

Options for Year 10 2016-2017



Your future, your Choices.



January 2016

Dear Year 9,

Life in Year 10 is full of positive challenges and we can guarantee that you will have an interesting and rewarding time if you give of your best both in and out of the class room. Obviously, over the next two years, preparing for your IGCSEs will be very important, but there are many opportunities for you to get involved in sports teams, perform Music and Drama pieces, participate in new activities, make new friends and have fun in preparation for your International Baccalaureate Diploma (IBDP) studies in IB1 and IB2 (Years 12 & 13). This guide will help answer some of your questions as to what lies ahead for you in addition to helping you make solid choices for your studies. Do speak to your teachers, tutors and parents so that you make *informed* choices. But, remember that these are *your* choices about *your* future and this thought should form the basis of your decision making for a challenging and rewarding time in Years 10 and 11.

Academic Studies

It is compulsory to study Mathematics, English, Science and a Modern Foreign Language, but you will be able to choose your other subjects from the variety of options that we offer. All IGCSE subjects are taught by qualified and experienced members of staff who will help and guide you throughout the courses. However, your success is hugely dependent on the effort you put in!

In each of your IGCSE subjects you will take external examinations in May and June of 2018. In many subjects, your final grade is determined not just by your performance in this examination, but also by the quality of coursework that you have produced over the two year course. It is therefore vital that you work with commitment and motivation right from the start of Year 10. Listen to your teachers and ask about any aspect of your studies that you are uncertain about. The more **YOU** put in, the more **YOU** get out of the experience.

As you prepare for Years 10 and 11, all of your teachers are looking forward to welcoming and supporting you through the next 2 years.

Good luck with your choices and with your future studies.

Timothy Hollis
Deputy Head Academic



Courses Offered

For most subjects pupils follow the International (I)GCSE curriculum, though there are some that follow the GCSE curriculum as part of a differentiated subject offering. All courses are offered subject to available resources.

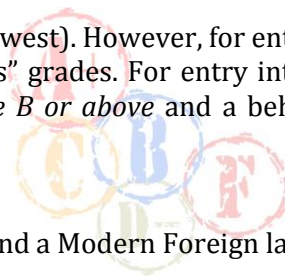


What is IGCSE?

The IGCSE is now the world's most popular international qualification for 14-16 year olds with more than 2,000 schools across the world offering this qualification. Internationally recognised and suitable for schools worldwide, IGCSE offers a pupil centred skills-based approach to teaching and assessing. IGCSE level qualifications offer a balanced international curriculum that develops successful pupils through a practical approach to teaching and learning in preparation for the IB Diploma.

Grading

The grades awarded at IGCSE level range from A* (the highest) to G (the lowest). However, for entry to the Sixth Form, only grades of C or above are usually considered to be "pass" grades. For entry into our IB programme at Repton Dubai, pupils need a minimum 6 passes *at grade B or above* and a behavioural recommendation from their Housemaster/Mistress.



Core Subjects

The core subjects studied by all pupils are English, Mathematics, Science and a Modern Foreign language.

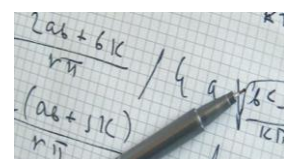
English



The majority of pupils will obtain 2 IGCSE grades, one for English **Language** and one for English **Literature**. Pupils will be put into sets allowing pupils to be optimally placed and challenged based on their abilities. For those pupils whose first language is not English and who may need additional help, the English as an Additional Language (EAL) department offers specialised tuition in addition to entry onto the IGCSE English as an additional language examination. Placement on either programme is dependent on performance and regular testing with the final decision on entry made in the January preceding the Year 11 examination session.

Mathematics

All pupils will study towards the Higher Tier IGCSE qualification. Pupils will be placed into groups based on internal examinations and using the whole school target setting procedure. Some pupils will have the opportunity to study for the Additional Mathematics course alongside their IGCSE studies.



Science



All pupils study Biology, Chemistry and Physics. The sciences are taught separately but links between them are made where appropriate. The more able scientists will be entered for examinations in the three separate sciences leading to the award of three IGCSEs. Other pupils will be following a double-award science (equivalent to two IGCSEs). Placement on either course is based on internal examination results and discussion between the three science departments. The majority of pupils start the triple-award course with a minority starting on the double-award



course. Triple-award pupils who are unable to attain an average IGCSE grade B in Year 10 will be moved to double-award for Year 11.

Modern Foreign Language

All pupils study at least one Modern Foreign Language. For Arab nationals, it is compulsory to study Arabic. The languages available in Year 10 are:

- Arabic
 - Arabic A pupils: have to study the ministry syllabus
 - Arabic B pupils: can choose Arabic As a foreign language (IGCSE) as one of their options.
- French
- German
- Mandarin
- Spanish

العربية française 中國 español Deutsch

Language options are available for pupils with previous language experience as well as for beginners.

Islamic Education

IS.A: Muslim pupils must follow the Islamic Studies course as prescribed by the Ministry of Education. In addition to the ministry requirements Muslim pupils studying Islamic A will also cover the curriculum has been designed by the Islamic Education Department.

IS.B: pupils complete the IGCSE Religious Studies: Islam.

All pupils are also required to follow non-examined courses in Physical Education and Personal, Social, Citizenship and Health Education (PSHCE). In addition, pupils have the opportunity to pursue many other interests and activities as part of the extra-curricular activities programme.

Optional Subjects

In addition to the core subjects, three other subjects are chosen from the following:

- Art and Design
- Business Studies (cannot be chosen if Economics is selected)
- Design and Technology: Resistant Materials
- Drama
- Economics (cannot be chosen if Business Studies is selected)
- Geography
- History
- ICT
- Music
- Physical Education (IGCSE)
- Psychology





Choosing subjects

It is important that you choose subjects for the right reasons. You need to feel confident that you are able to make progress in your chosen subjects, that you will enjoy them, and that they will enable you to fulfil your university and, potentially, your career aspirations. There are some subjects which have a high practical content and these should only be considered if he or she is capable of performing well in them.



Whilst we always attempt to satisfy the desired combination of courses chosen by each individual pupil as a priority, we are not able to guarantee that every combination can be made available each year.

How should I decide which optional subjects to study?

