MALVERN

COLLEGE EGYPT

SECONDARY SCHOOL CURRICULUM OVERVIEW

2022 - 2023

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IGCSE SUBJECT CODES

Subject	Qualification	Exam Board	Grading System	Subj. Code	Link to syllabus
Art and Design	IGCSE	Cambridge	9 to 1	0989	https://www.cambridgeinternational.org/Images/414541-2020-2022-syllabus.pdf
Business Studies	IGCSE	Cambridge	9 to 1	0986	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-business-studies-9-1-0986/
Computer Science	IGCSE	Cambridge	9 to 1	0984	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-9-1-computer-science-0984/
English as a Second Language	IGCSE	OXFORD AQA	9 to 1	0991	https://www.oxfordaqaexams.org.uk/subjects/english/international-gcse-english-as-a-second-language-9280
Geography	IGCSE	Cambridge	9 to 1	0976	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-9-1-0976/
Music	IGCSE	Cambridge	9 to 1	0978	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-music-9-1-0978/
Information and Communication Technology	IGCSE	Cambridge	9 to 1	0983	https://www.cambridgeinternational.org/Images/519596-2020-2022-syllabus.pdf
Arabic (Foreign Language)	IGCSE	Cambridge	A* to G	0544	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-arabic-foreign-language-0544
Economics	IGCSE	Cambridge	9 to 1	0987	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-economics-9-1-0987/
Arabic (First Language)	IGCSE	Edexcel	9 to 1	4AA1	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Arabic%20as%20a%20first%20language/2017/specification-and-sample-assessments/International-GCSE-Arabic-Spec.pdf
Biology	IGCSE	Edexcel	9 to 1	4BI1	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Biology/2017/specification-and-sample-assessments/international-gcse-Biology-2017-specification1.pdf
Chemistry	IGCSE	Edexcel	9 to 1	4CH1	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Chemistry/2017/specification-and-sample-assessments/international-gcse-Chemistry-2017-specification1.pdf
DRAMA AND THEATRE STUDIES	GCSE	Edexcel	9 to 1	1DR0	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html

IGCSE SUBJECT CODES

Subject	Qualification	Exam Board	Grading System	Subj. Code	Link to syllabus
English Language A	IGCSE	Edexcel	9 to 1	4EA1	https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-language-a-2016.html
English Literature	IGCSE	Edexcel	9 to 1	4ET1	https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-literature-2016.html
French	IGCSE	Edexcel	9 to 1	4FR1	https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-french-2017.html
History	IGCSE	Edexcel	9 to 1	4HI1	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2017/specification-and-sample-assessments/INT_GCSE_History-specification.pdf
Mathematics (Specification A)	IGCSE	Edexcel	9 to 1	4MA1	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf
Physical Education	IGCSE	Edexcel	9 to 1	0995	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
Physics	IGCSE	Edexcel	9 to 1	4PH1	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Physics/2017/specification-and-sample-assessments/international-gcse-Physics-2017-specification.pdf
Psychology	IGCSE	Edexcel	9 to 1	1PS0	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html
Italian	IGCSE	Cambridge	9 to 1	7164	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-italian-9-1-7164/

iAL SUBJECT CODES

Subject	IAL or AL	Exam Board	Subj. Code	Link to syllabus
International Advanced Level Art and Design	IAL	Cambridge	9479	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-art-and-design-9479/
International Advanced Level Biology	IAL	Cambridge	9700	https://www.cambridgeinternational.org/Images/554607-2022-2024-syllabus.pdf
International Advanced Level Business Studies	IAL	Cambridge	9609	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-business-9609/
International Advanced Level Chemistry	IAL	Edexcel	XCH11, YCH11	https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Chemistry/2018/Specification-and-Sample-Assessment/International-A-Level-Chemistry-Spec.pdf
International Advanced Level Computer Science	IAL	Cambridge	9608	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-computer-science-9608/
Drama and Theatre Studies		Edexcel	9DR0	https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html
International Advanced Level English Literature	IAL	Edexcel	XET01/ YET01	https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-literature-2015.html
French		Edexcel	XFR01, YFR01	https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/french/2016/specification-and-sample-assessments/IAL-French-Specification.pdf
Geography		Cambridge	9696	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/
History		Edexcel	XHI01, YHI01	https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/history/2015/specification-and-sample-assessments/IAL-History-Specification.pdf
International Advanced Level Mathematics - *Please specify units of choice for each level*	IAL	Edexcel	XMA01, YMA01	https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Mathematics/2018/Specification-and-Sample-Assessment/International-A-Level-Maths-Spec-Issue3.pdf
International Advanced Level Physics	IAL	Cambridge	9702	https://www.cambridgeinternational.org/Images/554625-2022-2024-syllabus.pdf
Information and Communication Technology		Cambridge	9626	http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-information-technology-9626/

iAL SUBJECT CODES

Subject	IAL or AL	Exam Board	Subj. Code	Link to syllabus
International Advanced Level Psychology	IAL	Cambridge	9990	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-psychology-9990/
International Advanced Level Sociology	IAL	Cambridge	9699	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-sociology-9699/
International Advanced Level Economics	IAL	Cambridge	9708	https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-economics-9708/
Arabic (First Language)	IAL	Edexcel	WAA01	https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/arabic-2016.html

MCE SECONDARY SCHOOL CURRICULUM

The following document is designed as a quick reference tool for both pupils and parents. It should act to further inform where a pupil is within the overall curriculum, including what topics have or will be covered over the course of the year. It is not designed as a study guide for pupils to use for revision, homework or other forms of study. However, within some subject areas you may find useful websites and other referenced resources that pupils could be guided towards to help benefit their learning at home. Subjects may also produce and issue separate, more detailed guides. The guide is separated by keys stages with sections on all subjects covered. Therefore, there will be information contained here that is not relevant to an individual pupil (for instance at IGCSE a pupil might not be studying Business Studies but the information on this course is included here for all to see). Please use the index on the next page to access the information you need. Please click the topic you need and the link will take you to the relevant page.

PATHWAYS

THE 13 YEAR PATHWAY

As with Malvern College UK and most other International Schools around the world, Malvern College Egypt will also be offering a system whereby students are able to graduate at the end of Year 13. For a number of students graduating at the end of Year 12 would mean heading for University at only just 17 years of age (rather than 18 as is the norm worldwide). In this pathway students will complete 10 IGCSE exams at the end of Year 11. This option means that students have longer to study for their IGCSE exams and thus are more prepared than students sitting exams at the end of Year 10.

Several questions have been asked about the possibility of 13 year pathway students dividing their exams between Year 10 and Year 11. This option will not be available as some Egyptian Universities will only recognise exams completed over a period of the last three years of Secondary School. On the 13 year pathway an exam taken at the end of Year 10 will not count, as it would be outside of the two year window. Consideration also has to be given to the number of a re-sits a student has to take, which could inhibit their pathway to university. Also students sitting examinations at the end of Year 10 and then not studying these in Year 11 puts them at a significant disadvantage in terms of being able to take these subjects at A-Level or IBDP.

Once the Year 11 diet of IGCSE exams are complete the next step on the journey is for students to study either:

• 4 AS Level.
• the full IB Diploma Programme, including 6 subjects, ToK, EE and CAS

Either of these programmes will give students the opportunity to achieve grades and the required number of qualifications to study at any University around the world. In most cases this would not require the study of a Foundation Year course prior to the Degree.

THE 12 YEAR PATHWAY

Malvern College Egypt will offer students the opportunity to graduate from secondary school at the end of Year 12. This will allow for application to universities throughout Egypt. However, for those students wishing to study abroad, embarking on the 12 year pathway may mean having to study a foundation course at an international university before accessing the undergraduate course.
Any student wishing to take this pathway will be required to take the full complement of iGCSE examinations (8 iGCSEs) at the end of Year 10. They will then be able to take a tailored A-Level programme (4 AS Level) or IB Diploma course subjects.

We have decided to set the pathways for students in Year 10 and above. This means that pathways cannot be changed at this stage. Our aim is for every student to fulfil their academic potential and by switching pathways we would disrupt learning and potentially inhibit academic success. Naturally, this is something we want to avoid.

WHAT IS THE CORE CURRICULUM?

The core curriculum is a selection of subjects that every student in the school will study. It has been designed to ensure that you will have a broad and balanced education. It will allow you to maintain a wide choice of future pathways. The core curriculum consists of:
• iGCSE Mathematics
• iGCSE English Language
• iGCSE English Literature (13 Year Pathway only)
• iGCSE Science (Triple Award – 3 iGCSEs) – All students will study three sciences in Year 9. However:

- 12 Year Pathway students will have the option of studying two or three sciences.
- 13 Year Pathway students will continue with all three sciences and sit all their exams at the end of Year 11.

• Core PE (not examined)
• Ministry of Education Arabic or iGCSE Arabic as a Foreign Language or iGCSE French
• PSHE (not examined)

WHAT IGCSE COURSES ARE ACCEPTED AT EGYPTIAN UNIVERSITIES?

The following list of courses are recognised and accepted at Egyptian Universities. It is worth noting that University entrance requirements do change from time to time. However, at the current time of writing (January 2020) these courses are approved and accepted.

- English First Language
- English Second Language
- English Literature
- Mathematics
- French
- Spanish
- Physics
- Chemistry
- Biology
- Sociology
- Psychology
- History
- Geography
- Drama
- Economics
- Business Studies
- Art & Design
- ICT
- Computer Science
- Arabic 1st Language
- Travel and Tourism (Subject to the discretion of individual Universities)

The following are courses not approved by Egyptian Universities at this stage and time:
- PE
- Music
- Arabic 2nd Language (not accepted for native Arabic speakers)

OVERVIEW OF (I)ADVANCED LEVELS AND THE IBDP

What are International Advanced Levels?

International AS/A Levels and GCE AS/A Levels are internationally recognised qualifications that are required for entry into many university courses and professional training opportunities. Students typically study for these qualifications between the ages of 17 and 18.

International AS and Advanced Level qualifications are designed with the global learner in mind. They were introduced in 2013 as international alternatives to the Ofqual-regulated AS and A Levels offered in the UK. They differ from A Levels in that they have a flexible, modular structure, but they maintain the rigorous standards of all Edexcel and Cambridge qualifications.

The exam board standards mean that all qualifications are developed to be rigorous, demanding, inclusive and empowering. They work collaboratively with a panel of educational thought-leaders and assessment experts to ensure that these qualifications are globally relevant, represent world-class best practice and maintain a consistent standard.

The (I)A Levels give question papers that are clear and accessible for students of all ability ranges, and use a series of well-defined command words. Their mark schemes are straightforward so that the assessment requirements are clear. They allow for broad and deep development of learners' skills – Edexcel and Cambridge designed the International Advanced Subsidiary and International Advanced Level qualifications to extend learners' knowledge by broadening and deepening skills.

What are International AS qualifications?

International AS (Advanced Subsidiary) qualifications are offered in the same subjects but contain half the content of an (I)A Level. Learners can either study AS as a stand-alone qualification or as a stage towards completing an International Advanced Level, allowing them to study a broader range of subjects before deciding which ones to take forward.

What are International Advanced Levels worth?

According to independent benchmarking by UK NARIC the UK's national agency for providing information, advice and expert opinion on qualifications worldwide, International Advanced Levels 'can be considered comparable to the overall GCE A Level standard' offered in the UK.

What can I do once I've taken my International Advanced Level or the IBDP?
International Advanced Level qualifications and the International Baccalaurete Diploma Programme are already recognised by many leading universities in the UK and internationally.

What is the International Baccalaureate Diploma Programme?

International Advanced Level qualifications and the International Baccalaurete Diploma Programme are already recognised by many leading universities in the UK and internationally

What is the International Baccalaureate Diploma Programme?

The IBDP comprises of six academic subjects and three core elements: Theory of Knowledge, Extended Essay and Creativity, Action and Service (CAS).
At the end of the course pupils are awarded grades (points) for each component and an overall total.

- Three subjects at Higher Level (maximum 7 points per subject)
- Three subjects at Standard Level (maximum 7 points per subject)
- Extended Essay, Theory of Knowledge (maximum 3 additional points)
- CAS is compulsory
= 45 points maximum point score

The IB Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints. Approaches to teaching and learning (ATL) within the DP are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. In the DP students develop skills from five ATL categories: thinking, research, social, self-management and communication.

To ensure both breadth and depth of knowledge and understanding, students must choose at least one subject from five groups: 1) their best language, 2) additional language(s), 3) social sciences, 4) experimental sciences, and 5) mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5. At least three and not more than four subjects are taken at higher level (240 recommended teaching hours), while the remaining are taken at standard level (150 recommended teaching hours).

In addition, three core elements - the extended essay, theory of knowledge and creativity, action, service - are compulsory and central to the philosophy of the programme.

ENTRANCE REQUIREMENTS FOR STUDENTS TO MCE SIXTH FORM

The Sixth Form workload is demanding and requires commitment, motivation and excellent organisational skills. If students are not able to demonstrate these qualities, we may recommend that they seek alternative courses. To this end;

a) Students must be able to meet the minimum academic requirements for admission into Malvern College Egypt.

b) All entrants must have a minimum of 5 full GCSEs or equivalent) at grades A* – C, which would include English (Language or Literature) and Mathematics. In the new numeric system, a grade 5-9 pass is assessed as a grade A*-C equivalent, and grade 6 or better equivalent to a B. (However, if a student fails to achieve these expectations consideration will be made on an individual basis).

c) Shown previous success in their chosen subjects, attaining preferably a B (6) grade or above in subjects they wish to study at AS Level or the IBDP. This requirement is based on our experiences of the level of academic ability required of students to succeed at A Level/IBDP. It is not in the student's best interests to be accepted on to courses for which they may not have the ability to cope – if a student does not have five IGCSE passes (or equivalent) then it is likely that Sixth Form study is not for him/her.

d) All entrants must fulfil subject course entrance requirements as specified in this booklet.

e) All entrants should initially apply to study at least 3 A Level subjects* (Unless agreed otherwise) and/or the required choices for IBDP.

f) All coursework or controlled assessment deadlines or requirements in IGCSE courses followed in Year 10 must have been met, and unless their school had agreed to "disapplication" for a subject entry, all IGCSE courses followed must have been satisfactorily completed, including attendance at practical and oral examinations.

g) It should not be expected that the College will allow students to repeat Year 10 if they have not achieved good IGCSE grades. We will insist that students take or retake examinations in Mathematics and English if they need to during the first year of their Sixth Form.

For students wishing to progress to a university course, IGCSE Mathematics and English (or equivalent) are compulsory. If you do not have qualifications in these subjects, you are required to retake them in Year 11 or 12 (depending on pathway). International English Language Testing System, or IELTS English, is required for students for visa purposes – this is the English Language Examination favoured by universities in the UK and widely accepted by US colleges, Canada and Australia.

A university is likely to ask you to sit an IELTS examination. Students may choose to sit a TOEFL examination instead. If any of our students are applying to US Colleges and Asian Universities they may also require SATS.

h) The student should satisfy the requirements of respective Heads of Department who may wish candidates to undertake short assessment activities in addition to their interview. Meeting the requirements of any course is no guarantee that the applicant will automatically be offered a place on his or her preferred choices.

i) Students must attend regularly and maintain a minimum 90% attendance rate in Sixth Form.

j) Embrace the ethos of our Sixth Form, including the College Guiding Statements and Malvern qualities and contribute positively to our community.

THE KS3 CURRICULUM

ARABIC
اللغة العربية
YEAR 7

أهمية هذه المادة

دراسة اللغة العربية يعزز من تمسك الطلاب بهويتهم وثقافة مجتمعهم ، وكذلك تهيئ الطلاب بشكل كبير لإتقان ما يلزم من مهارات تؤهله لاختيار اللغة العربية كمادة دراسة بأشكالها المختلفة في نظامي ال IG و ال IB.

ماذا ستتعلم هذا العام

تنمية مهارات اللغة المختلفة كالقراءة والكتابة من خلال فروع المنهج المختلفة كقصة (عقبة بن نافع) ودراسة موضوعات القراءة والنصوص المختلفة والاستخدامات النحوية للقواعد.

كيف سيتم تقييمي

يتم ذلك من خلال التطبيقات الأسبوعية والامتحانات الشهرية والاختبارات سواء لنصف العام أو آخر العام.

كيف يمكن لولي الأمر المساعدة

عن طريق متابعة الخطط الأسبوعية بشكل دوري والتأكد من متابعة الطلاب لدروسهم خلال المنزل وحثهم على استخدام اللغة العربية خلال ممارساتهم اليومية ،و قراءة بعض الكتب باللغة العربية لاكتساب المفردات التي تزيد من المهارات اللغوية.

مواقع مساعدة

http://www.arabiah.net/arabi
https://www.abjjad.com

مصادر مساعدة

القراءة عن شخصية عقبة بن نافع.

في حالة وجود أي أسئلة الرجاء التواصل مع

الاسم	الوظيفة	البريد الإليكتروني
الأستاذة هالة فؤاد	رئيس قسم اللغة العربية	hala.fouad@malverncollege.edu.eg

THE KS3 CURRICULUM

ARABIC
اللغة العربية
YEAR 8

أهمية هذه المادة

دراسة اللغة العربية يعزز من تمسك الطلاب بهويتهم وثقافة مجتمعهم ، وكذلك تهيئ الطلاب بشكل كبير لإتقان ما يلزم من مهارات تؤهله لاختيار اللغة العربية كمادة دراسة بأشكالها المختلفة في نظامي ال IG و ال IB.

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مواقع مساعدة

https://www.abjjad.com
http://www.arabiah.net/arabi

مصادر مساعدة

القراءة عن تاريخ مصر.

في حالة وجود أي أسئلة الرجاء التواصل مع

الاسم	الوظيفة	البريد الإليكتروني
الأستاذة هالة فؤاد	رئيس قسم اللغة العربية	hala.fouad@malverncollege.edu.eg

THE KS3 CURRICULUM

ARABIC
اللغة العربية
YEAR 9

أهمية هذه المادة

دراسة اللغة العربية يعزز من تمسك الطلاب بهويتهم وثقافة مجتمعهم ، وكذلك تهيئ الطلاب بشكل كبير لإتقان ما يلزم من مهارات تؤهله لاختيار اللغة العربية كمادة دراسة بأشكالها المختلفة في نظامي ال IG و ال IB.

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كيف سيتم تقييمي

يتم ذلك من خلال التطبيقات الأسبوعية والامتحانات الشهرية والاختبارات سواء لنصف العام أو آخر العام .

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عن طريق متابعة الخطط الأسبوعية بشكل دوري والتأكد من متابعة الطلاب لدروسهم خلال المنزل وحثهم على استخدام اللغة العربية خلال ممارساتهم اليومية ،و قراءة بعض الكتب باللغة العربية لاكتساب المفردات التي تزيد من المهارات اللغوية.

مواقع مساعدة

https://www.abjjad.com
http://www.arabiah.net/arabi

مصادر مساعدة

القراءة عن شخصية شجر الدر.

في حالة وجود أي أسئلة الرجاء التواصل مع

الاسم	الوظيفة	البريد الإليكتروني
الأستاذة هالة فؤاد	رئيس قسم اللغة العربية	hala.fouad@malverncollege.edu.eg

The KS3 Curriculum

Art and Design
YEAR 7

Why is this subject important?

Art is a part of “everyday”: from the organized space of architecture, the comfort and appeal of clothing, the ease of understanding a sign, reading a book or online post, eating off a plate, riding in a car, train, plane or on a bicycle, walking in shoes we are surrounded by the products and ideas of art. Almost everything that is made involves what it is used for and more importantly how it is used, without design the former may not be possible.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

Year 7 is an introductory year to Secondary level Art. Throughout the year the main goal is to give the learner the skills, knowledge and understanding of how to translate the environment around them into personal, visual and interpretative solutions to a variety of tasks. The emphasis being on observation and recording.

Term 1

1. Working from a set up of geometric forms students will explore how to accurately represent three dimensions on a two dimensional surface.
2. “Imaginary Gardens”: Using the knowledge gained in the previous task the students will, from primary observations, interpret what they observe and understand into an organized spatial composition.

Term 2

1. Monochromatic painting from observation; revisiting drawing for accuracy skills, introduction of paint mixing, paint application and tonal rendering.
2. “A Bug’s Life” through this project students will experiment with a range of different media exploring different techniques and processes of application.

Term 3

1. “Candyland project” from initial observation studies from observation students will explore perspective (linear and atmospheric) and colour theory.
2. 3D project connected to the previous theme exploring construction and additive sculptural techniques

How you will be assessed

Each term 2 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help

Parental interest in anything a child does elevates the importance of the project in the child’s estimation, a positive comment and discussion around homework, for instance, will encourage a child to engage with the project on a more personal level, clarifying what was learned through discourse with someone whose opinion they value and trust. Success in any field of education is enhanced enormously by the sense of personal achievement being verified by those who are most responsible for nurturing the child through all the formative years.

Useful Websites

https://www.pinterest.com
https://www.google.com>imghp

Facebook pages for galleries in Cairo -TAM Gallery, Ubuntu Gallery, Picasso Gallery, Townhouse Gallery, Zamalek Galler.

Collection (Getty Museum) - Getty Center
www.getty.edu › art › collection

Useful Resources

Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	Stephen.jobson@malverncollege.edu.eg

The KS3 Curriculum

Art and Design
YEAR 8

Why is this subject important?

Art is a part of “everyday”: from the organized space of architecture, the comfort and appeal of clothing, the ease of understanding a sign, reading a book or online post, eating off a plate, riding in a car, train, plane or on a bicycle, walking in shoes we are surrounded by the products and ideas of art. Almost everything that is made involves what it is used for and more importantly how it is used, without design the former may not be possible.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes IGCSE Art is recognised by Egyptian Universities.

What you will learn this year?

Year 8 is an important year for students to discover their passions and start thinking about where their strengths lie. It is a year that will see them choosing their subject combinations for the IGSCE programme. In this subject the projects will give the students a taste of the process and pattern of projects in the IGCSE course. The main focus is on development and personal interpretation.

Term 1

1. Exploration of Line, Shape, Form, Texture and Perspective through experiments with Graffiti.
2. “Memory Map”- Exploring the Art Elements and Principles in relation to Abstract composition. Looking at the work of Wassily Kandinsky, Franz Ackermann, Julie Mehretu and Yasser Nabaiel.

Term 2

1. Portraiture – working from observation students will learn the proportions of the head and how to approach them from a range of angles.
2. Warm and Cool Colours: an exploration of the work of Francoise Nielly – learning about expressive use of brushwork and building on understanding of the colour wheel.

Term 3

1. 3D letter construction – an introduction and chance to explore construction techniques.
2. 3D Cubist Construction – Using many of the techniques and understandings built over the year the students will explore Abstract construction based on portraiture, looking further at colour and additive sculpture techniques.

How you will be assessed

Each term 2 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help

Parental interest in anything a child does elevates the importance of the project in the child’s estimation, a positive comment and discussion around homework, for instance, will encourage a child to engage with the project on a more personal level, clarifying what was learned through discourse with someone whose opinion they value and trust. Success in any field of education is enhanced enormously by the sense of personal achievement being verified by those who are most responsible for nurturing the child through all the formative years.

Useful Websites

https://www.pinterest.com
https://www.google.com>imghp

Facebook pages for galleries in Cairo -TAM Gallery, Ubuntu Gallery, Picasso Gallery, Townhouse Gallery, Zamalek Gallery.

Collection (Getty Museum) - Getty Center
www.getty.edu › art › collection

Useful Resources

Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	stephen.jobson@malverncollege.edu.eg

The KS3 Curriculum

Drama
YEAR 7

Why is this subject important?

- Drama provides students with a unique opportunity to explore a variety of skills from a practical and written aspect. Drama can help students enhance:

Public speaking: By performing on a weekly basis in front of audience sizes ranging from small groups to entire classes.

Creativity: Students will be stretched and challenged every session to develop their characters and create performances.

Collaboration: Group work is crucial in Drama; students have to work together to be successful.

Empathy: Each role in Drama is different and students will explore a variety of character from different social, economic and cultural backgrounds.

English speaking: By exploring texts from a range of era's, students will expand their vocabulary within their research.

Imagination: To create truly believable and authentic performances, students will explore the depths of their imagination.

Problem Solving: Drama provides lots of problems that require solutions to be dealt with in order to achieve short- and long-term targets.

Memory: Learn lines requires brain training. The brain is to be treated like muscles and requires exercise to grow.

Fun: Drama is fun and gives students the opportunity to express themselves in ways they would not be able to usually.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

No

What you will learn this year?

Term 1

An introduction to Drama. Students will learn a variety of techniques used by performers such as mime, gesture, proxemics and improvisation.

Term 2

Greek Theatre. Students will explore and perform Greek play 'Antigone', analysing the context and language of the play in the process.

Term 3

Melodrama: Students will learn about the genre 'melodrama', using the components of this style of theatre to create a performance.

How you will be assessed

Assessment is on-going throughout the course of the year and will consist of performances (both individual and groups), written tests and feedback that is teacher, peer and self-orientated.

How parents can help

Encourage participation within Drama, attend school productions, help with tasks such as line learning, advocate for full attendance and ensure homework is up-to-date.

Useful Websites

BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbckjxs
National Theatre: https://www.nationaltheatre.org.uk
Get into Theatre: https://getintotheatre.org

Useful Resources

https://www.artsonthemove.co.uk
https://www.thestage.co.uk
https://www.franticassembly.co.uk
https://www.kneehigh.co.uk
https://www.rsc.org.uk/education/
https://www.trestle.org.uk/our-venue

Who to contact for a subject query

Name	Position	Email Address
Daniel Greenwood	Drama Teacher	daniel.greenwood@malverncollege.edu.eg

The KS3 Curriculum

Drama
YEAR 8

Why is this subject important?

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Public speaking: By performing on a weekly basis in front of audience sizes ranging from small groups to entire classes.

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Memory: Learn lines requires brain training. The brain is to be treated like muscles and requires exercise to grow.

Fun: Drama is fun and gives students the opportunity to express themselves in ways they would not be able to usually.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

- No.

What you will learn this year?

Term 1

The Woman in Black. A practical exploration of the play, a ghost story written by Susan Hill and adapted by Stephen Mallatratt. Students will develop their performance techniques through workshops that analyse a variety of technical aspects incorporated within the script.

Term 2

Commedia Dell'Arte. Students will study and develop a variety of skills used in comedic theatre such as: slapstick, satire & farce. Students will also create their own piece of devised comedy in selected groups, incorporating as many styles as possible.

Term 3

Monologues. Students will research, develop and perform two separate monologues. One will be their own interpretation of a selected song, transformed into a monologue. The other created by the student around a given stimulus.

How you will be assessed

Assessment is on-going throughout the course of the year and will consist of performances (both individual and groups), written tests and feedback that is teacher, peer and self-orientated.

How parents can help

Encourage participation within Drama, attend school productions, help with tasks such as line learning, advocate for full attendance and ensure homework is up-to-date.

Useful Websites

BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbckjxs
National Theatre: https://www.nationaltheatre.org.uk
Get into Theatre: https://getintotheatre.org

Useful Resources

https://www.artsonthemove.co.uk
https://www.thestage.co.uk
https://www.franticassembly.co.uk
https://www.kneehigh.co.uk
https://www.rsc.org.uk/education/
https://www.trestle.org.uk/our-venue

Who to contact for a subject query

Name	Position	Email Address
Daniel Greenwood	Drama Teacher	daniel.greenwood@malverncollege.edu.eg

The KS3 Curriculum

First Language English
YEAR 7

Why is this subject important?

Students will develop vital literacy skills, such as information retrieval, inference and deduction, which will enable them to access and decode information from a range of different types of writing. Proficiency in comprehension is key to all subjects, as they will need to be competent readers to access the learning across the curriculum, as well as to explore independently topics of their own interest.
There is also a strong focus on written communication, enabling students to express their ideas, understanding and viewpoints appropriately and clearly to others.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

In Year 7, you will learn skills in reading, writing and spoken communication. These will be developed through themed units: Autobiography, Poems about childhood, A Midsummer Night's Dream, Skellig and Travel writing. Through these topics, you will learn to understand increasingly challenging texts of different genres and to explore how writers communicate meanings and ideas. You will learn to recognise and comment on some key language techniques as well as the conventional features of different types of writing. You will learn how to structure a response to a text and how to incorporate examples from the text into your responses.
Writing skills, including grammar, will be embedded into these topics. You will learn how to develop your ideas to write at length about a topic. You will develop your fluency in written English and organise your ideas clearly. By the end of the year, you will have learned how to recognise the needs and expectations of different readers and begin to adapt your writing to suit them.

How you will be assessed

Your learning will be assessed continuously throughout the year. Informally, your teachers will be assessing you in class through questioning and monitoring of the notes and responses you write in your book. They will give you written and verbal feedback on your ideas to help you improve. Each unit has a more formal assessment to measure your progress. These assessments come in a variety of forms- from spoken presentations and performances and short-answer quizzes to more structured essays.

How parents can help

The most valuable thing parents can do is to encourage and support your child's reading. Students in year 7 should be reading a book of their own choice for at least 30 minutes twice a week. Please discuss their choices with them to make sure that the books are appropriate- books that will challenge and develop your child's skills, but not be so difficult that they cannot enjoy them. Please make time to read with your child- listen to them read, read to them sometimes. Asking questions about what they have read is a good way to check their understanding and reinforce good reading skills.

