1	Term 2	Term 3
Year 10	Focus Drawing and modelling skills. Graphic materials.	Focus The use of ICT and CAD/CAM in the development of graphic products. Paper and card Mechanisms.	Focus Industrial and commercial Manufacture of graphic products.
	Activities A wide range of focused activities exploring design presentation and manufacturing with different materials.	Activities The design and manufacture of a graphic product which uses mechanisms.	Activities Introduction of Major project. Design Brief. Research and Analysis of a project. Initial Design ideas and evaluation.
Year 11	Focus Major Project	Focus Major Project	Focus Exam Preparation
	Activities Iterative Development of Design idea using modelling. Planning of production. Product Manufacture.	Activities Product Manufacture. Final evaluation of the product. Exam Preparation.	Activities Review of prior learning. Generation of fact sheets and revision materials.

Assessment

Paper 1

This is a Product Design paper and tests students' ability to solve problems in a design context. This accounts for 25% of the final IGCSE grade.

Component 2

This is a school-based coursework assessment. Students are required to complete a design and make activity. They will produce work in the form of an A3 folder and a two- or three- dimensional product. This accounts for 50% of the final IGCSE grade.

Paper 5

This is a Graphic Products paper which tests students' knowledge and skill in the graphics components. This accounts for 25% of the final IGCSE grade.

Progression

Completion of the IGCSE DT (Graphic Products) course is sound preparation for the IBDP group 4 course: Design Technology.

Graphic Products is useful for a wide range of careers including:

Graphic Design, Web Design, Advertising, Product Design, Interior Design, Digital Media, Architecture.

For more information, speak to Mr Habeeb



Design and Technology – Resistant Materials

Qualification

CAIE IGCSE Resistant Materials (0445)

Aims

To solve practical and technological problems using a range of smart and modern materials. These include plastics, woods, metals, thermochromic materials shape memory alloys, etc

Overview

Resistant Materials focuses on designing and making products that can be made using a range of smart and modern materials. You will develop your own products in order to satisfy the needs of clients and consumers. You will need to consider the constraints placed on manufacturers in industrial and commercial contexts. You will study market forces and the effects products can have on society and the environment. There is a great emphasis on using CAD/CAM in assisting you in the design and manufacture of your coursework.

Content

	Term 1	Term 2	Term 3
Year 10	Focus Materials & processes Activities Minor project: Desk tidy	Focus Joining & finishing Activities Minor project: Night light Product analysis	Focus Product design Activities Major project
Year 11	Focus Mock examination Activities Major project	Focus Examination revision Activities Major project	Focus Examination revision

Assessment

Paper 1

This is a Product Design paper and tests students' ability to solve problems in a design context. This accounts for 25% of the final IGCSE grade.

Component 2

This is a school-based coursework assessment. Students are required to complete a design and make activity. They will produce work in the form of an A3 folder and a two- or three- dimensional product. This accounts for 50% of the final IGCSE grade.

Paper 3

This is a Resistant Materials paper which tests students' knowledge and skill in the resistant materials components. This accounts for 25% of the final IGCSE grade.

Progression

Completion of the IGCSE DT (Resistant Materials) course is sound preparation for the IBDP group 4 course: Design Technology.

Resistant Materials is useful for a wide range of careers including:

Product Design, Industrial Design, Engineering, Interior Design, Motor Vehicle Engineering, Building and Construction, Architecture.

For more information, speak to Mr Habeeb



Drama

Qualification

EdExcel GCSE Drama (0Dr1)

Aims

This course is designed to give all students the chance to hone their practical, performance skills as well as their directorial vision, through the analysis of plays and texts.

