

LIVE WORLDWISE.™

IGCSE/GCSE Programme at
Dulwich College (Singapore) 2025-2026



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Welcome to the Middle Senior School

Welcome to the Middle Senior School at Dulwich College (Singapore).

The Middle Senior School (Years 9 to 11) is an exciting time for students. It's a time of increasing choice and ownership: students are given the opportunity to construct a curriculum that represents their own personal pathway, while also becoming increasingly independent as learners. At the same time, there is significant personal, social and intellectual development as they navigate the formative years of adolescence.

At Dulwich College (Singapore) we expect students to grow in many different ways during the three years of the IGCSE/GCSE programme. We offer the support and care needed for students to explore their passions and interests, to continue to think about their place in the world, and to achieve success both inside and out of the classroom.

There are many exciting opportunities available to students in the Middle Senior School: we offer a broad programme of co-curricular and enrichment activities, including service learning, competitive sports and trips. All students are expected to engage in our annual Outdoor Education adventure week, and we also offer the International Award for students in Years 10 and above. Student leadership is encouraged, and we have programmes to support this, including the DCSG Changemakers and the Ignite! exceptional performance development pathway for students with particular passion for the Performing Arts, Music or Sport.

This brochure focuses on the IGCSE/GCSE programme studied by students in the Middle Senior School. It outlines the way the programme works, and the subject options available for students joining the College during Years 9 to 11. Please take your time exploring the options available, and do not hesitate to reach out should you have any further questions.

Corin James

Deputy Head (Middle Senior School)

LIVE WORLDWISE.™

At Dulwich College (Singapore) we believe in nurturing global citizens and well-rounded future leaders who are equipped to create solutions to the world's challenges. Our goal is to encourage our community to Live Worldwise – to make informed choices, take inspired action and create positive impact. Our innovative and world-changing education is wellbeing-focused and balances academic excellence with a wealth of co-curricular opportunities that enable our students to discover their individual talents and passions.



DULWICH COLLEGE
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Our Guiding Statements



Innovative Learning

We enjoy innovative learning, which is academically challenging, purposeful, relevant and personalised for the learner.

Intercultural Understanding

We understand, explore and respect both our own and others' backgrounds and culture.

Diversity, Equity & Inclusion

We build a caring culture of safety, compassion and inclusion, celebrating the diverse nature of our community and providing a voice and sense of belonging for all.

Wellbeing

We build a caring culture of safety, compassion and inclusion, celebrating the diverse nature of our community and providing a voice and sense of belonging for all.

Environment Sustainability

We choose to live in a way where we balance our needs with the needs of the planet and act deliberately to improve the environment for all.

Social Justice

We build a community where each individual matters, respecting and upholding the rights of everyone.

The IGCSE Programme at DCSG

Introduction

The Middle Senior School at Dulwich College (Singapore) is made up of Years 9 to 11 (for students aged 13 to 16 years old). During these years students follow a programme of study leading to IGCSE or GCSE qualifications.

These are externally organised qualifications based in the United Kingdom. Students study for three years, at the end of which they take a suite of externally set and assessed exams. They then receive a grade for each subject in which they sit exams.

The curriculum is made up of a core of mandatory subjects: English Language and Literature, Mathematics and Science. These are augmented by a set of options subjects.

Most students who start the programme in Year 9 will study 10 IGCSE/GCSE courses:

- English Language
- English Literature
- Mathematics
- Science
 - Either: Separate Sciences (Biology, Chemistry and Physics – 3 grades)
 - or: Double Award Science (worth 2 IGCSE grades)
- 4 or 5 options subjects

Our 3 Year Programme

Many schools study the IGCSE/GCSE programme over 2 years. At DCSG, students study the programme over 3 years.

We believe that the extended length of our programme allows us to provide opportunities for subject-based enrichment; to teach beyond the confines of

The IGCSE Programme at DCSG

the syllabus; and to explore deeper and broader learning. It encourages greater conceptual understanding, more in-depth knowledge and more sophisticated skills.

Our 3 Year Programme means that students finish Year 11 better equipped to face the challenges of the IBDP or IBCP in Years 12 and 13.

Examination Boards and Grading

Exam boards are the UK-based organisations that are responsible for the IGCSE and GCSE programmes. Each exam board designs and publishes the relevant syllabus, and is responsible for the setting and assessment of exams. At the end of the course, the exam board provides a certificate showing the grade that the student has been awarded in each subject studied.

Each curriculum area chooses the exam board that is most appropriate for our students in our context. The exam boards used include Cambridge Assessment International Education (CAIE), Pearson Edexcel, AQA, Oxford AQA and CCEA. Some exam boards award grades based on a scale of A* to G, while others use a scale of 9 to 1. The table below gives an indication of how number grades equate to letter grades:

Number grade	Letter grade
9	
8	A*
7	A
6	
5	B
4	C
3	
2	D
1	E
	F
	G

Summative Assessment

The final grades that students achieve for each IGCSE/GCSE subject are based on their performance in assessments prescribed by the exam board.

Most of these assessments take the form of written examination papers which are completed during May and June of Year 11. Students are on study leave during the exam period, and are therefore required to take responsibility for managing their own revision.

In some subjects, the written exams are combined with Coursework or Non-Exam Assessments (NEA). These may include written work, portfolios, practical assessments, oral exams, etc. Students are always informed if a piece of work will count towards their final grade. The weighting of exam to Coursework/NEA is outlined on the subject pages that follow.

Formative Assessment

Students are continually assessed throughout the programme using a wide range of assessment tools. This formative assessment is designed to give students and their teachers an indication of their progress in the courses they are studying, as well as to inform future learning.

Choosing Options: how it works

The first decision students need to make is whether to study Separate Sciences or Double Award Science. This decision is important as it governs how many options subjects students can study.

Students then choose four or five options subjects. We believe that students should follow a broad curriculum with a breadth and variety of IGCSE/GCSE subjects. All students should study a second language, unless there are exceptional circumstances.

Options subjects are arranged into 'blocks' for timetable purposes. Students choose one subject from each block. Students studying Separate Sciences do not choose a subject from Block E.

Students only choose each subject once: they choose a different subject from each block.

(Please note that the blocks below are an example and do not necessarily reflect the actual options available to students in any given year.)

Block A	Block B	Block C	Block D	Block E
Art - Fine Art	Art - Fine Art	Art - Fine Art	Art - Graphic Communication	Business Studies
Business Studies	Art - Graphic Communication	Business Studies	Business Studies	Moving Image Arts (Film Studies)
Chinese - Foreign Language	Business Studies	Computer Science	Computer Science	Geography
Chinese - Second Language	Chinese - Foreign Language	Dance	Dance	History
Chinese - Foreign Language	Computer Science	Design and Technology	Economics	Or
French	Drama	Drama	Moving Image Arts (Film Studies)	Separate Sciences
French - First Language	Economics	Economics	Food Preparation and Nutrition	-
German	Food Preparation and Nutrition	Moving Image Arts (Film Studies)	Geography	-
Japanese - First Language	French	Food Preparation and Nutrition	History	-
Spanish	Geography	Geography	Music	-
AEN (by invite only)	History	History	Physical Education (GCSE Course)	-
-	Physical Education (GCSE Course)	Music	AEN (by invite only)	-
-	Spanish	Physical Education (GCSE Course)	-	

Choosing Options: Our Principles

We believe that:

- Students should follow a broad curriculum with a breadth and variety of I/GCSE subject choices.
- Students should balance their choices between subjects which are assessed by examination, coursework, oral, practical and/or creative methods.
- Students have a choice over which Science pathway they study: Double Award Science or Separate Sciences.
- Students should study a language. Students can opt for more than one language, should they wish.