Additionally, please monitor your child's homework, which will be posted on firefly. Please keep an eye on how long your child is spending on his or her homework. Tasks should be completed thoroughly and students should proof-read their own work before submitting it to teachers, but it should not be taking them all night to complete. Checking in with your child about their homework helps us to get the balance right between setting meaningful work that secures progress and ensuring that they get time to rest and engage in social and family time.

Useful Websites

https://www.bbc.co.uk/bitesize/subjects/z3kw2hv

https://www.educationquizzes.com/ks3/english/

Useful Resources

CGP produce revision workbooks for KS3 that review and consolidate key skills for English. While it is not recommended that all students complete these, they can be useful for those who are struggling with key concepts or a specific area of knowledge.

Your child's teacher can advise you if these resources would be beneficial to your child, as well as provide other worksheets or packs should your child require them.

For most students, it is enough for them to actively engage in class, complete homework to the best of their ability and read a wide range of books independently. Further resources and activities should only be assigned in exceptional cases.

Who to contact for a subject query

Name	Position	Email Address
Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS3 Curriculum

First Language English
YEAR 8

Why is this subject important?

Secure skills in literacy are vital for students to access the curriculum in all subjects. An ability to read lengthy texts in English and to understand detail and nuance are central to learning across the key stage, in all disciplines.

Through the English curriculum, students will widen their experience of a range of texts from different genres and eras, including a range of non-fiction. Students will be developing communication skills in order to be able to express the growing complexity of their thoughts, feelings and ideas.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

In Year 8, you will learn skills in reading, writing and spoken communication. These will be developed through themed units: Survival, Multicultural poetry, Coram Boy, King of Shadows and writing to explain.
Through these topics, you will consolidate and build on the skills introduced in Year 7, exploring an increasingly diverse range of text types and exploring more sophisticated and subtle methods of communication. You will become familiar with a wider set of literary features and develop your analysis of how they create meaning. You will learn how to adapt the style and tone of your writing to suit different audiences, forms and purposes. You will develop your ability to use more complex syntax, grammatical structures and punctuation.

How you will be assessed

Your learning will be assessed continuously throughout the year. Informally, your teachers will be assessing you in class through questioning and monitoring of the notes and responses you write in your book. They will give you written and verbal feedback on your ideas to help you improve. Each unit has a more formal assessment to measure your progress. These assessments come in a variety of forms- from spoken presentations and performances and short-answer quizzes to more structured essays.

How parents can help

The most valuable thing parents can do is to encourage and support your child's reading. Students in year 8 should be reading a book of their own choice for at least 30 minutes twice a week. Please discuss their choices with them to make sure that the books are appropriate- books that will challenge and develop your child's skills, but not be so difficult that they cannot enjoy them. Please make time to read with your child- listen to them read, read to them sometimes. Asking questions about what they have read is a good way to check their understanding and reinforce good reading skills.

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For most students, it is enough for them to actively engage in class, complete homeworks to the best of their ability and read a wide range of books independently. Further resources and activities should only be assigned in exceptional cases.

Who to contact for a subject query

Name	Position	Email Address
Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS3 Curriculum

English as a Second Language (ESL) YEAR 7

Why is this subject important?

All international exams in every subject are taken in English. Students need to be confident and competent in explaining and demonstrating their subject knowledge clearly and concisely. It is also important to understand the writing styles and registers required for different subjects. For example, writing an argument to support a point of view in History will be different from process writing in Geography or a more passive style in Science. Familiarity with ideas of skimming, scanning and comprehending written texts of different genres is also essential in understanding and using subject specific texts.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Evidence of strong command of English is essential. All university courses use English as the language of instruction.

What you will learn this year?

In ESL, students are taught skills rather than specific content. A range of linguistically appropriate techniques, registers and styles are introduced and reinforced using a variety of topics to provide focus and interest. In Y7, topics will be selected from:
- Autobiography/Biography
- Adverts (persuasive techniques)
- Shakespeare (life & times, 'Macbeth', 'Romeo & Juliet')
- The Olympics (non-fiction, persuasion, opinion)
- The Titanic (non-fiction, reports, points of view)
- Poetry (description, styles, language)

Each of these topic units will last approximately half a term.

The following short topics may also be included, if timing allows:
-Ramadan
-Sherlock Holmes
-School Trips

How you will be assessed

A mixture of on-going and end of topic assessment. This is not 'pass' or 'fail' but to enable both students and teachers to identify strengths and areas in which further development is needed.

A range of individual and peer assessment, against known criteria, as well as by teachers.

Using known criteria, students complete reflective target setting sheets after each assessment and after discussion with the teacher. This provides the basis for future goals, giving students greater ownership of their learning

How parents can help

By ensuring all homework set is completed.
By encouraging your child to read for 30 minutes daily. Allow your child personal choice from a range of genres. The aim is not to read 'hard' books but to read for enjoyment, so providing exposure to a wide range of vocabulary, styles and structures.

Useful Websites

https://learnenglishkids.britishcouncil.org/

Useful Resources

Classwork and notes.

Who to contact for a subject query

Name	Position	Email Address
Jade Morris	EAL Teacher	Jade.Morris@malverncollege.edu.eg

The KS3 Curriculum

English as a Second Language (ESL) YEAR 8

Why is this subject important?

All international exams in every subject are taken in English. Students need to be confident and competent in explaining and demonstrating their subject knowledge clearly and concisely. It is also important to understand the writing styles and registers required for different subjects. For example, writing an argument to support a point of view in History will be different from process writing in Geography or a more passive style in Science. Familiarity with ideas of skimming, scanning and comprehending written texts of different genres is also essential in understanding and using subject specific texts.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Evidence of strong command of English is essential. All university courses use English as the language of instruction.

What you will learn this year?

In ESL, students are taught skills rather than specific content. A range of linguistically appropriate techniques, registers and styles are introduced and reinforced using a variety of topics to provide focus and interest. In Y8, topics will be selected from:

- Travel Writing (writing for target audiences)
- Sports & Trips (writing to persuade)
- 'The Coldest Place on Earth' (recount, non-fiction, narrative, descriptive, newspaper reports)
- Deserts (non-fiction)
- Chocolate (non-fiction, opinion, point of view, writing to persuade/argue)
- Computer Games (opinion, point of view, reports)

Each of these topic units will last approximately half a term.

How you will be assessed

A mixture of on-going and end of topic assessment. This is not 'pass' or 'fail' but to enable both students and teachers to identify strengths and areas in which further development is needed.

A range of individual and peer assessment, against known criteria, as well as by teachers.

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Useful Websites

https://learnenglishkids.britishcouncil.org/
https://www.cambridgeenglish.org/learning-english/activities-for-learners/

Useful Resources

Classwork and notes.

Who to contact for a subject query

Name	Position	Email Address
Jade Morris	EAL Teacher	Jade.Morris@malverncollege.edu.eg

The KS3 Curriculum

French
YEAR 7

Why is this subject important?

French is not only a beautiful language but it is important on global level as the following figures demonstrate: 274 million people around the world speak it.

It is the second most learned language after English on at least five continents.

Bloomberg ranked French as the 3rd most useful language for business after English and Mandarin.

Over 87 international organisations such as the UN, the EU and the Red Cross, use French as an official administrative or working language.

Studying a language also helps to develop a number of transferable skills such as: communication, collaboration and problem-solving.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

AUTUMN TERM	SPRING TERM	SUMMER TERM
Module 1 *C'est perso* Talking about likes and dislikes; using regular – ER verbs; talking about your survival kit; using *avoir*; describing yourself; understanding adjective agreement; talking about other people; describing a musician; using the present tense; introducing yourself in detail. **Module 2 *Mon collège*** Talking about school subjects; asking questions; giving opinions and reasons; agreeing and disagreeing; describing your timetable; using the 12-hour clock; describing your school day; using on to say we; talking about food; using the partitive article; schools in other French-speaking countries; talking about winter celebrations.	**Module 3 *Mes passe-temps*** Talking about computers and mobiles; using regular –ER verbs; talking about which sports you play; using *jouer* à; talking about activities; using the verb *faire*; saying what you like doing; using *aimer* + the infinitive; describing what other people do; using *ils/elles*; talking about extreme sports. **Module 4 *Ma zone*** Talking about your town/village; using *il y a/il n'y a pas de*; giving directions; understanding when you use *tu/vous*; talking about where you go; using à + the definite article; asking someone to go somewhere; using *je veux/tu veux* + infinitive; saying what you can do in town; using *on peut* + infinitive; facts about France.	**Module 5 3…2…1 *Partez* !** Using *nous* to say we; talking about your holidays; talking about getting ready to go out; using reflexive verbs; buying snacks and drinks; using higher numbers; talking about holiday plans; using the near future; saying what you would like to do; using *je voudrais* + infinitive; talking about where people go on holiday. **Module 6 *Studio découverte*** Talking about animals; writing a poem; describing a painting.

How you will be assessed

All four skills will be assessed via end of unit tests, vocabulary tests and regular formative assessment in class.

How parents can help

Help with the weekly vocabulary revision using the following revision tips:

- Little and often – don't just revise the night before. It is more effective to practise the words regularly for ten or so minutes.
- Look, Say, Cover, Write, Check – this works very well to help learners memorize vocabulary.
- Mnemonics - these are a great to help learners memorize words that they find particularly tricky.

Encourage them to access our subscription-based websites.
Check that students are completing homework weekly for this subject.

Useful Websites

www.languagesonline.org.uk
www.linguascope.com (subscription)
www.lyricstraining.com
www.quizlet.com
www.pearsonactivelearn.com/app/Home (students have individual username and passwords)

Useful Resources

Duolingo (app)
Bilingual dictionary

Who to contact for a subject query

Name	Position	Email Address
Kerry Moore	Head of MFL	kerry.moore@malverncollege.edu.eg

The KS3 Curriculum

French
YEAR 8

Why is this subject important?

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Studying a language also helps to develop a number of transferable skills such as: communication, collaboration and problem-solving.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

AUTUMN TERM	SPRING TERM	SUMMER TERM
Module 1 *T'es branchée*? Talking about television programmes; the present tense of - **ER** verbs; talking about films; the present tense of *avoir/être*; talking about reading; - **IR** and - **RE** verbs; talking about the internet; *aller/faire*; talking about what you did yesterday evening; the perfect tense; talking about your favourite television programmes, films and books. **Module 2 Paris, *je t'adore!*** Saying what you did in Paris; the perfect tense of regular verbs; saying when you did things; the perfect tense of irregular verbs; understanding information about a tourist attraction; *c'était/ j'ai trouvé ça…*; saying where you went and how; the perfect tense with être; interviewing a suspect; asking questions in the perfect tense; talking about what you do/did in Paris	**Module 3 *Mon identité*** Talking about personality; adjectival agreement; talking about relationships, reflexive verbs; talking about music; agreeing, disagreeing and giving reasons; talking about clothes; the near future tense; talking about your passion; past, present and future tenses; talking about different regions. **Module 4 *Chez moi, chez toi*** Describing where you live; comparative adjectives; describing your home; prepositions; talking about meals; *boire/prendre*; discussing what food to buy; *il faut*; talking about an event; using three tenses; talking about where you live.	**Module 5 *Quel talent!*** Talking about talent and ambition; infinitives and the verb *vouloir*; encouraging or persuading someone; *pouvoir/ devoir*; rehearsing for the contest; the imperative; saying who is the best, the most, the least; superlative adjectives; showing how much you can do with the French language; using a variety of structures and tenses; learning about *Nouvelle Star.* **Module 6 *Studio découverte*** World geography and French-speaking countries; how to plant a garden; the French Revolution.

How you will be assessed

All four skills will be assessed via end of unit tests, vocabulary tests and regular formative assessment in class.

How parents can help

Help with the weekly vocabulary revision using the following revision tips:

- Little and often – don't just revise the night before. It is more effective to practise the words regularly for ten or so minutes.
- Look, Say, Cover, Write, Check – this works very well to help learners memorize vocabulary.
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www.lyricstraining.com
www.quizlet.com
www.pearsonactivelearn.com/app/Home (students have individual username and passwords)

Useful Resources

Duolingo (app)
Bilingual dictionary

Who to contact for a subject query

Name	Position	Email Address
Kerry Moore	Head of MFL	kerry.moore@malverncollege.edu.eg

The KS3 Curriculum

Geography
YEAR 7

Why is this subject important?

Geography is a field of science devoted to the study of the lands, features, inhabitants, and processes of the Earth. Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding.

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The current KS3 course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Students this year will have the opportunity to study a wide range of topics covering a range of geographical themes and skills. Following some introductory lessons in Geography and a baseline test the pupils will embark on the main course of study outlined below.

Topic 1: What is a geographer?
- Students will learn what it means to be a geographer, and how to ask key geographical questions. Students will learn about different geographical enquiries and how to plan accordingly. Students will experience using different geographical data, including maps and GIS to support classroom learning.

Topic 2: What is an economy?
- Student will learn about economic activities and what they are like at local and global scales. Students will look at different jobs, and how they can be arranged into groups or sectors in addition to how employment has changed over time. Students will learn about trade, and how it has led to improved and increased links around the world – globalisation.

Topic 3: Will we ever know enough about earthquakes and volcanoes to live safely?
- Students will learn about the theory of plate tectonics and how earthquakes and volcanoes are linked to this theory. Students will research the different hazards associated to both earthquakes and volcanoes. Students will understand how scientists attempt to predict, manage, and prevent the hazards.

Topic 4: Why are rivers important?
- Students will learn what rivers are, and how water flows in them. Students will learn about different types of weathering, erosion and transportation and the processes occurring to form different landforms. Students will use maps to identify different river landforms, and learn why rivers are important to both people and the economy.

Topic 5: What is development?

- Students will be able to define development and explain how development varies around the globe. Students will understand where and why inequality occurs, and the actions taken by individuals, governments and communities to aid development.

Topic 6: How do we use our planet as a natural resource?

- Students will understand the different elements that make up our planet and the interactions between them. Students will know how rocks and soils form and their importance to life. Students will learn about different biomes and complete an in depth research project about tropical rainforests. Student will look at how people use the Earth's natural resources, and the differences between renewable and non-renewable resources.

How you will be assessed

Students will be assessed through a variety of different methods including but not limited to formative and summative assessments. Students will also complete mini quizzes and multiple choice questions during lessons.

How parents can help

• Parents can support their child's learning by encouraging them to keep up to date with local and international news, and asking questions around the articles – why did it happen, what is the impact, is the impact social, economic or environmental.
• Watching geographical documentaries will also broaden general geographical knowledge.
• In addition there are numerous fiction and nonfiction books relating to different aspects of geography; which are a useful source of additional information

Useful Websites

A very useful websites, to helping pupils to review their understanding and improve their geographic vocabulary, is: http://www.bbc.co.uk/education/subjects/zrw76sg.
Students will be provided with a comprehensive list of websites to aid learning specific to each topic at the beginning of each learning cycle.

Useful Resources

Purchasing either a world map or a globe to encourage and improve general knowledge of place.

Who to contact for a subject query

Name	Position	Email Address
Gareth Davies	Teacher of Geography	gareth.davies@malverncollege.edu.eg

The KS3 Curriculum

Geography
YEAR 8

Why is this subject important?

Geography is a field of science devoted to the study of the lands, features, inhabitants, and processes of the Earth. Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding.

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The current KS3 course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Students this year will have the opportunity to study a wide range of topics covering a range of geographical themes and skills outlined below.

Topic 1: One planet, many people: How are populations changing?
- Students will learn about world population distribution and change. Students will investigate the attempts in different countries to control population numbers. Students will learn about migration and the positive impacts it can have. Students will understand urbanisation, and how cities have evolved

Topic 2: How is Asia being transformed?
- Student will learn about the diverse physical and human geography of Asia including the use of maps to highlight the differences in terrain. Students will learn about the monsoon season in India and the impacts it has. Students will learn about how Asia is developing at a rapid rate, and that it is a continent of dynamic change. Students will investigate the changing relationship between Asia and the rest of the world.

Topic 3: What happens when land meet sea?
- Students will learn how erosion, deposition and transportation create and change coastal landforms over time. Students will consider the importance and impact costal regions have on people. Students will understand the need for, an impact of, different coastal management strategies. Students will learn how to identify coastal landforms on OS maps and photos.

Topic 4: What is weather and climate?
- Students will learn about the concepts of weather and climate, and the different elements that make up the weather and climate. Students will learn about how the weather is measured, how to read weather maps using synoptic codes and how to distinguish between weather and climate. Students will also complete an independent study comparing the climate of Egypt to that of the UK.

Topic 5: Why is the Middle East an important world region?

- Students will be able to describe the location of the Middle East, and the countries that make up the region. Students will research the physical landscape of the region including learning how to draw climate graphs. Students will learn about the human geography of the region, and how important the region is to the rest of the world.

Topic 6: What is the future for the planet?

- Students will learn about climate change, the controversies surrounding it and the impact it has on the future of our planet. Students will investigate the evidence for climate change, alongside the human and natural causes, and consequences. Students will form their own opinions as to the options for the planet's future.

How you will be assessed

Students will be assessed through a variety of different methods including but not limited to formative and summative assessments. Students will also complete mini quizzes and multiple choice questions during lessons.

How parents can help

• Parents can support their child's learning by encouraging them to keep up to date with local and international news, and asking questions around the articles – why did it happen, what is the impact, is the impact social, economic or environmental.
• Watching geographical documentaries will also broaden general geographical knowledge.
• In addition there are numerous fiction and nonfiction books relating to different aspects of geography; which are a useful source of additional information

Useful Websites

A very useful websites, to helping pupils to review their understanding and improve their geographic vocabulary, is: http://www.bbc.co.uk/education/subjects/zrw76sg.
Students will be provided with a comprehensive list of websites to aid learning specific to each topic at the beginning of each learning cycle.

Useful Resources

Purchasing either a world map or a globe to encourage and improve general knowledge of place.

Who to contact for a subject query

Name	Position	Email Address
Gareth Davies	Teacher of Geography	gareth.davies@malverncollege.edu.eg

The KS3 Curriculum

History
YEAR 7

Why is this subject important?

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. The teaching of History will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

This year you will start by learning the essential skills needed to be successful in history. Once you have a strong grounding in these skills, we will move onto studying Medieval England including the Norman Conquest and the development of castles, Medieval Monarchs, The Black Death and The Crusades.

Skills: What skills will you learn that are transferable?
Throughout Year 7 pupils will learn how to be historians. They will learn how to analyse and evaluate a range of historical sources. This will then enable them to communicate their interpretation of the past through essays and other formats.

Assessment: How you will be assessed?

Through a range of formative and summative assessments and end of year examination which assesses understanding of the content and the ability to apply evaluative and analytical skills. Classwork and flipped learning homework will be regularly marked to ensure effective monitoring and support for the pupils for them to understand what they are doing well and how they can progress. Each term, National Curriculum criteria assessed tasks will be completed by pupils and personal targets will be set to move pupils forward

How parents can help?

Watching documentaries, visits to historical sites and museums to look at historical sources e.g. the military museum near the Citadel, reading a range of fiction and non-fiction books based on the period of study.

Useful Resources

Key topic 1: History Skills
Why is History Important?
https://www.youtube.com/watch?v=y-aUTKHeJZc&list=PLvOHl8dpcmpP6h8wMv0v_xmImusWOQ_dq&index=4&t=0s

Cause and Consequence
https://www.youtube.com/watch?v=LJpakuIIuOY&list=PLvOHl8dpcmpP6h8wMv0v_xmImusWOQ_dq&index=1

Change and Continuity
https://www.youtube.com/watch?v=W_ITuVs7_p0&list=PLvOHl8dpcmpP6h8wMv0v_xmImusWOQ_dq&index=2

Why study history?
https://www.educationquizzes.com/ks3/history/the-norman-conquest-01/
https://www.educationquizzes.com/ks3/history/the-norman-conquest-02/
https://www.educationquizzes.com/ks3/history/the-norman-conquest-03/

Youtube videos
https://www.youtube.com/watch?v=TFAXzmUYxzE

The Norman conquest
https://www.youtube.com/watch?v=vWfFh2uw838

The Black Death
https://www.youtube.com/watch?v=3c4KZKarKL4

The Crusades
https://www.youtube.com/watch?v=vOyswuA8wEs

Castles
https://www.youtube.com/watch?v=RgMwIBYx6Ic

Useful Resources: as above

Who to contact for a subject query

Name	Position	Email Address
Miss Dodd	Teacher of history	Ella.dodd@malverncollege.edu.eg

The KS3 Curriculum

History
YEAR 8

Why is this subject important?

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. The teaching of History will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Aspects of the 20th Century including the causes and outbreak of WW1, 1 Was Europe ready for war? What spark started WW1? What Was the Schlieffen Plan? How Was Propaganda Used? Who Were the Conscientious Objectors? Why Did Soldiers Fight in Trenches? What Was Life like in the Trenches? Why Was Censorship Used in WW1? What Happened at the Somme? Haig: Butcher or Hero Source & Interpretation Skills Lesson, The British Empire in WW1, Was Gallipoli a Success or Failure? Was the German U-Boat Campaign Successful? Medicine in World War One, Why Did Germany Lose the War? What Were the Terms of the Treaty of Versailles? Upon completion of the World War One unit we will look at Women's suffrage and the Transatlantic Slave Trade.

Skills: What skills will you learn that are transferable?

Throughout Year 8 pupils will learn how to be historians. They will learn how to analyse and evaluate a range of historical sources. This will then enable them to communicate their interpretation of the past through essays and other formats.

Assessment: How you will be assessed?

Through a range of formative and summative assessments and end of year examination which assesses understanding of the content and the ability to apply evaluative and analytical skills. Classwork and flipped learning homework will be regularly marked to ensure effective monitoring and support for the pupils for them to understand what they are doing well and how they can progress. Each term, National Curriculum criteria assessed tasks will be completed by pupils and personal targets will be set to move pupils forward.

How parents can help?

Watching documentaries, visits to historical sites and museums to look at historical sources e.g. the military museum near the Citadel, reading a range of fiction and non-fiction books based on the period of study.

Useful Resources:
World War One:
https://www.youtube.com/watch?v=49q_NISX7H8&list=PLMJBff1YCVD9xb8cqd9Ex0A7z5prsp97B
https://www.youtube.com/watch?v=wLiNvZR3Z0k&list=PLMJBff1YCVD9xb8cqd9Ex0A7z5prsp97B&index=2

Women's Suffrage:
https://www.youtube.com/watch?v=IIknRGKCKZo

Transatlantic Slavery:
https://www.youtube.com/watch?v=O7OqaMkymWI

Useful Resources: as above

Who to contact for a subject query

Name	Position	Email Address
Miss Dodd	Teacher of history	Ella.dodd@malverncollege.edu.eg

The KS3 Curriculum

ICT/Computing
Year 7

Why is this subject important?

ICT at this stage complements most of the other subjects in the curriculum. It is a mixture of Information communication technology and computer science skills. By embedding the syllabus into other subjects such as English, Science, Mathematics and Science the students learn a broad variety of computer skills that will enable them to develop throughout their learning experience at Malvern College Egypt. The Year 7 course is continually being updated as new technologies are made available. The course, however, broadly follows the English National Curriculum which is divided into three strands: Computational Thinking, Data Handling and Digital Documents. Throughout the course E-safety lessons from https://www.thinkuknow.co.uk/ (UK government E-safety website) are provided as either material for projects or explicit one off lessons. To keep pupils engaged and to allow a progressive assessment, most topics are based around building an artefact such as: a website, an App, a Digital Document or device built from logic gates, depending on the pupil's experience.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Programming skills, Microsoft Office skills and the history of computers, games technology and their developments, research skills and software development.

How you will be assessed

Most of the assessment will be formative assessment, but there will be an end of year examination.

How parents can help

Please encourage your children to use the Teams as well as the Internet for research and revision.

Useful Websites

https://www.bbc.co.uk/bitesize
https://www.teach-ict.com/

Useful Resources

Laptop and Microsoft Office applications.

Who to contact for a subject query

Name	Position	Email Address
Mr Philip Tranmer	Head of ICT/Computer Science	philip.tranmer@malverncollege.egu.eg

The KS3 Curriculum

ICT/Computing
Year 8

Why is this subject important?

The Year 8 course is continually being updated as new technologies are made available. The course, however, broadly follows the English National Curriculum which is divided into three strands: Computational Thinking, Data Handling and Digital Documents. Towards the end of year 8 students are taken through a series of interesting topics that they will be studying at GCSE level if they wish to take either ICT or Computer Science. They will be creating various word processing projects and using the more advanced features such as developing tools and mail merge. They will be embedding networking skills with binary, hexadecimal and java script as well as learning to program in HTML. They will be importing data from different sources into either spreadsheets or databases in preparation for the IGCSE course.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Programming skills, Microsoft Office skills, advanced development, HTML, web design and programming.

How you will be assessed

Most of the assessment will be formative assessment, but there will be an end of year examination.

How parents can help

Please encourage your children to use Teams as well as the Internet for research and revision.

Useful Websites

https://www.bbc.co.uk/bitesize
https://www.teach-ict.com/

Useful Resources

Laptop and Microsoft Office applications.

Who to contact for a subject query

Name	Position	Email Address
Mr. Nicol Fleming	Head of ICT/Computer Science	Nicol.fleming@malverncollege.edu.eg

The KS3 Curriculum

Mathematics
Year 7

Why is this subject important?

All pupils in Year 7 follow a curriculum which aims to improve their confidence and fluency in mathematics, develop their problem-solving abilities and aid their progression in the subject.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Topics are shown in chronological order. The schedule maybe subject to small changes, for example if pupils are making faster than expected progress then more topics may be taught in a particular term.

TERM	UNIT / LESSON	HOURS
AUTUMN	**1 Analysing and displaying data**	11
	1.1 Mode, median and range	
	1.2 Displaying data	
	1.3 Grouping data	
	1.4 Averages and comparing data	
	1.5 Line graphs and more bar charts	
	2 Number skills	12
	2.1 Mental maths	
	2.2 Addition and subtraction	
	2.3 Multiplication	
	2.4 Division	
	2.5 Finance: Money and time	
	2.6 Negative numbers	
	2.7 Factors, multiples and primes	
	2.8 Square numbers	
HALF-TERM TEST		
AUTUMN	**3 Expressions, functions and formulae**	10
	3.1 Functions	
	3.2 Simplifying expressions 1	
	3.3 Simplifying expressions 2	
	3.4 Writing expressions	
	3.5: Substituting into formulae	
	3.6 Writing formulae	

TERM	UNIT / LESSON	HOURS
AUTUMN	**4 Decimals and measures**	12
	4.1 Decimals and rounding	
	4.2 Length, mass and capacity	
	4.3 Scales and measures	
	4.4 Working with decimals mentally	
	4.5 Working with decimals	
	4.6 Perimeter	
	4.7 Area	
	4.8 STEM: More units	
END OF TERM TEST		
SPRING	**5 Fractions and percentages**	10
	5.1 Comparing fractions	
	5.2 Simplifying fractions	
	5.3 Working with fractions	
	5.4 Fractions and decimals	
	5.5 Understanding percentages	
	5.6 Percentages of amounts	
	6 Probability	9
	6.1 The language of probability	
	6.2 Calculating probability	
	6.3 More probability calculations	
	6.4 Experimental probability	
	6.5 FINANCE: Expected outcomes	
HALF-TERM TEST		
SPRING	**7 Ratio and proportion**	10
	7.1 Direct proportion	
	7.2 Writing ratios	
	7.3 Using ratios	
	7.4 Scales and measures	
	7.5 Ratios, proportions and fractions	
	7.6 Proportions and percentages	
END OF TERM TEST		
SUMMER	**8 Lines and angles**	11
	8.1 Measuring and drawing angles	
	8.2 Lines, angles and triangles	
	8.3 Drawing triangles accurately	
	8.4 Calculating angles	
	8.5 Angles in a triangle	
	8.6 Quadrilaterals	
	9 Sequences and graphs	10
	9.1 Sequences	
	9.2 Pattern sequences	
	9.3 Coordinates and midpoints	

TERM	UNIT / LESSON	HOURS
SUMMER	9.4 Extending sequences	10
	9.5 Straight-line graphs	
	9.6 Position-to-term rules	
HALF-TERM TEST		
SUMMER	**10 Transformations**	10
	10.1 Congruency and enlargements	
	10.2 Symmetry	
	10.3 Reflection	
	10.4 Rotation	
	10.5 Translations and combined transformations	
END OF TERM TEST		
END OF YEAR TEST		

How you will be assessed

Formal assessments will happen approximately every 3-4 weeks. This assessment will sometimes test the pupils on the most recent topic of work or occasionally on the two most recent topics, should those topics be shorter in length. Pupils will always be given one week's notice of an assessment and they will each receive a list of the contents of the assessment to aid their revision.

How parents can help

Rapid recall of the multiplication tables is essential in building on mathematical skills and knowledge. Parents can help by testing and ensuring that the mathematical foundations are secure.
Mathematics can be found in everything we do on a daily basis. Getting children to measure ingredients for baking or cooking helps them understand capacity and weight as well as working with ratios and proportions. Getting them involved with shopping and looking at the prices of the items and making comparisons helps them decide which is the best buy. Finding opportunities to discuss Mathematics helps to further develop their inquisitive minds.