Content

Unit 1 (30%) Drama Exploration I <i>(Teacher assessed practical work supported by a portfolio of documentary evidence)</i>	<p>This unit of course work is concerned with the use of drama to explore ideas and issues in response to stimulus material selected from different times and cultures.</p> <p>Students have the opportunity to use drama forms to deepen their knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.</p>
Unit 2 (30%) Drama Exploration II <i>(Teacher assessed practical work supported by a portfolio of documentary evidence)</i>	<p>This unit of course work is concerned with the exploration of a play chosen by the teacher.</p> <p>The purpose of this unit is to give students knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.</p>
Drama Performance (40%) <i>(Externally assessed practical examination of a Group Performance that can be devised, scripted or both combined)</i>	<p>This Paper is concerned with the skills required in drama to perform work to an audience.</p> <p>Students have the opportunity to demonstrate their skills as performers or in a theatre craft using any appropriate material as a stimulus for performance. The assessment activities for this Paper are set by the teacher within prescribed guidelines and externally marked.</p>

Assessment

- 60% teacher-assessed course work
- 40% externally assessed practical examination

Progression

IGCSE Drama is sound preparation for the IBDP Group 6 Theatre Arts course.

At University students could study BA courses including; Theatre and Performance, Acting, Technical Production Management.

The skills learnt within this course are transferable skills and will aid pupils in many ways, such as confidence building, public speaking, persuasive techniques and collaborative approaches to tasks.

For more information, speak to Ms. Daisy Cole.



Economics

Qualification

IGCSE Edexcel Economics (4EC1)

Aims

To enable students to:

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

Overview

Economics is all around us and the IGCSE course teaches how it shapes our lives.

Economics is a social science that studies human behaviour and analyses how markets work so that scarce resources are allocated to meet the needs and wants of individuals, businesses, industries, countries and the world as a whole. It is the study of how the world uses what it has to make choices that maximise wealth and reduce poverty. The course will challenge you to think about the impact that governments have on our lives, and whether their decisions improve our standard of living or not, and whether businesses should be free to pursue profit at all costs.

You will gain excellent preparation for the IBDP, developing your critical thinking skills, and a clear ability to appreciate your own tendencies for bias when making decisions.

Content

The Market System: The economic problem; Economic assumption; 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

Government and the Economy: Macroeconomic objectives; Government policies; Relationships between objectives and policies

The Global Economy: Globalisation; International trade; Exchange rates

Assessment

There are two examinations at the end of the syllabus, both worth 50% of the final grade

- Paper 1 – Microeconomics and Business Economics
- Paper 2 – Macroeconomics and the Global Economy

Progression

Studying Economics at IGCSE naturally leads to the IBDP Economics course and further study at university.

Career paths involving Economics could be: Economist, Accountancy, Management Consultant, Investment Adviser, Financial Analyst, Investment Banker, Tax Consultant, Computer Analyst and Advertising and Marketing Executive.

For more information, please see Ms Haliluddin



Geography

Qualification

CAIE IGCSE Geography (0460)

Aims

Successful Cambridge IGCSE Geography candidates develop :

- An understanding of the impacts which both physical and human geography can have and the processes which affect their development;
- The ability to use and understand geographical data and information;
- A sense of place and an understanding of relative location on a local, regional and global scale;
- An awareness of the characteristics and distribution of a selection of contrasting physical and human environments.

Overview

Geography is highly respected by universities and employers. There are a number of field trips during the 2-year course which rely on teamwork and students engaging in the real world around them.

Geography is an enquiry based subject leading to an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments, drawing on examples in Brunei, Borneo and South-East Asia.

- **Theme 1 Population and Settlement:** Population dynamics, Migration, Settlements, Urbanisation
- **Theme 2 The Natural Environment:** Earthquakes & Volcanoes, Rivers, Coasts, Weather, Climate & natural vegetation
- **Theme 3 Economic Development:** Development, Food Production, Industry, Tourism, Energy, Water, Environmental risks of economic development

Assessment

Paper 1 (1 hour 45 minutes) 3 structured questions based on the topics studied throughout the course. (45% weighting of final grade)

Paper 2 (1 hour 30 minutes) 6 skills-based questions including a Mapskills section. (27.5% weighting of final grade)

Paper 4 (1 hour 30 minutes) 2 questions based on fieldwork experience and knowledge. (27.5% weighting of final grade)

Progression

Geography IGCSE can lead into any Group 3 subject at IBDP level. A continuation in Geography at IBDP and beyond can lead to many career paths including: Urban Planner, Community Development, GIS Specialist, Climatologist, Transportation management, Environmental Management, Teaching, Disaster Management, Marketing and Scientist.