- We believe that every student should take a creative and / or a practical subject. Students can opt for more than one Arts subject.
- Students can opt for more than one Humanities / Individual and Societies subject. Opting for Economics and Business Studies may not offer enough breadth, in most cases. Students studying Separate Sciences do not choose a subject from Block E.

Please note that some options combinations may not be possible due to the way the blocks are arranged in each year. Some classes may also reach capacity, in which case certain subject combinations may not be available.

Curriculum Scheduling

We operate on a two-week timetable, with six lessons of 55 minutes each day. Within this timetable, time is allocated as follows:

Subject	Curriculum time over 2 weeks
English Language / Literature	9 Lessons
Mathematics	7 Lessons
Separate Sciences or Double Award Science	15 Lessons 10 Lessons
Option A	5 Lessons
Option B	5 Lessons
Option C	5 Lessons
Option D	5 Lessons
Option E (if studying Double Award Science)	5 Lessons
Wellbeing	2 Lessons
Global Skills	2 Lessons
Core PE	3 Lessons
Tutor period	2 Lessons

Curriculum Scheduling

All students in Middle Senior School take part in three non-examined courses designed to complement their IGCSE/GCSE courses:

- Global Skills
- Wellbeing
- Core Physical Education

Global Skills

Global Skills is a non-examined, internally designed course which is intended to prepare students for further study by laying a solid foundation of critical thinking and transferable skills.

The course brings together aspects of Global Citizenship, TOK (Theory of Knowledge), conceptual thinking, current affairs, research skills and public speaking, to ensure students have the tools necessary for success. Through the Global Skills course we strive to ensure that students engage with the world around them in a values-led and compassionate way.

Wellbeing

The Wellbeing and Life Skills curriculum is designed to equip students with the knowledge, skills and understanding to make positive and informed choices in their personal lives, both now and in the future. It is taught in a spiral curriculum that revisits key topics in a manner appropriate to the students' growing maturity and understanding of themselves, of other people and of the world around them.

Core Physical Education

During Core PE lessons, students follow a full, varied and interesting curriculum designed to challenge, engage and excite. A variety of activities are available, from ACSIS competitive training to recreational sports and fitness activities encouraging long-life participation. Students are given the opportunity to select activities from a variety of sports and leisure activities.

One lesson every two weeks is dedicated to a specific theme focused on leadership and student agency. During these lessons, students develop key leadership skills by planning and delivering physical activity sessions with and for their peers.

Students also have the option to choose GCSE Physical Education, which is a fully examined GCSE course.

Frequently Asked Questions

What is the difference between IGCSEs and GCSEs?

GCSEs (General Certificate of Secondary Education) are qualifications taken by students in England, Wales and Northern Ireland at the age of 16. IGCSEs are equivalent qualifications for which the exam boards have developed subject content to make it more relevant to pupils in an international setting. Both GCSEs and IGCSEs are recognised by schools, colleges and universities in the UK and around the world.

At DCSG each curriculum area chooses the exam board and the qualification (IGCSE or GCSE) that is most appropriate for our students in our context.

How and when does my child choose their subjects?

Students make their options choices during the Lent Term in Year 8. We offer a comprehensive programme of information and support to help with this process.

For new students, after you have accepted the place at the College, a conversation will be arranged with a senior member of the Senior School teaching staff. During this conversation, your child will discuss and select their options.

Where possible, we do try to accommodate a student's first choices of options. However, this is not guaranteed as it is dependent on the number of spaces available in each class and on the specific combination of subjects requested.

What if I want to join after the start of Year 9?

Can I join in Year 10 or Year 11 if IGCSE/GCSEs start in Year 9 at Dulwich?

We regularly welcome students later in Year 9, in Year 10 or even in Year 11. Obviously the later a student joins the programme, the harder it is: there may be significant catch-up required. It is therefore important to choose options wisely. This is taken into account during the options conversation.

Does it matter if I am coming from a different curriculum to study IGCSEs?

When any student joins us at the College, we look at what would be in their best interests. We have had a number of students join us over the years from different curriculum backgrounds and achieve great success. It is important that any decision is made following careful consideration to ensure a successful transition.

If you have any questions around this, the best thing to do is to get in touch and we can arrange for a conversation to see how we might be able to accommodate your child joining us at the College.

Is there difference between the subjects in each block? For example, is History in Block B different from History in Block C?

There is no difference between the subjects in each block. Each block is a different class and may be taught by a different teacher, but the curriculum is the same. The blocks are a scheduling tool that allow us to construct our timetable.

Are classes set or banded by ability in Middle Senior School?

Classes in English, Mathematics and Science are broadly banded by academic ability and potential. This allows teachers in those subjects to provide more targeted teaching, with a view to students achieving the best possible grades. In other subjects, the classes are organised by options blocks, so all students who choose a subject in the same option block are in the same class.

Where banding is used, we regularly review whether students are in the correct bands and make adjustments at certain key points in the programme. All bands are taught the same curriculum and all students are encouraged and supported to aim for the highest grade possible.

Can I study a new language at IGCSE/GCSE level?

It is not possible to study a new language at IGCSE/GCSE level. Students studying IGCSE French, Spanish and German have normally studied the language since the start of Year 7.

We offer three different Chinese pathways (First Language Chinese, Chinese as a Second Language and Chinese Foreign Language). These courses are not suitable for beginners.

At IBDP level, it is possible to study a new language from the start of Year 12.

Where can I find the full syllabus for each course?

The syllabus for each course can be found on the relevant exam board website:

CAIE: <https://www.cambridgeinternational.org/>

Pearson Edexcel: <https://qualifications.pearson.com/>

AQA: <https://www.aqa.org.uk/>

Oxford AQA: <https://www.oxfordaqa.com/>

CCEA: <https://ccea.org.uk/>

Detailed course overviews for all IGCSE/GCSE subjects are available on our parent portal.

For students joining Year 10, we typically recommend that they take one fewer options subject. This allows time for scheduled independent study during the school week, which eases the load in terms of catching up material missed earlier in the course. Taking one fewer IGCSE/GCSE subject does not impact a student's ability to proceed to further study in Year 12 and beyond.