Useful resources and websites

All pupils will have access to Myimaths.com, which is an excellent resource for building understanding of a vast array of mathematics topics. Pupils should endeavour to practise on here even when they have not been specifically directed to. The internet is also a great source for finding questions to practise with and games that help refine different skills. A KS3 study guide or workbook can also be useful for additional study or practise.

https://maths4everyone.com/
https://www.piximaths.co.uk/
https://www.mathworksheets4kids.com/
https://www.bbc.co.uk/bitesize/subjects/zqhs34j

Who to contact for a subject query

Name	Position	Email Address
Natalie Parazhang	Head of Mathematics Faculty	natalie.parazhang@malverncollege.edu.eg

The KS3 Curriculum

Mathematics
Year 8

Why is this subject important?

All pupils in Year 8 follow a curriculum which aims to improve their confidence and fluency in mathematics, develop their problem-solving abilities and aid their progression in the subject and ultimately prepare the pupils for beginning IGCSEs in Year 9.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Topics are shown in chronological order. The schedule maybe subject to small changes, for example if pupils are making faster than expected progress then more topics may be taught in a particular term.

TERM	UNIT / LESSON	HOURS
AUTUMN	**1 Number**	12
	1.1 Calculations	
	1.2 Divisibility and division	
	1.3 Calculating with negative numbers	
	1.4 Powers and roots	
	1.5 Powers, roots and brackets	
	1.6 More powers, multiples and factors	
	2 Area and volume	11
	2.1 Area of a triangle	
	2.2 Area of a parallelogram and trapezium	
	2.3 Volume of cubes and cuboids	
	2.4 2D representations of 3D solids	
	2.5 Surface area of cubes and cuboids	
	2.6 Measures	
HALF-TERM TEST		
AUTUMN	**3 Statistics, graphs and charts**	14
	3.1 Pie charts	
	3.2 Using tables	
	3.3 Stem and leaf diagrams	
	3.4 Comparing data	
	3.5 Scatter graphs	
	3.6 Misleading graphs	

TERM	UNIT / LESSON	HOURS
AUTUMN	**4 Expressions and equations**	12
	4.1 Algebraic powers	
	4.2 Expressions and brackets	
	4.3 Factorising expressions	
	4.4 One-step equations	
	4.5 Two-step equations	
	4.6 The balancing method	
END OF TERM TEST		
SPRING	**5 Real-life graphs**	10
	5.1 Conversion graphs	
	5.2 Distance-time graphs	
	5.3 Line graphs	
	5.4 More line graphs	
	5.5 Real-life graphs	
	5.6 Curved graphs	
	6 Decimals and ratio	10
	6.1 Ordering decimals and rounding	
	6.2 Place-value calculations	
	6.3 Calculations with decimals	
	6.4 Ratio and proportion with decimals	
HALF-TERM TEST		
SPRING	**7 Lines and angles**	11
	7.1 Quadrilaterals	
	7.2 Alternate angles and proof	
	7.3 Angles in parallel lines	
	7.4 Exterior and interior angles	
	7.5 Solving geometric problems	
END OF TERM TEST		
SUMMER	**8 Calculating with fractions**	10
	8.1 Ordering fractions	
	8.2 Adding and subtracting fractions	
	8.3 Multiplying fractions	
	8.4 Dividing fractions	
	8.5 Calculating with mixed numbers	
	9 Straight-line graphs	10
	9.1 Direct proportion on graphs	
	9.2 Gradients	
	9.3 Equations of straight lines	
HALF-TERM TEST		

SUMMER	**10 Percentages, decimals and fractions**	**10**
	10.1 Fractions and decimals	
	10.2 Equivalent proportions	
	10.3 Writing percentages	
	10.4 Percentages of amounts	
END OF TERM TEST		
END OF YEAR TEST		

How you will be assessed

Formal assessments will happen approximately every 3-4 weeks. This assessment will sometimes test the pupils on the most recent topic of work or occasionally on the two most recent topics, should those topics be shorter in length. Pupils will always be given one week's notice of an assessment and they will each receive a list of the contents of the assessment to aid their revision.

How parents can help

Rapid recall of the multiplication tables is essential in building on mathematical skills and knowledge. Parents can help by testing and ensuring that the mathematical foundations are secure. Mathematics can be found in everything we do on a daily basis. Getting children to measure ingredients for baking or cooking helps them understand capacity and weight as well as working with ratios and proportions. Look for the mathematics which is all around us. Children should be encouraged at home. Showing an interest in what they do will motivate them to go further. Getting into good study habits is essential in preparation for the start of the IGCSE course in Year 9. Completion of homework and following up on the feedback provided by the teacher can help develop a deeper understanding of the concepts which means that they are stored in the long-term memory and not easily forgotten.

Useful resources and websites

All pupils will have access to Myimaths.com, which is an excellent resource for building understanding of a vast array of mathematics topics. Pupils should endeavour to practise on here even when they have not been specifically directed to. The internet is also a great source for finding questions to practise with and games that help refine different skills. A KS3 study guide or workbook can also be useful for additional study or practise.

https://maths4everyone.com/
https://www.piximaths.co.uk/
https://www.mathworksheets4kids.com/
https://www.bbc.co.uk/bitesize/subjects/zqhs34j

Who to contact for a subject query

Name	Position	Email Address
Natalie Parazhang	Head of Mathematics Faculty	natalie.parazhang@malverncollege.edu.eg

The KS3 Curriculum

Music
YEAR 7

Why is this subject important?

Students develop performance skills on different instruments and sing as a whole year group on stage in the theatre to develop vocal skills. They develop self-confidence, listening skills and group work skills. They perform in different events during the year, including the Prefect Investiture assembly, Awards assembly, Talent Show and Remembrance Day assembly. They develop their creativity through composition tasks.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

No

What you will learn this year?

Year 7 firstly learn about reggae music and its roots. They learn how to play different reggae melodies on keyboard and guitar. They learn how to input the melodies using MIDI and how to create a medley using loops.

They then learn about Baroque music from 1600-1750 and how to play Pachelbel's Canon. They create a remix of it, learning how to layer and sequence.

They learn about film music, how to create different moods and effects, and orchestral instruments. They write soundtracks for short film clips using Garageband.

How you will be assessed

Assessment of coursework, instrumental skills and music technology Garageband projects take place throughout the year.

How parents can help

Parents can contact myself if they wish their child to take up a musical instrument. We currently offer one-to-one tuition on piano, guitar, vocal and drums.

Students would benefit with access to a keyboard or an instrument at home to practise on. They would also benefit from having access to the Mac program Garageband at home with connection to a MIDI keyboard.

Useful Websites

Makingmusicfun.net
Learningmusictheory.co.uk

Useful Resources

An instrument at home, preferably a small keyboard.
Garageband with a MIDI keyboard

Who to contact for a subject query

Name	Position	Email Address
Paul Russell	Director of Performing Arts	paul.russell@malverncollege.edu.eg

The KS3 Curriculum

Music
YEAR 8

Why is this subject important?

Students further develop performance skills on different instruments and sing as a whole year group on stage in the theatre to develop vocal skills. They develop self-confidence, listening skills and group work skills. They perform in different events during the year, including the Prefect Investiture assembly, Awards assembly, talent show and Remembrance Day assembly. They develop their creativity through composition tasks.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

No

What you will learn this year?

Year 8 firstly learn about blues music and its roots. They learn how to play the 12-bar blues on keyboard and guitar. They learn how to input the melodies, chords and bassline using MIDI and create an arrangement.

They then learn about British and American pop music from 1950 up until the present day. They undertake various research projects, learn to play and sing pop songs from each decade, and make arrangements of songs using the chords and melodies with Garageband.

They then learn about song writing and how to write a successful song. Much of these lessons are spent in the music technology suite developing skills in sequencing, looping and layering.

How you will be assessed

Assessment of coursework, instrumental skills and music technology Garageband projects take place throughout the year. .

How parents can help

Parents can contact the Music department if they wish their child to take up a musical instrument. We currently offer one-to-one tuition on piano, guitar, vocal and drums.

Students would benefit with access to a keyboard or an instrument at home to practise on. They would also benefit from having access to the Mac program Garageband at home with connection to a MIDI keyboard.

Useful Websites

Makingmusicfun.net
Learningmusictheory.co.uk

Useful Resources

An instrument at home, preferably a small keyboard.
Garageband with a MIDI keyboard

Who to contact for a subject query

Name	Position	Email Address
Paul Russell	Director of Performing Arts	paul.russell@malverncollege.edu.eg

The KS3 Curriculum

Physical Education
YEAR 7&8

Why is this subject important?

The Malvern College Egypt Physical Education programme is based upon the acquisition of knowledge and skills which are the cornerstones for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life.

A good GCSE PE grade shows that you possess a mixture of practical and academic skills. GCSE PE leads specifically to further study of Physical Education at AS and A2 and beyond to degrees in areas such as Physical Education; Sports Sciences; Sport and Exercise Sciences; Sports Psychology and many, many more!

Below you will find scientifically proven ways in which physical activity can help you live a healthy well-balanced life.

Regular Fitness Activity
Physical fitness is an important component to leading a healthy lifestyle. The inclusion of regular fitness activity helps students maintain fitness, develop muscular strength and improve cardiovascular health. A regular fitness activity improves the absorption of nutrients by the body, improves digestive processes and increases physiological processes, enhances an individual's ability to concentrate and maintain focus and prevents sleep deprivation..

Builds Self-Confidence
The participation in physical education in high school provides a positive influence on a student's personality, character and self-esteem. In addition, the team-building process enhances communication skills, and the skills required to get along and cooperate with students of varying ethnic backgrounds and personalities.

Develops Motor Skills
Physical education in high school is essential to the development of motor skills and the enhancement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body posture.

Health and Nutrition
Physical education teaches students the importance of physical health. High school is an age where students misinterpret the meaning of "overweight" and eating disorders prevail. Physical health and education informs students on sound eating practices and the essential guidelines for nutrition.

Relieves Stress
Students have a substantial amount of stress due to curriculum, homework, families and peer pressures. Involvement in sports, recreational activities or other forms of physical fitness offer a method of stress relief

What you will learn this year?

The Physical Education curriculum is a sequential educational programme where students become more competent in their skills and techniques undertaken in an active, caring, supportive and non-threatening atmosphere where every student is challenged and is successful. During class a MCE student will learn how to use these skills in different and more competitive situations. Students will begin to make the connection between effective performance, tactics and strategies along with the use of sport psychology to make each of them a more effective performer, and learning how to apply these principles to their own and others' work. The MCE PE student will be given opportunities to take the initiative and make decisions for themselves about what to do to improve individual and group performance.

We aim to provide every student with a wide variety of physical activities and challenges that will contribute to the development and maintenance of their physical, cognitive, and affective well being. A MCE PE student will start to identify the types of activity they prefer, and take a variety of roles, such as leader, coach and official.

The programme of study identifies six areas of physical activity -
Outwitting opponents:
• Invasion games
• Net/wall games
• Striking/fielding games
• Combat activities

Accurate replication:
• Gymnastics and Parkour
• Sequences of movement - drills

Exploration and communicating ideas
• Sport dance and Parkour
• Dance
• Swim

Performance at maximum levels in relation to speed, height, distance, strength or accuracy:
• Athletics
• Swim

Identifying and solving problems:
• Game tactics
• Outdoor activities
• Team building

Exercising safely and effectively:
• Fitness
• Circuit activities

How parents can help
In order for students to be successful, they need to be prepared for PE. To be prepared for PE, a student should have their **PE uniform kit**.

Who to contact for a subject query

Name	Position	Email Address
Mr. Nicol Fleming	Head of ICT/Computer Science	Nicol.fleming@malverncollege.edu.eg

The KS3 Curriculum

Science
YEAR 7

Cambridge Lower Secondary Science is for learners aged 11 to 14 years. Developing young learners who are confident, responsible, reflective, innovative and engaged.

Why is this subject important?

The programme provides a natural progression for children from primary education and prepares them for post-14 education programmes that lead to formal qualifications.

What you will learn this year?

Biology

Plants Term 1 Year 7
1.1: Leaves, stems and roots
1.2: Enquiry: Questions, evidence and explanations
1.3: Review: Checkpoint-style questions
6.1: Why we need plants
6.2: Enquiry: Asking scientific questions
6.3: Water and minerals
13.1 Photosynthesis
13.2 Enquiry: Preliminary tests
13.3 Plant growth
13.4 Extension: Phytoextraction
13.5 Flowers
13.6 Seed dispersal
13.7 Review: Checkpoint-style questions

Humans Term 1 Year 7
2.1: The human skeleton
2.2: Muscles and movement
2.3: Organ systems
2.4: The circulatory system
2.5: Studying the human body
2.6: Extension: Extending lives
2.7: Review: Checkpoint-style questions

Cells and organisms Term 2 Year 7
3.1: The characteristics of living things
3.2: Microbes
3.3: Louis Pasteur
3.4: Enquiry: Testing predictions
3.5: Useful micro-organisms
3.6: Enquiry: Planning investigations
3.7: Harmful micro-organisms
3.8: Plant and animal cells
3.9: Specialised cells
3.10: Nerves
3.11: Tissues and organs
3.12: Review: Checkpoint-style questions

Living things in their environment Term 2 Year 7
4.1: Habitats
4.2: Food chains
4.3: Feeding ourselves
4.4: Changing the planet
4.5: Preventing extinction
4.6: Obtaining energy
4.7: Extension: Growing fuels

Variation and classification Term 3 Year 7
5.1: Variation
5.2: Extension: Causes of variation
5.3: Species
5.4: Classification
5.5: Vertebrates
5.6: Classification of plants

Diet Term 3 Year 7
7.1: Food
7.2: Enquiry: Managing variables
7.3: A balanced diet
7.4: Deficiencies
7.5: Extension: Choosing foods
7.6: Review: Checkpoint-style questions

Chemistry

States of matter Term 1 Year 7
1.1: The particle theory of matter
1.2: Boiling, evaporating and condensing
1.3: Enquiry: Questions, evidence and explanations
1.4: Melting, freezing and subliming
1.5: Extension: Energy and changes of state
1.6: Using particle theory to explain dissolving
1.7: Enquiry: Planning an investigation
1.8: Enquiry: Presenting evidence

Material properties Term 1 Year 7
2.1: Introducing elements
2.2: Metals
2.3: Non-metals elements
2.4: Enquiry: Making conclusions from data
2.5: Extension: Metal alloys
2.6: Material properties
2.7: Extension: Polymers
2.8: Review: Checkpoint-style questions

Material changes Term 2 Year 7
3.1: Acids and alkalis
3.2: The pH scale and indicators
3.3: Neutralisation
3.4: Enquiry: Planning investigations and collecting evidence
3.5: Review: Checkpoint-style questions
7.1: Reactions of metals with oxygen
7.2: Writing word equations
7.3: Corrosion
7.4: Enquiry: Planning investigations and controlling variables

The Earth Term 3 Year 7
4.1: The structure of the Earth
4.2: Igneous rocks
4.3: Sedimentary rocks
4.4: More on sedimentary rocks
4.5: Metamorphic rocks
4.6: Enquiry: Questions, evidence and explanations
4.7: Enquiry: Explaining predictions
4.8: Soil
4.9: More about soil
4.10: Fossils
4.11: Estimating the age of the Earth
4.12: Extension: Human fossils
4.13: Review: Checkpoint-style questions

Physics

Forces Year 7 Term 1
1.1: Introduction to forces
1.2: Balanced forces
1.3: Friction
1.4: Gravity
1.5: Enquiry: Questions, evidence, and explanation
1.6: Air resistance
1.7: Enquiry: Planning investigations
1.8: Tension and upthrust
1.9: Enquiry: Presenting results – tables and graphs
1.10: Extension: Round in circles
4.1: Speed
4.2: Enquiry: Taking accurate measurements
4.3: Distance-time graphs
4.4: Extension: Acceleration and speed-time graphs
4.5: Enquiry: Presenting results in tables and graphs
4.6: Enquiry: Asking scientific questions

Energy Year 7 term 2
2.1: What is energy?
2.2: Energy from the Sun
2.3: Energy types
2.4: Energy transfer
2.5: Conservation of energy
2.6: Gravitational potential energy and kinetic energy
2.7: Elastic potential energy
2.8: Enquiry: Suggesting ideas
2.9: Extension: Energy calculations and Sankey diagrams
10.1: Hot and cold
10.2: Energy transfer: Conduction
10.3: Energy transfer: Convection
10.4: Energy transfer: Radiation
10.5: Cooling by evaporation
10.6: The world's energy needs
10.7: Fossil fuels
10.8: Generating electricity
10.9: Renewable energy sources: Solar and geothermal
10.10: Renewable energy sources: Using water and wind
10.11: Energy for the future

The Earth and beyond Year 7 Term 2
3.1: The night sky
3.2: Day and night
3.3: The seasons
3.4: Stars
3.5: Our Solar System
3.6: Extension: The Moon
3.7: Enquiry: Explanations – geocentric model
3.8: Enquiry: Explanations – heliocentric model
3.9: Extension: Beyond our Solar System
3.10: Enquiry: Using secondary sources
3.11: Extension: The origin of the Universe

Sound year 7 Term 3
5.1: Sound, vibrations, and energy transfer
5.2: Extension: Detecting sounds
5.3: Loudness and the decibel scale
5.4: Loudness, amplitude, and oscilloscopes
5.5: Pitch and frequency
5.6: Enquiry: Making simple calculations
5.7: Extension: Echoes

How you will be assessed

Student will undertake at the end of each unit a test; this test will be a mixture of multichoice and short / long answer. Classwork and homework will also contribute to any formal reports.

At the end of the year students will undertake a 1hour end of year exam based on all the work covered that year.

How parents can help

Check your child's student diary
Use the parent Portal.
Download the Teams App
Contact your child's teacher by email if you have any concerns

Useful Websites and Resources

Bitesize is the BBC's free online study support resource. It is designed to aid pupils in both schoolwork and, for older pupils, exams.
Web link: https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Key Stage 3 Science quizzes
Web link: https://www.educationquizzes.com/ks3/science/

Crash Course Kids https://www.youtube.com/user/crashcoursekids

Fuse School is a global Open Education charity brought to life by leading Social Learning organisation Fuse Universal. https://www.youtube.com/user/virtualschooluk

Revision Monkey
https://www.youtube.com/watch?v=Ri8S0M2HbfM&list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N

Who to contact for a subject query

Name	Position	Email Address
Mr G O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

The KS3 Curriculum

Science
YEAR 8

Cambridge Lower Secondary Science is for learners aged 11 to 14 years. Developing young learners who are confident, responsible, reflective, innovative and engaged.

Why is this subject important?

The programme provides a natural progression for children from primary education and prepares them for post-14 education programmes that lead to formal qualifications.

What you will learn this year?

Biology

Digestion Term 1 Year 8
8.1: The digestive system
8.2: Enzymes
8.3: Extension: Using enzymes
8.4: Review: Checkpoint-style questions

Circulation Term 1 Year 8
9.1: Blood
9.2: Anaemia
9.3: The circulatory system
9.4: Enquiry: Identifying trends
9.5: Diet and fitness
9.6: Review: Checkpoint-style questions

Respiration and gas exchange Term 1 Year 8
10.1: Lungs
10.2: Respiration and gas exchange
10.3: Extension: Anaerobic respiration
10.4: Smoking and lung damage
10.5: Enquiry: Communicating findings
10.6: Review: Checkpoint-style questions

Reproduction and fetal development Term 2 Year 8
11.1: Reproduction
11.2: Fetal development
11.3: Extension: Twins
11.4: Adolescence
11.5: Review: Checkpoint-style questions
12 Drugs and disease
12.1: Drugs
12.2: Disease
12.3: Extension: Defence against disease
12.4: Extension: Boosting your immunity
12.5: Review: Checkpoint-style questions

Energy flow Term 2 Year 8
15.1: Food webs
15.2: Energy flow
15.3: Decomposers
15.4: Changing populations
15.5: Facing extinction
15.6: Extension: Maintaining biodiversity
15.7: Review: Checkpoint-style questions
16 Human influences
16.1: Air pollution
16.1: Enquiry: How scientists work
16.3: Water pollution
16.4: Saving rainforests

Variation and classification Term 3 Year 8
17.1: Using keys
17.2: What makes us different?
17.3: Extension: Chromosomes
17.4: Extension: Investigating inheritance
17.5: Selective breeding
17.6: Enquiry: Developing a theory
17.7: Darwin's theory of evolution
17.8: Extension: Moving genes
17.9: Extension: Using genes

Adaptation and survival Term 3 Year 8
14.1: Adaptation
14.2: Extreme adaptations
14.3: Extension: Survival
14.4: Enquiry: Sampling techniques
14.5: Studying the natural world

Chemistry

Material properties Term 1 Year 8
6.1: Atoms
6.2: Elements
6.3: Discovering the elements
6.4: Organising elements - the periodic table
6.5: Enquiry: Interpreting data from secondary sources
6.6: Enquiry: Simple calculations
6.7: Explaining differences between metals and non-metals
6.8: Extension: What are you made of?
6.9: What are compounds
6.10: More on compounds
6.11: Naming compounds
6.12: Oxides and hydroxides
6.13: Chlorides, sulfates and carbonates
6.14: Mixtures
6.15: Separating mixtures - filtering and decanting
6.16: Separating mixtures - evaporation and distillation
6.17: Separating mixtures - chromatography
6.18: Enquiry: Communicating explanations to others
6.19: Extension: Explaining chromatography
8.1: Structure of atoms
8.2: Rutherford's work
8.3: Enquiry: How scientists work

8.4: The first 20 elements
8.5: Extension: Isotopes
8.6: Trends in properties of group 1 element
8.7: Trends in properties of group 2 element
8.8: Properties of group 7 elements
8.9: The group 0 elements
8.10: Enquiry: Questions, evidence and explanations
8.11: Review: Checkpoint-style questions

Energy changes Term 2 Year 8
9.1: Energy changes in chemical reactions
9.2: Endothermic reactions
9.3: Exothermic reactions
9.4: Enquiry: Preliminary work
9.5: Extension: Calculating energy changes
9.6: Review: Checkpoint-style questions

The reactivity series term 2 Year 8
10.1: Reactivity of metals with oxygen
10.2: Enquiry: Questions, evidence and explanation
10.3: Reactivity of metals with water
10.4: Reactivity of metals with dilute acids
10.5: Extension: Writing symbol equations
10.6: Describing correlations, interpreting results and drawing conclusions
10.7: The reactivity series
10.8: Reactivity and the discovery of metals
10.9: Metal displacement reactions

Making salts Term 3 Year 8
11.1: Making salts - acids and metals
11.2: Making salts - acids and carbonates
11.3: Extension: Making salts - acids and alkalis
11.4: Extension: Making salts - fertilizers
11.5: Review: Checkpoint-style questions
12 Rates of reaction
12.1: Reaction rates
12.2: Effect of concentration on reaction rates
12.3: Enquiry: Planning investigations
12.4: Effects of particle size and catalysts on reaction rates
12.5: Effects of temperature on reaction rates

Physics

Forces Year 8 Term 1
8.1: Pressure
8.2: The effects of pressure
8.3: Pressure in liquids
8.4: Using pressure in liquids
8.5: Pressure in gases
8.6: Extension: Pressure, volume, and temperature in gases
8.7: Enquiry: Preliminary work
8.8: Density
8.9: Explaining density
8.10: Enquiry: Questions, evidence, and explanations
8.11: Levers
8.12: Calculating moments
8.13: Enquiry: Planning
8.14: Extension: Centre of mass and stability

Light Year 8 Term 1
6.1: What is light?
6.2: How do we see things?
6.3: Extension: The speed of light
6.4: Reflection
6.5: Making measurements: Laws of reflection
6.6: Refraction: Air and water
6.7: Refraction: Air and glass
6.8: Dispersion
6.9: Colour
6.10: Presenting conclusions: More on colour
6.11: Enquiry: Asking scientific questions
6.12: Extension: Lasers

Magnetism Term 2 Year 8
7.1: The properties of magnets
7.2: Magnetic fields
7.3: Electromagnets
7.4: Enquiry: Identifying and controlling variables
7.5: Extension: Using electromagnets

Electricity Term 3 Year 8
9.1: Electrostatic phenomena
9.2: Dangers of electrostatic phenomena
9.3: Digital sensors
9.4: Electric circuits
9.5: Current: What is it and how we can measure it
9.6: Parallel circuits
9.7: Models for electric circuits
9.8: How components affect the current
9.9: Voltage
9.10: Enquiry: Selecting ideas to test circuits

How you will be assessed
Student will undertake a test at the end of each unit; this test will be a mixture of multichoice and short / long answer.

Classwork and homework will also contribute to any formal reports.
At the end of the year students will undertake a 1hour end of year exam based on all the work covered that year.

How parents can help
Check your child's student diary
Use the parent Portal.
Download the Firefly Parent App
Contact your child's teacher by email if you have any concerns

Useful Websites and Resources
Bitesize is the BBC's free online study support resource. It is designed to aid pupils in both schoolwork and, for older pupils, exams.
Web link: https://www.bbc.co.uk/bitesize/subjects/zng4d2p

Key Stage 3 Science quizzes
Web link: https://www.educationquizzes.com/ks3/science/

Crash Course Kids: https://www.youtube.com/user/crashcoursekids

Fuse School is a global Open Education charity brought to life by leading Social Learning organisation Fuse Universal. https://www.youtube.com/user/virtualschooluk

Revision Monkey
https://www.youtube.com/watch?v=Ri8S0M2HbfM&list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N

Who to contact for a subject query

Name	Position	Email Address
Mr G O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

iGCSE First language Arabic
YEARS 10 AND 11

Why is this subject important?

Arabic is one of most important iGCSE subjects, as a first language, it is the mother tongue of Egyptians.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

The student will study a wide range of Arabic skills (reading, writing, and grammatical usage). Here are some examples:

- Reading:
The students will read many different types of Arabic, such as articles, reports, letters, speech, and conversation. This will be useful for the students, it will give them a chance to train themselves and improve their skills to understand classical Arabic, and at the same time will support them to be able to write very good types of Arabic.

- Writing:
The students will be trained to write specific Arabic types, such as essays, stories, reports, letters, speech, and conversation… etc. each one has a different form. in the exam the students will be asked to write 2 topics, each one is about 300 words.

- Grammatical usage:
Students will study about 65 of grammatical usage, but most of them have been studied before.

How you will be assessed
The student will be assessed through many quizzes and exercises during the year, and the mock exam. The grading is from 9 : 1.

How parents can help
We hope parents help by delivering continuous encouragement to their sons and daughters, observing their studying and doing homework, and make them read often.

Useful Websites
Some Websites will be useful for the students like news websites and essay websites like
https://ziid.net/
https://www.mklat.com/
https://www.alukah.net/

Useful Resources
Any note demonstrates the curriculum like العربية إمتاعًا وإبداعًا or any other note.

Who to contact for a subject query

Name	Position	Email Address
Dr. Mohamed Shalaby	iGCSE Arabic teacher	mohamed.shalaby@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Art and Design

YEAR 9, 10,11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

Art is a part of “everyday”: from the organized space of architecture, the comfort and appeal of clothing, the ease of understanding a sign, reading a book or online post, eating off a plate, riding in a car, train, plane or on a bicycle, walking in shoes we are surrounded by the products and ideas of art. Almost everything that is made involves what it is used for and more importantly how it is used, without design the former may not be possible.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes IGCSE Art is recognised by Egyptian Universities.

What you will learn this year?

Year 9

Term 1
1. Toys set up: Drawing and painting from observation – Exploration of a variety of techniques of media application.
2. Design for a Toyshop called ‘Fantasia’ – the Design should include the shop sign, a cardboard free-standing point of sale stand and the signage on a delivery vehicle. Printmaking project.

Term 2
1. Painting from observation of geometric forms – Building on the brushwork skills looking at a variety of artists’ work. Further investigation on the colour wheel.
2. Transcription of Artwork: From an existing composition by an Artist students will explore their own interpretation of the piece in paint and other media.

Term 3
1. IGCSE question looking particularly at the development criteria from the Cambridge International Examination.
2. Self-assessment process looking at the CIE assessment criteria.

Year 10

Term 1
1. Art Appreciation: research project based on a modern art movement, the students will be introduced to a chronology of Art from the 20th century to contemporary times.
2. Drawing from Observation: building the learners skills in doing studies concentrating on light and texture.
3. IGCSE exam question towards mock exam.

Term 2 (12 year pathway) (Final Exam Question paper will be handed out as soon as it is available)
1. Using the Work from term one to expand into printmaking.
2. Introduction of Final Exam paper – Mind map process.
3. Studies from observation and further investigation of media.
4. Presentation of coursework. (Based on project from Mock exam and subsequent development work gleaned through self- assessment process).
5. Preparation for Final exam.
6. Final Exam

Term 2 (13 year pathway)
1. Using the Work from term one to expand into printmaking.
2. Studies from observation and further investigation of media.
3. Presentation of Project.
4. Assessment process. Looking at the CIE assessment criteria against individual projects.

Term 3 (year 13 pathway)
1. Printmaking techniques: Monoprint, Lino cut, Stencilling, Transfer. A further exploration of printmaking media.