The following section contains a brief summary of factors that are worth considering prior to making your selection. If you are in any doubt as to which subjects you should take, then talk your options through with your parents and teachers. If you are currently a Repton pupil, your Tutor and your Housemaster will be able to help you. If you are joining us from another school, please don't hesitate to contact us here at Repton if you need advice or information regarding option choices. Firstly, ask yourself two key questions:

- Which subjects do you find interesting? Read this booklet carefully and find out as much as you can about the IGCSE courses on offer. Motivation is vitally important at this level of study, particularly when it comes to coursework, so choose subjects that you find interesting – if you are passionate about a particular subject, you will do better at it than one you feel you should study that is popular with others.
- Where do your strengths lie? Different subjects often suit different learning styles. If you have not been getting good grades for the past year in a particular subject, then avoid it if you can. If not, speak to your teachers and see how you can help yourself improve your performance.

We are very keen that every pupil at Repton Dubai should fulfil his or her academic potential. This means attaining the very highest IGCSE grades you can. Your results can have a big impact on your life, so, making the right choice at this stage is very important.

Discuss your option choices with your parents and your subject teachers and think carefully about your choices before committing yourself. Look over your past reports, think about the type of activities you perform best at – this will help a great deal in making choices for your optional subjects.

What happens next?

The deadline for returning your option form is **Thursday 18th February 2016**. Please also make sure that you have re-registered with the admissions department by this time.

Please note that, if your options are received late or if you are not re-registered, you are less likely to be able to study your first choices of optional subjects.

Finally, if you have any questions regarding this process please do not hesitate to contact me, timothy.hollis@reptondubai.org.



Option Subject Information



Arabic B

Course Outline

This is an examination designed for pupils learning Arabic as a foreign language. 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 pupils progress through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Topic List:

- House, home and daily routine
- Social activities, fitness and health
- Education, training and employment
- In the UK and abroad.
- Media, entertainment and youth culture

Assessment

The award of the final grade is determined by the pupils performance in examinations in Year 11, which consist of four parts – three written papers (maximum) and one speaking examination

Paper Two - Reading and Directed writing, Paper Three – Speaking, Paper Four - Continuous writing,

Candidates who have followed the Core curriculum - take papers 2 and 3 are eligible for the award of grades C to G only. Candidates who have followed the Core and Extended curriculum - take all the relevant papers, 2, 3 and 4 are eligible for the award of grades A* to G.

Those candidates who are likely to obtain grade C or higher should be entered for the extended curriculum papers.

WEIGHTING OF PAPERS

Paper Weighting:

Core:

- Paper 2: (54%)
- Paper 3 (46%)

Extended:

- Paper 2: (35%)
- Paper 3 (30%)
- Paper 4 (35%)

Further information can be obtained from Jamal Younis, Head of Arabic B at jamal.younis@reptondubai.org



Art and Design

Course Outline – EDEXCEL. The aim of the IGCSE Art and Design course is to stimulate, encourage and develop:

- An ability to record from direct observation and personal experience;
- An ability to identify and solve problems in visual and tactile form;
- Creativity, visual awareness, critical and cultural understanding;
- An imaginative, creative and intuitive response;
- Confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- Growing independence in the refinement and development of ideas and personal outcomes;
- Engagement and experimentation with a range of media, materials and techniques including new media where appropriate;
- Experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;
- Knowledge of a working vocabulary relevant to the subject and an interest in, and a critical awareness of other practitioners, environments and cultures;
- Investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Year 10 will consist of a series of workshops teaching pupils a variety of techniques which they can use for their personal response. Each project will be explored with a series of preparatory exercises that will lead to the creation of the main piece. During the 2 year course pupils will complete at least 4 major pieces combining all of the assessment objectives as discussed below. The areas of study will incorporate a variety of materials related to the theme '**Natural Forms**'

In Year 10 classes will present pupils with a variety of ways to represent the topic. This will include

- 1) Drawing techniques using pencil, graphite, charcoal, pastel, crayons, watercolour pencils
- 2) Painting techniques using acrylics and extenders and texture compounds, water colour techniques and textures achieved with a variety of different methodologies.
- 3) Print making
- 4) 3D work with clay and sculptural materials

By the time the pupils have reached Year 11 they will have a strong background of knowledge in the making of art. Pupils will research a variety of artists associated with the theme of work they are doing, and this will be kept in their sketch books with their experiments and drawing done in class and at home. It is imperative that pupils associate their work with that of others and acknowledge their ideas.

Assessment

There are 4 assessment objectives in the EDEXCEL IGCSE Art and Design course.

The section taken by Repton is **Fine Art (4FAO)**. This allows for broad scope of study rather than minimizing the topics.

4 Assessment objectives. Each is worth 25% and it is imperative that pupils address each objective equally.

A01 = Gathering, recording, research and investigation of ideas which are appropriate to the task.

A02 = Analysing the work of other artists and making connections with one's own work.

A03 = Exploring and developing ideas through sustained experimentation and analysis of the relationships between visual forms. It also involves the selection and technical control of Art materials.

A04 = Personal Vision and presentation of personal response.

At the end of year 11, pupils will be given the EDEXCEL examination paper, which consists of a topic to be personally interpreted by each pupil. A01 A02 and A03 are worked on by the pupils for the first 6 weeks after being given the paper. This is class work and prep. After the completion of 6 weeks preparatory work, pupils sit for a 10 hour exam run over 2 days. The work is then placed on 4 boards per pupil, emphasizing the 4 assessment objectives to be graded by EDEXCEL examiners in Cardiff. The work is sent overseas and parents are obliged to pay a fee if the work is requested to be returned.

Further information about this course can be obtained from Wendy Harris, Head of Art at wendy.harris@reptondubai.org



Business Studies

Course Content

The Business Studies curriculum is divided into six different aspects of the business world. The syllabus develops pupils' understanding of business activity in the public and private sectors, and the importance of innovation and change. Pupils learn how the major types of business organization are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Through their studies, pupils not only learn about business concepts and techniques but also enhance related skills such as numeracy, digital literacy and enquiry. Presentation skills are also developed and refined using a variety of media including role plays and interviews. The syllabus provides both a foundation for further study, and an ideal preparation for the world of work.

Assessment

Candidates sit two exam papers. There is no coursework.