Joining Year 11 is much harder and is not generally recommended unless a student is joining from a school with a similar curriculum. Please ensure you discuss the options available with our Admissions team before applying for a place in Year 11. You may also be invited to discuss the matter with a senior member of our Senior School teaching staff prior to submitting an application.

If your child is currently following an IGCSE/GCSE programme and wishes to join the Middle Senior School, please provide us with a list of subjects studied and the relevant exam boards. If you aren't sure of the exam boards, then your child's school will be able to confirm this for you. We will then be able to discuss your situation with our Senior School team so that we can establish how it might work for your child to join us.

Can I change subjects part way through the course?

For the most part, students are expected to study their chosen subjects for the entire IGCSE/GCSE programme. However, we do allow students to change subjects in certain circumstances. This is something that your child should discuss with their Head of Year, who can explain the process to them.

Obviously any change of subject will necessitate catch-up of material already studied.

How many IGCSE/GCSE subjects do I take?

Generally, students will study 10 examined IGCSE/GCSE subjects, plus Global Skills, Wellbeing and Core PE. This is more than many schools will offer, and is made possible by our 3-year programme. Some students may

only take eight or nine subjects, depending on a range of factors. Taking one or two fewer subjects does not significantly impact a student's opportunities in terms of further study.

Some students also take IGCSE Additional Mathematics, which is an extra subject. The decision as to whether a student will take Additional Mathematics is made by the Mathematics department.

Do I have to take a language?

Taking a second language is not compulsory, but it is strongly recommended. Language learning is a skill that has a range of benefits, but one practical benefit is that students who go on to study the IBDP are required to take a second language. It is therefore useful for students to continue to develop their language learning skills in preparation for post-16 study.

Can I take more than one language? More than one arts subject?

Our advice is that students should study a broad curriculum that allows for breadth and a variety of IGCSE/GCSE subject choices. However, it is possible for students to study two languages (e.g. Mandarin and Spanish) or more than one arts subjects (e.g. Drama and Visual Art).

Most students will start by choosing:

- A language option
- An Individuals and Societies option (Geography, History, Business Studies or Economics)
- A creative or practical subject (e.g. Art, Drama, GCSE Physical Education, Design Technology, Computer Science)

The remaining options are then based on the student's strengths and interests.

Please note that we do not allow students to study both Business Studies and Economics as we feel that there is too much overlap between the two subjects.



CORE SUBJECTS

IGCSE English Language

Exam Board: Oxford AQA 9270

Grading: 9-1

Claire Byrne
Head of English

Course Description

IGCSE English Language develops students' skills in reading and writing through the study of a range of texts, with a particular focus on literary non-fiction. Through their studies, students are inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. The course encourages students to develop their curiosity about the living world and enables students to engage with English language in their everyday lives.

Topics Studied

Reading (literary non-fiction)

- Students learn to explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Writing (discursive, narrative, descriptive)

- Students learn to communicate clearly, effectively and imaginatively; to use and adapt forms and select vocabulary appropriate to task and purpose in ways that engage the reader.

Assessment

Written examination: 1 paper; 2 hours; 60%

- Literary non-fiction: questions on a non-fiction text, e.g. autobiography, biography, letters, memoir, travel/adventure writing
- Composition: students choose complete a descriptive, imaginative, argumentative and/or discursive piece of writing

Non-exam assessment: 1 task; 40%

- Students carry out independent research and use their findings for a written task in which audience, purpose and form are specified. This is accompanied by a commentary written by the student

IGCSE English Literature

Exam Board: Oxford AQA 9275

Grading: 9-1

Claire Byrne
Head of English

Course Description

IGCSE English Literature provides opportunities for students to develop knowledge and skills in reading, writing and critical thinking. Through the study of literature (prose, poetry and drama), students have a chance to develop culturally and to acquire knowledge of the best that has been thought and written. This qualification offers students the opportunity to read a wide range of literature fluently, critically and with good understanding, so that they are able to discuss and explain their understanding and ideas in detail. In doing so, they learn to appreciate and enjoy the depth and power of literary texts.

Topics Studied

Poetry: Students study the Oxford AQA Exams Poetry Anthology People and Places. The 20 poems in this anthology allow students to study a range of connected and linked ideas and themes explored by poets from different time periods and contexts.

Prose: Students study a range of high quality, intellectually challenging, and substantial whole texts in detail including at least one prose text.

Drama: Students study a range of high quality, intellectually challenging, and substantial whole texts in detail including at least one drama text.

Assessment

Written examinations: 2 papers; 80%

- Paper 1: 1 hour 30 minutes; Prose and drama, based on previously studied texts
- Paper 2b: 1 hour 30 minutes; Poetry, based on previously studied and unseen poems

Non-exam assessment (NEA): 20%

Students complete one extended response to a prose fiction text of their choice

IGCSE English Language Learners' Pathway (ELL)

Claire Byrne
Head of English

We recognise that our students come from a diverse range of language backgrounds. Therefore, we want to ensure that all our students for whom English is an additional Language are supported in their growing fluency in English and have a personalised pathway at IGCSE to allow them the greatest success in examinations. We have therefore implemented an ELL Pathway for those students who need added support.

ELL in Year 9

In Year 9, students follow the same content as the First Language and Literature classes, but the curriculum is designed to give students more time to focus on grammatical accuracy and vocabulary. Students complete the same English Language and English Literature End of Year assessments.

ELL in Year 10

In Year 10, students start the IGCSE content and study the Language and Literature content in the same way as students in other classes. The curriculum gives them additional support in their language acquisition in relation to these examination components. All students will complete the IGCSE English Language and IGCSE English Literature Year 10 examinations to assess their level before a final decision is made about their IGCSE entries.

ELL in Year 11

Students who remain in the ELL pathway in Year 11 will work towards the IGCSE English as a Second Language examination. They take the Year 11 mock for IGCSE ESL and will cover all the components of this examination. How English pathway decisions are made

Students are placed on the appropriate pathway (ELL or FLL) by the English department. This decision is made based on the data available prior to them joining the programme.

We regularly assess and monitor their growing proficiency. At any point where we feel that a student is likely to achieve to the best of their ability in the First Language courses, we will move students into an FLL group.

IGCSE Mathematics (Extended/Core)

Syllabus: CAIE 0607

Grading: A*-G

Stephen Pulford
Head of Maths

Course Description

IGCSE Mathematics aims to equip students with mathematical fluency, reasoning and problem-solving skills. During the course, students will develop academic rigour and different ways of thinking, alongside their understanding of how Mathematics is used and applied in the world outside of the classroom. Students will also develop skills that are not specific to Mathematics such as resilience, independence, logic and the ability to ask good questions.

We are fortunate to offer a variety of pathways to fit every individual, depending on their goals and suitability. There are three main pathways:

- Extended Mathematics: this is the pathway followed by the majority of our students
- Core Mathematics: for a small number of students who require extra support with Mathematics, this pathway allows them to target a C grade
- Extended plus Additional Mathematics: for students who are not adequately challenged by the Extended pathway.