Year 11

Term 1
2. Art Appreciation: research project based on a modern art movement, the students will be introduced to a chronology of Art from the 20th century to contemporary times.
3. Drawing from Observation: building the learners skills in doing studies concentrating on light and texture.
4. IGCSE exam question towards mock exam.

Term 2 (Final Exam Question paper will be handed out as soon as it is available)
1. Using the Work from term one to expand into printmaking.
2. Introduction of Final Exam paper – Mind map process.
3. Studies from observation and further investigation of media.
4. Presentation of coursework. (Based on project from Mock exam and subsequent development work gleaned through self- assessment process).
5. Beginning of preparation for Final exam.
6. Final Exam.

Term 3
The dates for the final exam and the deadline for coursework are usually at the end of term 2.

How you will be assessed
Each term 2 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help
Parental interest in anything a child does elevates the importance of the project in the child's estimation, a positive comment and discussion around homework, for instance, will encourage a child to engage with the project on a more personal level, clarifying what was learned through discourse with someone who's opinion they value and trust. Success in any field of education is enhanced enormously by the sense of personal achievement being verified by those who are most responsible for nurturing the child through all the formative years.

Useful Websites
https://www.pinterest.com
https://www.google.com>imghp
Facebook pages for galleries in Cairo -TAM Gallery, Ubuntu Gallery, Picasso Gallery, Townhouse Gallery, Zamalek Gallery.
Collection (Getty Museum) - Getty Center
www.getty.edu › art › collection

Useful Resources
Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	stephen.jobson@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Business Studies

YEARS 9, 10,11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

The Cambridge IGCSE Business Studies syllabus develops understanding of business activity in the public and private sectors, and the importance of innovation and change. Students will find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Students not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

1. Understanding business activity
- Business activity
- Classification of businesses
- Enterprise, business growth and size
- Types of business organisation
- Business objectives and stakeholder objectives

2. People in business
- Motivating workers
- Organisation and management
- Recruitment, selection and training of workers
- Internal and external communication

3 Marketing
- Marketing, competition and the customer
- Market research
- Marketing mix
- Marketing strategy

4. Financial information and decisions
- Business finance: needs and sources
- Cash-flow forecasting and working capital
- Income statements
- Balance sheets
- Analysis of accounts

5. Operations management
- Production of goods and services
- Costs, scale of production and break-even analysis
- Achieving quality production
- Location decisions

6 External influences on business activity
- Government economic objectives and policies
- Environmental and ethical issues
- Business and the international economy

How you will be assessed:
Through formative and summative tests including end of chapter/unit tests, a mock examination and two final external examination papers:

Paper 1 – Short Answer and Data Response
Written paper, 1 hour 30 minutes, 80 marks

The question paper comprises four questions requiring a mixture of short answers and structured data responses.

The paper assesses content drawn from the entire syllabus.

Each question is introduced by stimulus material. For some questions candidates will need to refer to the stimulus material in their answers. The stimulus material may include tables, graphs and images.

Paper 2 – Case Study
Written paper, 1 hour 30 minutes, 80 marks

The question paper comprises four questions based on a case study, provided as an insert with the paper.

The case study includes appendices with data presented in a variety of forms, such as tables, graphs, newspaper extracts and advertisements.

The paper assesses content drawn from the entire syllabus

How parents can help:
Parents can support their child by showing an interest in what they are learning about in Business Studies and discussing the topics they are studying. Parents can help pupils to apply their knowledge and understanding to the real world of business and helping their child use business terminology correctly. Watching business news programmes and reading news articles about current issues relating to worldwide businesses will also be a great source of support.

Useful Websites:
https://www.tutor2u.net/business
https://www.bbc.co.uk/bitesize/subjects/zpsvr82
https://www.bloomberg.com/businessweek
https://www.bbc.co.uk/news/business

Useful Resources:
Programmes such as:
Dragons' Den (BBC), The Apprentice (BBC), Peter Jones' How we made our millions (available on YouTube).
Online news reports (radio or tv from around the world)
https://www.theguardian.com/uk/business
https://www.independent.co.uk/business
https://edition.cnn.com/BUSINESS
https://www.businessliveme.com/

Who to contact for a subject query

Name	Position	Email Address
Gillian Belal	Head of Art	gillian.belal@malverncollege.edu.eg
Matthew Riley	Humanities teacher	mathew.riley@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Computer Science

Why is this subject important?

Computer scientists design, develop, and apply the software and hardware for the programs we use day in day out. Almost every aspect of society, from family-owned businesses needing digital protection to homeless shelters needing a way to streamline their volunteer base, relies on computer science innovation.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Theory: binary numbers, data transmission, logic gates, computer architecture, devices, compilers ,memory and security.

Programming: problem solving, variables, loops, data types, arrays, and input/output

How you will be assessed
Most of the assessment will be formative assessment, but there will be end of year examinations.
At the end of the whole course the students will sit three examination papers.

Paper 1	Theory	1 Hour 45 Minutes	60%
Paper 2	Practical	1 Hour 45 Minutes	40%

How parents can help
Please encourage your children to use the Teams as well as the Internet for research and revision.

Useful Websites
https://www.w3schools.com/python/

Useful Resources
Laptop and Python installed. Please note that Apple Mac computers do not have the same Microsoft applications as a standard laptop running Windows..

Who to contact for a subject query

Name	Position	Email Address
Mr Timothy Lawman	Head of Year 10 and 11	timothy.lawman@malverncollege.egu.eg

The KS4 Curriculum

iGCSE Drama

YEARS 9, 10,11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

Drama provides students with a unique opportunity to explore a variety of skills from a practical and written aspect. Drama can help students enhance:

Public speaking: By performing on a weekly basis in front of audience sizes ranging from small groups to entire classes.
Creativity: Students will be stretched and challenged every session to develop their characters and create performances.
Collaboration: Group work is crucial in Drama; students have to work together to be successful.
Empathy: Each role in Drama is different and students will explore a variety of character from different social, economic and cultural backgrounds.
English speaking: By exploring texts from a range of era's, students will expand their vocabulary within their research.
Imagination: To create truly believable and authentic performances, students will explore the depths of their imagination.
Problem Solving: Drama provides lots of problems that require solutions to be dealt with in order to achieve short- and long-term targets.
Memory: Learn lines requires brain training. The brain is to be treated like muscles and requires exercise to grow.
Fun: Drama is fun and gives students the opportunity to express themselves in ways they would not be able to usually.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Year 9

- **Term 1:1** Naturalism Vs Non-Naturalism. Students will spend the first half of term 1 studying theatre practitioners Bertolt Brecht and Konstantin Stanislavski, whilst comparing the styles between the two from a performance aspect.

- **Term 1:2** Component 2. Students will study a variety of plays that can be used during component 2's exam of 'performance from text'. Students will perfect extracts from plays such as A Taste of Honey and Blood Brothers whilst discussing the historical, cultural and social context of each play.

- **Term 2:** Component 3. Students to practically explore the set text for GCSE exam, rehearsing and performing a specific extract in front of a selected audience. Students will also analyse the plot, language, characters and background of the text to develop knowledge required for the GCSE examination.

- **Term 3:** Component 1. Students to work in groups to practically explore a variety of stimulus ideas to discuss and rehearse towards a devised performance. Students can elect for a performance role or one of 4 design roles.

Year 10

- **Term 1** Component 1. Students to decide upon a selected stimulus and work towards a performance in their selected groups. Students to create and submit a portfolio to accompany the performance as a completion of 40% of their overall mark towards GCSE Drama.

- **Term 2:1** Component 2. Students will decide upon their selected performances, before exploring, rehearsing and performing both pieces in front of a selected audience as a completion of 20% of their overall mark towards GCSE Drama. Students assuming the 13-year pathway will take this opportunity to perform component 2 as a mock.

- **Term 2:2** Component 3. Students return to set text for examination and prepare for both aspects: theatre makers in practice and live theatre evaluation.

- **Term 3:** Students studying on the 12-year pathway to formulate live theatre notes and revise for GCSE exam to be sat May/June as a completion of 40% of their overall mark towards GCSE Drama.
Students studying on the 13-year pathway to study Theatre in Education, an important tool used for exploring a variety of themes in order to get a specific message across to a younger audience.

Year 11

- **Term 1:1** Political theatre. Students to create and perform a piece of theatre in the style of political theatre. Students will study the time period around the implementation of political theatre, analyse its purpose and produce a performance on a given stimulus.

- **Term 1:2** Pantomime. Students to create and perform a piece of theatre in the style of pantomime. Students to perform extracts from popular scripts whilst developing characters that a synonymous with panto.

- **Term 2:1** Component 2. Students will decide upon their selected performances, before exploring, rehearsing and performing both pieces in front of a selected audience as a completion of 20% of their overall mark towards GCSE Drama.

- **Term 2:2** Component 3. Students return to set text for examination and prepare for both aspects: theatre makers in practice and live theatre evaluation.

- **Term 3:** Students to formulate live theatre notes and revise for GCSE exam to be sat May/June as a completion of 40% of their overall mark towards GCSE Drama.

How you will be assessed
Year 9 - Assessment is on-going throughout the course of the year and will consist of performances (both individual and groups), written tests and feedback that is teacher, peer and self-orientated.

Year 10 - Students on 12-year pathway will participate in component 1, component 2 and component 3 examinations throughout the year.

Year 11 - Students on 13-year pathway will participate in component 1 examination, with component 2 and 3 taking place in year 11.

How parents can help
Encourage participation within Drama, attend school productions, help with tasks such as line learning, advocate for full attendance and ensure homework is up-to-date.

Useful Websites
BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbckjxs
National Theatre: https://www.nationaltheatre.org.uk
Get into Theatre: https://getintotheatre.org

Useful Resources

https://www.artsonthemove.co.uk
https://www.thestage.co.uk
https://www.franticassembly.co.uk
https://www.kneehigh.co.uk
https://www.rsc.org.uk/education/
https://www.trestle.org.uk/our-venue

Who to contact for a subject query

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Daniel Greenwood	Drama Teacher	daniel.greenwood@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Economics

YEARS 9, 10,11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

Economics plays such an important role in our daily lives. Developing an understanding of this subject, will significantly enhance the opportunities available to young learners. By studying Economics, you will develop the following skills:

- Analytical thinking skills
- Communication skills
- Evaluation skills
- Numeracy skills
- Problem solving skills
- Ability to think logically
- Presentation skills
- Report writing skills

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

The course has two areas of study: ***microeconomics and macroeconomics. The contents of the course are as follows:***

1- The basic economic problem.
The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

2- The allocation of resources.
The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

3- Microeconomic decision makers
The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

4- Government and the macroeconomy
Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

5- Economic development
As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

6- International trade and globalisation
The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

How you will be assessed
Assessment overview:
All candidates take two components, Paper 1 and Paper 2.

Paper 1 45 minutes Multiple Choice 30% 30 marks Candidates answer all 30 . Externally assessed Paper 2 2 hours 15 minutes Structured Questions 70% 90 marks. Externally assessed

Candidates answer one compulsory question and three questions from a choice of four.

How parents can help
Not a day goes by without issues relating to economics being reported in the media:
• 'The EU referendum – which way will the UK vote?
• Why have the Government imposed a tax on sugar?
• 2008: A global meltdown. What caused it? Could it have been avoided?
• The migrant crisis – How does this affect us?
• Why are oil prices falling? How does this affect us?
• What is welfare reform? Can it be justified?
• 'The value of the pound plummets against the Euro' – Good news or bad?
• HS2 – How will this benefit the economy?
• Is our taxation system fair?
• 'UK house prices start to rise'
• 'Bank of England slashes interest rates to record low of 0.5%'

Parents can discuss these and similar topics, look up articles and websites and share their own experiences of business and the economy.

Useful Websites
www.bbc.co.uk/news/business/economy
www.tutor2u.net/economics
https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-igcse/

Useful Resources
The Economist magazine
Daily newspapers
Online articles and courses

Who to contact for a subject query

Name	Position	Email Address
Mr Terry Dempsey	Head of Humanities, Economics and Business	terence.dempsey@malverncollege.edu.eg

The Key Stage 4 Curriculum

iGCSE First Language English

YEAR 9

Why is this subject important?

The English curriculum in Year 9 is designed to consolidate literacy skills to prepare students for the challenge of IGCSE courses. IGCSE learning in all subjects requires a more adult level of comprehension, which will be developed through the English curriculum. Proficiency in English will be crucial for students who plan to attend English-language universities.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

The Year 9 curriculum in English is designed to consolidate KS3 skills, while preparing students for the demands of the IGCSE courses in years 10 and 11.
The learning for the year is organised into 5 units: Short stories, War poetry, Macbeth, Of Mice and Men and News Writing. These units combine reading and writing skills, and develop students' understanding of how the social and historical contexts of a text help to shape their meaning. Through the news writing unit, students are prepared for the transactional writing skills required on the IGCSE English Language. For those students who will be following the 13-year pathway, the units on Macbeth and Of Mice and Men offer them an introduction to two of the texts on the IGCSE English Literature course.

How you will be assessed
Your learning will be assessed continuously throughout the year. Informally, your teachers will be assessing you in class through questioning and monitoring of the notes and responses you write in your book. They will give you written and verbal feedback on your ideas to help you improve. Each unit has a more formal assessment to measure your progress. These assessments come in a variety of forms- from spoken presentations and performances and short-answer quizzes to more structured essays. You will be given some assessments in the style of IGCSE exam questions to begin preparing your for your KS4 learning.

How parents can help
The most valuable thing parents can do is to encourage and support your child's reading. Students in year 9 should be reading a book of their own choice for at least 30 minutes three times a week. Please discuss their choices with them to make sure that the books are appropriate- books that will challenge and develop your child's skills, but not be so difficult that they cannot enjoy them. Please make time to read with your child- listen to them read, read to them sometimes. Asking questions about what they have read is a good way to check their understanding and reinforce good reading skills.

Additionally, please monitor your child's homework, which will be posted on firefly. Please keep an eye on how long your child is spending on his or her homework. Tasks should be completed thoroughly and students should proof-read their own work before submitting it to teachers, but it should not be taking them all night to complete. Checking in with your child about their homework helps us to get the balance right between setting meaningful work that secures progress and ensuring that they get time to rest and engage in social and family time.

Useful Websites
https://www.bbc.co.uk/bitesize/subjects/z3kw2hv
https://www.educationquizzes.com/ks3/english/

Useful Resources

A range of study guides are available for both Of Mice and Men and Macbeth to help your child if they are struggling with the plot, characters or themes. These often go into more detail than is necessary in Year 9, but can be used to support your child if necessary.

CGP produce revision workbooks for KS3 that review and consolidate key skills for English. While it is not recommended that all students complete these, they can be useful for those who are struggling with key concepts or a specific area of knowledge.

Your child's teacher can advise you if these resources would be beneficial to your child, as well as provide other worksheets or packs should your child require them.

For most students, it is enough for them to actively engage in class, complete homeworks to the best of their ability and read a wide range of books independently. Further resources and activities should only be assigned in exceptional cases.

Who to contact for a subject query

Name	Position	Email Address
Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS4 Curriculum

iGCSE First Language English

YEAR 10 12 YEAR PATHWAY

Why is this subject important?

The study of English supports students in being able to access and engage with the materials for learning in all subjects.

The programme of study for IGCSE English language prepares learners to engage with language on a practical level to prepare them for life beyond school. They will be taught to explore and interrogate the ways information is presented in a range of non-fiction and media texts, to enable them to identify a writer's bias or agenda. They will learn to use their own written communication for a range of practical applications.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What will you learn studying this course?

Students on the 12-year pathway will study Edexcel IGCSE English Language A. This qualification covers reading and understanding of non-fiction texts, poetry and prose. You will learn to analyse how writers use language and structure to communicate meaning, and to compare this across texts. You will develop your ability to communicate complex ideas in different forms of writing, both transactional and creative.

The course is taught through four units: Non-fiction anthology texts, Poetry, Prose, and Unseen non-fiction. The skills for writing are embedded through these units, using the texts as a stimulus.

How you will be assessed

The IGCSE qualification will be assessed through two external exams in the May/June exam session. Paper 1 will assess your understanding of non-fiction texts and transactional writing. Paper 2 assesses your analysis of one of the poetry or prose texts, and your imaginative writing.

Throughout the course, you will be given practice questions, initially, in the style of the exams, building up to complete papers. You will be given feedback on these practice questions, using the exam marks schemes so that you have a secure understanding of your current attainment and next steps.

How parents can help

The most supportive thing parents can do is to talk to their child about what they are learning, and to help them establish and maintain good study habits. The workload for IGCSE programmes is heavier than at KS3 and they will need to keep on top of deadlines. Please use firefly to help your child meet deadlines and to check that they are completing the expected work. It is important though, that you do not manage their time for them, but instead talk to them about their study habits, organisation and progress to help them take responsibility.

Useful Websites

The Edexcel website has a range of past papers and mark schemes students can use for practice: https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-english-language-a-2016.html
https://getrevising.co.uk/ has a wealth of revision and support materials, which can be filtered by subject, exam board and topic.
http://www.geoffbarton.co.uk/student-resources.php offers support and revision materials.
https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr for review and self-testing of the different topics covered on the IGCSE.

Useful Resources

Students will all be issued the Edexcel textbook for this course. While teachers will not likely teach directly from the textbook, it does provide supporting materials, exercises and practice questions that learners can use to develop their understanding and as a companion to the work set by their teacher.

Who to contact for a subject query

Name	Position	Email Address
Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS4 Curriculum

iGCSE First Language English

YEAR 10 AND 11 –13 YEAR PATHWAY

Why is this subject important?

The study of English supports students in being able to access and engage with the materials for learning in all subjects.

The programme of study for IGCSE English language prepares learners to engage with language on a practical level to prepare them for life beyond school. They will be taught to explore and interrogate the ways information is presented in a range of non-fiction and media texts, to enable them to identify a writer's bias or agenda. They will learn to use their own written communication for a range of practical applications.

The study of literature helps students to expand their knowledge of the world and to explore and engage with a range of real-world experiences and issues.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

Students on the 13-year pathway will study both Edexcel IGCSE English Language A and Edexcel IGCSE English Literature.

The English Language qualification covers reading and understanding of non-fiction texts, poetry and prose. You will learn to analyse how writers use language and structure to communicate meaning, and to compare this across texts. You will develop your ability to communicate complex ideas in different forms of writing, both transactional and creative. The English Literature qualification covers analysis of Poetry, Prose and Drama, including Literary Heritage texts.

In Year 10, units studied will be Anthology non-fiction and poetry for the Language course, and the Modern Drama and Literary Heritage texts (A View from the Bridge and Macbeth) for the Literature course.

In Year 11, students will study units on the Prose text (Of Mice and Men) and the anthology poetry for Literature, as well as the Prose anthology for Language.

In both years, the writing skills for Language are embedded into the units, using the ideas in the studied texts as a stimulus.

How you will be assessed

Both IGCSE qualifications will be assessed through two external exams in the May/June exam session.
For Language, Paper 1 will assess your understanding of non-fiction texts and transactional writing. Paper 2 assesses your analysis of one of the poetry or prose texts, and your imaginative writing.

For Literature, Paper 1 will assess your understanding of poetry and modern prose, with three essay-based responses: one on unseen poetry, one on the anthology poetry, and one on the prose text, Of Mice and Men. Paper 2 will assess your understanding of Drama and Literary Heritage, in two essay-based questions. Except for the Modern Prose question, the exams are open-book, so clean, unannotated copies of the texts will be provided in the exam.

Throughout the course, you will be given practice questions, initially, in the style of the exams, building up to complete papers. You will be given feedback on these practice questions, using the exam marks schemes so that you have a secure understanding of your current attainment and next steps.

How parents can help

The most supportive thing parents can do is to talk to their child about what they are learning, and to help them establish and maintain good study habits. The workload for IGCSE programmes is heavier than at KS3 and they will need to keep on top of deadlines. Please use firefly to help your child meet deadlines and to check that they are completing the expected work. It is important though, that you do not manage their time for them, but instead talk to them about their study habits, organisation and progress to help them take responsibility.

Useful Websites

The Edexcel website has a range of past papers and mark schemes students can use for practice: https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates.html
https://getrevising.co.uk/ has a wealth of revision and support materials, which can be filtered by subject, exam board and topic.
http://www.geoffbarton.co.uk/student-resources.php offers support and revision materials.
https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr for review and self-testing of the different topics covered on the IGCSE.
https://www.shmoop.com/ provides accessible study guides on a range of literary texts, to support with Of Mice and Men, Macbeth and A View From The Bridge.

Useful Resources

Students will all be issued the Edexcel textbooks for this course. While teachers will not likely teach directly from the textbook, it does provide supporting materials, exercises and practice questions that learners can use to develop their understanding and as a companion to the work set by their teacher.

York Notes publish a series of study guides that can be used to support your child's understanding of the texts for English Literature.

Who to contact for a subject query

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Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS4 Curriculum

iGCSE English as a Second Language (ESL)

YEAR 9, 10, 11 COVERING 12 AND 13 YEAR PATHWAYS

Why is this subject important?

All international exams in every subject are taken in English. Students need to be confident and competent in explaining and demonstrating their subject knowledge clearly and concisely. It is also important to understand the writing styles and registers required for different subjects. For example, writing an argument to support a point of view in History will be different from process writing in Geography or a more passive style in Science.

Familiarity with ideas of skimming, scanning and comprehending written texts of different genres is also essential in understanding and using subject specific texts.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Evidence of strong command of English is essential. All university courses use English as the language of instruction.

What will you learn studying this course?

In ESL, students are taught skills rather than specific content. A range of linguistically appropriate techniques, registers and styles are introduced and reinforced using a variety of topics to provide focus and interest. Topics will be selected from:

-Food (analysis of text/surveys – bias, point of view, critical thinking)

-Travel Writing (determining points of view, perspectives)

-Modern Technology (opinion, argument/persuasive writing)

-Climate Change (debate, analysis, non-fiction)

-Language (graph/survey interpretation, formal register)

-Volunteering & Jobs (writing to persuade – various registers – letters, debates, presentations) Each of these topic units will last approximately half a term.

-Analysing Information (factual, formal, academic style writing)

-Global Issues (opinion, fact, persuade, inform)

-To Express a Point of View (speeches, formal letters, presentations)

-Travel & Tourism (factual + blog writing)
Topics have been chosen to develop students' thinking, debating and reasoning skills, which will be essential in the speaking component of the examination.

Increasing focus will be given to the external exam with students building on existing skills to address past exam questions within the topic framework.

Additional, exam specific focus will also on exam techniques and effective and efficient answering of questions.

-Gender Issues
-Rites of Passage
-Social Media and Friendships

Topics have been chosen to challenge students' thinking, debating and reasoning skills, which will be essential in the speaking component of the examination.
Increasing focus will be given to the external examination with students building on existing skills to address past exam questions within the topic framework.
Specific focus will also include exam techniques and effective and efficient answering of questions.

How you will be assessed

A mixture of on-going and end of topic assessment. A range of individual, peer and teacher assessment, against examination criteria.

Past examination papers will also be used to enable students to determine their own progress and future needs.

Greater emphasis will be placed on meeting formal examination marking criteria to give students familiarity with the levels and standards required.

How parents can help

By ensuring all homework set is completed.

By encouraging your child to read for at least 30 minutes daily. Allow your child personal choice from a range of genres. The aim is not to read 'hard' books but to read for enjoyment, so providing exposure to a wide range of vocabulary, styles and structures.

Useful Websites

https://learnenglishkids.britishcouncil.org/
https://www.cambridgeenglish.org/learning-english/activities-for-learners/
https://www.oxfordonlineenglish.com/free-english-lessons

Useful Resources

https://www.ted.com/topics/egypt
https://www.ted.com
The TED site provides talks on a wide range of subjects. It will help develop vocabulary and essential listening and thinking skills.

Who to contact for a subject query

Name	Position	Email Address
Jade Morris	EAL Teacher	Jade.Morris@malverncollege.edu.eg

The KS4 Curriculum

iGCSE HISTORY

YEAR 9, 10, 11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

The aims and objectives of the Edexcel History iGCSE are to help students develop their knowledge and understanding of events, periods of history, and key leadership in order to assess its impact on modern society. By studying through this model, students will be able to engage in historical enquiry, exercise critical thinking, and develop the ability to ask pertinent and relevant questions about the past and its impact on the world. Students will also be able to formulate well-substantiated arguments and effectively communicate their historical knowledge, understanding and conclusions.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

In year 9 you will study the first two units of four compulsory units for the final iGCSE examinations.
*This is dependent upon the pathways being followed and is given as an example of the Y13 Pathway:
Paper 2 – A3: The USA, 1918–41
Paper 1 - 3: Germany: development of dictatorship, 1918–45
In year 10/11 you will study two more of the four compulsory units for the final iGCSE examinations.
*This is dependent upon the pathways being followed and is given as an example of the Y13 Pathway:
Paper 2 – A3: The USA, 1918–41
Paper 2 – A4: The Vietnam Conflict, 1945 – 75
Paper 2 – B2: Changes in Medicine c1848 – c1948
Paper 2 – B6: The changing nature of Warfare and International Conflict.
Paper 1: Germany: development of dictatorship, 1918–45
Paper 1: A World Divided Superpower Relations, 1943 – 72
Paper 1: A Divided union, Civil Rights in the USA, 1945 - 74

How you will be assessed
Through a range of formative and summative assessments which will be based on exam style questions and an end of year examination which will use past and sample paper material. Classwork and flipped learning homework will be regularly marked to ensure effective monitoring and support for the pupils for them to understand what they are doing well and how they can progress.

How parents can help
Watching documentaries, encouraging reading of fiction and non-fiction books based on the countries and time periods studied.

Useful Websites
www.bbc.co.uk/history
https://www.historynet.com/
www.bbc.co.uk/schools/gcsebitesize/history/
https://spartacus-educational.com/
https://senecalearning.com/en-GB/

Useful Resources

Documentaries such as: BBC History File, Timewatch, Nazis: A Warning from History.

Who to contact for a subject query

Name	Position	Email Address
Ms Ella Dodd	Teacher of History	Ella.dodd@malverncollege.edu.eg

The KS4 Curriculum

iGCSE ICT

YEAR 9, 10, 11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?
ICT permeates all aspects of life, providing newer, better, and quicker ways for people to interact, network, seek help, gain access to information, and learn. Besides its presence everywhere, Information and Communication Technology has an immense economic significance.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
Programming skills, Microsoft Office skills, advanced development, HTML, web design and programming and the theory of ICT.
Sylabus: 1. Types and components of computer systems 2 Input and output devices 3 Storage devices and media 4 Networks and the effects of using them 5 The effects of using IT 6 ICT applications 7 The systems life cycle 8 Safety and security 9 Audience 10 Communication 11 File management 12 Images 13 Layout 14 Styles 15 Proofing 16 Graphs and charts 17 Document production 18 Data manipulation 19 Presentations 20 Data analysis 21 Website authoring

How you will be assessed
Most of the assessment will be formative assessment, but there will be end of year examinations.
At the end of the whole course the students will sit three examination papers.

Paper 1	Theory	2 Hours	40%
Paper 2	Practical Document Production (Word) Data Manipulation (Access) Presentations (PPT)	2 Hours 30 Minutes	30%
Paper 3	Practical Data Analysis (Excel) Website Authoring (Microsoft Web Expressions Version 4)	2 Hours 30 Minutes	30%

How parents can help
Please encourage your children to use the Firefly VLE as well as the Internet for research and revision.

Useful Websites
https://www.bbc.co.uk/bitesize
https://www.teach-ict.com/

Useful Resources
Laptop and Microsoft Office applications. Please note that Apple Mac computers do not have the same Microsoft applications as a standard laptop running Windows.

Who to contact for a subject query

Name	Position	Email Address
Mr. Nicol Fleming	Head of ICT/Computer Science	Nicol.fleming@malverncollege.edu.eg

The KS4 Curriculum

iGCSE French

YEAR 9, 10, 11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

French is not only a beautiful language but it is important on global level as the following figures demonstrate:

274 million people around the world speak it.

It is the second most learned language after English on at least five continents.

Bloomberg ranked French as the 3rd most useful language for business after English and Mandarin.

Over 87 international organisations such as the UN, the EU and the Red Cross, use French as an official administrative or working language.

Studying a language also helps to develop a number of transferable skills such as: communication, collaboration and problem-solving.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn throughout the course?

TOPICS	SUB-TOPICS
Home and Abroad	1. Life in the town and rural life 2. Holidays, tourist information and directions 3. Services (e.g. bank, post office) * 4. Customs 5. Everyday life, traditions and communities
Education and Employment	1. School life and routine 2. School rules and pressures 3. School trips, events and exchanges 4. Work, careers and volunteering 5. Future plans

TOPICS	SUB-TOPICS
Personal Life and relationships	1. House and home 2. Daily routines and helping at home 3. Role Models 4. Relationships with family and friends 5. Childhood
The World Around Us	1. Environmental issues 2. Weather and climate 3. Travel and transport 4. The media 5. Information and communication technology
Social Activities, Fitness and Health	1. Special occasions 2. Hobbies, interests, sports and exercise 3. Shopping and money matters 4. Accidents, injuries, common ailments and health issues 5. Food and drink

Exams structure

Paper	Skill	Total in % of overall mark	Total marks	Duration
Paper 1	Listening exam	25%	40	30 minutes
Paper 2	Reading and Writing	50%	80 *(40 Reading and 40 for Writing)*	1 hour 45 minutes
Paper 3	Speaking	25%	40	8 - 10 minutes

How you will be assessed

All four skills will be assessed via end of unit tests, vocabulary tests, a mock exam and regular formative assessment in class.