Paper 1	Short-answer questions and structured/data response questions. There will be no choice of questions.	50% of total marks.	1 hour & 30 minutes
Paper 2	Questions arising from a given case-study (not pre-released). There will be no choice of questions.	50% of total marks.	1 hour & 30 minutes

Further information about this course can be obtained from:

Eilish McGrath, Head of Economics and Business Studies at eilish.mcgrath@reptonDubai.org



Drama

Course Outline

Through practical and theoretical study the IGCSE Drama course encourages pupils to understand and enjoy drama by:

- Developing their performance skills both individually and in groups
- Considering ways in which ideas and feelings can be communicated to an audience
- Discovering the performance possibilities of texts and other stimuli
- Devising dramatic material from a given stimulus.

This course is an opportunity for pupils to demonstrate understanding of the performance possibilities of a text and of the differing roles of actor, director, stage manager and technician. It teaches pupils to devise their own dramatic materials, produce dramatic performances, hone acting and speaking skills and reflect on the effectiveness of their work. Topics include:

- Rehearsal techniques
- Stage design
- Scriptwriting
- Performance skills
- Costuming
- Lighting and Sound

The course allows for a variety of Dramatic material to be studied. The choices that are made are based on the particular interests, and needs, of the pupils and may vary between classes and between pupils within a particular class. This variety is seen as an important strength in both exposing pupils to unfamiliar material and in allowing pupils the opportunity to make their own choices, particularly in the context of the practical performance work. The material studied for the final written exam is, however, prescribed by Cambridge.

Assessment

The award of the final grade is determined by the pupils performance in both examination and coursework elements. Pupils will be assessed on:

- **Understanding** of the performance possibilities of text and other stimuli and the different roles of actor, director, stage manager and technician in their realization.
- **Devising** of dramatic material and reflection on its effectiveness.
- **Performing skills** in drama

Written Exam (2 ½ hours) [Weighting 40%]

- Pupils will create drama based on a stimulus and in the examination they will be required to reflect and evaluate the practical work.
- Pupils will study an extended extract from a play with a view to understanding both the text and the practical aspects of production. In the examination they will be required to answer questions on the extract.

Coursework [Weighting 60%]

Pupils will submit a total of three pieces of practical work: one individual and two group pieces.

For further information contact Jill Martin, Head of Drama at jill.martin@reptonDubai.org



Design and Technology



Course Outline

Design & Technology is a subject where pupils learn how to solve real problems. They will develop the skills they have learnt in Years 7, 8 and 9 and start to work more independently. Pupils will be encouraged to think about global issues when designing and learn about the responsibility of the designer.

Course content

During Years 10 and 11 pupils will learn how to explore needs, wants and opportunities in the context of designing for a real client. They will further develop flexible and independent thinking and draw upon a wide range of information sources. Pupils will learn how to modify and transform ideas as they go along and make accurate judgments on material selections, manufacturing processes, form and function. They will also appreciate and consider environmental issues both locally and globally. The facilities available to the pupils are outstanding, offering a mix of traditional hand tools and machines along with state of the art computer controlled equipment. Computer aided design will also play an important role in the scheme of work as a direct link to the design industry. In Year 10 pupil will undertake a series of projects incorporating two and three dimensional work as well as designated design theory lessons in preparation for Year 11. Year 11 will be dominated initially by a major design project of the pupils choosing following discussion with their teacher. In term two more emphasis will be put on design theory in preparation for the IGCSE exam in the summer. At this point design theory will run parallel with the major project.

Links to IB and career opportunities

The IGCSE course structure has been developed very much with the IB and its ethos in mind. During the course pupils will be encouraged to think about and consider global issues, other cultures and users as well as consider the environment they are living in.

Studying IGCSE Design & Technology can open up opportunities in a broad range of careers. As well as in the broad range of design disciplines (product design, industrial design, graphic design, fashion design, textile design, interior design etc.) it can lead to a career in areas such as architecture, engineering, marketing and design management. The skills used in Design & Technology are far reaching - developing practical skills, understanding materials and their properties, industrial techniques, market appreciation, methods of communication and ethical consideration.

Assessment

Pupils' work will be assessed at regular intervals during Year 10 in an effort to enthuse and encourage the pupil as well as give them, their parents and staff an understanding of their progression. During Year 11 feedback on coursework will be regular and detailed. Theory work will also be assessed and mock exams will be carried out.

Where to find more

Websites include Cambridge IGCSE - www.cie.org.uk and IB - www.ibo.org .

For further information contact Mr. Owen Gilbert, Head of Design and Technology at

owen.gilbert@reptondubai.org

Economics

Course Content

The resources available to produce goods and services are scarce compared to our wants which are unlimited. Economics is the study of how societies attempt to solve the problem of scarcity and choice. In year 10 we study the choices made by individual consumers and firms, and the factors that influence those choices. To excel in Economics, it is necessary to be able to think logically and express oneself clearly and concisely. In addition, the ability to make use of data and illustrate it using graphs or diagrams is required.

Entry into year 11 is conditional upon having studied the subject in year 10. A firm grounding in the basic principles of the subject is required if pupils are to pursue the subject successfully in the examination year. The emphasis is on “macroeconomics” and to this end we study the role of government and the newsworthy topics of inflation, employment, growth and international trade. Therefore, pupils will be expected to read an Economics related article from a quality newspaper once a week and to monitor economic variables.

Assessment

Candidates sit two exam papers. There is no coursework.

Paper 1	30 multiple-choice items (all questions to be answered).	30% of total marks.	45 minutes
Paper 2	Structured questions. Candidates must answer one compulsory question and three optional questions from a choice of six.	70% of total marks.	2 hours & 15 minutes

For further information please contact Eilish McGrath, Head of Economics and Business Studies at

eilish.mcgrath@reptondubai.org

IGCSE Islamic Studies

Course Outline

Pupils will be studying 2 Units in this course, Unit 4 and Unit 11,

Unit 4 Content overview

This unit requires pupils to study the relationship between Islam and life in the UK. There are four sections covering believing in Allah, matters of life and death, marriage and the family, and religion and community cohesion.

Key words are given at the beginning of each section. Pupils should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*. In order to meet Assessment Objective 2, pupils need to be aware of a range of responses addressing religious and/or non-religious beliefs.

Unit 11: Content Overview

This unit requires pupils to study the nature of Islam and its effects on the lives of Muslim believers in the UK. There are four sections covering beliefs and values, community and tradition, worship and celebration, and living the Muslim life.