For more information, speak to Mr Bull or Mr Green.



History

Qualification

CAIE IGCSE History (0470)

Aims

- stimulate interest in and enthusiasm about the past;
- promote the acquisition of knowledge and understanding of human activity in the past;
- ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence;
- promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference;
- provide a sound basis for further study and the pursuit of personal interest;
- encourage international understanding;
- encourage the development of linguistic and communication skills.

Overview

The course covers Modern World History from 1919 to c. 1989.

Content

The 20th century: International Relations since 1919

The Core Content focuses on seven Key Questions:

1. Was the Treaty of Versailles fair?
2. To what extent was the League of Nations a success?
3. How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948–c.1989?

In addition, all candidates study a **Depth Study on Germany 1918-45**. This course teaches students about post-WWI Germany and the reasons why Hitler was able to rise to power. Students then study Hitler's consolidation of power, how he governed Germany and how WWII impacted Germany.

Assessment

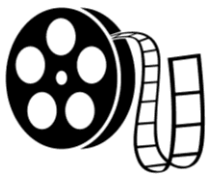
Cambridge IGCSE History candidates take three components. All candidates at ISB take Component 1, Component 2, and Component 3.

Component 1: Structured essay exam paper	40% (of final grade)
Component 2: Document question exam paper	30%
Component 3: Coursework (completed in class)	30%

Progression

Completion of IGCSE History will prepare students well for the IBDP History course. It is also useful for those intending to study a range of different subjects at tertiary level. The study of History is particularly valuable for students who want to develop argument and debating skills and provides the opportunity for extensive development of the skills required to reach substantiated judgements using a range of material. This is an invaluable skill for a range of careers.

For more information, speak to Mr Parry.



Media Studies

Qualification

AQA GCSE Media Studies (8572)

Aims

- To understand how media language is used to attract an audience.
- To understand how the media uses representation and stereotyping to communicate meaning and how this can shape consumer opinion.
- To investigate the accuracy and reliability of the media in helping form opinions of the world around us.
- To understand how the institutional values of media companies affects both the media produced and how it is produced.
- To analyse how media production is affected by socio-cultural contexts.

Overview

This course gives you a chance to study a topic of key importance to young people's understanding of the world today and one with which they can readily associate. Within the course structure, students are able to develop their skills in analytical writing, creative thinking, practical production techniques, and planning and preparation.

Content

The Media Studies course will centre around 4 key concepts: *Media Language*; *Media Representations*; *Media Industries*; *Media audiences*. These 4 concepts will be explored through the study of a range of media platforms such as *Television & Film*; *Advertising and Marketing*; *Magazines*; *Online Media*; *Audio Media*. Students will also engage in the in-depth study of *Close Study Products* set by the examination board.

Assessment

Paper 1 – Written Examination - 2 hours; **50%** of overall grade.

Non-exam Assessment – A major media project based on a choice of briefs set by the exam board. Students can choose from a range of platforms on which to base their project. They will produce a project report and a media product aimed at a specific audience; **50%** of overall grade.

Progression

This course will allow you to go on to further education or into the workplace. If staying on at ISB for the IB Diploma Programme, completion of this course will prepare students well for the IBDP Film or Visual Arts courses. It will also help in developing skills that are used extensively in English, Humanities and Theory of Knowledge, especially in terms of analytical and argumentative writing and creative thinking.

For more information, speak to Mr Edwards.