How parents can help

Help with the weekly vocabulary revision using the following revision tips:
In order to achieve their full potential, pupils are advised to do the following:

- revise thoroughly for their weekly Word Wiz spelling tests,
- use their initiative (e.g. write useful notes, keep a list of new words that they come across, catching up any missed work etc)
- read the news and articles at https://www.1jour1actu.com/
- use www.wordreference.com to look up unknown words as well as to look up interesting adjectives and connectives to use in their writing and speaking
- use apps such as Duolingo and Memrise to complement their learning in school.

Encourage them to access our subscription-based websites.
Check that students are completing homework weekly for this subject.

Useful Websites

www.languagesonline.org.uk
www.linguascope.com (subscription)
www.lyricstraining.com
www.quizlet.com
www.bbc.co.uk/bitesize/levels/z98jmp3
www.bonjourdefrance.com/www.lawlessfrench.com/
www.apprendre.tv5monde.com/fr
www.francaisfacile.com/cours_francais/je-veux-apprendre-la-langue-francais

Useful Resources

Duolingo (app)
Bilingual dictionary

Who to contact for a subject query

Name	Position	Email Address
Kerry Moore	Head of MFL	kerry.moore@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Mathematics

Year 9

Why is this subject important?

All pupils in Year 9 will begin the Edexcel iGCSE Mathematics A (4MA1) course. This course is two-tier, with a Foundation and Higher. Pupils are placed into sets based on ability but both sets will follow the higher syllabus with the intention of all pupils being entered for that examination.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

Topics are shown in chronological order. The schedule may be subject to small changes, for example if pupils are making faster than expected progress then more topics may be taught in a particular term.

Term 1:1

Decimals	Teaching time 3-5 hours
OBJECTIVES	
H1.3A	convert recurring decimals into fractions
F1.8B	round to a given number of significant figures or decimal places
F1.8D	use estimation to evaluate approximations to numerical calculations
F1.11A	use a scientific electronic calculator to determine numerical results

Special numbers and powers	Teaching time 5-7 hours
OBJECTIVES	
F1.4D	express integers as product of powers of prime factors
F1.4E	find highest common factors (HCF) and lowest common multiples (LCM)
H1.4A	understand the meaning of surds
H1.4B	manipulate surds, including rationalising a denominator
H1.4C	use index laws to simplify and evaluate numerical expressions involving integer, fractional and negative powers

Algebraic manipulation	Teaching time 7-9 hours
OBJECTIVES	
H2.1A	use index notation involving fractional, negative and zero powers
F2.1D	use index laws in simple cases
F2.2B	collect like terms
F2.2C	multiply a single term over a bracket
F2.2D	take out common factors
H2.2A	expand the product of two or more linear expressions
H2.2B	understand the concept of a quadratic expression and be able to factorise such expressions
H2.2C	manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic
H2.2D	complete the square for a given quadratic expression
H2.2E	use algebra to support and construct proofs

Expressions, formulae and rearranging equations	Teaching time 5-7 hours
OBJECTIVES	
F2.3C	substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae
F2.3D	use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols
F2.3E	derive a formula or expression
H2.3A	understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs
H2.5A	set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations

Term 1:2

Fractions	Teaching time 3-5 hours
OBJECTIVES	
F1.2D	order fractions and calculate a given fraction of a given quantity
F1.2E	express a given number as a fraction of another number
F1.2G	convert a fraction to a decimal or percentage
F1.2F	use common denominators to add and subtract fractions and mixed numbers
F1.2H	understand and use fractions as multiplicative inverses
F1.2I	multiply and divide fractions and mixed numbers

Expressions, formulae and rearranging equations	Teaching time 5-7 hours
OBJECTIVES	
F1.6B	express a given number as a percentage of another number
F1.6C	express a percentage as a fraction and as a decimal
F1.6D	understand the multiplicative nature of percentages as operators
F1.6E	solve simple percentage problems, including percentage increase and decrease
F1.6F	use reverse percentages
F1.6G	use compound interest and depreciation
H1.6A	use repeated percentage change
H1.6B	solve compound interest problems

Linear equations and inequalities	Teaching time 5-7 hours
OBJECTIVES	
F2.4A	solve linear equations, with integer or fractional coefficients, in one unknown in which the unknown appears on either side or both sides of the equation
F2.4B	set up simple linear equations from given data
F2.8C	solve simple linear inequalities in one variable and represent the solution set on a number line

Sequences	Teaching time 3-5 hours
OBJECTIVES	
H3.1A	understand and use common difference (d) and first term (a) in an arithmetic sequence
H3.1B	know and use nth term = a + (n – 1)d
H3.1C	find the sum of the first n terms of an arithmetic series (Sn)

Term 2:1

Indices and standard form	Teaching time 3-5 hours
OBJECTIVES	
F1.4C	use index notation and index laws for multiplication and division of positive and negative integer powers including zero
F1.9A	calculate with and interpret numbers in the form $a \times 10^n$ where n is an integer and $1 \leqslant a < 10$
H1.9A	solve problems involving standard form

Statistical measures	Teaching time 3-5 hours
OBJECTIVES	
F6.2A	understand the concept of average
F6.2B	calculate the mean, median, mode and range for a discrete data set
F6.2C	calculate an estimate for the mean for grouped data
F6.2D	identify the modal class for grouped data
H6.2A	estimate the median from a cumulative frequency diagram
H6.2B	understand the concept of a measure of spread
H6.2C	find the interquartile range from a discrete data set
H6.2D	estimate the interquartile range from a cumulative frequency diagram

Geometry of shapes	Teaching time 5-7 hours
OBJECTIVES	
F4.1B	use angle properties of intersecting lines, parallel lines and angles on a straight line
F4.1D	understand the terms ‘isosceles’, ‘equilateral’ and ‘right-angled triangles’ and the angle properties of these triangles
F4.2B	understand and use the term ‘quadrilateral’ and the angle sum property of quadrilaterals
F4.2C	understand and use the properties of the parallelogram, rectangle, square, rhombus, trapezium and kite
F4.2D	understand the term ‘regular polygon’ and calculate interior and exterior angles of regular polygons
F4.2E	understand and use the angle sum of polygons
H4.7A	provide reasons, using standard geometrical statements, to support numerical values for angles obtained in any geometrical context involving lines, polygons and circles

Term 2:2

Ratio and proportion	Teaching time 2-4 hours
OBJECTIVES	
F1.7A	use ratio notation, including reduction to its simplest form and its various links to fraction notation
F1.7B	divide a quantity in a given ratio or ratios
F1.7C	use the process of proportionality to evaluate unknown quantities
F1.7D	calculate an unknown quantity from quantities that vary in direct proportion
F1.7E	solve word problems about ratio and proportion
F1.10A	use and apply number in everyday personal, domestic or community life

F1.10B	carry out calculations using standard units of mass, length, area, volume and capacity
F1.10C	understand and carry out calculations using time, and carry out calculations using money, including converting between currencies

Perimeter, area and volume	**Teaching time 7-9 hours**
OBJECTIVES	
F4.9B	find the perimeter of shapes made from triangles and rectangles
F4.9C	find the area of simple shapes using the formulae for the areas of triangles and rectangles
F4.9D	find the area of parallelograms and trapezia
H4.9A	find perimeters and areas of sectors of circles
F4.10C	find the surface area of simple shapes using the area formulae for triangles and rectangles
F4.10D	find the surface area of a cylinder
F4.10E	find the volume of prisms, including cuboids and cylinders, using an appropriate formula
H4.10A	find the surface area and volume of a sphere and a right circular cone using relevant formulae

Transformations	**Teaching time 4-6 hours**
OBJECTIVES	
F5.2A	understand that rotations are specified by a centre and an angle
F5.2B	rotate a shape about a point through a given angle
F5.2C	recognise that an anti-clockwise rotation is a positive angle of rotation and a clockwise rotation is a negative angle of rotation
F5.2D	understand that reflections are specified by a mirror line
F5.2E	construct a mirror line given an object and reflect a shape given a mirror line
F5.2F	understand that translations are specified by a distance and direction
F5.2G	translate a shape
F5.2H	understand and use column vectors in translations
F5.2I	understand that rotations, reflections and translations preserve length and angle so that a transformed shape under any of these transformations remains congruent to the original shape
F5.2J	understand that enlargements are specified by a centre and a scale factor
F5.2K	understand that enlargements preserve angles and not lengths
F5.2L	enlarge a shape given the scale factor
F5.2M	identify and give complete descriptions of transformations

Set language, notation and Venn diagrams	Teaching time 5-7 hours
OBJECTIVES	
F1.5A	understand the definition of a set
F1.5B	use the set notation $\cup$, $\cap$ and $\in$ and $\notin$
F1.5C	understand the concept of the universal set and the empty set and the symbols for these sets
F1.5D	understand and use the complement of a set
F1.5E	use Venn diagrams to represent sets
F6.3D	find probabilities from a Venn diagram
H1.5A	understand sets defined in algebraic terms, and understand and use subsets
H1.5B	use Venn diagrams to represent sets and the number of elements in sets
H1.5C	use the notation n(A) for the number of elements in the set A
H1.5D	use sets in practical situations

Term 3:2

Constructions and bearings	Teaching time 3-5 hours
OBJECTIVES	
F4.5B	construct triangles and other two-dimensional shapes using a combination of a ruler, a protractor and compasses
F4.5D	use straight edge and compasses to: (i)construct the perpendicular bisector of a line segment (ii) construct the bisector of an angle
F4.4D	understand angle measure including three-figure bearings
F4.5C	solve problems using scale drawings
F4.11B	use and interpret maps and scale drawings

Real life graphs	Teaching time 3-4 hours
OBJECTIVES	
F3.3A	interpret information presented in a range of linear and non-linear graphs

Algebraic manipulation	Teaching time 7-9 hours
OBJECTIVES	
H2.1A	use index notation involving fractional, negative and zero powers
F2.1D	use index laws in simple cases
F2.2B	collect like terms
F2.2C	multiply a single term over a bracket
F2.2D	take out common factors
H2.2A	expand the product of two or more linear expressions
H2.2B	understand the concept of a quadratic expression and be able to factorise such expressions

H2.2C	manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic
H2.2D	complete the square for a given quadratic expression
H2.2E	use algebra to support and construct proofs

Compound measures	**Teaching time 4-6 hours**
OBJECTIVES	
F4.4G	use compound measure such as speed, density and pressure
F4.9A	convert measurements within the metric system to include linear and area units
F4.10A	convert between units of volume within the metric system

How you will be assessed

Formal assessments will happen approximately every term though shorter tests may occur more frequently. This termly assessment will test the pupils on a full unit of work, incorporating number, algebra, shape and statistics. A full revision list will be given to pupils along with sufficient notice of the assessment.

How parents can help

The iGCSE Mathematics higher tier course is a demanding programme of study. Students starting this course in Year 9 must make a concerted effort to complete and submit all homework. Although students are starting to become more independent and less reliant on parental support at this age, parents can help by providing a quiet study area and by taking an interest in what their children do.

Useful Resources and websites

All pupils will have access to Myimaths.com, which is an excellent resource for building understanding of a vast array of mathematics topics. Pupils should endeavour to practise on here even when they have not been specifically directed to. The internet is also a great source for finding questions to practise with and games that help refine different skills. A KS4 study guide can also be useful for additional study or practise.

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https://padlet.com/tessmaths1/CraigBarton

Who to contact for a subject query

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The KS4 Curriculum

iGCSE Mathematics

Year 10

Why is this subject important?

All pupils in Year 10 will continue the Edexcel iGCSE Mathematics A (4MA1) course. This course is two-tier, with a Foundation and Higher. Pupils are placed into sets based on ability but both sets will follow the higher syllabus with the intention of all pupils being entered for that examination.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

Topics are shown in chronological order. The schedule may be subject to small changes, for example if pupils are making faster than expected progress then more topics may be taught in a particular term.

Term 1:1

Special numbers and powers	Teaching time 5-7 hours
OBJECTIVES	
F1.4D	express integers as product of powers of prime factors
F1.4E	find highest common factors (HCF) and lowest common multiples (LCM)
H1.4A	understand the meaning of surds
H1.4B	manipulate surds, including rationalising a denominator
H1.4C	use index laws to simplify and evaluate numerical expressions involving integer, fractional and negative powers

Percentages	Teaching time 4-6 hours
OBJECTIVES	
F1.6B	express a given number as a percentage of another number
F1.6C	express a percentage as a fraction and as a decimal
F1.6D	understand the multiplicative nature of percentages as operators
F1.6E	solve simple percentage problems, including percentage increase and decrease
F1.6F	use reverse percentages
H1.6A	use repeated percentage change
H1.6B	solve compound interest problems

Linear graphs	Teaching time 6-8 hours
OBJECTIVES	
F3.3E	determine the coordinates of the midpoint of a line segment, given the coordinates of the two end points
F3.3G	find the gradient of a straight line
F3.3H	recognise that equations of the form $y = mx + c$ are straight line graphs with gradient m and intercept on the y-axis at the point $(0, c)$
F3.3I	recognise, generate points and plot graphs of linear functions
H3.3F	calculate the gradient of a straight line given the coordinates of two points
H3.3G	find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line
F2.8D	represent simple linear inequalities on rectangular Cartesian graphs
F2.8E	identify regions on rectangular Cartesian graphs defined by simple linear inequalities
H2.8B	identify harder examples of regions defined by linear inequalities

Real life graphs	Teaching time 3-4 hours
OBJECTIVES	
F3.3A	interpret information presented in a range of linear and non-linear graphs

Term 1:2

Quadratic equations, inequalities and graphs	Teaching time 7-9 hours
OBJECTIVES	
H2.7A	solve quadratic equations by factorization
H2.7B	solve quadratic equations by using the quadratic formula or completing the square
H2.7C	form and solve quadratic equations from data given in a context
H2.8A	solve quadratic inequalities in one unknown and represent the solution set on a number line
F3.3I	recognise, generate points and plot graphs of quadratic functions

Expressions, formulae and rearranging equations	Teaching time 5-7 hours
OBJECTIVES	
F2.3C	substitute positive and negative integers, decimals and fractions for words and letters in expressions and formulae
F2.3D	use formulae from mathematics and other real-life contexts expressed initially in words or diagrammatic form and convert to letters and symbols
F2.3E	derive a formula or expression

Expressions, formulae and rearranging equations	Teaching time 5-7 hours
OBJECTIVES	
H2.3A	understand the process of manipulating formulae or equations to change the subject, to include cases where the subject may appear twice or a power of the subject occurs
H2.5A	set up problems involving direct or inverse proportion and relate algebraic solutions to graphical representation of the equations

Set language, notation and Venn diagrams	Teaching time 5-7 hours
OBJECTIVES	
F1.5A	understand the definition of a set
F1.5B	use set notation
F1.5C	understand the concept of the universal set and the empty set and the symbols for these sets
F1.5D	understand and use the complement of a set
F1.5E	use Venn diagrams to represent sets
F6.3D	find probabilities from a Venn diagram
H1.5A	understand sets defined in algebraic terms, and understand and use subsets
H1.5B	use Venn diagrams to represent sets and the number of elements in sets
H1.5C	use the notation n(A) for the number of elements in the set A
H1.5D	use sets in practical situations

Simultaneous equations	Teaching time 4-6 hours
OBJECTIVES	
H2.6A	calculate the exact solution of two simultaneous equations in two unknowns
H2.6B	interpret the equations as lines and the common solution as the point of intersection
H2.7D	solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic

Term 2:1

Pythagoras' theorem and trigonometry	Teaching time 7-9 hours
OBJECTIVES	
F4.8A	know, understand and use Pythagoras' Theorem in two dimensions
F4.8B	know, understand and use sine, cosine and tangent of acute angles to determine lengths and angles of a right-angled triangle
F4.8C	apply trigonometrical methods to solve problems in two dimensions

Pythagoras' theorem and trigonometry	Teaching time 7-9 hours
OBJECTIVES	
H4.8A	understand and use sine, cosine and tangent of obtuse angles
H4.8B	understand and use angles of elevation and depression

Circle theorems	Teaching time 5-7 hours
OBJECTIVES	
H4.6A	understand and use the internal and external intersecting chord properties
H4.6B	recognise the term 'cyclic quadrilateral'
H4.6C	understand and use angle properties of the circle including: (i)angle subtended by an arc at the centre of a circle is twice the angle subtended at any point on the remaining part of the circumference (ii)angle subtended at the circumference by a diameter is a right angle (iii)angles in the same segment are equal (iv)the sum of the opposite angles of a cyclic quadrilateral is 180° (v)the alternate segment theorem

Term 2:2

Harder graphs and transformation of graphs	Teaching time 6-8 hours
OBJECTIVES	
H3.3A	recognise, plot and draw graphs with equation: $y = Ax^3 + Bx^2 + Cx + D$ in which: (i)the constants are integers and some could be zero (ii)the letters x and y can be replaced with any other two letters or: $y = Ax^3 + Bx^2 + Cx + D + \frac{E}{x} + \frac{F}{x^2}$ in which: (i)the constants are numerical and at least three of them are zero (ii)the letters x and y can be replaced with any other two letters or: $y = \sin x, y = \cos x, y = \tan x$ for angles of any size (in degrees)
H3.3B	apply to the graph of y = f(x) the transformations y = f(x) + a, y = f(ax), y = f($x + a$), y = af(x) for linear, quadratic, sine and cosine functions
H3.3C	interpret and analyse transformations of functions and write the functions algebraically
H3.3D	find the gradients of non-linear graphs
H3.3E	find the intersection points of two graphs, one linear ($y1$) and one non-linear (y_2), and recognise that the solutions correspond to the solutions of $y_2 - y_1 = 0$

Probability	Teaching time 5-7 hours
OBJECTIVES	
F6.3C	understand and use estimates or measures of probability from theoretical models
F6.3D	find probabilities from a Venn diagram
F6.3E	understand the concepts of a sample space and an event, and how the probability of an event happening can be determined from the sample space
F6.3G	estimate probabilities from previously collected data
F6.3H	calculate the probability of the complement of an event happening
F6.3I	use the addition rule of probability for mutually exclusive events
F6.3J	understand and use the term 'expected frequency'
H6.3A	draw and use tree diagrams

Algebraic manipulation	Teaching time 7-9 hours
OBJECTIVES	
H2.1A	use index notation involving fractional, negative and zero powers
F2.1D	use index laws in simple cases
F2.2B	collect like terms
F2.2C	multiply a single term over a bracket
H2.2A	expand the product of two or more linear expressions
H2.2B	understand the concept of a quadratic expression and be able to factorise such expressions
H2.2C	manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic
H2.2D	complete the square for a given quadratic expression
H2.2E	use algebra to support and construct proofs

Term 3:1

Graphical representation of data	Teaching time 4-6 hours
OBJECTIVES	
H6.1A	construct and interpret histograms
H6.1B	construct cumulative frequency diagrams from tabulated data
H6.1C	use cumulative frequency diagrams

Statistical measures	Teaching time 3-5 hours
OBJECTIVES	
F6.2A	understand the concept of average
F6.2B	calculate the mean, median, mode and range for a discrete data set
F6.2C	calculate an estimate for the mean for grouped data
F6.2D	identify the modal class for grouped data
H6.2A	estimate the median from a cumulative frequency diagram

Statistical measures	Teaching time 3-5 hours
OBJECTIVES	
H6.2B	understand the concept of a measure of spread
H6.2C	find the interquartile range from a discrete data set
H6.2D	estimate the interquartile range from a cumulative frequency diagram

Term 3:2

Degree of accuracy	Teaching time 3-5 hours
OBJECTIVES	
F1.8C	identify upper and lower bounds where values are given to a degree of accuracy
H1.8A	solve problems using upper and lower bounds where values are given to a degree of accuracy

Perimeter, area and volume	Teaching time 7-9 hours
OBJECTIVES	
F4.9B	find the perimeter of shapes made from triangles and rectangles
F4.9C	find the area of simple shapes using the formulae for the areas of triangles and rectangles
F4.9D	find the area of parallelograms and trapezia
H4.9A	find perimeters and areas of sectors of circles
F4.10C	find the surface area of simple shapes using the area formulae for triangles and rectangles
F4.10D	find the surface area of a cylinder
F4.10E	find the volume of prisms, including cuboids and cylinders, using an appropriate formula
H4.10A	find the surface area and volume of a sphere and a right circular cone using relevant formulae

How you will be assessed

Formal assessments will happen approximately every term though shorter tests may occur more frequently. This termly assessment will test the pupils on a full unit of work, incorporating number, algebra, shape and statistics. A full revision list will be given to pupils along with sufficient notice of the assessment.

How parents can help

The iGCSE Mathematics higher tier course is a demanding programme of study. Students must make a concerted effort to complete and submit all homework and follow up on any missed work. Parents can help by providing a quiet study area and by monitoring their Child's progress.

Useful Resources and websites

All pupils will have access to Myimaths.com, which is an excellent resource for building understanding of a vast array of mathematics topics. Pupils should endeavour to practise on here even when they have not been specifically directed to. The internet is also a great source for finding questions to practise with and games that help refine different skills.A KS4 study guide can also be useful for additional study or practise.

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https://padlet.com/tessmaths1/CraigBarton

Who to contact for a subject query

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The KS4 Curriculum

iGCSE Mathematics

Year 11

Why is this subject important?

All pupils in Year 11 will continue the Edexcel iGCSE Mathematics A (4MA1) course. This course is two-tier, with a Foundation and Higher. Pupils are placed into sets based on ability but both sets will follow the higher syllabus with the intention of all pupils being entered for that examination.

Would an IGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?

Topics are shown in chronological order. The schedule may be subject to small changes, for example if pupils are making faster than expected progress then more topics may be taught in a particular term.

Term 1:1

Set language, notation and Venn diagrams	Teaching time 5-7 hours
OBJECTIVES	
F1.5A	understand the definition of a set
F1.5B	use the set notation
F1.5C	understand the concept of the universal set and the empty set and the symbols for these sets
F1.5D	understand and use the complement of a set
F1.5E	use Venn diagrams to represent sets
F6.3D	find probabilities from a Venn diagram
H1.5A	understand sets defined in algebraic terms, and understand and use subsets
H1.5B	use Venn diagrams to represent sets and the number of elements in sets
H1.5C	use the notation n(A) for the number of elements in the set A
H1.5D	use sets in practical situations

Vectors	Teaching time 5-7 hours
OBJECTIVES	
H5.1A	understand that a vector has both magnitude and direction
H5.1B	understand and use vector notation including column vectors
H5.1C	multiply vectors by scalar quantities
H5.1D	add and subtract vectors
H5.1E	calculate the modulus (magnitude) of a vector
H5.1F	find the resultant of two or more vectors
H5.1G	apply vector methods for simple geometrical proofs

Similar shapes	Teaching time 6-8 hours
OBJECTIVES	
F4.2F	understand congruence as meaning the same shape and size
F4.2G	understand that two or more polygons with the same shape and size are said to be congruent to each other
F4.11A	understand and use the geometrical properties that similar figures have corresponding lengths in the same ratio but corresponding angles remain unchanged
H4.11B	understand that volumes of similar figures are in the ratio of the cube of corresponding sides
H4.11C	use areas and volumes of similar figures in solving problems

Harder graphs and transformation of graphs	Teaching time 6-8 hours
OBJECTIVES	
H3.3A	recognise, plot and draw graphs with equation: $y = Ax^3 + Bx^2 + Cx + D$ in which: (i) the constants are integers and some could be zero (ii) the letters x and y can be replaced with any other two letters or: $y = Ax^3 + Bx^2 + Cx + D + \frac{E}{x} + \frac{F}{x^2}$ in which: (i) the constants are numerical and at least three of them are zero (ii) the letters x and y can be replaced with any other two letters or: $y = \sin x, y = \cos x, y = \tan x$ for angles of any size (in degrees)
H3.3B	apply to the graph of y = f(x) the transformations y = f(x) + a, y = f(ax), y = f(x + a), y = af(x) for linear, quadratic, sine and cosine functions
H3.3C	interpret and analyse transformations of functions and write the functions algebraically
H3.3D	find the gradients of non-linear graphs
H3.3E	find the intersection points of two graphs, one linear (y_1) and one non-linear (y_2), and recognise that the solutions correspond to the solutions of $y_2 - y_1 = 0$

Term 1:2

Calculus	Teaching time 7-9 hours
OBJECTIVES	
H3.4A	understand the concept of a variable rate of change
H3.4B	differentiate integer powers of x
H3.4C	determine gradients, rates of change, stationary points, turning points (maxima and minima) by differentiation and relate these to graphs
H3.4D	distinguish between maxima and minima by considering the general shape of the graph only
H3.4E	apply calculus to linear kinematics and to other simple practical problems

Function notation	Teaching time 6-8 hours
OBJECTIVES	
H3.2A	understand the concept that a function is a mapping between elements of two sets
H3.2B	use function notations of the form f(x) = … and f : x α …
H3.2C	understand the terms 'domain' and 'range' and which values may need to be excluded from a domain
H3.2D	understand and find the composite function fg and the inverse function f^{-1}

Term 2:1

Advanced trigonometry	Teaching time 7-9 hours
OBJECTIVES	
H4.8C	understand and use the sine and cosine rules for any triangle
H4.8D	use Pythagoras' theorem in three dimensions
H4.8E	understand and use the formula $\frac{1}{2}ab\sin C$ for the area of a triangle
H4.8F	apply trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane
REVISION	

How you will be assessed

Formal assessments will happen approximately every term though shorter tests may occur more frequently. This termly assessment will test the pupils on a full unit of work, incorporating number, algebra, shape and statistics. Students will also sit a mock examination in preparation towards their iGCSE examination. A full revision list will be given to pupils along with sufficient notice of the assessment.

How parents can help

The iGCSE Mathematics higher tier course is a demanding programme of study. Students must make a concerted effort to complete and submit all homework and follow up on any missed work. Parents can help by providing a quiet study area and by monitoring their Child's progress.

Useful Resources and websites

All pupils will have access to Myimaths.com, which is an excellent resource for building understanding of a vast array of mathematics topics. Pupils should endeavour to practise on here even when they have not been specifically directed to. The internet is also a great source for finding questions to practise with and games that help refine different skills. A KS4 study guide can also be useful for additional study or practise.

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Who to contact for a subject query

Name	Position	Email Address
Natalie Parazhang	Head of Mathematics Faculty	natalie.parazhang@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Physical Education

Why is this subject important?
Cambridge IGCSE (9–1) Physical Education encourages students to develop:
• Knowledge, skills and understanding of a range of relevant physical activities
• An ability to plan, perform and evaluate physical activities
• An understanding of effective and safe performance
• An understanding of the role of sport and physical activity in society and in the wider world
• An excellent foundation for advanced study
• An enjoyment of physical activity
The combination of knowledge and skills in Cambridge iGCSE (9–1) Physical Education gives students a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including A Level Physical Education, A Level Biology and A Level Psychology.
Cambridge iGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement.
Students also develop transferable skills including decision making, psychology understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting, and reacting under pressure. All of which are useful in any career path students choose to take.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
No.

What will you learn studying this course?

Theory – Paper 1 50%	Practical – Component 2 50%
TOPICS COVERED	**ACTIVITIES** You are assessed in **four** physical activities from at least **two** different categories.
1. ANATOMY AND PHYSIOLOGY • Skeletal system • Muscular system • Respiratory system • Circulatory system • Anaerobic and aerobic activity • Short- and long-term effects of exercise • Biomechanics	1. GAMES • Association football • Badminton • Baseball, Rounders or Softball • Basketball • Cricket / golf • Hockey / lacrosse • Netball / handball • Rugby league or rugby union • Table tennis / tennis / squash • Volleyball
2. HEALTH, FITNESS AND TRAINING • health: physical, mental and social health, fitness and wellbeing • Energy use and diet • Components of fitness • Fitness testing • Principles of training • Methods of training • Warm up and cool down	2. GYMNASTICS ACTIVITIES • Artistic gymnastics (floor or vault) or rhythmic gymnastics • Individual figure skating • Trampolining

3. SKILL ACQUISITION AND PSYCHOLOGY • Classifications of skill • Information processing model • Stages of learning • Guidance and feedback • SMARTER goal setting • Motivation, arousal and anxiety • Personality	3. DANCE ACTIVITIES • Dance
	4. ATHLETICS ACTIVITIES • Cross-country running • Cycling • Rowing and sculling • Track and field athletics • Weight training for fitness
4. SOCIAL, CULTURAL AND ETHICAL INFLUENCES • Leisure and recreation • Sponsorship and media • Host nation advantage • Technology in sport • Performance enhancing drugs • Sportsmanship and gamesmanship • Risk and injuries	5. OUTDOOR AND ADVENTUROUS ACTIVITIES • Hill walking or orienteering • Horse riding • Mountain biking • Rock climbing • Sailing / windsurfing / canoeing • Skiing or snowboarding
	6. SWIMMING • Competitive swimming • Lifesaving or personal survival • Water polo
	7. COMBAT ACTIVITIES • Judo or taekwondo

How you will be assessed
All candidates take two components. Candidates will be eligible for grades 9 to 1.