Key words are given at the beginning of each section. Pupils should be aware of their meanings and be able to use them in their examination answers. A glossary of the key words can be found in *Appendix 4*. In order to meet Assessment Objective 2, pupils need to be aware of a range of responses addressing religious and/or non-religious beliefs.

Assessment

All candidates take two written papers and answer in English. Both papers must be taken for the candidate to be awarded a grade.

Paper 1 Unit 4: (1½ hours)

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and pupils will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty. Religious Studies papers are designed to give access to the full range of grades and are not tiered. Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question. Up to 4 marks will be awarded for Spelling, Punctuation and Grammar

Paper 2 Unit 11:

Assessment will be through a one-and-a-half-hour examination. The examination will be divided into four sections and pupils will be expected to choose one of the two questions set on each section, ie four questions in total. Each question is sub-divided into four parts structured on an incline of difficulty. Religious Studies papers are designed to give access to the full range of grades and are not tiered. Quality of Written Communication will be assessed through Assessment Objective 1 in part c) of each question. Up to 4 marks will be awarded for Spelling, Punctuation and Grammar.

For further information contact Sajida Al Bashir, Head of Islamic Education @ sajida.albashir@reptondubai.org



Geography

Course Outline

The curriculum is divided into three broad themes which have been designed to develop an understanding of both the natural and the human environments and appear in each of the three papers:

1. Population and settlement
2. The natural environment
3. Economic development and the use of resources

The 'Population and Settlement' theme explores the nature of different people around the world and the way they live. The population topic uses case studies to explore the issues surrounding the growth of world population and the associated problems and consequences of over-population and under-population. The issues of an ageing population in HICs and youthful population in LICs are also addressed, again through a case study approach. Migration both within and between countries is an area of increasing media attention and the push and pull factors associated with this migration are examined and exemplified. Within the settlement topic, factors influencing the location and growth of settlements are studied, with Dubai being an apt case study to focus on. The models used to describe the growth of settlements both in HICs and LICs are examined along with the consequences of urban sprawl in each location.

The 'Natural environment' theme looks at the planet in the physical sense and tackles such topics as plate tectonics, rivers, coasts, ecosystems and weather and climate. An important aspect for the pupils to appreciate within this theme are the inter-relationships between the natural environment and human activities. Case studies are again focused on for each of the topics within the theme lending the work to real-life examples.

The final theme of 'Economic development and the use of resources' examines the different kinds of economic activities that exist, how they operate, where they locate and how they impact both society and the environment. Agriculture, industry, tourism and issues connected with key resources such as water are researched and debated.

Assessment

Paper 1	Questions are structured and are resource based, involving problem solving and free response writing. Pupils answer three questions in total, one from each of the main themes mentioned above.	45% of total	1 hr 45 mins
Paper 2	This paper is based on testing the interpretation and analysis of geographical information and on the application of graphical and other techniques. One question is based on a 1:25 000 or 1:50 000 topographical map.	27.5% of total	1 hr 30 mins
Paper 4	This alternative to coursework paper explores the different aspects of field work. Pupils will need to understand how hypotheses are set, have an appreciation of the different techniques used in the collection of data and be able to draw upon a range of presentation techniques.	27.5% of total	1 hr 30 mins

For further information contact Stephen Lee, Head of Geography at stephen.lee@reptondubai.org



History

Course Outline

The Examination Board that we follow is CIE. Pupils will examine the key events of the 20th century, with particular focus on the following topics:

- **International Relations 1919-39** – Were the peace treaties following the First World War fair? How did the League of Nations deal with international disputes? What allowed for the rise of the Dictators? Why did peace break down in 1939?
- **The USA 1920s-1930s** – What fuelled the economic boom? How did society change? How did the role of women change? How well did the USA cope with mass immigration? Why were Al Capone and the gangster culture so prevalent? Why did the Wall Street occur? How did Roosevelt deal with the Great Depression?
- **The Cold War and the Gulf 1945-2000** - Who was to blame for the Cold War? Did the USA manage to contain the spread of Communism? How secure was the USSR'S control over Eastern Europe? Why did events in the Gulf matter?
- **Coursework unit South Africa 1948-1994** – What was the Apartheid system? To what extent was Nelson Mandela responsible for ending the Apartheid Regime?

History lessons will provide pupils with the opportunity to study these important events using a range of approaches including examining films and documents. Pupils will be encouraged to develop their attitudes and judgments on a century which not only saw the outbreak of two devastating world wars and a prolonged struggle between communism and capitalism, but also positive developments in international relations and of popular art and culture.

History trains pupils to become active learners who can research and conduct enquiries. They make considered judgments based on fact and evidence. This course encourages open-minded, independent thinkers who are able to pick out the essential from the trivial. **“The broad mass of the nation will more easily fall victim to a large lie than a small one”**, Adolf Hitler (1925); pupils of History will be less likely to believe large lies - or small ones!

Assessment

Paper 1	All questions are in the form of structured essays, split into three parts: (a), (b) and (c).	40 % Total 60 marks	2 Hours
Paper 2	Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material.	33 % Total 50 marks	2 Hours
Coursework	Candidates produce one piece of extended writing. Internally marked/externally moderated	27% Total 40 marks	

For further information contact Andrea Davies, Head of History at andrea.davies@reptondubai.org



ICT

Course Outline

The IGCSE Information and Communication Technology course will encourage the development of lifelong skills including:

- The ability to understand and implement new and emerging technologies;
- How to analyse, design, implement, test and evaluate ICT systems;
- Consider the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them;
- Awareness of the ways ICT can help in practical and work-related scenarios.

The **theoretical** components of the course will encourage you to develop a deeper understanding of computers and the **components** that make them work, giving you the opportunity to dismantle and reassemble a working computer. This topic will expand to provide you with an understanding of **devices** that can be connected to a computer and the various types of **networks** that exist in personal, social and business environments. To complete this unit we will study the impact ICT has made on all walks of life, aiming to equip you with the skills to **analyse** and **design** your own computerised systems.

The practical aspects of the course will assist you in acquiring and refining essential computing skills required in many professions. The units range from developing your knowledge of **data handling software** and its capabilities when manipulating data, creating **databases** to organise and handle large amounts of information and refining methods of **presenting** information to a range of audiences to maximise the impact of a message.