Decisions about which pathway students follow are made by the Mathematics department. Students new to the College are initially placed in the most appropriate band based on their entrance assessment. After joining, they may be moved into a different band if required.

Topics Studied

All students study the following topics:

- Number
- Algebra and graphs
- Coordinate geometry
- Geometry
- Mensuration
- Trigonometry
- Transformations and vectors
- Probability
- Statistics

Assessment

Written examinations: 2 papers, dependent on pathway; 100%:

- Paper 2 (Extended): Non-calculator paper; 2 hours; 50%
- Paper 4 (Extended): Calculator paper; 2 hours; 50%

Or:

- Paper 1 (Core): Non-calculator paper; 1 hour 30 minutes; 50%
- Paper 3 (Core): Calculator paper; 1 hour 30 minutes; 50%

Free Standing Mathematics Qualification: Additional Mathematics

Syllabus: OCR 6993

Grading: A*-G

Stephen Pulford
Head of Maths

Course Description

The Free Standing Mathematics Qualification: Additional Mathematics is a challenging course, suitable for students who are not adequately challenged by 0580. It reinforces and extends mathematical skills so that students can apply them to increasingly complex problems.

Students in Band 1 study the Extended content at an accelerated pace in Years 9 and 10, so that there is adequate time to study the Additional Mathematics content in Years 10 and 11. All students then take the Extended Mathematics examinations in Year 11, and those students for whom the extra challenge is appropriate also sit the Additional Mathematics examination. The decisions about who takes which examinations are made by the Mathematics department based on student performance data.

Topics Studied

All students study the following topics:

- Algebra
- Enumeration
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus
- Numerical methods
- Exponentials and Logarithms

Assessment

Written examinations: 1 paper; 100%:
2 hours, Calculators permitted

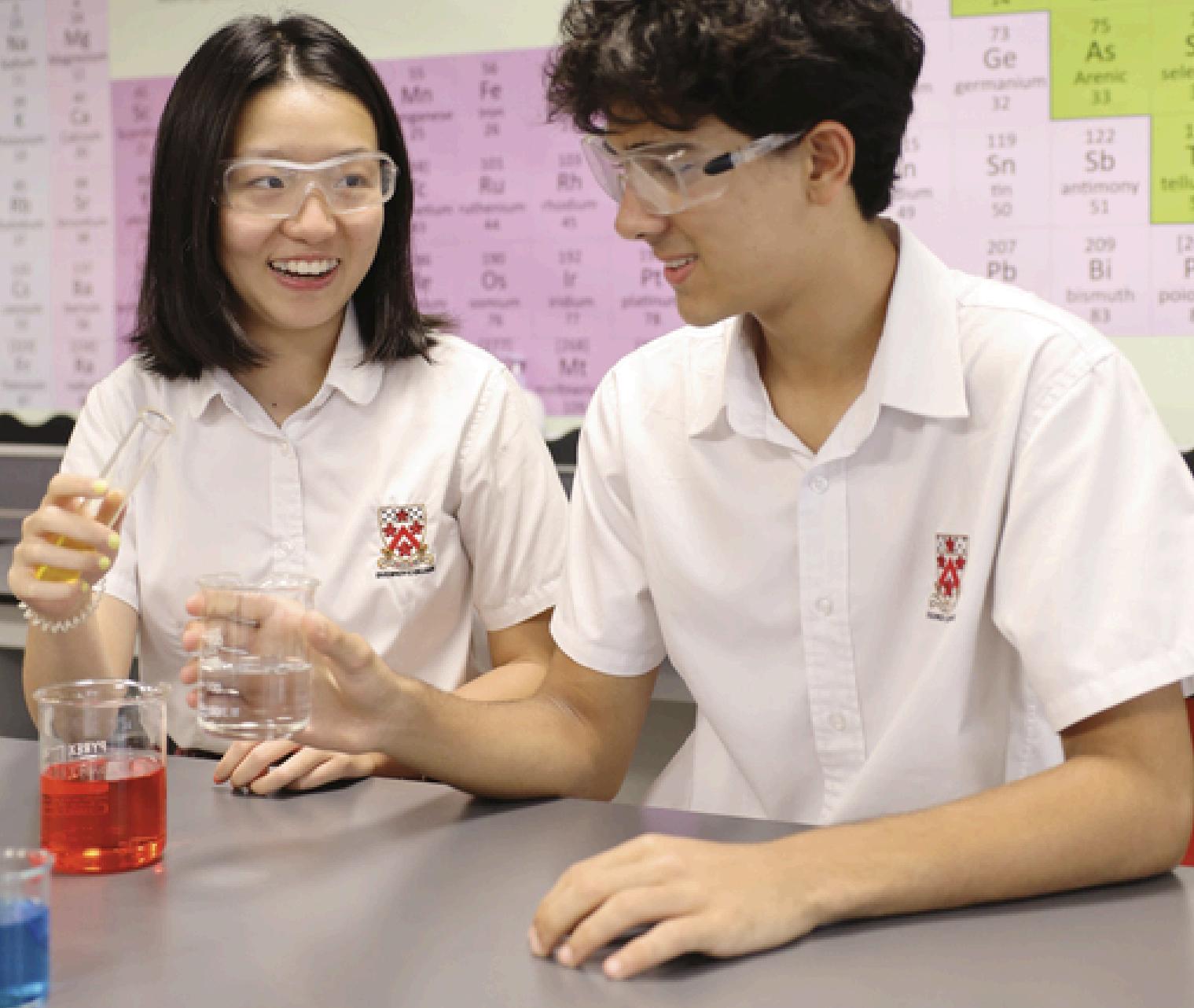
Periodic Table of Elements

1
H
hydrogen
1

atomic mass
atomic symbol
atomic number

3 4 5

11	12	N
8	C	14
boron	6	nitrogen
5	28	7
	Si	P
	silicon	15
	14	phosphorus
		15
7	31	17
2	32	S
1	germanium	18
	32	As
		19
		Antimony
		51
6	119	122
5	Sn	Sb
4	50	antimony
3	51	51
2	207	123
1	Pb	Tellurium
	83	52
		[209]
		Pb
		polonium



IGCSE Biology

Syllabus: Pearson Edexcel 4BI1

Grading: 9-1

Jonathan Cornes
Head of Biology

Course Description

IGCSE Biology provides students with opportunities to learn about unifying patterns and themes in Biology and acquire knowledge and understanding of biological facts, terminology, and concepts. Students apply the principles and concepts of Biology, including those related to the applications of Biology, to different contexts, and evaluate biological information, making judgements based on this information. Students learn to appreciate the practical nature of Biology, developing experimental and investigative skills based on correct and safe laboratory techniques and drawing conclusions that are consistent with evidence.