Paper 1	1 hour 45 minutes	Component 2	
Theory 100 marks Short and structured questions. Candidates answer all questions. Externally assessed	50%	Coursework 100 marks Candidates undertake **four** physical activities from at least **two** different categories. Internally assessed/Externally moderated	50%

How parents can help
In order for students to be successful, they need to be prepared for PE. To be prepared for PE, a student should have their PE uniform kit when needed.

It is extremely beneficial if students regularly attend a sports club and represents them in fixtures or matches. As a parent you can encourage your child to attend sport specific CCAs at Malvern College Egypt and other sporting clubs outside of school.

Students will be required to complete homework through the year, and it would be beneficial if you help encourage your child to complete this work. If you have any concerns regarding you child, contact their subject teacher.

Useful Websites & Resources
Cambridge International Website – Syllabus
https://www.cambridgeinternational.org/Images/400329-2019-2021-syllabus.pdf

Cambridge International Website – Practical Coursework
https://www.cambridgeinternational.org/Images/419935-2019-coursework-guidelines.pdf

Past Exam Papers
https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0995/past-papers/
https://pastpapers.co/cie/?dir=IGCSE%2FPhysical-Education-0413%2FMay%20June%202020
Generic GCSE PE Revision
https://s-cool.co.uk/gcse/pe
https://www.bbc.co.uk/bitesize/subjects/znyb4wx

Physical Training Revision
https://www.brianmac.co.uk/eval.htm

Who to contact for a subject query

Name	Position	Email Address
Mr. Nicol Fleming	Head of ICT/Computer Science	Nicol.fleming@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Psychology

YEAR 9, 10 AND 11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

Psychology is a fascinating subject and is classed as a science. To some extent we are all naïve psychologists as we try to interpret and understand the behaviour of those around us. Psychologists further our understanding by generating theories and hypotheses and using scientific methods to test and draw conclusions about human and non-human animal behaviour.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn during the course?
The topics and the key questions asked within each topic are described below:
- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.
- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

How you will be assessed
Paper 1: Exam of 1 hour and 45 minutes from topics 1-5 and topic 11.
Paper 2: Exam of 1 hour and 20 minutes from two of the option topics (topics 6 to 10)

How parents can help
Parental support is important for academic success. Discussing at home what your child has studied in school will rehearse the ideas and help your child's understanding and memory.

Useful Websites
https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html

Useful Resources
https://tuxfordpsychology91.wordpress.com/welcome-to-gcse-psychology-9-1/

Who to contact for a subject query

Name	Position	Email Address
Mr Joseph Ford	Psychology and sociology teacher	timothy.ford@Malverncollege.edu.eg

The KS4 Curriculum

iGCSE Sociology

YEAR 9, 10 AND 11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

At its simplest Sociology can be defined as the study of human society and social behaviour. The majority of us live in family groups, experience school from an early age, use the media and have knowledge of parts of a wider community so we are familiar with some of the subject areas which are the concern of sociologists. May 2020 saw the death of George Floyd, an African-American man killed during a police arrest in Minneapolis, Minnesota. Sociologists are challenged with trying to explain such events. They ask questions such as: how does racism operate in society? Are some members of society treated differently based on their perceived ethnicity, religion or gender? Do people act differently when they are in authority? How much power should the state have over us?

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn during the course?
The unit heading and the key questions asked within each unit are described below:
Unit 1: Theory and methods - How do different sociologists interpret society? How do sociologists study society? What types of information and data do sociologists use?
Unit 2: Culture, identity and socialisation - What is the relationship between the individual and society? How do we learn to be human?
Unit 3: Social inequality - What is social stratification? What is social stratification? What are the main features of social inequality and how are these created? Paper 2
Unit 4: Family - What are the different types of family? How are family roles changing? What are the changes affecting the family?
Unit 5: Education - What is the function of education? What factors help to explain differences in educational achievement?
Unit 6: Crime, deviance and social control - What are crime, deviance and social control? What are the patterns of crime? What are the explanations of crime?
Unit 7: Media - Who controls the media? What is the influence of the media?

How you will be assessed
Paper 1: 2 hours. Candidates answer one compulsory data response question and one optional structured question from a choice of two. 80 marks.
Paper 2: 1 hour 45 minutes. Candidates answer two optional structured questions from a choice of four. 70 marks.

How parents can help
Parental support is important for academic success. Discussing at home what your child has studied in school will rehearse the ideas and help your child's understanding and memory.

Useful Websites
https://www.cambridgeinternational.org/Images/414234-2020-2022-syllabus.pdf

Useful Resources
https://www.bbc.co.uk/bitesize/subjects/zbbw2hv

Who to contact for a subject query

Name	Position	Email Address
Mr Joseph Ford	Psychology and sociology teacher	timothy.ford@Malverncollege.edu.eg

The KS4 Curriculum

iGCSE Biology

YEAR 9, 10, 11 – 12 & 13 YEAR PATHWAY

Why is this subject important?

Biologists are scientists who study the natural world and all living things in it, from the largest mammals down to our very own microscopic DNA.

They try to understand; how animals and organisms work (including us humans), how we evolved and the things that can make us sick or improve our health.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?

The aims and objectives of this qualification are to enable students to:
• learn about unifying patterns and themes in biology and use them in new and changing situations
• acquire knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques
• apply the principles and concepts of biology, including those related to the applications of biology, to different contexts
• evaluate biological information, making judgements based on this information
• appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques
• analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
• recognise the importance of accurate experimental work and reporting scientific methods in biology
• select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
• develop a logical approach to problem solving in a wider context
• select and apply appropriate areas of mathematics relevant to biology as set out under each topic
• prepare for more advanced courses in biology and for other courses that require knowledge of biology.

What you will learn during the course?

The nature and variety of livening organisms
(a) Characteristics of living organisms.
(b) Variety of living organisms

Structure and functions in living organisms
(a) Level of organisation
(b) Cell structure
(c) Biological molecules
(d) Movement of substances into and out of cells
(e) Nutrition
(f) Respiration
(g) Gas exchange
(h) Transport
(i) Excretion
(j) Co-ordination and response

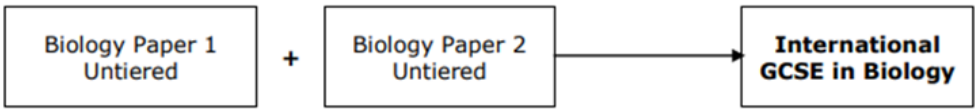
Reproduction and inheritance
(a) Reproduction
(b) Inheritance

Ecology and the environment
(a) The organism in the environment
(b) Feeding relationships
(c) Cycles within ecosystems
(d) Human influences on the environment

Use of biological resources
(a) Food production
(b) Selective breeding
(c) Genetic modification (genetic engineering)
(d) Cloning

Revision and final exams

How you will be assessed



Paper 1 is assessed through a 2-hour written examination paper set and marked by Pearson. 61.1% of the total International GCSE

Paper 2 is assessed through a 1-hour and 15-minute written examination paper set and marked by Pearson. 38.9% of the total International GCSE
A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions

How parents can help
Check your child's student diary
Stay in touch with the subject teacher.
Use the parent Portal.
Download the Firefly Parent App
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites
https://www.savemyexams.co.uk
https://www.simbucket.com/

Useful Resources
Free science lessons
https://www.youtube.com/channel
Firefly MCE Biology Page

Who to contact for a subject query

Name	Position	Email Address
Mr G O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Chemistry

YEAR 9, 10, 11 – 12 & 13 YEAR PATHWAY

Why is this subject important?

Chemists get to ask some great questions like; “If I set this on fire what will happen?” or “If I combine these elements together in the right way, can I create something totally new?” and it’s all part of the job.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?

The aims and objectives of this qualification are to enable students to:
• learn about unifying patterns and themes in chemistry and use them in new and changing situations
• acquire knowledge and understanding of chemical facts, terminology, concepts, principles and practical techniques
• apply the principles and concepts of chemistry, including those related to the applications of chemistry, to different contexts
• evaluate chemical information, making judgements based on this information
• appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
• analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
• recognise the importance of accurate experimental work and reporting scientific methods in chemistry
• select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
• develop a logical approach to problem solving in a wider context.
• select and apply appropriate areas of mathematics relevant to chemistry as set out under each topic
• prepare for more advanced courses in chemistry and for other courses that require knowledge of chemistry.

What you will learn during the course?

Principles of chemistry
(a) States of mater
(b) Elements, compounds and mixtures
(c) Atomic Structure
(d) The periodic table
(e) Chemical formulae, equations and Calculations
(f) Ionic bonding
(g) Covalent bonding
(h) Metallic bonding
(i) Electrolysis

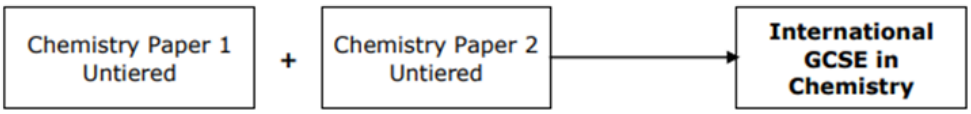
Inorganic chemistry
(a) Group 1
(b) Group 7
(c) Gases in the atmosphere
(d) Reactivity series
(e) Extraction and uses of metals
(f) Acids, alkalis and titrations
(g) Acid, bases and salt preparations
(h) Chemical tests

Physical chemistry
(a) Energetics
(b) Rates of reaction
(c) Reversible reactions and equilibra.

Organic chemistry
(a) Introduction
(b) Crude oil
(c) Alkanes
(d) Alkenes
(e) Alcohols
(f) Carboxylic acids
(g) Esters
(h) Synthetic polymers

Revision and final exams

How you will be assessed



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Who to contact for a subject query

Name	Position	Email Address
Mr G O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Physics

Year 9, 10, 11 – 12 & 13 Year Pathway

Why is this subject important?

Physicists look for all the hidden laws that explain why all and energy in the known universe exists, matter (that is every physical thing), where it comes from and, how and why it behaves the way it does.

So, if you are wondering how forces of nature, like gravity work or how aircraft stay up in the air, you'll need to go to a physicist for the explanation.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?

The aims and objectives of this qualification are to enable students to:
• learn about unifying patterns and themes in physics and use them in new and changing situations
• acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques
• apply the principles and concepts of physics, including those related to the applications of physics, to different contexts
• evaluate physical information, making judgements based on this information
• appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
• analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
• recognise the importance of accurate experimental work and reporting scientific methods in physics
• select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
• develop a logical approach to problem solving in a wider context
• select and apply appropriate areas of mathematics relevant to physics as set out under each topic
• prepare for more advanced courses in physics and for other courses that require knowledge of physics.

What you will learn during the course?

Forces and motion
(a) Units
(b) Movement and position
(c) Forces movement, shape and momentum.

Solids liquids and gases
(a) Units
(b) Density and Pressure
(c) Change of state
(d) Ideal gas molecules

Energy resources and energy transfer
(a) Units
(b) Energy transfer
(c) Work and Power
(d) Energy resources and electricity generation

Electricity
(a) Units
(b) Mains electricity
(c) Energy and voltage in circuits.
(d) Electric charge

Waves
(a) Units
(b) Properties of waves
(c) The electromagnetic spectrum
(d) Light and Sound.

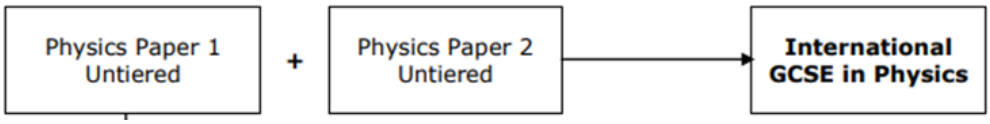
Magnetism and electromagnetism
(a) Units
(b) Magnetism
(c) Electromagnetism
(d) Electromagnetic induction

Radioactivity and particles
(a) Units
(b) Radioactivity
(c) Fission and fusion

Astrophysics
(a) Units
(b) Motion in the universe
(c) Stellar evolution
(d) Cosmology

Revision and final exams

How you will be assessed



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Who to contact for a subject query

Name	Position	Email Address
Mr G O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

The KS4 Curriculum

iGCSE Travel and Tourism

YEAR 9, 10, 11 COVERING THE 12 AND 13 YEAR PATHWAYS

Why is this subject important?

Cambridge IGCSE Travel & Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The intention of the syllabus is to provide a broad introduction to the travel and tourism industry and related ancillary service industries. This subject is specifically applicable to students at Malvern College given the travel and tourism prospects for Egypt, and possible employment opportunities within the sector.

The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion.

Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

Travel and Tourism commences in Year 9 and will be taught over two or three years culminating in two external examinations. Paper 1 is a 2 hour paper covering the core content and comprises of short answer questions. This paper accounts for 60% of the overall grade. Paper 2 is 2.5 hours long and comprises the remaining 40% of marks. This paper focuses predominantly, although not exclusively on Unit 5 and comprises of short answer questions.

The aims of the Cambridge IGCSE Travel & Tourism syllabus are to provide candidates with:
• an understanding of the travel and tourism industry
• theoretical knowledge of the industry and related sectors, including knowledge of travel and tourism products and services, the infrastructure on which they depend and the transport system needed to operate them
• practical ability in a range of skills and procedures related to working in the travel and tourism industry, including knowledge of the essential personal and professional skills required by individuals working in the service sector
• critical awareness of the physical, social and economic environments in which travel and tourism takes place, including understanding of the global, regional and local perspectives of travel and tourism.

The syllabus develops a clear understanding of the relationship between the theory and practice of working in travel and tourism. Students are encouraged to develop an understanding of tourist industry operations and problems, and competence in identifying procedures and solutions, by using best practice from industry, established business techniques and information systems. Through investigation, candidates apply their knowledge and skills in a detailed study of a particular aspect of the travel and tourism industry. The course comprises of six units of work, and the contents of the course are as follows:

Unit 1: The travel and tourism industry
• Understand and explain the structure of the international travel and tourism industry
• Investigate the social, cultural, economic and environmental impact of travel and tourism
• Identify the role of national governments in forming tourism policy and promotion
• Investigate the patterns of demand for international travel and tourism

Unit 2: Features of worldwide destinations
• Demonstrate knowledge of the main global features
• Demonstrate awareness of different time zones and climates
• Investigate travel and tourism destinations
• Identify and describe the features which attract tourists to a particular destination

Unit 3: Customer care and working procedures
• Deal with customers and colleagues – "the moment of truth"
• Identify the essential personal skills required when working in the travel and tourism industry
• Follow basic procedures when handling customer enquiries, making reservations and payments
• Use reference sources to obtain information
• Explore the presentation and promotion of tourist facilities

Unit 4: Travel and tourism products and services
• Identify and describe tourism products
• Explore the roles of tour operators and travel agents in the chain of distribution
• Describe support facilities for travel and tourism
• Explore the features of worldwide transport in relation to major international routes

Unit 5: Marketing and promotion
• Role and function of marketing and promotion
• Market segmentation and targeting
• 'Product' as part of the marketing mix
• 'Price' as part of the marketing mix
• 'Place' as part of the marketing mix
• 'Promotion' as part of the marketing mix

Unit 6: The marketing and promotion of visitor services
• The operation, role and function of tourism authorities responsible for tourism policy and promotion at a national, regional and local level, including tourist information centres and visitor information services
• The provision of tourist products and services
• Basic principles of marketing and promotion
• The marketing mix
• Leisure travel services

Students can expect to complete the topics in the following order:

Year 9					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit 1: The travel and tourism industry	Unit 1: Destination investigation and Unit 2: Features of worldwide destinations	Unit 2: travel and tourism destination investigation	Unit 4: Travel and tourism products and services	Unit 4: Travel and tourism products and services	Unit 3: Customer care and working procedures

Year 10					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit 1: Marketing and Promotion	Completion of Unit 5 And Unit 6: The marketing and promotion of visitor services	Unit 6: The marketing and promotion of visitor services	Review and revision in preparation for external examinations.		

Year 11
Broadening knowledge, consolidation and revision

How you will be assessed

Students will be assessed through a variety of different methods including but not limited to formative and summative assessments. Students will also complete mini quizzes and multiple choice questions during lessons.

How parents can help

• Parents can support their child's learning by encouraging them to keep up to date with local and international news, and asking questions around the articles
• To visit tourism destinations within Cairo, and Egypt; collecting tourist information where possible

Useful Websites

https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-travel-and-tourism-0471/
http://egypt.travel/
https://egymonuments.gov.eg/

Students will be provided with a comprehensive list of websites to aid learning specific to each topic at the beginning of each learning cycle.

Who to contact for a subject query

Name	Position	Email Address
Gareth Davies	Teacher of Travel & Tourism	Gareth.davies@malverncollege.edu.eg

The KS5 Curriculum

Arabic – AS/A Level
LOWER AND UPPER SIXTH

Why is this subject important?

Arabic AS/A Level is important to further develop your Arabic language skills and it is recognised by universities all over the world.

Would an AS/A Level qualification in this subject be recognised by an Egyptian University?

Yes

What you will learn this year?

The student will study a little range of Arabic skills (reading, writing, and grammatical usage). Here are some examples:

Reading
Arabic texts

Writing
The students will be trained to write specific Arabic types, such as essays, stories, reports, letters, and speech. Each one has a special form. in the exam the students will be asked to write 1 topic, it's about 280 words.

Grammatical usage
The student will study a set of grammatical usages that are relevant only to what does not change the shape of the word during writing.

How you will be assessed
The student will be assessed through many quizzes and exercises during the year, and the mock exam.

How parents can help
We hope parents help by delivering continuous encouragement to their sons and daughters, observing their studying and doing homework, and make them read often

Useful Websites
Some Websites will be useful for the students like news websites and essay websites like
https://ziid.net/
https://www.mklat.com/
https://www.alukah.net/

Useful Resources
Any note demonstrates the curriculum like العربية إمتاعًا وإبداعًا or any other note.

Who to contact for a subject query

Name	Position	Email Address
Dr. Mohamed Shalaby	iGCSE Arabic teacher	mohamed.shalaby@malverncollege.edu.eg

The KS5 Curriculum

IBDP Arabic A
LOWER AND UPPER SIXTH

أهمية هذه المادة

إن دراسة اللغة العربية وآدابها تعمل على تطوير مهارات القراءة الواعية والفهم الدقيق لأغراض النصوص المختلفة ، وكذلك مهارة الكتابة التي تضمن تواصلا فعالا بين القارئ والكاتب ، كما أن دراسة اللغة العربية تدعم مهارات التحليل والتفكير الموضوعي المستقل ؛ وكل ذلك يتحقق من خلال مجموعة من النصوص يتعرض لها الطلاب خلال فترة دراستهم وتلك النصوص تمثل طرق تفكير وقضايا في أزمنة وقارات مختلفة ، وأيضا عن طريق مجموعة كبيرة من النصوص غير الأدبية بأشكالها المختلفة والحديثة والتي تمثل الواقع المعيش بشكل يجعل تحليلها نافذة ثقافية للطلاب على قضايا العالم المعاصر.

هل مؤهل البكالوريا الدولية في هذا الموضوع معترف به من قبل الجامعات المصرية؟

نعم.

ماذا ستتعلم هذا العام

هناك ثلاثة محاور للاستكشاف في دراسة اللغة والأدب بالبكالوريا الدولية ؛ حيث يكتشف الطلاب طريقة إنشاء المعاني في النصوص وتنفيذها في محور القرّاء والكتّاب والنصوص ، وفي محور الزمان والمكان يستقصي الطلاب تأثير عوامل الأزمنة والأمكنة التي عاش فيها المؤلفون وأثر ذلك على النصوص المختلفة ؛وفي محور التناص يربط الطلاب بين.النصوص ويقارنها للتفرقة بين أساليبها وأغراضها وطرق تأثيرها في جمهورها المتلقي وغير ذلك .
وسيدرس الطلاب في المستوى العادي في مجال الأدب أربعة أعمال أدبية ، تغطي نوعين على الأقل من الأعمال الأدبية، وتشمل قرنين وقارتين مختلفتين على أن يكون أحد الأعمال على الأقل مترجمًا .

وفي المستوى العالي سيدرس الطلاب ستة أعمال أدبية تغطي ثلاثة أنواع على الأقل من الأعمال الأدبية ،على أن تشمل ثلاثة قرون زمنية وثلاث قارات مختلفة، على أن يكون هناك عملان مترجمان على الأقل.

كيف سيتم تقييمي

- هناك ثلاثة أشكال من التقييم :
1 – الورقة الأولى : وفيها فقرتان غير أدبيتين من نوعي نصوص مختلفين ولم يرهما الطالب من قبل ومع كل منهما سؤال ، يطلب من الطالب الإجابة عن أحدهما . (وفي المستوى العالي يجيب الطالب عن السؤالين إجباريا)
-2 الورقة الثانية : تتكون من أربعة أسئلة عامة يجيب الطالب عن أحدها بكتاب مقال يعتمد على عملين أدبيين من التي قام بدراستها .
-3 التقييم الشفهي الفردي : وهو عرض شفهي موجز يُطلب فيه من الطالب مناقشة مجموعة أعمال غير أدبية وعمل أدبي واحد من الأعمال المدروسة فيما يتعلق بقضية عالمية في كليهما وذلك العرض لمدة 10 دقائق للطالب ثم 5 دقائق من الأسئلة يطرحها المدرس.
-((مقال المستوى العالي)): لطلاب المستوى العالي فقط : هو مقال يتألف من 1200 – 1500 كلمة يُكتب أثناء دراسة المساق ، ويقوم الطالب بتطوير خط بحث من اختياره متعلق بإحدى مجموعات الأعمال ،أو الأعمال التي درسوها .

كيف يمكن لولي الأمر المساعدة

يمكن للوالدين المساعدة من خلال المناقشة المستمرة مع الأبناء حول ما يتم دراسته ومطالبتهم بعرض وجهات نظرة ونقدهم لما يقرأون أو يشاهدون من أعمال أدبية وغير أدبية ، وكذلك المتابعة المستمرة لهم وتشجيعهم على وضع خطط واضحة ومنظمة يستعينون بها على أداء مهامهم ، مع توفير البيئة الهادئة المعينة على التفكر والتأمل والتحليل ، وتذليل أي صعوبات تحول بين الطلاب وبين أهدافهم.

مواقع مساعدة

خطوات هامة لكتابة مقال تحليلي وهي مهارة مهمة في دراستنا
https://ar.wikihow.com/%D9%83%D8%AA%D8%A7%D8%A8%D8%A9-%D9%85%D9%82%D8%A7%D9%84-%D8%AA%D8%AD%D9%84%D9%8A%D9%84%D9%8A

خطوات هامة لكتابة مقال تحليلي وهي مهارة مهمة في دراستنا
http://www.mybook4u.com

مصادر مساعدة

من المفيد جدا الاهتمام بقراءة الأعمال الأدبية بأشكالها المختلفة كالروايات والمسرحيات والقصص القصير سواء المكتوبة باللغة العربية أو المترجمة ، وكذلك النصوص غير الأدبية كالمقالات والأعمال الكاريكاتورية والإنفوجرافيك وغيرها.

في حالة وجود أي أسئلة الرجاء التواصل مع

الاسم	الوظيفة	البريد الإليكتروني
الأستاذ محمد حسن	مدرس اللغة العربية	Mohamed.hassan@malverncollege.edu.eg

The KS5 Curriculum

IBDP Arabic B
LOWER AND UPPER SIXTH

أهمية هذه المادة

في كلا المستويين في اللغة "ب" المستوى العادي والمستوى العالي ، يتعلم الطالب التواصل باللغة الهدف في السياقات المألوفة وغير المألوفة ويصفون المواقف ويروون الأحداث ويجرون المقارنات ويشرحون المشكلات ويذكرون آرائهم الشخصية ويدعمونها في مجموعة متنوعة من المواضيع التي تتعلق بمحتوى المساق. إن دراسة عملين أدبيين مكتوبين أصلًا باللغة الهدف مطلوبة فقط من المستوى العالي في اللغة "ب". ويمكن رؤية الفرق بين المستوى العادي والمستوى العالي فى اللغة " ب " فى مستوى القدرات الذى يتوقع أن يطوره الطلاب من مهارات التلقى والمهارات الإنتاجية والتفاعلية.

هل مؤهل البكالوريا الدولية في هذا الموضوع معترف به من قبل الجامعات المصرية؟

نعم.

ماذا ستتعلم هذا العام

• برنامج الدُبلوما مصمم للطلاب الذين تتروح أعمارهم بين (16 : 19) عامًا، وهو منهج واسع النطاق ومدته سنتان ، ويهدف إلى تشجيع الطلاب أن يكونوا مُطلعين متسائلين.
• طرأ تغيير على دليل اللغة ب (2015) وسيبدأالعمل بدليل (2020) من خلال خمسة محاوروهى:-
1– الهوايات وهى استكشافة طبيعتة الذات وماذا يعنى أن تكون إنسانًا. (أساليب الحياة – الصحة والرفاهية – المعتقدات والقيم – الثقافات الفرعية – اللغة والهوية).
2– التجارب وهى استكشاف وسرد القصص والأحداث والتجارب الشخصية. (أنشطة أوقات الفراغ – العطلات والسفر – قصص الحياة – التغيرات الحياتية البارزة – العادات والتقاليد).
3– البراعة الإنسانية وهى استكشاف طرق الإبداع والابتكارالإنسانى فى عالمنا. (الترفيه – التعبيرات الفنية – التواصل والإعلام – التكنولوجيا – الابتكار العلمى)
4– النتظيم الاجتماعى استكشاف طرق تنظيم الجماعات لأنفسها. (العلاقات العامة - المجتمع – التعليم – العالم العامل –القانون والنظام)
5– نتشارك الكوكب استكشاف التحديات والفرص التى يواجها الأفراد والمجتمعات. (البيئة – حقوق الإنسان – السلام والنزاعات – المساواة – العولمة).

كيف سيتم تقييمي

المستوى العادى

التقييم	النسبة المئوية
• التقييم الخارجى (ثلاث ساعات). 1– الورقة الأولى (ساعة و15 دقيقة). • المهارات الأنتاجية – الكتابة 30 علامة • مهمة كتابية واحدة تتألف من 250 إلى 400 كلمة تخُتار من بين ثلاث مهمات، تتصل كل واحدة منها بمحور مختلف،ويتم اختيار واحدًا من النصوص الأدبية الواردة فى تعليمات الاختبار. 2– الورقة الثانية (ساعة و45 دقيقة). • مهارات التلقى – أقسام منفصلة للاستماع والقراءة (65) علامة • الفهم والإصغاء 45 دقيقة (25) علامة. • الفهم بالقراءة (40 دقيقة) •تمرينات الفهم حول ثلاث فقرات سمعية وثلاث نصوص مكتوبة مستمدة من المحاور الخمسة.	75% 25% 50%
• التقييم الداخلى يقيم المعلم هذا العنصر داخليًا وتعايره البكالوريا الدولية خارجيًا فى نهاية المنهج الدراسى. • التقييم الشفهى الفردى محادثة مع المعلم، ترتكز على حافز مرئى ، ويتبعها نقاش يرتكز على محور إضافى (30) علامة	25%

• عدد ساعات الدراسة خلال الأسبوع للمستوى العادى (أربع حصص)

المستوى العالى

التقييم	النسبة المئوية
• التقييم الخارجى (ثلاث ساعات و30 دقيقة). 1– الورقة الأولى (ساعة و30 دقيقة). • المهارات الأنتاجية – الكتابة 30 علامة • مهمة كتابية واحدة تتألف من 450إلى 600 كلمة تخُتار من بين ثلاث مهمات، تتصل كل واحدة منها بمحور مختلف،ويتم اختيار واحدًا من النصوص الأدبية الواردة فى تعليمات الاختبار. 2– الورقة الثانية (ساعتان). • مهارات التلقى – أقسام منفصلة للاستماع والقراءة (65) علامة • الفهم والإصغاء 45 دقيقة (25) علامة. • الفهم بالقراءة (40 دقيقة) • تمرينات الفهم حول ثلاث فقرات سمعية وثلاث نصوص مكتوبة مستمدة من المحاور الخمسة.	75% 25% 50%
• التقييم الداخلى يقيم المعلم هذا العنصر داخليًا وتعايره البكالوريا الدولية خارجيًا فى نهاية المنهج الدراسى. • التقييم الشفهى الفردى محادثة مع المعلم، ترتكز على مقتطف من أحد الأعمال الأدبية التى درسها الطالب فى الصف ، ويتبعها نقاش يرتكز على محور أو محورين على الأقل من المنهج الدراسى. (30) علامة	25%

• عدد ساعات الدراسة خلال الأسبوع للمستوى العادى (أربع حصص)

كيف يمكن لولي الأمر المساعدة

تقوم الأسرة بدور عظيم في توفير الأمان والاستقرار للأبناء، مثلما تلعب دورًا مهما في استقرارهم الدراسي ونجاحهم مستقبلا ،وأن تساندهم أولا في مواجهة أي صعوبات تعترض طريقهم، وتقديم الدعم والتوجيه اللازمين في ذلك. و يمكن للأهل المساعدة بوضع مخطط لجدولهم الدراسي، يعينهم على إدارة الوقت، مع تخصيص مدة كافية، بحسب طبيعة كل مادة دراسية. هذا الإجراء من شأنه أن يحرك دوافع النجاح عند الأبناء.