The course will aim to develop your experience of using **Web 2.0 technologies** when communicating across the Internet. This will lead to learning core **HTML programming** to create effective **websites**.

Assessment

The final award is achieved through three exams taken at the end of Year 11, consisting of one theory exam paper and two practical exams.

Theory Test One: Tests the pupils knowledge of computer components and how ICT has impacted the world around us. Duration of 2 hours and contributes 40% of the final grade.

Practical Test One: Tests the pupils practical application of ICT to create Spreadsheets, Presentations and Word Processed documents. Duration of 2.5hrs and contributes 30% of the final grade.

Practical Test Two: Tests the pupils practical application of ICT in relation to creating Databases, HTML coding in Web Design and Communication tools. Duration of 2.5hrs and contributes 30% of the final grade.

For further information contact Sean McDermott, Head of ICT sean.mcdermott@reptonDubai.org



Modern Foreign Languages

Course Outline

We are pleased to be able to offer the IGCSE in French, Spanish, German and Mandarin. The IGCSE is a challenging course which builds upon and develops the knowledge learnt previously in Key Stage 3. In addition we also offer Spanish Edexcel GCSE and GCSE in French for those pupils for whom the IGCSE course is not appropriate. The GCSE works in the same way as the IGCSE in that it builds upon skills taught in KS3 and the content is the same. However, the principal difference between the two is that whereas the IGCSE is assessed entirely through examinations at the end of the 2 year course, the GCSE is largely assessed through coursework (60%).

Pupils will follow the following topics during the two year course:

Area A Everyday activities: Home life and school, Food, Health and fitness.

Area B Personal and social life: Self, family and personal relationships, Holidays and special occasions.

Area C The world around us: Home town and local area, Natural and made environment, People, places and customs.

Area D The world of work: Continuing education, Careers and employment, Language and communication in the work place.

Area E The international world: Tourism at home and abroad, Life in other countries and communities, World events and issues.

The aims of the syllabus describe the educational purposes of a course in a foreign language for the IGCSE examination:

- to have the ability to use a foreign language as a means of practical communication.
- to gain an insight into the culture and civilisation of countries where the language is spoken.
- to cultivate a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- to develop techniques which can be applied to other areas of learning, such as analysis and memory skills.
- to build a sound foundation for progression to employment or further study.

Assessment

IGCSE: The IGCSE is assessed entirely through examinations at the end of the 2 year course. Pupils are assessed in the four attainment areas of Speaking, Listening, Reading and Writing.

GCSE: The Edexcel GCSE Spanish and French is comprised of 60% coursework and 40% final examination. Speaking (30%) and Writing (30%) are both assessed across four coursework pieces throughout the two year course. Listening and understanding (20%) and Reading and Understanding (20%) are assessed in exams at the end of the two year course.

WEIGHTING OF PAPERS

Paper Weighting IGCSE: All four papers – 25% each

Paper Weighting GCSE: Speaking – 30% / Writing - 30% / Reading and Understanding – 20% /
Listening and Understanding – 20%

For further information contact Sue Lambeth, Head of Modern Languages at

susan.lambeth@reptondubai.org



Music

Course Outline

EDEXCEL GCSE Music focuses on the key components of Appraising, Composing and Performing

The aims of the course are:

- To use these key components in order to acquire a range of basic musical skills.
- To develop a perceptive, sensitive and critical response to music of all styles.
- To provide a foundation for the development of an informed appreciation of music.
- To provide a foundation for further study in music for candidates who wish to continue their studies at a higher level.
- To encourage pupils to appreciate, understand, and enjoy music in a variety of local and world-wide contexts and to continue this interest into later life.
- To foster pupils' aesthetic and emotional development, self-discipline and creative skills.

Course Content

Appraising: (1MU0/03) 40% Externally moderated

- Develop an aural awareness, perception and discrimination in relation to Western music of the Baroque, Classical, Romantic and 20th Century periods.
- Study of Eight Prescribed Works (extracts) from Western and non-Western cultures.
- Areas of Study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, and Fusions.

Performing: (1MU0/01) 30% - Internally assessed/externally moderated

- Develop a technical competence on one or more instruments or voice.
- Show an interpretive understanding of the music performed.
- Pupils are expected to have ability in playing a musical instrument and/or singing and to participate in school musical events as a pre-requisite for this course

Composing: (1MU0/02) 30% - Internally assessed/externally moderated

- Discrimination and imagination in free composition
- Using staff notation and, if appropriate, other suitable systems.

Assessment

Component Weighting Duration

Appraising	Externally marked Examination. All questions refer to Set Works, one unseen piece and dictation.	1h 45 mins	40%
Composing	Submission of coursework 2 compositions, notated & recorded.	-	30%
Performing	Submission of coursework Performing individually and in an ensemble. Total recorded time 4-10 mins.	-	30%

Further information from: peter.crook@reptondubai.org, roisin.crumlish@reptondubai.org

or

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

IGCSE Physical Education

Course Content

All pupils fully participate in this essential aspect of individual development and are assessed and graded on their theoretical knowledge and sporting ability. Repton has considerable sporting talent within its pupil body and the Physical Education curriculum in part aims to develop this potential as well as ensuring that all pupils experience the many learning and pastoral opportunities available through this course.

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to foster enjoyment in physical pursuits by providing pupils with an opportunity to take part in a range of physical activities. By following the course pupils will be able to develop an understanding of effective and safe physical performance and to appreciate the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

Pupils participate in a wide variety of sports, many of which are also offered as part of the large number of co-curricular activities running within the school. **In order to be successful at IGCSE PE level the pupils must be able to perform at least FOUR sports/activities to a high standard. This will include regular commitment and participation for school sports teams throughout the year.**

Assessment

Practical Assessment and Coursework (60%)

- Candidates choose to undertake **four** practical activities from at least **two** of the seven categories listed (50% of total marks).
- Candidates must show the ability to analyse and improve practical performance in **one** of their four chosen practical activities (10% of marks).

Theory Assessment (40%)

Section A:

Candidates answer short answer questions on the three units they have studied: *Factors affecting performance, Health, safety and training, Reasons and opportunities for participation in physical activity.*

Section B:

Candidates answer three structured questions, one from each of the units they have studied.