Music

Qualification

Edexcel IGCSE Music (1MU/0)

Aims

- For students to develop performing skills in both a solo and ensemble context;
- For students to create their own compositions;
- To develop appreciation of the process of creating music;
- To explore the use of music technology to assist in both the composing and performing processes;
- To develop listening and appraising skills through the study of music across a variety of styles and genres.
- To become aware of the music scene, both locally, historically and world-wide;
- To develop an appreciation and enjoyment of music;

Overview

The course suits a range of students who enjoy performing and creating music. Any student who wishes to undertake IGCSE Music should have a strong understanding of note reading and confident performing skills

Content

Music is divided into three sections; performing, composing and appraising.

Assessment

There is a mixture of external examinations and coursework assessment tasks for IGCSE Music.

UNIT 1: Performing (internally marked, worth 30%)

- Solo Performing (15%). One solo performance on a student's main instrument/voice.
- Ensemble Performance (15%). One ensemble performance on a student's main instrument/voice.

UNIT 2: Composing (internally marked, worth 30%)

Two compositions are to be submitted.

- Composition 1 (15%): Students compose one composition to a brief
- Composition 2 (15%): Students compose one free composition in any style.

UNIT 3: Appraising (external exam, worth 40%)

Written examination: 1 hour 45 minutes

Candidates respond to questions based on extracts of music in a written examination. A wide variety of music is studied including music from Musicals (Wicked), Film (Stars Wars), Classical (Purcell, Bach and Beethoven), Pop (Queen) and Latin and World Music genres.

Progression

The IGCSE course leads directly to the study of Music for the IBDP Diploma Programme.

For more information, please speak to Mr Boak



Physical Education

Qualification

CAIE IGCSE PE (0413)

Aims

The aims of the course are for you to:

- become increasingly physically competent and to become increasingly effective in different types of physical activity and sports;
- develop creative and decision-making skills which will be used to plan effectively for performances and to respond to changing situations;
- develop your ability to engage independently and successfully in different types of physical activity.
- develop an understanding of the bodily systems and how they function to maintain homeostasis
- make informed decisions about health and well being

Overview

The IGCSE Physical Education course is excellent for students who are passionate about sport, health, and fitness. You will have a mixture of practical and theoretical lessons and be expected to have a good level of personal fitness. It is essential that you are currently attending PE/Sports based ECAs and representing ISB or your club in at least one sport.

Content

Theory is broken down into four units. These are:

- Unit 1 – Anatomy & physiology
- Unit 2 – Health, Fitness & Training
- Unit 3 – Skill acquisition and psychology
- Unit 4 – Social, Cultural and Ethical Issues

Practical lessons will consist of team games, individual sports, and weight training.

Assessment

Your grade is awarded based on your practical ability (50% of the total mark) and one final exam in Year 11 (50% of the total mark).

- Your practical grade is awarded based on your performance in four sports/activities.
- The exam element comprises of one 100-mark paper that is 1 hour and 45 minutes.

Progression

This course will allow you to go on to further education or into the workplace. If staying at ISB for the IB Diploma Programme, completion of this course will prepare students well for the IBDP Sports, Exercise and Health Science Course.

For more information, speak to Mr. Morley.



Psychology

Qualification

AQA GCSE Psychology (8182)

Aims

The aims of this course are to encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to gain an insight into related sectors of Psychology, as well as developing a critical approach to scientific evidence and methods.

Overview

This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Content

Psychology students study the following topics:

- Language - thought and communication
- Social Influence
- Brain and neuropsychology
- Psychological problems
- Perception
- Human Development
- Research Methods
- Memory

Assessment

- 2 Written exams: 1 hour 45 minutes each
- 100 marks each = 100% of GCSE
- multiple choice, short answer and extended writing (9 mark essays)

Progression

Psychology GCSE is not required but is an advantage for progression to IBDP Psychology.

For more information, speak to Ms Patwardhan