مواقع مساعدة

www.mawdoo3.com
http://www.mybook4u.com

مصادر مساعدة

قراءة مقالات مختلفة عن قضايا المنهج (التكنولوجيا – الهجرة – البيئة – حقوق الإنسان – اللغة – التعليم – الصحة – العلاقات الاجتماعية – العولمة – التواصل والإعلام – العادات والتقاليد – السلام).

في حالة وجود أي أسئلة الرجاء التواصل مع

الاسم	الوظيفة	البريد الإليكتروني
الأستاذ محمد سيد	مدرس اللغة العربية	Mohamed.sayed@malverncollege.edu.eg

Arabic Ab Initio
LOWER AND UPPER SIXTH

Why is this subject important?

The Arabic language and its different dialects are spoken by nearly 422 million people in 22 Arab countries, besides Muslims around the globe who use it for religious rituals.

This makes Arabic one of the five most spoken languages in the world, and one of the six official languages in the United Nations.

What will you learn during the course?

Theme	Guiding Principle	Prescribed Topics	Possible Questions
Identities	Explore the nature of the self and how we express who we are.	• Personal attributes. • Personal relationships. • Eating and Drinking. • Physical well-being.	- How do I present myself to others? - How do I express my identity? - How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Daily routine • Leisure • Holidays • Festivals and celebrations	- How des travel broaden our horizons? - How would my life by different if I lived in another country? - What are the challenges of being a teenager? - How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Transport • Entertainment • Media • Technology	- How do science and technology affect my life? - How do I use media in my daily life? - What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, through common systems or interests.	• Neighbourhood • Education • The workplace • Social issues	- What purpose do rules and regulations have in society? - What is my role in society? - What options do I have in the world of work?
Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Climate • Physical geography • The Environment • Global issues	- What can I do to help the environment? - How do my surroundings affect the way I live? - What can I do to make the world a better place?

How you will be assessed

- Monthly assessments in the four skills: reading, writing, speaking, and listening.
- One mock exam during the two-year program.
- At the end of the program:

1- Paper 1: (25%) Writing.
2- Paper 2: (50%) Separate sections for listening and speaking.
3- Internal Assessment: (25%) Individual oral assessment.

How parents can help

- Encourage your son/daughter to interact in Arabic in daily life since they are living in an Arabic speaking country.
- Encourage them to read and write few sentences or phrases every day in Arabic. Take them with you in grocery shopping, outings with Arabic speaking friends, writing lists of needs and to do lists in Arabic.
- Advise them to listen to Arabic songs and use language apps and dictionaries.
- Draw their attention to public events, feasts, or celebrations that take place in the country. This promotes cultural understanding.
- Make sure they carry out assignments on time.

Useful Websites

www.quizlet.com

Youtube channels: https://www.youtube.com/channel/UC5bjJ5x0i_XRGTMHF2IoL8w
(Learn Arabic with ArabicPod101.com)

Youtube channels: https://www.youtube.com/channel/UCW2AgHPThj9_8raWYE2yjfw
(Arabic Khatawaat)

Useful Resources

Duolingo (app)
Bilingual dictionary

Who to contact for a subject query

Name	Position	Email Address
Moushira Salah	Head of AFL	Moushira.salah@malverncollege.edu.eg

The KS5 Curriculum

iAS Art and Design
LOWER SIXTH

Why is this subject important?
The practical nature of this subject and the leaning towards problem solving and individual interpretation gives the learner a good grounding for the skills important to a successful tertiary education. The research, critical analysis and development of ideas through a cultural context gives the individual a much broader interest and understanding of their environment both local and global. There is a vast array of career possibilities in the visual media world for which this course is a platform from which to make informed future decisions.

Would an AS/A Level qualification in this subject be recognised by an Egyptian University?
Yes

What will you learn studying this course?

AS

Term 1
1. Art Appreciation: research project based on a modern art movement, the students will be introduced to a chronology of Art from the 20th century to contemporary times.
2. Drawing from Observation: building the learners skills in doing studies concentrating on light and texture.
3. A student driven project where from a chosen theme students develop a coursework folio – presenting support work based on the development of the idea, exploration and experimentation of a variety of media, development through a series of critically analysed stages influenced by research of Artists' processes of making artwork.

Term 2 Final term.
1. Completion of practical project from term 1.
2. Personal study – An academic study of the theme and process looking at the influence of the Artists that were chosen by the student. This is presented alongside the practical portfolio as a visual essay where the justification of choices and analysis of outcomes throughout the development of the coursework folio are presented in a logical and aesthetically impactful way.

Term 3
Deadline for all work is before the beginning of term 3

How you will be assessed
Each term 2 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help
The process of making Art is time consuming, the lesson time is not enough to allow the students to develop substantive art pieces for assessment at the end of the course, therefore each student must have the ability to make and produce practical work at home. It is also imperative that they have the opportunity to visit galleries around the city where they can have first hand experience of actual pieces of artwork and not to rely on the internet alone for access to the artworld.

Useful Websites
https://www.pinterest.com
https://www.google.com>imghp
Facebook pages for galleries in Cairo -TAM Gallery, Ubuntu Gallery, Picasso Gallery, Townhouse Gallery, Zamalek Gallery.
Collection (Getty Museum) - Getty Center
www.getty.edu › art › collection

Useful Resources

Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	stephen.jobson@malverncollege.edu.eg

The KS5 Curriculum

iA Level Art and Design
UPPER SIXTH

Why is this subject important?
The practical nature of this subject and the leaning towards problem solving and individual interpretation gives the learner a good grounding for the skills important to a successful tertiary education. The research, critical analysis and development of ideas through a cultural context gives the individual a much broader interest and understanding of their environment both local and global. There is a vast array of career possibilities in the visual media world for which this course is a platform from which to make informed future decisions.

Would an A Level qualification in this subject be recognised by an Egyptian University?
Yes

What you will learn this year?

A2

Term 1
1. Art Appreciation: research project based on a modern art movement, the students will be introduced to a chronology of Art from the 20th century to contemporary times.
2. Drawing from Observation: building the learners skills in doing studies concentrating on light and texture.
3. A student driven project where from a chosen theme students develop a coursework folio – presenting support work based on the development of the idea, exploration and experimentation of a variety of media, development through a series of critically analysed stages influenced by research of Artists' processes of making artwork.

Term 2 Final term.
1. Completion of practical project from term 1.
2. Personal study – An academic study of the theme and process looking at the influence of the Artists that were chosen by the student. This is presented alongside the practical portfolio as a visual essay where the justification of choices and analysis of outcomes throughout the development of the coursework folio are presented in a logical and aesthetically impactful way.

Term 3
Deadline for all work is before the beginning of term 3

How you will be assessed
Each term 2 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help
The process of making Art is time consuming, the lesson time is not enough to allow the students to develop substantive art pieces for assessment at the end of the course, therefore each student must have the ability to make and produce practical work at home. It is also imperative that they have the opportunity to visit galleries around the city where they can have first hand experience of actual pieces of artwork and not to rely on the internet alone for access to the artworld.

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Useful Resources

Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	stephen.jobson@malverncollege.edu.eg

The KS5 Curriculum

IBDP 1 Visual Arts
LOWER SIXTH

Why is this subject important?
The practical nature of this subject and the leaning towards problem solving and individual interpretation gives the learner a good grounding for the skills important to a successful tertiary education. The research, critical analysis and development of ideas through a cultural context gives the individual a much broader interest and understanding of their environment both local and global. There is a vast array of career possibilities in the visual media world for which this course is a platform from which to make informed future decisions

Would an IBDP qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?

IB (year 1)

There are 3 main components for assessment in IB Visual Art:
1. The Comparative Study : A visual essay/presentation that explores the nature of art as a product of society. Its cultural influences are analysed in comparison with similar practices or themes from another culture and, possibly, time.

2. The Process Portfolio: The practical work will cover a range of media involving an array of different processes. This submission is a presentation and analysis of these different processes.

3. The Visual Arts Journal: This is a daily sketchbook/journal in which research and investigations both written and visually presented are kept it should be used to do sketches and studies as well as experiments. It also should be used to take notes during gallery visits and research about artists work.

In each of the projects mentioned all three of these components are intrinsic in all projects carried out by the students. Gallery visit in students own time; this aspect is important for the students to take notice of the culture and vibrant art scene all around them.

Term 1
10. Art Appreciation: research project based on a modern art movements (Powerpoints), the students will be introduced to a chronology of Art from the 20th century to contemporary times. 2 artists work will be chosen to explore the theme and processes through individual interpretation – Each project must involve an element of observational representation. (To begin with all work at this stage to be done in the Visual Arts Journal.)

11. Research biographical details of 2 artists. Presentation on Art elements and principles. Written analysis of work.

12. Large scale work based on aspects influenced by the 2 artists' work. Exploration and experimentation of mediums in artwork chose. Source at least 2 other artists work who work with the medium you are using to explore a broader range of possibility of approach. (Work consistently in the visual arts journal)

Term 2
1. City/Pattern: From primary sources (observation) the students will research and record aspects of the "City" – from their own photographs and sketches the student will collect and collate images as a personal interpretation of the theme. (Powerpoint)

2. Looking at different methods of presenting formalized design in printmaking – Looking initially at Monoprint – Building a design using sources and tracing paper to edit, change and distort. String print and polystyrene print. This work will incorporate a visual diary of process.

3. Self Assessment

4. Designing a linocut print looking at the work of John Muafangejo (Namibia), Dan Rankgoate (South Africa), Steve Prince (USA), Chris Pig (UK), Somaya Noureldien (Egypt). Powerpoint discussion of composition and design.

5. Self Assessment

6. Compare and contrast the work of 2 of the Artists looked at in this project.

7. Individual piece based on the theme using at least one method of printmaking.

8. Presentation

Term 3
"Organic forms" – Sculpture
1. Drawing from observation of plants from set up and the surrounds.

2. Powerpoint – Artists exploring organic forms in sculpture.

3. Cardboard and paper constructions based on abstraction from drawings. Record processes, critical analysis.

4. Wire construction – again based on drawings and reflections from previous work.

5. Final piece in at least one of the mediums used so far.

6. Compare and contrast 2 sculptors work from different cultures that have had some influence of the work you have done this term.

7. Presentation – (Exhibition)

How you will be assessed
Each term 3 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help
The process of making Art is time consuming, the lesson time is not enough to allow the students to develop substantive art pieces for assessment at the end of the course, therefore each student must have the ability to make and produce practical work at home. It is also imperative that they have the opportunity to visit galleries around the city where they can have first hand experience of actual pieces of artwork and not to rely on the internet alone for access to the artworld.

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www.getty.edu › art › collection

Useful Resources
Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	stephen.jobson@malverncollege.edu.eg

The KS5 Curriculum

IBDP 2 Visual Arts
UPPER SIXTH

Why is this subject important?
The practical nature of this subject and the leaning towards problem solving and individual interpretation gives the learner a good grounding for the skills important to a successful tertiary education. The research, critical analysis and development of ideas through a cultural context gives the individual a much broader interest and understanding of their environment both local and global. There is a vast array of career possibilities in the visual media world for which this course is a platform from which to make informed future decisions.

Would an IBDP Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?

IB (year 2)

There are 3 main components for assessment in IB Visual Art and in this year the culmination which is the IB Visual Art Exhibition:

1. The Comparative Study : A visual essay/presentation that explores the nature of art as a product of society. Its cultural influences are analysed in comparison with similar practices or themes from another culture and, possibly, time.

2. The Process Portfolio: The practical work will cover a range of media involving an array of different processes. This submission is a presentation and analysis of these different processes.

3. The Visual Arts Journal: This is a daily sketchbook/journal in which research and investigations both written and visually presented are kept it should be used to do sketches and studies as well as experiments. It also should be used to take notes during gallery visits and research about artists work.

In each of the projects mentioned all three of these components are intrinsic in all projects carried out by the students. Gallery visit in students own time; this aspect is important for the students to take notice of the culture and vibrant art scene all around them.

Term 1
1. The students complete the Comparative study – It should link with work they are developing in a chosen medium.

2. Students do 2 projects choosing from a range of media where the process is diarized and research of at least 3 artists in each project is collated and presented.

Term 2
1. This is the Final term – at the end of this term the students will host an exhibition of their work – Choosing a selection of the best pieces and preparing a visual and oral presentation of their work.

2. This is a key term that the students need to work individually to complete all projects and compile and present their work for external examination.

Term 3
Exam period.

How you will be assessed
Each term 3 sets of formal assessment at the end of each project. Self-assessments and feedback and action will take place regularly throughout the projects.

How parents can help

The process of making Art is time consuming, the lesson time is not enough to allow the students to develop substantive art pieces for assessment at the end of the course, therefore each student must have the ability to make and produce practical work at home. It is also imperative that they have the opportunity to visit galleries around the city where they can have first hand experience of actual pieces of artwork and not to rely on the internet alone for access to the art world.

Useful Websites

https://www.pinterest.com
https://www.google.com>imghp
Facebook pages for galleries in Cairo -TAM Gallery, Ubuntu Gallery, Picasso Gallery, Townhouse Gallery, Zamalek Gallery.
Collection (Getty Museum) - Getty Center
www.getty.edu › art › collection

Useful Resources

Magazines, Photographs, any visual resource can be of value. Gallery visits – there is a vibrant Art scene in Cairo with many galleries and an exciting array of work by Egyptian artists.

Who to contact for a subject query

Name	Position	Email Address
S.Jobson	Head of Art	stephen.jobson@malverncollege.edu.eg

The KS5 Curriculum

iAS Business
LOWER SIXTH

Why is this subject important?
The iAS Business syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social, and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Students examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
You will build on the knowledge and skills acquired from your previous iGCSE Business Studies course. If you are new to iAS level Business you will quickly acquire the knowledge and skills required to succeed at this level. There are five units of study and these are:

1 Business and its environment
•Enterprise •Business structure •Size of business •Business objectives •Stakeholders in a business

2 People in organisations
•Management and leadership •Motivation •Human resource management

3 Marketing
•What is marketing? •Market research •The marketing mix

4 Operations and project management
•The nature of operations •Operations planning •Inventory management

5 Finance and accounting
•The need for business finance •Sources of finance •Costs •Accounting fundamentals •Forecasting cash flows and managing working capital

How you will be assessed:
Through a range of formative and summative assessments e.g. end of unit tests, answering past paper questions, a mock examination and two final external examination papers:

For Cambridge International AS & A Level Business, candidates: take Papers 1 and 2 only (for the Cambridge International AS Level qualification)

or follow a staged assessment route by taking Papers 1 and 2 (for Cambridge International AS Level qualification) in one series, then Paper 3 (for the Cambridge International A Level qualification) in a later series

iAS level
Paper 1 Short answer and essay 1 hour 15 minutes
Section A: Four short answer questions (20 marks)
Section B: One essay from a choice of three questions (20 marks)
Based on the AS Level syllabus content 40 marks
Paper 2 Data response 1 hour 30 minutes
Two data response questions
Based on AS Level syllabus content 60 marks

How parents can help:
Parents can support their child by showing an interest in what they are learning about in Business Studies and discussing the topics they are studying. Parents can help pupils to apply their knowledge and understanding to the real world of business and helping their child use business terminology correctly. Watching business news programmes and reading news articles about current issues relating to worldwide businesses will also be a great source of support.

Useful Websites:
https://www.tutor2u.net/business
https://www.bloomberg.com/businessweek
www.bbc.co.uk/news/business
http://freakonomics.com/
www.businesscasestudies.co.uk

The Apprentice (BBC)
Peter Jones: How we made our millions https://www.youtube.com/watch?v=WJHKEcZLfJQ
Online news reports (including radio or tv from around the world)
https://www.theguardian.com/uk/business
https://www.independent.co.uk/business
https://edition.cnn.com/BUSINESS
https://www.businessliveme.com/

Useful Resources
How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions - Rachel Bridge

The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell

The Google Story - David A. Vise

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer - Jeffrey Liker

Billions of Entrepreneurs: How China and India Are Reshaping Their Futures and Yours - Tarun Khanna

Business Stripped Bare: Adventures of a Global Entrepreneur - Sir Richard Branson

Sun Tzu - The Art of War for Managers: 50 Strategic Rules Updated for Today's Business - Gerald A. Michaelson

The Intelligent Investor - Benjamin Graham

No Logo - Naomi Klein

House of Cards: How Wall Street's Gamblers Broke Capitalism - William D Cohan

Magazines:
Business Review, The Economist

Who to contact for a subject query

Name	Position	Email Address
Gillian Belal	Humanities Teacher	gillian.belal@malverncollege.edu.eg
Matthew Riley	Business Studies Teacher	mathew.riley@malverncollege.edu.eg

iA Level Business
UPPER SIXTH

Why is this subject important?
The iA Level syllabus aims to enable candidates to understand and appreciate the nature and scope of business, and the role of business in society, internationally and within each candidate's own country. The course helps to develop critical understanding of organisations, the markets they serve and the process of adding value. Students will learn how to evaluate business behaviour from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender, and government. The course also helps develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues associated with business activity and develop students' quantitative, problem-solving, decision-making and communication skills.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?

You will learn additional elements from the five units of AS study and Strategic Management which is an iA Level only unit of study.

The aim of this Cambridge International A Level topic area is to emphasise the integrated nature of strategic business decisions and the ways businesses implement strategic change successfully. Business strategy is concerned with the key decisions that need to be made by businesses of all sizes to survive and succeed in the long term. Strategic management is, therefore, the management of the long term activities of a business and this includes the careful integration of: strategic analysis (where is the business now?), strategic choice (identifying and deciding between options) and strategic implementation (planning for and managing change). This topic introduces some new subject content, but it also gathers together and synthesises business ideas, concepts, and techniques from other topic areas of the syllabus. Selecting between and justifying strategies is the central theme of this topic area. Candidates will be expected to analyse, develop, and evaluate future long-term strategies in a variety of business situations. While some strategies may relate directly to particular functional areas, there will be a need to judge the likely overall effectiveness of these in the wider context of the business and its overall aims.

6.1 What is strategic management?
6.2 Strategic analysis
6.2.1 SWOT analysis
6.2.2 PEST or External Environment analysis
6.2.3 Business vision/mission statement and objectives
6.2.4 Boston Matrix
6.2.5 Porter's Five Forces
6.2.6 Core Competencies
6.3 Strategic choice
6.3.1 The Ansoff Matrix
6.3.2 Force Field Analysis
6.3.3 Decision trees
6.4 Strategic implementation
6.4.1 Business plans
6.4.2 Corporate culture and strategic implementation
6.4.3 Developing a change culture
6.4.4 Managing and controlling strategic change
6.4.5 Contingency planning and crisis management

How you will be assessed:
Through a range of formative and summative assessments e.g. end of unit tests, answering past paper questions, a mock examination and one final external examination paper:

Paper 3 Case study

3 hours

Five questions and one essay (from a choice of two) based on a case study.

Based on the additional A Level syllabus content and also assumes knowledge and understanding of the AS Level syllabus content 100 mark

How parents can help:
Parents can support their child by showing an interest in what they are learning about in Business Studies and discussing the topics they are studying. Parents can help pupils to apply their knowledge and understanding to the real world of business and helping their child use business terminology correctly. Watching business news programmes and reading news articles about current issues relating to worldwide businesses will also be a great source of support.

Useful Websites:
https://www.tutor2u.net/business
https://www.bloomberg.com/businessweek
www.bbc.co.uk/news/business
http://freakonomics.com/
www.businesscasestudies.co.uk
The Apprentice (BBC)
Peter Jones: How we made our millions https://www.youtube.com/watch?v=WJHKEcZLfJQ
Online news reports (including radio or tv from around the world)
https://www.theguardian.com/uk/business
https://www.independent.co.uk/business
https://edition.cnn.com/BUSINESS
https://www.businessliveme.com/

Useful Resources
Books:
How I Made It: 40 Successful Entrepreneurs Reveal How They Made Millions - Rachel Bridge

The Tipping Point: How Little Things Can Make a Big Difference - Malcolm Gladwell

The Google Story - David A. Vise

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer - Jeffrey Liker

Billions of Entrepreneurs: How China and India Are Reshaping Their Futures and Yours - Tarun Khanna

Business Stripped Bare: Adventures of a Global Entrepreneur - Sir Richard Branson

Sun Tzu - The Art of War for Managers: 50 Strategic Rules Updated for Today's Business - Gerald A. Michaelson

The Intelligent Investor - Benjamin Graham

No Logo - Naomi Klein

House of Cards: How Wall Street's Gamblers Broke Capitalism - William D Cohan

Magazines:
Business Review, The Economist

Who to contact for a subject query

Name	Position	Email Address
Terence Dempsey	Head of Humanities	terence.Dempsey@malverncollege.edu.eg
Matthew Riley	Business Studies teacher	mathew.riley@malverncollege.edu.eg

The KS5 Curriculum

IBDP Business Management
LOWER AND UPPER SIXTH

Why is this subject important?
The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake longterm planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

The course is fully recognised by both International and Egyptian Universities.
The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

What will you learn studying this course?
The aims of the business management course at HL and SL are to:
1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organizational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
6. develop an understanding of the importance of innovation in a business environment.

II. Curriculum model overview

Syllabus component		Teaching hours*	
		SL	HL
Unit 1: Business organization and environment 1.1 Introduction to business management 1.2 Types of organizations 1.3 Organizational objectives	1.4 Stakeholders 1.5 External environment 1.6 Growth and evolution *1.7 Organizational planning tools (HL only)*	40	50
Unit 2: Human resource management 2.1 Functions and evolution of human resource management 2.2 Organizational structure 2.3 Leadership and management	2.4 Motivation *2.5 Organizational (corporate) culture (HL only)* *2.6 Industrial/employee relations (HL only)*	15	30
Unit 3: Finance and accounts 3.1 Sources of finance 3.2 Costs and revenues 3.3 Break-even analysis *3.4 Final accounts (some HL only)*	3.5 Profitability and liquidity ratio analysis *3.6 Efficiency ratio analysis (HL only)* 3.7 Cash flow *3.8 Investment appraisal (some HL only)* *3.9 Budgets (HL only)*	35	50
Unit 4: Marketing 4.1 The role of marketing 4.2 Marketing planning (including introduction to the four Ps) *4.3 Sales forecasting (HL only)* 4.4 Market research	4.5 The four Ps (product, price, promotion, place) *4.6 The extended marketing mix of seven Ps (HL only)* *4.7 International marketing (HL only)* 4.8 E-commerce	35	50

Unit 5: Operations management 5.1 The role of operations management 5.2 Production methods *5.3 Lean production and quality management (HL only)*	5.4 Location *5.5 Production planning (HL only)* *5.6 Research and development (HL only)* *5.7 Crisis management and contingency planning (HL only)*	10	30
Internal assessment		15	30
Total teaching hours		**150**	**240**

How you will be assessed:

By the end of the business management course, students are expected to reach the following assessment objectives.

1. Demonstrate knowledge and understanding of:
a. the business management tools, techniques and theories specified in the syllabus content
b. the six concepts that underpin the subject
c. real-world business problems, issues and decisions
d. the HL extension topics.
2. Demonstrate application and analysis of:
a. knowledge and skills to a variety of real-world and fictional business situations
b. business decisions by explaining the issue(s) at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts
c. the HL extension topics.
3. Demonstrate synthesis and evaluation of:
a. business strategies and practices, showing evidence of critical thinking
b. business decisions, formulating recommendations
c. the HL extension topics.
4. Demonstrate a variety of appropriate skills to:
a. produce well-structured written material using business terminology
b. select and use quantitative and qualitative business tools, techniques and methods
c. select and use business material, from a range of primary and secondary sources.

SL Assessment component	SL Weighting	HL Assessment component	HL Weighting
External assessment (3 hours) **Paper 1 (1 hour and 15 minutes)** Structured Questions	**75%** 30%	**External assessment (4.5 hours)** **Paper 1 (2 hour and 25 minutes)** Structured and Extended Questions	75% 30%
Paper 2 (1 hour and 45 minutes) Structured and Extended Response	45%	Paper 2 (2 hour and 25 minutes) Structured and Extended Response	45%
Internal assessment (15 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Written commentary** Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words.	**25%**	**Internal assessment (30 teaching hours)** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Written commentary** Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 2000 words	**25%**

How parents can help

Stay in touch with the subject teacher.
Use the parent Portal.
Become familiar with ManageBac
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites and Resources
managebac.com
Past papers
https://ibresources.org/ib-past-papers/

Who to contact for a subject query

Name	Position	Email Address
Terence Dempsey	Head of Humanities	terence.Dempsey@malverncollege.edu.eg

The KS5 Curriculum

IAS Level Computer Science
LOWER SIXTH

Why is this subject important?
The practical nature of this subject and the leaning towards problem solving and individual interpretation gives the learner a good grounding for the skills important to a successful tertiary education. The student acquires skills that can be applied to many areas outside Computing such as problem solving, independence, mathematical modelling and efficiency in choosing the bet options available in a given situation

Would an A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?

AS

Term 1
Advanced programming skills such as records, procedure, functions, and file handling

Term 2 Final term.
Binary addition, subtraction, uses of binary in image and sound files and efficient logic gates

Term 3
JavaScript, Assembly language basics, security, fetch execute cycle and input and output devices

How you will be assessed
Each term 2 sets of formal assessment at the end of each project. Theory paper is 25% of total grade at A level. Practical paper is 25% of final A level grade.

How parents can help
The process of programming is time consuming, so encourage students to write their own programs from tutorials would supplement the class.

Useful Websites
https://www.pygame.org/news
https://www.w3schools.com/python/

Useful Resources
The textbook is essential for theory and is all that is neded.

Who to contact for a subject query

Name	Position	Email Address
Mr Lawman	Computing Teacher	timothy.lawman@malverncollege.edu.eg

The KS5 Curriculum

IAS Level Computer Science
UPPER SIXTH

Why is this subject important?
Computer Science is currently in great demand in terms of jobs from programming to cyber security and recently job posts are being unfilled, making this subject very relevant in the market place. Computer Science is also relevant to most other subjects as it enables students to transfer skills to make their efficiency in problem solving greatly increased. Tackling large projects such as long essays or projects become easier to do.

Would an A Level qualification in this subject be recognised by an Egyptian University?
Yes, it counts as a science in some universities.

What you will learn this year?

In the A2 students will build on their AS knowledge in the following areas of theory
- Data representation including floating point binary
- Internet protocols
- Parallel processing
- Virtual machines
- Security methods
- New topic AI

In terms of programming:
- Programming paradigms
- File processing
- Computational thinking

How you will be assessed
Students will be assessed with end of unit tests and past papers. The final exam for programming has a new method which is solving programming problems using a Computer instead of as previously a written paper. Students will be continually asked questions to check understanding and make learning visible. There will be quizzes and vocabulary tests.

How parents can help
Encouraging children to use self-tutorial sites such as w3schools to increase independence in programming. the excellent creigndave.org will enable students to review all areas of the syllabus independently.

Useful Websites
https://www.CreignDave.org
https://www.w3schools.com/python/

Who to contact for a subject query

Name	Position	Email Address
Mr Lawman	Computing Teacher	timothy.lawman@malverncollege.edu.eg

IBDP Computer Science
LOWER AND UPPER SIXTH

Why is this subject important?
Computer Science is currently in great demand in terms of jobs from programming to cyber security and recently job posts are being unfilled, making this subject very relevant in the market place. Computer Science is also relevant to most other subjects as it enables students to transfer skills to make their efficiency in problem solving greatly increased. Tackling large projects such as long essays or projects become easier to do.

Would an A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
The IB computer science curriculum consists of five main theory units which are:
• The System Life Cycle
• System Design
• Computer Organization
• Networks
• Computational Thinking

In terms of programming the students may use any language they are familiar with such as Java, Python or C#. They will use this to learn a programming paradigm called OOPs.

• Objects as a programming paradigm
• Features of OOP
• Programming Development

This knowledge is shared by both HL and SL students.
HL students will choose a further area from:

• databases
• further OOPs
• Data Structures

There is also a chance to solve a real-world problem for an end user in the IA to put into practice the skills learned in class.
Generally much of the work has been completed for exam papers in year 1 and most of year 2 is spent revising the topics and completing the project.

How you will be assessed
Generally much of the work has been completed for exam papers in year 1 and most of year 2 is spent revising the topics and completing the project.
The assessment is past papers to ensure all areas covered in as much detail as possible as well as ensuring the IA project is completed.
• Internal Assessment
• Possible Extended essay
• Paper 1 – both HL and SL
• Paper 2 Option HL only
• Paper 3 – Case study and research

End of year assessment in DP1 takes the form of the IA feedback, and past papers.