For further information contact Jonathan Sheppard-Burgess, Head of Physical Education at jsheppard.burgess@reptondubai.org



Psychology

Course Content

This stimulating option enables pupils to engage in the process of psychological enquiry in order to develop as effective and independent pupils, and as critical thinkers with enquiring minds. They will have the opportunity to develop an understanding of the relationship between Psychology and social, cultural, scientific and contemporary issues, and its impact on everyday life. To excel in Psychology, one must also be able to present information, develop arguments and draw conclusions. Such scientific methodology is always supported by data in Psychology; you will learn to consider the validity and reliability of evidence as you progress through the course.

A brief outline of the thought-provoking units of study:

Unit One: Perception and Dreaming

- How do we see our world?
- Is dreaming meaningful?

Unit Two: Social and Psychological Debates

- Do TV and video games affect young people's behaviour?
- Why do we have phobias?
- Are criminals born or made?

Assessment

The pupils are assessed through external examination in June of their second year.

There is no coursework.

Unit One: Perception and Dreaming

- 1 hour 15 minute exam: multiple choice and short answer questions
- 40% of total GCSE grade

Unit Two: Social and Psychological Debates

- 1 hour 45 minute exam: multiple choice, short answers and some extended writing
- 60% of total GCSE grade

For further information contact Lisa Hollis, Head of Psychology at lisa.hollis@reptondubai.org



Core Subject information

English

IGCSE English is divided into two components: First Language English and Literature. Pupils who submit coursework for both, and pass both exams, will receive two IGCSE awards.

English Literature

Course Outline

Pupils will read a variety of prose, poetry and drama texts. They will discuss and analyse the writers' craft, and explore how the authors create desired effects. The focus will be on plot, characterisation and themes, but other elements such as style, language, tone, and mood will also be explored. The literature for the examination comprises of one novel and one play. Texts include classics such as *Romeo & Juliet*, *The Importance of Being Earnest*, *To Kill a Mockingbird*, and *Of Mice and Men*. Coursework is comprised of one essay which must compare at least three poems from the anthology.

The **aims** of English Literature are to develop the pupils ability to:

- Understand and respond to literary texts in different forms and from different periods and cultures;
- Appreciate different ways in which authors achieve their effects; and
- Communicate an informed personal response to literature.

We changed examination boards last year and are now following the Edexcel Board.

Assessment

Paper 1: Examination on set texts- Closed book; one question each on poetry and prose. One hour and forty five minutes. 60% of total mark.

Paper 3: Coursework Portfolio; one assignment comparing at least three poems from the anthology, plus reference to at least three others. 1000- 1500 words. 40% of total mark.

English Language

Course Outline

First Language English*: This course explores a range of fiction and non-fiction texts from a variety of cultures, creating an understanding of the development and cultural significance of poetry, drama and prose, both traditional and contemporary. It provides pupils with the foundations to write clear, well organised, appropriately supported academic essays. Furthermore, the course develops pupils' spoken English, both in terms of making successful speeches, and participating effectively in debates or group discussions.

The **aims** of the course are:

- To develop pupils' understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- To develop pupils' ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- To develop pupils' ability to construct and convey meaning in written language, matching style to audience and purpose.

We changed examination boards last year and are now following the Edexcel Board.

**Some pupils may need/choose to study Second Language English instead of First.*

Assessment

First Language English

Paper 1: Examination. Three sections worth 20 marks each. In the first section pupils must answer a series of questions on an unseen non-fiction reading passage. The second section requires that pupils answer two questions based on a non-fiction prose article from the Edexcel IGCSE anthology. In the final section pupils respond to one question which allows for the expression of opinions and analysis ideas on a topic relevant to a pupils experiences. 2 hours and 15 minutes. 70% of final mark.

Paper 3: Written coursework. Pupils read and analyse poems and short stories from Section B of the Edexcel IGCSE anthology, and write one essay comparing two of these texts. Included in this section are poems by Wilfred Owen, Robert Frost, W.H. Auden, Moniza Alvi, and Marcia Douglas. Short stories by Sebastian Faulks, Adewale Maja-Pearce, Guy de Maupassant, R.K. Narayan and a story from *The Arabian Nights* are included. In the second essay, pupils produce a piece of personal writing. Essays must be between 450-600 words. 20% of final mark.

Paper 4: Oral Coursework. Pupils prepare and give one individual speech (5 minutes), participate in one group discussion (5 minutes) and one role play exercise (5 minutes). 10% of total mark.

For further information contact Sarah Norwell, Head of English at sarah.norwell@reptondubai.org



Mathematics

Course Outline

All pupils follow the Higher Tier curriculum and will all aim for grades A* - C. It is a rarity that any pupil attains below a Grade C. We follow the Edexcel IGCSE in Mathematics (Specification A) 4MA0.

Our most able pupils will also be given the opportunity to study towards the OCR Additional Mathematics FSMQ which is sat alongside the IGCSE at the end of Year 11.

Curriculum Content:	
1. Integers	23. Calculus
2. Fractions	24. Lines and Triangles
3. Decimals	25. Polygons
4. Powers and Roots	26. Symmetry
5. Set Language and Notation	27. Measures
6. Percentages	28. Constructions
7. Ratio & Proportion	29. Circle Properties
8. Degree of Accuracy	30. Geometrical Reasoning
9. Standard Form	31. Trigonometry and Pythagoras' Theorem
10. Applying Number	32. Mensuration of 2-D shapes
11. Electronic Calculators	33. 3-D shapes and Volume
12. Use of Symbols	34. Similarity
13. Algebraic Manipulation	35. Vectors
14. Expressions and Formulae	36. Transformation Geometry
15. Linear Equations	37. Graphical Representation of Data
16. Proportion	38. Statistical Measures
17. Simultaneous Linear Equations	39. Probability
18. Quadratic Equations	
19. Inequalities	
20. Sequences	
21. Functional Notation	
22. Graphs	

Assessment

Higher Tier A* to D

Two written papers.

- Each paper is assessed with a two hour examination set and marked by Edexcel.
- The total number of marks for each paper is 100.
- Both papers allow the use of a calculator.
- Each paper is weighted at 50% of the qualification.

For further information contact Mrs. Nicol Good, Head of Mathematics at nicol.good@reptondubai.org



Additional Mathematics OCR 6993

This course will be integrated alongside the Year 10 and 11 programmes of study for our higher achieving pupils. At the end of Year 11 they will sit the single examination for Additional Mathematics alongside the two examinations for IGCSE.