Topics Studied

All students study the following topics:

- Characteristics of organisms
- Cells and their organisation
- Movement in and out of cells
- Variety of living organisms
- Biological molecules and diet
- Enzymes and the digestive system
- Respiration
- Human gas exchange
- Plant Nutrition
- Plant Transport and gas exchange
- Human transport
- Excretion
- Coordination and response
- Reproduction
- Ecology and the environment
- Inheritance
- Uses of biological resources

Assessment

Written examinations: 2 papers; 100%

- Paper 1; 2 hours; 61%
- Paper 2; 1 hour 15 minutes; 39%

IGCSE Chemistry

Syllabus: Pearson Edexcel 4CH1

Grading: 9-1

Shannon Kerridge
Head of Chemistry

Course Description

IGCSE Chemistry provides students with opportunities to learn about the unifying patterns and themes in Chemistry and use them in new and changing situations. During the course, students apply the principles and concepts of Chemistry, including those related to the applications of Chemistry, to different contexts, allowing them to evaluate chemical information and make judgements based on this information. Students learn to appreciate the practical nature of Chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques. This allows them to recognise the importance of accurate experimental work and reporting methods in Chemistry.

Topics Studied

All students study the following topics:

- States of matter and separation techniques
- Atomic Structure and RFM
- Bonding
- Chemical Reactions, Formula and Equations
- Periodic Table
- Gases in the Atmosphere
- Rates of Reaction
- Tests for ions
- Energetics
- Structure
- Reactivity and Extraction of Metals
- Organic
- Acids, Alkalies and Salts
- Equilibria
- Calculus

Assessment

Written examinations: 2 papers; 100%

- Paper 1; 2 hours; 61%
- Paper 2; 1 hour 15 minutes; 39%

IGCSE Physics

Syllabus: Pearson Edexcel 4PH1

Grading: 9-1

Beas Roy
Head of Physics

Course Description

IGCSE Physics enables students to learn about unifying patterns and themes in Physics and use them in new and changing situations. Students acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques. They apply the principles and concepts of Physics, including those related to the applications of physics, to different contexts and learn to evaluate physical information, making judgements on the basis of this information. Students develop an appreciation of the practical nature of Physics, developing experimental and investigative skills based on correct and safe laboratory techniques. They analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations.

Topics Studied

All students study the following topics:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

Assessment

Written examinations: 2 papers; 100%

- Paper 1: 2 hours; 61%
- Paper 2: 1 hour 15 minutes; 39%

IGCSE Double Award Science

Syllabus: Pearson Edexcel 4SD0

Grading: 9-1

Helen Evans
Head of Science

Course Description

Double Award Science allows students to study all three Sciences (Biology, Chemistry and Physics). However, the syllabus content and the time allocated to each subject is less than for students studying Separate Sciences. Students studying Separate Sciences receive an IGCSE grade for each Science, while those studying Double Award Science receive two IGCSE grades, which are determined by combining their performance across all three subjects.

We offer both pathways in order to provide choice and flexibility. Students with a keen interest in Science, or those who are considering studying a scientific field at university, are recommended to study Separate Sciences. However, students who would appreciate the extra choice offered by being able to choose an option subject in Block E should consider Double Award Science.

Both pathways are excellent preparation for IBDP and other post-16 programmes; at IBDP, for example, students who study Double Award Science can still take a Science at Higher Level.

Please refer to the course descriptions for Biology, Chemistry and Physics for further information about each subject.

Topics Studied

Biology:

- Characteristics of organisms
- Cells and their organisation
- Movement in and out of cells
- Variety of living organisms
- Biological molecules and diet
- Enzymes and the digestive system
- Respiration
- Human gas exchange
- Plant nutrition and transport
- Human transport
- Coordination, response and excretion

- Reproduction
- Ecology and the environment
- Inheritance
- Uses of biological resources

Chemistry:

- States of matter and separation techniques
- Atomic Structure and RFM
- Bonding
- Chemical Reactions, Formula and Equations
- Periodic Table
- Gases in the Atmosphere
- Rates of Reaction
- Tests for ions
- Energetics
- Structure
- Reactivity and Extraction of Metals
- Organic
- Acids, Alkalies and Salts
- Equilibria

Physics

- Motion in the universe
- Density and pressure
- Basic electricity
- Energy
- Further motion
- Forces, movement and shape
- Hooke's law
- Pressure
- Advanced electricity
- Energy transfer
- Radioactivity
- Work and power
- Electromagnetism
- Light
- Ideal gases
- Stellar evolution

Assessment

Written examinations: 3 papers; 100%

- Biology Paper 1: 2 hours; 33%
- Chemistry Paper 1: 2 hours; 33%
- Physics Paper 1: 2 hours; 33%

IGCSE First Language Chinese

Syllabus: CAIE 0509

Grading: A*-G

Cheng-Han Wu
Head of Mandarin

Course Description

IGCSE First Language Chinese enables students to read a wide range of texts fluently and with good understanding, enjoying and appreciating a variety of language. Students learn to read critically and use knowledge gained from wide reading to inform and improve their own writing. They develop the skills to write accurately and effectively using appropriate standard language, acquiring and applying a wide vocabulary, while deepening their knowledge and understanding of grammatical terminology and linguistic conventions. They also develop their understanding and appreciation of Chinese culture and classical texts.

Please note that new students who opt for Chinese are placed into the appropriate pathway following baseline testing. Our approach is that students should be appropriately challenged so that their language skills are developed throughout the programme.

Topics Studied

All students study the following topics:

- Study and respond knowledgeably to a range of reading passages
- Use some of these passages to inform and inspire their own writing
- Write in a range of text types for different audiences
- Read passages that cover a range of genres and types, including fiction and non-fiction (e.g. essays, reviews and articles)
- Read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture

Assessment

Written examinations: 2 papers; 100%

- Paper 1: Reading and Directed Writing; Classical Chinese; 2 hours 15 minutes; 50%
- Paper 2: Writing; 2 hours; 50%

IGCSE Chinese as a Second Language

Syllabus: CAIE 0523

Grading: A*-G

Cheng-Han Wu
Head of Mandarin

Course Description

IGCSE Chinese as a Second Language offers students the opportunity to develop practical communication skills in listening, speaking, reading and writing. Students are presented with a variety of stimuli that build up their skills in reading and writing. They learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Students listen to a range of spoken material, including talks and conversations, in order to develop their listening skills. In both written and spoken Chinese, students learn to respond to factual information as well as abstract ideas. They engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Please note that new students who opt for Chinese are placed into the appropriate pathway following baseline testing. Our approach is that students should be appropriately challenged so that their language skills are developed throughout the programme.

Topics Studied

All students study the following topics:

- Young people and education, including: school and education; future career plans; friendship and its challenges
- Society, including: young people and generation gaps; healthy eating; films and the media; hobbies and interests; communication
- The world, including: urban and rural life; travel; pollution and climate change; recycling
- Cultural diversity, including: festivals and celebrations; culinary diversity; customs and traditions

Assessment

Written examinations: 2 papers; 80%

- Paper 1: Reading and Writing; 2 hours; 60%
- Paper 2: Listening; 25–45 minutes; 20%

Non-Exam Assessment; 20%

Speaking assessment; 10–13 minutes

IGCSE Mandarin Chinese – Foreign Language

Syllabus: CAIE 0523

Grading: A*-G

Cheng-Han Wu
Head of Mandarin

Course Description

IGCSE Mandarin Chinese – Foreign Language enables students to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture of countries where Mandarin Chinese is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Please note that new students who opt for Chinese are placed into the appropriate pathway following baseline testing. Our approach is that students should be appropriately challenged so that their language skills are developed throughout the programme.