Curriculum Content:	
<ol style="list-style-type: none"> 1. Algebra I - Review <ul style="list-style-type: none"> • Linear Expressions • Solving linear expressions • Changing the subject of an equation • Quadratic expressions • Solving a quadratic equation that factorises • Completing the square • Simultaneous equations 2. Algebra II - Techniques <ul style="list-style-type: none"> • Linear inequalities • Solving quadratic inequalities • Simplifying algebraic fractions • Solving equations involving fractions • Simplifying expressions containing square roots 3. Algebra III - Polynomials <ul style="list-style-type: none"> • Operations with polynomials • The factor theorem • The remainder theorem 4. Algebra IV - Applications <ul style="list-style-type: none"> • The binomial expansion • The binomial distribution 5. Co-ordinate Geometry I <ul style="list-style-type: none"> • Co-ordinates • The gradient of a line • Parallel and perpendicular lines • The distance between two points • The midpoint of a line joining two points • The equation of a straight line • Drawing a line given its equation • Finding the equation of a line • The intersection of two lines • The circle 6. Co-ordinate Geometry II- Applications <ul style="list-style-type: none"> • Inequalities • Using inequalities for problem solving • Linear programming 	<ol style="list-style-type: none"> 7. Trigonometry I <ul style="list-style-type: none"> • Using trigonometry in right-angled triangles • Trigonometrical functions for angles of any size • The sine and cosine graphs • The tangent graph • Solution of equations using graphs of trigonometrical functions • Identities involving $\sin \theta$, $\cos \theta$ and $\tan \theta$ • Using trigonometrical identities to solve equations • The area of a triangle • The sine rule • The cosine rule • Using the sine and cosine rule together 8. Trigonometry II- Applications <ul style="list-style-type: none"> • Working in three dimensions • Lines and planes in three dimensions 9. Calculus I – Differentiation <ul style="list-style-type: none"> • The gradient of a curve • Finding the gradient of a curve • Differentiation using standard results • Tangents and normals • Stationary points 10. Calculus II- Integration <ul style="list-style-type: none"> • Reversing differentiation • Definite integrals • The area between two curves 11. Calculus III- Applications to Kinematics <ul style="list-style-type: none"> • Motion in a straight line • The constant acceleration formulae • Motion with variable acceleration: the general case • Finding displacement from velocity and velocity from acceleration

Assessment

The examination consists of a single paper which is 2 hours long and worth 100 marks. It contains two sections:

- **Section A:** Approximately **ten** compulsory short questions worth a total of 52 marks.
- **Section B:** **Four** 12 mark questions worth a total of 48 marks.

The examination result is reported as a grade A,B,C,D,E or U.

For further information contact Mrs. Nicol Good, Head of Mathematics at nicol.good@reptondubai.org



Double Award Science

Course Outline

The majority of pupils at Repton will study Double Award Science. The pupils following this course will have three specialist teachers to teach the physics, chemistry and biology components of the course. They will sit three examination papers testing their knowledge and understanding in all three sciences. The course is called 'double award' as pupils are awarded two IGCSE grades. The grade is determined by their performance across all three sciences. For example, a pupil who averages a B grade on the final papers will be awarded BB (two IGCSE grades).

Course Content

The Edexcel International GCSE in Science (Double Award) is designed as a two year course of study. It takes approximately two-thirds of the subject content of each of the GCSEs in single sciences (Biology, Chemistry and Physics), and combines them into an International GCSE in Science (Double Award) worth two GCSEs. It is designed to be an interesting and inspiring modern specification. The course offers opportunity for pupils to experience science within the context of their general education.

The Edexcel International GCSE in Science (Double Award) enables pupils to:

- acquire scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as scientific methods
- form hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the scientific world
- evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in each of the three scientific disciplines

Assessment

At the end of the two year course, pupils will take three exams.

- Biology theory paper – 120 minutes – 33% of final mark
- Chemistry theory paper – 120 minutes – 33% of final mark
- Physics theory paper – 120 minutes – 33% of final mark

There is a single level of entry which is used for all pupils. This allows each pupil to achieve the full range of grades from 'G' to 'A*'.

Requirements to begin studying the course

A decision will be made based on past performance, particularly on how well the pupil did in the end of Year 9 examination. The Double Award will be the examination course that most pupils will follow as it will offer the majority of pupils their best chance of gaining a high grade in the final examination. If a pupil particularly excels at science then they will be invited to take the three sciences as separate IGCSEs.

Links to IB courses and possible future careers

IGCSE Double Award is a suitable preparation for pupils who wish to take a science subject at Higher or Standard level as part of the IB programme.

Where to find more information

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcse-science-2011.html>

Or contact our Head of Science, Mr Steven Briggs, at steven.briggs@reptondubai.org



Biology

For pupils who particularly excel at science, we will offer individual IGCSEs in Biology, Chemistry and Physics (*Triple Award*). These pupils will have three specialist teachers. They will sit separate papers in Physics, Chemistry and Biology, leading to the award of three individual IGCSE grades. The course that they will follow will be the Edexcel IGCSE in Biology.

Course Outline

The IGCSE Biology syllabus enables pupils to better understand the technological world in which they live, and take an informed interest in science and scientific developments. Pupils learn about the basic principles of biology through a mix of theoretical and practical studies. Pupils also develop an understanding of the scientific skills essential for further study at IB or A level, which are useful in everyday life. As they progress, pupils learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. Topics studied include: cell structure and organisation, movement in and out of cells, biological molecules, enzymes, plant and animal nutrition, transportation in plants and animals, respiration and gas exchange, excretion in humans, coordination and response, reproduction in plants and animals, inheritance, energy flow, food chains and food webs, nutrient cycles and human influence on the environment, genetic modification, cloning, selective breeding and food production.

Great value is placed on the importance of experimental work in Science, and pupils will be given many opportunities to design investigations, collect and analyse data, and draw conclusions from experiments.

Assessment

At the end of the two year course, pupils will take two exams.

Biology Paper 1 – 2 hours – 66.7% of final mark

Biology Paper 2 – 1 hours – 33.3% of final mark

Both forms of assessment are untiered with A*-G grades being available.

Requirements to begin studying the course

A decision will be made based on past performance, particularly on how well the pupil did in the end of Year 9 examination. The Double Award will be the examination course that most pupils will follow as it will offer the majority of pupils their best chance of gaining a high grade in the final examination. If a pupil particularly excels at science then they will be invited to take the three sciences as separate IGCSEs. If however a pupil does not achieve a grade B at the end of the first year of this course, they will be advised to switch to the Double Award.

Links to IB courses and possible future careers

IGCSE Biology is a suitable preparation for pupils who wish to take Biology at Higher or Standard level as part of the IB programme.

Where to find more information

You will find more detailed information at the following website

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-biology-2011.html>

Or contact our Head of Biology, Miss Gemma Sykes, at gemma.sykes@reptondubai.org



Chemistry

For pupils who particularly excel at Science, we will offer individual IGCSEs in Biology, Chemistry and Physics (*Triple Award*). These pupils will have three specialist teachers. They will sit separate papers in Physics, Chemistry and Biology, leading to the award of three individual IGCSE grades. The course that they will follow will be the demanding Edexcel International syllabus.

Course Outline

Science permeates all aspects of life and the course attempts to demonstrate the role that Chemistry plays in everyday life, and to offer an explanation of some of the properties and interactions of materials. The IGCSE Chemistry course begins with materials that is recognisably traditional Chemistry, but with the emphasis less on the accumulation of facts. Throughout the course, the establishment of safe laboratory practice is encouraged through interesting experiments and demonstrations. Apparatus and techniques normally available to the pupil chemist for obtaining and handling both pure chemicals, and those found in the home, are introduced.

The pupils, as Chemists, learn how to become aware and responsible for the environment around them, and they develop an understanding of both the positive and negative aspects of a chemical industry. Pupils' knowledge and understanding is developed contextually, with a variety of different teaching and learning styles, including working in groups, use of ICT, role play, games, design investigations, collect and analyse data, and molecular modelling. The topics studied are principles of chemistry, chemistry of the elements, organic chemistry, physical chemistry and chemistry in industry.

Assessment

At the end of the two year course, pupils will take two exams.

Paper 1 – Theory paper – 120 minutes – 67% of final mark

Paper 2 – Theory paper – 60 minutes – 33% of final mark

There is a single level of entry which is used for all pupils. This allows each pupil to achieve the full range of grades from 'G' to 'A*'.

Requirements to begin studying the course

A decision will be made based on past performance, particularly on how well the pupil did in the end of Year 9 examination. The Double Award will be the examination course that most pupils will follow as it will offer the majority of pupils their best chance of gaining a high grade in the final examination. If a pupil particularly excels at science then they will be invited to take the three sciences as separate IGCSEs.

Links to IB courses and possible future careers

IGCSE Chemistry is a suitable preparation for pupils who wish to take Chemistry at Higher or Standard level as part of the IB programme or A Level Chemistry.

<http://www.rsc.org/careers-jobs/>

Where to find more information

You will find more detailed information at the following website

<http://www.edexcel.com/quals/igcse/int-gcse11/chemistry/Pages/default.aspx>

Or contact our Head of Chemistry, Dr Ruksana Hussain, at ruksana.hussain@reptonDubai.org



Physics

For pupils who particularly excel at science, we will offer individual IGCSEs in Physics, Chemistry and Biology (*Triple Award*). These pupils will have three specialist teachers. They will sit separate papers in Physics, Chemistry and Biology, leading to the award of three individual IGCSE grades. The course that they will follow will be the demanding Edexcel IGCSE in Physics.

Course Outline

The course is divided into 10 Physics topics that are taught over the duration of the two year course. Material covered in the topics includes work on forces, electricity and magnetism, waves and atomic physics.

The Edexcel International GCSE in Physics enables pupils to:

- learn about the unifying patterns and themes of physics
- acquire knowledge and understanding of physical facts, concepts and principles
- appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as scientific methods
- develop a logical approach to problem solving in a wider context
- evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in physics and for other courses which require them to have a knowledge of physics.

Assessment

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

- Physics Paper 1 (66.6% of the available marks – a paper testing the core material from the course).
- Physics Paper 2 (33.3% of the available marks – a paper testing all material from the course including the extended material).

Grades from A* to G will be awarded based on the pupil's performance in these examinations.

Requirements to begin studying the course

A decision will be made based on past performance, particularly on how well the pupil did in the end of Year 9 examination. The Double Award will be the examination course that most pupils will follow as it will offer the majority of pupils their best chance of gaining a high grade in the final examination. If a pupil particularly excels at science then they will be invited to take the three sciences as separate IGCSEs. If however a pupil does not achieve a grade B at the end of the first year of this course, they will be advised to switch to the Double Award in Year 11.

Links to IB courses and possible future careers

IGCSE Physics is a suitable preparation for pupils who wish to take Physics at Higher or Standard level as part of the IB programme.

Where to find more information

You will find more detailed information at the following website:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-physics-2011.html>

Or contact our Head of Physics, Mr Richard Green, at richard.green@reptondubai.org

IGCSE Option Choices Form Year 10, 2016-2017

REPTON SCHOOL



Name: _____

Core Subjects: *English Language and Literature, Mathematics, Science*
 – all pupils will study Biology, Chemistry and Physics

For Arab nationals it is compulsory to study Arabic.

*Pupils can only select Business Studies **OR** Economics, **NOT** both.*

Islamic pupils must select Islamic Education in Option D

Admission stamp
 to confirm
 registration for
 2016-17

Option A	Option B	Option C	Option D
Arabic A Arabic B French German Mandarin Spanish	Art Business Studies DT – Resistant Materials Economics Geography History IGCSE Physical Education Psychology	Drama DT – Resistant Materials MFL (Fre/Spa - please select) Geography History ICT Music Psychology	Islamic Education Art Business Studies Drama DT ICT IGCSE Physical Education
<i>1st Choice</i>	<i>1st Choice</i>	<i>1st Choice</i>	<i>1st Choice</i>
<i>Reserve</i>	<i>Reserve</i>	<i>Reserve</i>	<i>Reserve</i>

Religion: _____

Nationality: _____

Signature of Pupil: _____

Signature of Parent: _____

Whilst we will endeavour to ensure all selections are possible, courses may not be viable if insufficient pupils make that option choice.