Topics Studied

All students study the following topics:

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

Assessment

Written Examinations: 3 written papers; 75%

- Paper 1: Listening; 40 minutes; 25%
- Paper 2: Reading; 1 hour 15 minutes; 25%
- Paper 4: Writing; 1 hour 15 minutes; 25%

Non-Exam Assessment; 25%

Speaking Assessment; 10 minutes

IGCSE French

Syllabus: Pearson Edexcel 4FR1R

Grading: 9-1

Carole Irigoin-Jewitt
Head of French

Course Description

IGCSE French enables students to develop their understanding and use of written and spoken forms of French, in a range of familiar and practical contexts, and for a variety of purposes. Students learn to communicate effectively in French using a range of vocabulary and structures. They develop their knowledge and understanding of French grammar and its practical application, as well as their knowledge and understanding of countries and communities where French is spoken.

Topics Studied

All students study the following topics:

- Everyday life at home and at school, including: house and home; school life and routine; food and drink; TV and film
- Self, family and friends, including: relationships with family and friends; daily routines and helping at home; hobbies and interests; special occasions
- The world around us, including: life in the town and rural life; shopping and money matters; environmental issues; weather and climate; customs and festivals
- Life from infancy to adulthood, including: childhood; school rules and pressures; the importance of sport; accidents and injuries; the world of work; future plans

Assessment

Written examinations: 2 papers; 75%

- Paper 1: Listening; 30 minutes; 25%
- Paper 2: Reading and Writing; 1 hour 45 minutes; 50%

Non-Exam Assessment; 25%

Speaking assessment; 8-10 minutes

IGCSE German

Syllabus: Pearson Edexcel 4GN1

Grading: 9-1

Irina Brannasch
Head of German

Course Description

IGCSE German enables students to develop their understanding and use of written and spoken forms of German in a range of familiar and practical contexts, and for a variety of purposes. Students learn to understand the main points of familiar matters regularly encountered in work, school, leisure, etc. and can deal with most situations likely to arise while travelling in an area where the language is spoken. They produce simple, connected texts on topics that are familiar or of personal interest, learn to describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Topics Studied

All students study the following topics:

- Home and abroad, including: life in the town and rural life; holidays, tourist information and directions; public services; everyday life, traditions and communities
- Education and employment, including: school life and routine; school rules and pressures; trips, events and exchanges; work and careers; future plans
- Personal life and relationships, including: house and home; daily routines and helping at home; role models; relationships with family and friends
- The world around us, including: environmental issues; weather and climate; travel and transport; the media; technology
- Social activities, fitness and health, including: special occasions; hobbies and interest; sport and activities; shopping and money matters; health issues

Assessment

Written examinations: 2 papers; 75%

- Paper 1: Listening; 30 minutes; 25%
- Paper 2: Reading and Writing; 1 hour 45 minutes; 50%

Non-Exam Assessment; 25%

Speaking assessment; 8-10 minutes

IGCSE Spanish

Syllabus: Pearson Edexcel 4SP1

Grading: 9-1

June Garcia
Head of Spanish

Course Description

IGCSE Spanish enables students to develop their understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes. They learn the ability to communicate effectively in the target language through both spoken language and the written word, using a range of vocabulary and structures. They also develop their knowledge and understanding of countries and communities where the target language is spoken.

Topics Studied

All students study the following topics:

- Home and abroad, including: life in the town and rural life; holidays, tourist information and directions; public services; everyday life, traditions and communities
- Education and employment, including: school life and routine; school rules and pressures; trips, events and exchanges; work and careers; future plans
- Personal life and relationships, including: house and home; daily routines and helping at home; role models; relationships with family and friends
- The world around us, including: environmental issues; weather and climate; travel and transport; the media; technology
- Social activities, fitness and health, including: special occasions; hobbies and interest; sport and activities; shopping and money matters; health issues

Assessment

Written examinations: 2 papers; 75%

- Paper 1: Listening; 30 minutes; 25%
- Paper 2: Reading and Writing; 1 hour 45 minutes; 50%

Non-Exam Assessment; 25%

Speaking assessment; 8-10 minutes



OPTIONAL SUBJECTS

First Language (Japanese / French)

Irina Brannasch
First Language
Coordinator

Course Description

Our First Language programme is a curriculum-based optional language pathway, currently offered for native speakers of French and Japanese. The main focus is to support students' studies in their first language, with a view to preparing them for studying the language at IBDP level.

The programme is run by external tutors who are highly experienced language specialists from designated educational centres for the respective language and culture. It is a paid programme that the College helps facilitate; fees depend on the class size and the language chosen. Families deal directly with their child's tutor in all matters related to the programme.

Topics Studied

Students study a range of topics, such as:

- Reading literary works and developing text handling strategies (analysis, commentary, range of genres)
- Consolidation and development of writing skills (argumentative, descriptive, critical, comparative writing)
- Development of oral skills, to be able to comment, present, argue, outline a topic
- Development of academic language (e.g. range of vocabulary, formal expressions, writing features, idiomatic expressions)

Assessment

There are no formal IGCSE qualifications linked to the First Language programme. However, students take internal assessments in line with the general Middle Senior School assessment calendar. These assessments provide information on student progress and areas for development.

If you are interested in our First Language programme, please get in touch to arrange a conversation with our First Language Coordinator.

GCSE Art and Design: Fine Art

Syllabus: Pearson Edexcel 1FA0

Grading: 9-1

Nicky Cases
Head of Art

Course Description

GCSE Fine Art enables students to develop and communicate personal ideas, thoughts and preferences independently, expressively and creatively. Students learn to use and exploit the elements and principles of art while developing their critical thinking and creative problem-solving skills. Students also become confident and increasingly independent practitioners through the development of teacher-led and self-interest projects as the course progresses.

Topics Studied

A wide range of traditional and non-traditional materials, tools and techniques are used to initiate, explore and realise students' intentions, including drawing, painting, photography, printmaking, ceramics, sculpture and digital media.

Assessment

2 components (100%)

- Coursework: personal portfolio; 60%
- Externally set assignment; 10 hours plus preparatory work; 40%

IGCSE Art and Design: Graphic Communication

Syllabus: Pearson Edexcel 1GC0

Grading: 9-1

Nicky Cases
Head of Art

Course Description

GCSE Graphic Communication familiarises students with the theories of Graphic Design, their applications and the visual communication of ideas. Students learn to use and exploit the elements and principles of design while developing their critical thinking and creative problem-solving skills. They work both collaboratively and individually to make innovative and alluring designs and products for a range of briefs and clients. Students become proficient in using a range of media through the creative development of teacher-led and self-interest projects as the course progresses.

Topics Studied

Vector and raster-based software applications, as well as traditional hands-on making methods such as drawing, printmaking, spray stencilling and paper cutting, are used to explore ideas in both digital and physical forms.

Assessment

2 components (100%)

- Coursework: personal portfolio; 60%
- Externally set assignment; 10 hours plus preparatory work; 40%

IGCSE Business Studies

Syllabus: CAIE 0450

Grading: A*-G

Matthew Kerridge
Head of Business

Course Description

IGCSE Business Studies enables students to apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts. Students make effective use of relevant terminology, concepts and methods, recognising the strengths and limitations of the ideas used in business. They appreciate the perspectives of a range of stakeholders in relation to the business environment, including individuals, society, government and enterprise, developing their knowledge and understanding of the major groups and organisations within and outside business, and considering how they are able to influence objectives, decisions and activities. As well as this, the course aims to develop students' knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated.

Topics Studied

- Understanding of business activity, including: enterprise and entrepreneurs; why some businesses grow while others remain small; types of business organisation; business objectives and stakeholder objectives
- People in business, including: human resources and motivating a workforce; how businesses are organised and managed; recruitment, selection and training; effective communication
- Marketing, including: different types of markets and market segmentation techniques; market research; marketing strategies at home and abroad
- Operation management, including: production methods; how productivity can be increased; costs and break-even analysis; quality assurance
- Financial information and decisions, including: sources of business finance; cash flow forecasting; working capital; the analysis of accounts
- External influences on business activity, including: government influences; economic, environmental and ethical issues; exchange rates; the international economy and its effects; multinational businesses

Assessment

Written examinations: 2 papers; 100%

- Paper 1: Short answer and data response paper; 1 hour 30 minutes; 50%
- Paper 2: Case study paper; 1 hour 30 minutes; 50%

IGCSE Computer Science

Syllabus: CAIE 0478

Grading: 9-1

Colin McAlpine
Head of Computer
Science

Course Description

IGCSE Computer Science helps students develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions.

Topics Studied

All students study the following topics:

- Computer systems
- Data representation
- Data transmission
- Hardware
- Software
- The internet and its uses
- Automated and emerging technologies
- Algorithms, programming and logic
- Algorithm design and problem-solving
- Programming
- Databases
- Boolean logic

Assessment

Written examinations: 2 papers; 100%

- Paper 1: Computer systems; 1 hour 45 minutes; 50%
- Paper 2: Algorithms, programming and logic; 1 hours 45 minutes; 50%

GCSE Dance

Syllabus: AQA 8236

Grading: A*-G

Aileen Morrison
Head of Dance

Course Description

GCSE Dance focuses on the aesthetic and artistic qualities of dance and the use of movement to express and communicate ideas and concepts through the inter-related processes of performance, choreography and critical appreciation. The holistic study of selected professional dance works provides the context for learning through performance, choreography and critical appreciation and enables students to experience different cultural influences and styles of dance.

The course is ideal for students who are enthusiastic about dance and want to learn new skills. It is helpful if students choosing the subject have experience in the field of dance, although this is not essential.

Topics Studied

All students study the following topics:

- Safe Working Practices in Dance
- Knowledge and understanding of choreographic processes
- Knowledge and understanding of performing skills
- Critical appreciation of own work (performance and choreography)
- Critical appreciation of professional works: students study 6 professional works from a range of dance genres including ballet, contemporary, hip hop, and samba. They learn how to evaluate the use of production features including lighting, costume, set design and aural setting.

Assessment

Written examination: 1 paper; 40%

- Critical appreciation of dance; 1 hour 30 minutes

Non-exam assessment: 2 elements; 60%

- Performance: 1 solo and 1 duet/trio performance, based on set phrases; 30%
- Choreography of a solo or group dance inspired by set stimuli; 30%

GCSE Design and Technology

Syllabus: AQA 8552

Grading: 9-1

Aileen Morrisone
Head of Dance

Course Description

GCSE Design and Technology enables learners to identify, consider and solve real world problems for real clients through creative thinking, planning and design, and by working with a wide breadth of media, materials and tools. As a result, learners gain greater technical and design awareness, while developing skills such as global awareness, empathy, problem solving, initiative, resourcefulness, enquiry and ingenuity. They also develop the research and communication skills central to the design process with emphasis on higher order design thinking skills.

Topics Studied

All students study the following topics:

- Core Technical Principles
- Specialist Technical Principles
- Designing and Making Principles

Assessment

Written examination: 2 papers; 50%

- Students answer questions assessing their theoretical understanding of the key principles.

Coursework

- A project designing and making a product for a chosen client; 50%

IGCSE Drama

Syllabus: CAIE 0411

Grading: A*-G

Catherine Howe
Head of Drama

Course Description

IGCSE Drama is a practical and creative course that provides students with opportunities to explore the world of drama and theatre in a full and holistic manner. During the course, students take on the roles of performer, creator, designer and director. They have opportunities to develop practical skills in performance, both as an individual and within a group, while also examining the artistic choices made by actors, directors and designers in presenting performances for an audience. They learn about a range of theatrical styles, genres and theorists. The programme acts as an excellent springboard for further study in drama, theatre and the performing arts. However, it also enables students to develop a range of transferable skills. These include presentation skills, collaboration, creativity, time management and self-reflection.

Topics Studied

All students study the following topics:

- Introduction to Theatre Practitioners
- Building the ensemble
- The devising toolkit
- Individual scripted performance
- Theatre design (set, lighting, sound, costume)
- Group scripted performance
- Writing about devising, directing, acting and design
- Group devised performance

Assessment

Written examination: 1 paper; 2 hours 30 minutes; 40%

- Students answer questions on set scripts, and on their group devised coursework performance

Coursework: 3 tasks; 60%

- Individual scripted performance; 3 minutes; 17.5%
- Group scripted performance; 6-20 minutes, depending on size of group; 17.5%
- Group devised performance; 6-20 minutes, depending on size of group; 25%

IGCSE Economics

Syllabus: CAIE 0445

Grading: 9-1

Catherine Howe
Head of Drama

Course Description

IGCSE Economics enables students to explore the fundamental principles of economic theory and develop a firm understanding of microeconomics, macroeconomics, trade and economic development. Students develop an understanding of economic concepts and apply these concepts to real-life situations. They learn to calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements, while developing an awareness of economic change and its impact on developing and developed economies. They develop their understanding of economic issues, problems and possible solutions that affect mixed economies. Finally, they learn to participate effectively in society as citizens, producers and consumers.

Topics Studied

All students study the following topics:

- Microeconomics, including: demand, supply and market equilibrium; elasticities of demand and supply; the mixed economy
- Business economics, including: productivity and division of labour; business costs, revenues and profit; competition and market structures; government intervention
- Government and the economy:
 - Macroeconomic objectives, including: economic growth, low inflation and low unemployment; protection of the environment; redistribution of income
 - Macroeconomic policies, including: fiscal policy; monetary policy; supply-side policies
- The global economy, including: globalisation; international trade; the impact of exchange rates

Assessment

Written examinations: 2 papers; 100%

- Paper 1: Microeconomics and Business Economics; 1 hour 30 minutes; 50%
- Paper 2: Macroeconomics and the Global Economy; 1 hour 30 minutes; 50%

GCSE Food Preparation and Nutrition

Syllabus: AQA 8585

Grading: 9-1

Rachel Booth
Head of Design and
Technology

Course Description

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food science, food safety, food choice, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of how these skills can be applied and combined to achieve specific outcomes.

Topics Studied

All students study the following topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance
- Preparation and cooking skills, including:
 - General practical skills
 - Knife skills
 - Preparing fruits and vegetables
 - Use of cooker
 - Use of equipment
- Cooking methods, including:
 - Sauce making
 - Tenderising and marinating
 - Working with dough
 - Working with raising agents
 - Preparing, combining and shaping

Assessment

Written examination: 1 paper; 1 hour 45 minutes; 50%

Coursework: 2 tasks; 50%

- Task 1: Food investigation; written report including photographic evidence based on practical investigation
- Task 2: Food preparation; written portfolio including photographic evidence based on the preparation of a menu of three dishes

IGCSE Geography

Syllabus: CAIE 0460

Grading: A*-G

Jonathan Tinney
Head of Geography

Course Description

IGCSE Geography focuses on three main themes: population and settlement; the natural environment; and economic development. As well as learning the content related to these themes, students develop their map and fieldwork skills through a range of theoretical and practical activities.

Topics Studied

All students study the following topics:

- Population, migration, settlements, urbanisation
- Plate tectonics, rivers and coasts
- Development, industry, energy security, water supply and security, food production and security
- The economy versus the environment, weather and storms, tropical rainforests, hot deserts

Assessment

Written examinations: 3 papers; 100%

Coursework: 2 tasks; 50%

- Paper 1: Content-based; 1 hour 45 minutes; 45%
- Paper 2: Map work and skills; 1 hour 30 minutes; 27.5%
- Paper 4 (alternative to coursework): Field work skills; 1 hour 30 minutes; 27.5%

IGCSE History

Syllabus: Pearson Edexcel 4HI1

Grading: 9-1

Hilary Samuels
Head of History

Course Description

IGCSE History provides opportunities for students to develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience. Students engage in historical inquiry to develop as independent learners and as critical and reflective thinkers. They develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. They consider the ways in which different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them. Finally, they learn to organise and communicate their historical knowledge and understanding in different ways and to reach substantiated conclusions.

Topics Studied

All students study the following topics:

- The origins and course of the First World War, 1905–18
- Germany: development of dictatorship, 1918–45
- A divided union: civil rights in the USA, 1945–74
- China: conflict, crisis and change, 1900–89

Assessment

Written examinations: 2 papers; 100%

- Paper 1: Depth Studies – Germany and USA; 1 hour 30 minutes; 50%
- Paper 2: Investigation and Breadth Studies – World War I and China; 1 hour 30 mins; 50%

GCSE Moving Image Arts

Syllabus: CCEA 5350

Grading: A*-G

Michelle Liddy
Head of Film

Course Description

GCSE Moving Image Arts helps students to develop a critical understanding of film language, narrative, representation and audience in both theory and practice. It encourages students to investigate and research the work of others and demonstrate the ability to analyse and evaluate creative purpose. Students acquire a knowledge and understanding of moving image genres and contexts, and they develop ideas through investigating and experimenting with film-making techniques and processes. They develop the ability to manage resources, processes, and equipment at the different stages of moving image production and to create their own complete moving image products. To do this, they must demonstrate creativity, teamwork, and problem-solving skills, as well as enterprise and initiative, in making their own films.

Topics Studied

All students study the following topics:

- The language of film
- Deconstructing film sequences
- Introduction to Genre and Representation
- Production roles and sequence analysis
- Introduction to film production, sound, mise-en-scene and cinematography
- Production skills – pre-production planning (storyboarding, shot lists, location lists and schedules)
- Using the camera, lighting, sound and editing
- Post-production skills: sound and editing
- Examination skills: genre, representation and sequence analysis

Assessment

Online examination: 1 paper; 40%

- Component 1: Critical Understanding of Creative and Technical Moving Image Production; 1 hour 30 minutes

Coursework: 2 components; 60%

- Component 2: Acquisition of skills in moving image (storyboarding, camera and editing, sound, animation); 20%
- Component 3: Planning and making a moving image product; 40%

GCSE Music

Syllabus: Pearson Edexcel 1MU0

Grading: 9-1

Scott Riby
Head of Music

Course Description

GCSE Music provides students with opportunities to form personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing, and appraising. During the course, students engage critically and creatively with a wide range of music and musical contexts, developing an understanding of the place of music in different cultures and contexts, and integrating their ideas in effective communication through music and words.

It is recommended that students should be at a minimum of Grade 3 standard in voice or an instrument when starting the course and to have reached Grade 5 standard by the end of Year 10.

Topics Studied

All students study the following topics:

- Performance
 - One recorded soloist piece
 - One recorded ensemble piece
- Composition: melody, harmony, rhythm, dynamics, texture, structure, and the use of music technology (GarageBand, Logic, Sibelius)
- Listening and Appraising: studying set works from a mixture of genres including classical, popular, film, musicals, fusion, Latin, and jazz; listening to and appraising unfamiliar pieces of music

Assessment

Written Examination: 1 paper; 1 hour 45 minutes; 40%

- Listening and Appraising; based on set works and unfamiliar pieces

Coursework: 2 components; 60%

- Component 1 – Performance: one solo performance and one ensemble performance; 30%
- Component 2 – Composition: one free composition and one composition to a set brief; 30%

GCSE Physical Education

Syllabus: Pearson Edexcel 1PE00

Grading: 9-1

Laura Bebbington
Head of Physical
Education

Course Description

GCSE Physical Education equips students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students also gain understanding of how physical activities benefit health, fitness and wellbeing. The course enables students to develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training. Students also explore concepts such as sport psychology, skill development and different ways to optimise performance.

Please note that students are assessed in their performance in three physical activities: one individual activity, one team activity and one further activity, either individual or team.

Topics Studied

All students study the following topics:

- Fitness and Body Systems:
 - Applied anatomy and physiology
 - Movement analysis
 - Physical training
 - Use of data
- Health and Performance
 - Health, fitness and wellbeing
 - Sport psychology
 - Socio-cultural influences
 - Use of data

Assessment

Written examinations: 2 papers; 60%

- Paper 1: Fitness and body systems; 1 hour 30 minutes; 36%
- Paper 2: Health and Performance; 1 hour and 15 minutes; 24%

Non-exam assessment: 2 components; 40%

- Practical performance: one team activity, one individual activity and one free choice; 30%
- Written coursework: Personal Exercise Programme (PEP); 10%



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