Useful Websites
https://www.creigndave.org
https://www.w3schools.com

Who to contact for a subject query

Name	Position	Email Address
Mr Lawman	Teacher Computer Science-ICT	timothy.lawman@malverncollege.edu.eg

The KS5 Curriculum

IBDP Theatre

Why is this subject important?
- Drama provides students with a unique opportunity to explore a variety of skills from a practical and written aspect. Drama can help students enhance:

Public speaking: By performing on a weekly basis in front of audience sizes ranging from small groups to entire classes.
Creativity: Students will be stretched and challenged every session to develop their characters and create performances.
Collaboration: Group work is crucial in Drama; students have to work together to be successful.
Empathy: Each role in Drama is different and students will explore a variety of character from different social, economic and cultural backgrounds.
English speaking: By exploring texts from a range of era's, students will expand their vocabulary within their research.
Imagination: To create truly believable and authentic performances, students will explore the depths of their imagination.
Problem Solving: Drama provides lots of problems that require solutions to be dealt with in order to achieve short- and long-term targets.
Memory: Learn lines requires brain training. The brain is to be treated like muscles and requires exercise to grow.
Fun: Drama is fun and gives students the opportunity to express themselves in ways they would not be able to usually.

How you will be assessed

EXTERNAL ASSESSMENT TASKS	SL	HL
Task 1: Solo theatre piece (HL only) • Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.	N/A	35%
Task 2: Director's notebook (SL and HL) • Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience.	35%	20%
Task 3: Research presentation (SL and HL) • Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.	30%	20%
INTERNAL ASSESSMENT TASK	**SL**	**HL**
Task 4: Collaborative project (SL and HL) • Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.	35%	25%

How parents can help
Encourage participation within Drama, attend school productions, help with tasks such as line learning, advocate for full attendance and ensure homework is up-to-date.

Useful Websites
BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbckjxs
National Theatre: https://www.nationaltheatre.org.uk
Get into Theatre: https://getintotheatre.org

Useful Resources
https://www.artsonthemove.co.uk
https://www.thestage.co.uk
https://www.franticassembly.co.uk
https://www.kneehigh.co.uk
https://www.rsc.org.uk/education/
https://www.trestle.org.uk/our-venue

Who to contact for a subject query

Name	Position	Email Address
Daniel Greenwood	Drama Teacher	daniel.greenwood@malverncollege.edu.eg

The KS5 Curriculum

iAS/iA Level Economics
LOWER AND UPPER SIXTH

Why is this subject important?
As well as being equipped to handle modern life with a broad knowledge of IA Level Economics, an IA-Level Economics shows you have the ability to analyse and understanding economic subjects, as well as having a sound financial knowledge and essay-writing skills. Possible career choices include accountancy, stockbroker, banker and online financial and business-related careers. IA-Level Economics can lead you to degrees in economics, business studies, social sciences and engineering.

Would an AS/A Level qualification in this subject be recognised by an Egyptian University?

Yes.

What you will learn this year?
Economics is taught to A Level, at Malvern College. We commence with iGCSE in Year 9 and continue to A level which is a two year course culminating in an external exam, consisting of two papers, for A/S level (if the student does not wish to proceed beyond the first year) and three for A2 level. However, students with no prior knowledge of the subject may join the A level course directly without having studied at iGCSE level. We follow the C.I E. specification, 9708. The new specification started in December 2020.

Economics is concerned with the key issues facing us today, including globalisation, pollution and poverty. It is essentially about choice: why different sorts of people and groups of people, such as governments, have to make choices; the choices that they make, and the consequences of those choices.

The work of economists transforms our lives – if you are a firm, consumer, worker, homeowner or the government you are concerned with, and affected by, Economics. Economics teaches students to think logically and to use theories to understand how economies operate. You will be taught methods used by economists and how to understand issues such as inflation, unemployment, pollution, demand and supply, exchange rates, interest rates, and the difficult decisions the UK Government face when they attempt to steer the economy in a chosen direction.

The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

The contents of the course are as follows:
Candidates for Cambridge International AS Level should study the AS Level content (1-3) for Paper 1 and Paper 2. Candidates for Cambridge International A Level should study all the syllabus content.

The AS & A Level syllabus content is divided into five topic areas:
1- Basic economic ideas and resource allocation
2-The price system and the micro economy
3- Government microeconomic intervention
4- The macro economy
5- Government macroeconomic intervention.

How you will be assessed
Cambridge International AS & A Level Economics
AS Level students will take the following two exams: Paper 1: Multiple Choice 1 hour 30 multiple choice questions Paper 2: Data Response and Essay 1 hour 30 minutes

A Level students will take the following four exams: Paper 1 and Paper 2 AS Level examsplus: Paper 3: Multiple Choice 1 hour 15 minutes Paper 4: Data Response and Essays 2 hours 15 minutes. Students who have already completed the AS Level will only need to complete Paper 3 and 4 to gain the A Level qualification.

How parents can help
Keep up to date with the homework diary.

Useful Websites
www.bbc.co.uk/news/business/economy
www.tutor2u.net/economics
https://www.cambridgeinternational.org/Images/557232-2022-syllabus.pdf

Who to contact for a subject query

Name	Position	Email Address
Mr Terry Dempsey	Head of Faculty	terence.dempsey@malverncollege.edu.eg

The KS5 Curriculum

IBDP Level Economics
LOWER SIXTH AND UPPER SIXTH

Why is this subject important?
As well as being equipped to handle modern life with a broad knowledge of IBDP Level Economics, an IBDP Level Economics qualification shows you have the ability to analyse and understanding economic subjects, as well as having a sound financial knowledge and essay-writing skills. Possible career choices include accountancy, stockbroker, banker and online financial and business-related careers. IBDP Level Economics can lead you to degrees in economics, business studies, social sciences and engineering.

Would an AS/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What will you learn studying this course?
The IB Diploma Programme Economics course forms part of the group - individuals and societies.
Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world.
At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:
• at the level of producers and consumers in individual markets (microeconomics)
• at the level of the government and the national economy (macroeconomics)
• at an international level where countries are becoming increasingly interdependent through international trade and the movement of labour and capital (the global economy).
The choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices using models and theories. The DP economics course allows students to explore these models and theories, and apply them, using empirical data, through the examination of six real-world issues.

The contents of the course are as follows:
Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes.
By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the DP economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

How you will be assessed
For the internal assessment, both standard level and higher level candidates are required to produce a portfolio of three commentaries based on published extracts from the news media using the key concepts as a lens. In addition, for the external assessment, there are two examinations for standard level students and three examinations at higher level.

How parents can help
Keep up to date with the homework diary. Discuss the relevant topics that arise in the class and in the popular press. Subscribe to the Economist and other online publications.

Useful Websites
www.bbc.co.uk/news/business/economy
www.tutor2u.net/economics
https://www.cambridgeinternational.org/Images/557232-2022-syllabus.pdf

Useful Websites
https://www.ibo.org/programmes/diploma-programme/dp-online/
http://ibo.org/university-admission/recognition-of-the-ib-diploma-by-countries-and-universities/latest-curriculum-updates/economics-update
http://ibo.org/professional-development/free-learning/dp-pd-learning-resources/
http://ibo.org/news/podcasts/dp-economics-concepts-context-and-content/

Who to contact for a subject query

Name	Position	Email Address
Mr Terry Dempsey	Head of Faculty and Economics Course Leader	terence.dempsey@malverncollege.edu.eg

The KS5 Curriculum

iAS/iA Level Literature English
LOWER AND UPPER SIXTH

Why is this subject important?
Studying English Literature at A Level develops important transferable skills in reading and understanding complex and implied ideas in texts, communicating effectively in writing and will develop skills in independent thinking.

Studying an essay-response subject at this level demonstrates to universities the ability to present and develop an argument, expand on ideas in depth and structure an extended response.

Would an A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
This course will try to give you the skills and understanding to

- Read widely and independently set texts and others
- Engage critically and creatively with a substantial body of texts and ways of responding to them
- Develop and effectively apply knowledge of literary analysis and evaluation
- Explore the contexts of the texts and interpretations of them undertake independent and sustained studies to deepen appreciation
- Understanding of English literature, including its changing traditions.

The IAS qualification has two units. Unit 1 focusses on post-2000 literature, in which you will study a collection of poetry and one novel written after 2000. Unit 2 covers drama, in which you will study two plays: one written before 1900 and one written after.

In addition, IAL students will study two further units. In Unit 3, you will study how to respond to unseen poetry. You will also study two novels, connected by a common theme. In Unit 4, you will read a collection of pre-1900 poetry and one Shakespeare play.

How you will be assessed
The qualification is assessed through external examinations, one for each unit. Units 1 and 2 will be taken in the May/June session of Lower Sixth, with the remaining two units taken in the summer exam session of Upper Sixth. All exams are open book, so you will be able to have clean, unannotated copies of the texts with you.

Throughout the course, your teacher will use the assessment objectives and mark schemes to assess your progress through a series of activities, including short-response questions and practice exam questions.

How parents can help
Parents can help by discussing their work with their son or daughter, and encouraging them to maintain good study habits. A Level courses require independent learning beyond what it set for homework. Students should have a quiet, organised space in which to study and should be setting study goals for themselves, to manage the reading and meeting deadlines.

The concepts and themes in the texts at A Level are complex and mature. Parents can help by giving their children room to discuss these issues openly and at an adult level. They should be encouraged to explore ideas and different viewpoints.

Useful Websites

https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-literature-2015.html The Pearson edexcel website hosts past papers and marks schemes, together with some support materials for students.

http://crossref-it.info/im-a-student has useful study materials and contextual information for set texts, this site has material on studying poetry and poetic form.

http://www.slideshare.net/BCALevels/alevel-english-glossary provides a glossary of critical terminology.

www.shmoop.com offers useful study guides to a range of literary texts.

Useful Resources

York Notes provide a series of study guides for A Level Literature texts, which can be useful in supporting a critical understanding of the texts.

Who to contact for a subject query

Name	Position	Email Address
Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS5 Curriculum

IBDP English Language and Literature (English A)

LOWER AND UPPER SIXTH

Why is this subject important?
Studying English Language and Literature at IB develops important transferable skills in reading and understanding complex and implied ideas in texts, communicating effectively in writing and will develop skills in independent thinking. The range of texts at IB level ensure that students are exposed to a range of voices spanning different centuries, continents and in a range of genres. Students will also have to explore a wide range of non-literary texts including modern forms of communication such as blogs, tweets and podcasts. This will prepare them for real-world applications of language.
Studying an essay-response subject at this level demonstrates to universities the ability to present and develop an argument, expand on ideas in depth and structure an extended response.

Would an IB qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
The IB course is divided into three areas of exploration.
Readers, Writers and Texts looks at the ways in which texts are produced, read, interpreted, responded to and performed, and explores the role of language and literature. In it, students will be developing the skills and approaches required to engage with how meaning is created in texts.

Time and Space considers how a text interacts with the context in which it is produced and received. In it, students will be developing skills and approaches required to explore how texts are affected by a wide variety of factors such as the life of the author, the times the author lived in, and the way the context of reception and the text impact each other.

Intertextuality focuses on the connections between and among diverse texts, traditions, creators and ideas. In it, students will develop skills and approaches required to compare and contrast texts in order to gain a deeper understanding of the unique characteristics of texts and the interesting connections between them.
Standard Level students will study four literary works, covering at least two genres, two centuries and two continents. At least one work will be in translation.

Higher Level students will study six literary works, covering at least three genres, three centuries and three continents. At least two works will be in translation.

All students will study a range of non-literary texts alongside the literary works.

How you will be assessed
Standard level students will complete three assessments, and higher level students will have four.

Paper 1 Students will complete an analysis of a previously unseen non-literary text. They will be given a guiding question, or can select their own focus for analysis. Standard level students will analyse one text from a choice of two, while Higher level students will complete both.

Paper 2 is a comparative essay from a choice of four. Students must select two of their literary texts to respond to. This examination is common to both Standard and Higher level students.

The Individual Oral is common to both Standard and Higher level. Students will explore the way a global issue of their choice is presented in one literary and one non-literary work that they have studied. They will speak for ten minutes on their chosen texts, followed by five minutes of questions by their teacher.

The Higher Level Essay Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200-1,500 words in length.

How parents can help

Parents can help by discussing their work with their son or daughter, and encouraging them to maintain good study habits. IB courses require independent learning beyond what it set for homework. Students should have a quiet, organised space in which to study and should be setting study goals for themselves, to manage the reading and meeting deadlines.

The concepts and themes in the texts at A Level are complex and mature. Parents can help by giving their children room to discuss these issues openly and at an adult level. They should be encouraged to explore ideas and different viewpoints.

Useful Websites

http://www.slideshare.net/BCALevels/alevel-english-glossary provides a glossary of critical terminology. While primarily aimed at A Level students, the critical vocabulary is universal.
www.shmoop.com offers useful study guides to a range of literary texts.

Useful Resources

Students will be issued an IB companion textbook. Teachers will not be teaching directly from the text book, but it contains a range of exercises, exam support and materials that students can use to support their study..

Who to contact for a subject query

Name	Position	Email Address
Abigail Pepperell	Head of Faculty	abigail.pepperell@malverncollege.edu.eg

The KS5 Curriculum

IBDP English B
LOWER AND UPPER SIXTH

Why is this subject important?
As an international language, a sound understanding of English and the ability to use it effectively is paramount.

Using your first language as Language A, English B enables you to receive a bi-lingual diploma.

Would an IB qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
The course is about language acquisition, providing the necessary skills and intercultural understanding to function effectively in an English speaking environment. Skills of Speaking, Listening, Reading and Writing are extended using a wide range of authentic resources and texts, such as blogs, articles, debates, discussions, reports, recordings, videos, etc. Work is based on current, relevant topics of interest chosen by the students based on five themes:

- Identities
- Experiences
- Human Ingenuity
- Social Organisation
- Sharing the Planet

Questions to address, using a wide range of resources, may include:

- To what extent do we need to participate in a global community?
- What ethical issues arise form living in the modern world and how do we resolve them?
- How do language and culture contribute to forming our identity?
- Does the definition of human rights differ in different Anglophone cultures?
- How can physical exercise contribute to our wellbeing?
- What opportunities and challenges does the 21st century bring to education and work?
- What can we learn about a culture through its artistic expression?

How you will be assessed

External Assessment:
Productive/writing skills – one writing task – 25%

Receptive skills – Reading comprehension - 50%
- Listening comprehension

Internal Assessment:
Individual oral - 25%

How parents can help
Enable access to a wide range of oral and written texts – not just the Internet!
Discuss + debate current world wide issues – enable students to ‘think through’ and formulate their point of view + to discuss, argue and respond to thoughts + ideas of others.

Useful Websites
https://www.thinkib.net/englishb

Who to contact for a subject query

Name	Position	Email Address
Jade Morris	EAL Teacher	Jade.Morris@malverncollege.edu.eg

The KS5 Curriculum

IBDP French B SL or HL
LOWER AND UPPER SIXTH

Course description and aims
Language B is a language acquisition course designed for students with **some previous experience** of the target language. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

Would an IB qualification in this subject be recognised by an Egyptian University?
Yes.

Curriculum model overview
The curriculum is organized around five prescribed themes with which the students engage though written, audio, visual and audio-visual texts. Students develop into successful, effective communicators by considering the conceptual understandings of context, audience, purpose, meaning and variation. Communication is evidenced through receptive, productive and interactive skills.

Theme	Guiding principle	Optional recommended topics		Possible questions
Identities	Explore the nature of the self and what it is to be human.	• Lifestyles • Health and wellbeing • Beliefs and values	• Subcultures • Language and identity	• What constitutes an identity? • How do we express our identity? • What ideas and images do we associate with a healthy lifestyle? • How do language and culture contribute to form our identity?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Leisure activities • Holidays and travel • Life stories	• Rites of passage • Customs and traditions • Migration	• How does travel broaden our horizons? • How does our past shape our present and our future? • How and why do different cultures mark important moments in life? • How would living in another culture affect our worldview?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Entertainment • Artistic expressions • Communication and media	• Technology • Scientific innovation	• How do developments in science and technology influence our lives? • How do the arts help us understand the world? • What can we learn about a culture through its artistic expression? • How do the media change the way we relate to each other?
Social organization	Explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.	• Social relationships • Community • Social engagement	• Education • The working world • Law and order	• What is the individual's role in the community? • What role do rules and regulations play in the formation of a society? • What role does language play in a society? • What opportunities and challenges does the 21st-century workplace bring?

Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• The environment • Human rights • Peace and conflict • Equality	• Globalization • Ethics • Urban and rural environment	• What environmental and social issues present challenges to the world, and how can these challenges be overcome? • What ethical issues arise from living in the modern world, and how do we resolve them? • What challenges and benefits does globalization bring? • What challenges and benefits result from changes in urban and rural environments?

How you will be assessed

The language acquisition assessment objectives are common to both language ab initio and language B.

- Communicate clearly and effectively in a range of contexts and for a variety of purposes.
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
- Understand and use language to express and respond to a range of ideas with fluency and accuracy.
- Identify, organize and present ideas on a range of topics.
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

The assessment outlines for language B SL and HL are identical; it is the nature of the assessment that differs and this is what distinguishes SL assessments from those of HL

Assessment component (SL and HL)		Weighting
External assessment (3 hours) 75%	**Paper 1**(1 hour 15 minutes) Productive skills—writing (30 marks)	25%
	Paper 2 (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)	 25% 25%
Internal assessment	**Individual oral assessment** A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

For language B HL paper 1, the tasks set will require more complex language and structures and demand higher-order thinking skills. Additionally for HL, a higher word range has been provided in order to accommodate the more complex responses required.

For the individual oral internal assessment, the stimulus at language B SL is a visual image that is clearly relevant to one (or more) of the themes of the course. The stimulus at language B HL is an excerpt from one of the two literary works studied.

IV. Sample questions

Students are asked to write 250-400 words based on one of five available topics, such as:

• Social isolation can be considered a problem for today's teenagers. In class, you have been asked to give a speech to your classmates informing them about the problem. Write the text of your speech. [based on Health & Wellbeing]

• You are a student at an international school in a (target language) speaking country. Write an article to be published in the school magazine on how your experience at the international school will affect your future job prospects. [based on Cultural diversity]

V. Further information

Language B courses on offer at MCE

English B – HL students will develop their Literature skills by studying “The Curious Incident of the Dog in the Night Time” by Mark Haddon while investigating discrimination and they will also study “An Inspector Calls” by J. B. Priestley.

Arabic B – HL Students will study “Yaqobian Building” by Alaa Al Aswani and “The Thief and the Dogs” by Naguib Mahfouz

French B – Foci will include the customs and traditions of Francophone countries and HL Texts are “Un Sac de Billes” by Joseph Joffo and “L’Etranger” by Albert Camus.

Prerequisites – Students should have studied the course at Second Language Level, such as at (I)GCSE. If a student wishes to take the course at HL we would recommend they have achieved a B or Level 6.

The KS5 Curriculum

IBDP History
LOWER AND UPPER SIXTH

Why is this subject important?
History is a dynamic, challenging, evidence-based discipline that involves an exciting engagement with the past.

History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused on the key historical concepts of change, causation, and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness.

History is available at both Standard Level (SL) and Higher Level (HL).

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?

IBDP
There are 3 main components for assessment in IB History SL and one extra component for IB HL.

1. The prescribed subject: We will choose one of the following subjects: Military leaders; Conquest and its impact; The move to global war; Rights and protest; Conflict and intervention.
2. The World History Topics: We will choose two of the following topics: Independence movements (1800-2000); Emergence and development of democratic states (1848-2000); Authoritarian states (20th century); Causes and effects of 20th-century wars; The Cold War: superpower tensions and rivalries (20th century.)
3. The internal assessment: The Internal Assessment (IA) is a historical investigation, and in the process of inquiry you will learn and apply the skills of professional historians. It is a crucial part of achieving your International Baccalaureate (IB) Diploma Programme (DP) in IB History. This IA is an individually written piece of 2200 words. It consists of three elements: The evaluation of sources, the investigation itself and the reflection.

HL only

4. Depth study: We will choose one from the following topics: History of Africa and the Middle East; History of the Americas; History of Asia and Oceania; History of Europe.

How you will be assessed

Assessment component	Weighting
External assessment (2 hours 30 minutes)	**75%**
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose **one** prescribed subject from a choice of five. Answer four structured questions. (24 marks)	**30%**
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	**45%**
Internal assessment (20 hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	**25%**
Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	

How parents can help

Parents can help by discussing the topics with their children and helping them to challenge ideas.

Useful Websites

https://www.activehistory.co.uk/ib-history/
https://www.holyheart.ca/wp-content/uploads/2016/10/IB-History-Guide-2017.pdf
https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/history/

Useful Resources

Books
Documentaries
YouTube videos

Who to contact for a subject query

Name	Position	Email Address
E.Dodd	History Teacher	Ella.dodd@malverncollege.edu.eg

The KS5 Curriculum

iAL Mathematics
(Edexcel – Syllabus Code: XMA01 & YMA01)
LOWER AND UPPER SIXTH

Why is this subject important?
With an A Level in Mathematics you are in demand. This is reflected in the fact that it has recently become the most popular A Level in the UK. Many students who are successful in A-Level Mathematics go on to study and have careers in Statistics, Accountancy, Banking, Finance, Teaching, Operational Research, Actuarial Work, Engineering and Management.

Would an iGCSE/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
A Level Mathematics is split into three parts. Two thirds of the course are Pure Mathematics. This underpins all of the other branches within A Level Mathematics and builds on many of the topics covered at (I)GCSE. The topics include Algebra, Coordinate Geometry, Trigonometry, Calculus and Proof. These skills are then applied whilst studying Statistics and Mechanics for the other third of the course. The entry qualification requirement is a Grade 6/B or above in (I)GCSE Mathematics and the recommendation of the (I)GCSE Mathematics teacher. Students are also expected to be able to demonstrate sound (I)GCSE algebra skills in the first few weeks of the course.

How you will be assessed
Students are examined in each unit. At the end of the first year they will sit three examinations in Pure 1, Pure 2 and an applied unit. At the end of the second year they will sit a further three examinations in Pure 3, Pure 4 and another applied unit. Each examination is 90 minutes long. Applied units will be decided by the Head of Mathematics and based upon student's abilities and career intentions.

Year 1: Compulsory Units:
P1 (Runs from September 2020 to December 2020):
Examinations:
• First Assessment: January 2021
• The assessment is 1 hour and 30 minutes
• The assessment is out of 75 marks
• Calculators may be used

P2 (Runs from January 2021 to May 2021):
Examinations:
• First assessment: June 2021
• The assessment is 1 hour and 30 minutes
• The assessment in out of 75 marks.
• Calculators must be used.

Year 1 Options: M1 (Mechanics) OR S1 (Statistics)
M1 (Mechanics): (Runs from September 2020 to May 2021)
Prerequisites: A knowledge of P1 and P2 and associated formulae and of vectors in two dimensions.
Examinations:
• First assessment June 2021
• The assessment is 1 hour and 30 minutes
• Assessment is out of 75 marks.
S1 (Statistics): (Runs from September 2020 to May 2021)

Examinations:

• First assessment June 2021
• The assessment is 1 hour and 30 minutes
• Assessment is out of 75 marks.

In Year 2 the following system will apply:

P3 (Pure 3) – Compulsory Module - September 2021 to December 2021
P4 (Pure 4) – Compulsory Module – January 2022 to May 2022
M2 or S2 (Depending on your choice in Year 1. If you choose M1 in Year 1, then you must continue on to M2 in Year 2. If you choose S1 in Year Year 1, then you must continue on to S2 in Year 2.

How parents can help

Encourage and motivate your child as the course is demanding and many hours of independent work on different styles of questions is required. Keep in contact with the subject teacher and email or request a meeting when necessary.

Useful Resources and websites

More detailed information on the specification can be found at:
https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/mathematics-2018.html
https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/General/IAL%20Maths%20Guide_June19_web.pdf

Pearson Edexcel International A Level Mathematics Pure 1 Student Book 978 1 292244 79 2
Pearson Edexcel International A Level Mathematics Pure 2 Student Book 978 1 292244 85 3
Pearson Edexcel International A Level Mathematics Pure 3 Student Book 978 1 292244 92 1
Pearson Edexcel International A Level Mathematics Pure 4 Student Book 978 1 292245 12 6
Pearson Edexcel International A Level Mathematics Mechanics 1 Student Book 978 1 292244 679
Pearson Pearson Edexcel International A Level Mathematics Mechanics 2 Student Book 978 1 292244 76 1
Pearson Edexcel International A Level Mathematics Statistics 1 Student Book 978 1 292245 14 0
Pearson Edexcel International A Level Mathematics Statistics 2 Student Book 978 1 292245 17 1

Who to contact for a subject query

Name	Position	Email Address
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The KS5 Curriculum

IBDP Mathematics

Group 5 – Mathematics

Mathematics: Applications and Interpretations SL or HL
Mathematics: Analysis and Approaches SL or HL

LOWER AND UPPER SIXTH

Why is this subject important?
Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects.

Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty.

These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

The side of mathematics that is based on describing our world and solving practical problems is often carried out in the context of another area of study. Mathematics is used in a diverse range of disciplines as both a language and a tool to explore the universe; alongside this its applications include analysing trends, making predictions, quantifying risk, exploring relationships and interdependence.

While these two different facets of mathematics may seem separate, they are often deeply connected. When mathematics is developed, history has taught us that a seemingly obscure, abstract mathematical theorem or fact.

may in time be highly significant. On the other hand, much mathematics is developed in response to the needs of other disciplines.

Would an IB qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
The two mathematics courses available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them. These two courses might approach mathematics from different perspectives, but they are connected by the same mathematical body of knowledge, ways of thinking and approaches to problems.

The differences in the courses may also be related to the types of tools, for instance technology, that are used to solve abstract or practical problems.

Both Mathematics courses, either at SL or HL, have the following shared aims to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular "area of knowledge" in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

How you will be assessed

SL Assessment component	SL Weighting	HL Assessment component	HL Weighting
External assessment (3 hours) **Paper 1 (90 minutes)** No technology allowed. (80 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus.	**80%** 40%	**External assessment (5 hours)** **Paper 1 (120 minutes)** No technology allowed. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	80% 30%
Paper 2 (90 minutes) Technology required. (80 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus	40%	**Paper 2 (120 minutes)** Technology required. (110 marks) *Section A* Compulsory short-response questions based on the syllabus. *Section B* Compulsory extended-response questions based on the syllabus. **Paper 3 (60 minutes)** Technology required. (55 marks) Two compulsory extended response problem-solving questions.	30% 20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Mathematical exploration** Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	**20%**	**Internal assessment** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. **Mathematical exploration** Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

How parents can help

Encourage and motivate your child as the course is demanding and many hours of independent work on different styles of questions is required. Keep in contact with the subject teacher and email or request a meeting when necessary.

Mathematics: Analysis & Approaches SL or HL

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; such as Physics or Engineering, it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

Curriculum Model Overview

This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Syllabus Component	SL Teaching Hours	HL Teaching Hours
Topic 1—Number and algebra	19	39
Topic 2—Functions	21	32
Topic 3— Geometry and Trigonometry	25	51
Topic 4—Statistics and probability	27	33
Topic 5 — Calculus	28	55
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	**150**	**240**

Prerequisites – Students will benefit from having studied Mathematics to IGCSE level before, but if a student wishes to take the course at HL we would recommend they have achieved a B or Level 6 in (I)GCSE Mathematics. Students who wish to take Mathematics: analysis and approaches at higher level will need to have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Mathematics: Applications & Interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

Designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

Curriculum Model Overview

Syllabus Component	SL Teaching Hours	HL Teaching Hours
Topic 1—Number and algebra	16	29
Topic 2—Functions	31	42
Topic 3— Geometry and Trigonometry	18	46
Topic 4—Statistics and probability	36	52
Topic 5 — Calculus	19	41
The toolkit and the mathematical exploration Investigative, problem-solving and modelling skills development leading to an individual exploration. The exploration is a piece of written work that involves investigating an area of mathematics.	30	30
Total teaching hours	**150**	**240**

Prerequisites – Students will benefit from having studied Mathematics to IGCSE level before, but if a student wishes to take the course at HL we would recommend they have achieved a B or Level 6 in (I)GCSE Mathematics. Students who choose Mathematics: applications and interpretation at SL or HL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

Who to contact for a subject query

Name	Position	Email Address
Mutiu Shokanbi	Mathematics IB Teacher	mutiu.Shokanmbi@Malverncollege.edu.eg

The KS5 Curriculum

Spanish Ab Initio

LOWER SIXTH AND UPPER SIXTH

Why is this subject important?
According to most estimates, Spanish is the mother tongue of more than 400 million people around the globe, which equates to approximately six percent of the world's population. As a result, it is officially recognized as the second most commonly spoken language, when measured by native speakers, ranking ahead of English.

Would an IBDP qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn during the course?

Theme	Guiding Principle	Prescribed Topics	Possible Questions
Identities	Explore the nature of the self and how we express who we are..	• Personal attributes. • Personal relationships. • Eating and Drinking. • Physical well-being	How do I present myself to others? How do I express my identity? How do I achieve a balanced and healthy lifestyle?
Experiences	Explore and tell the stories of the events, experiences and journeys that shape our lives.	• Daily routine • Leisure • Holidays • Festivals and celebrations	How des travel broaden our horizons? How would my life by different if I lived in another country? What are the challenges of being a teenager? How are customs and traditions similar or different across cultures?
Human ingenuity	Explore the ways in which human creativity and innovation affect our world.	• Transport • Entertainment • Media • Technology	How do science and technology affect my life? How do I use media in my daily life? What can I learn about a culture through entertainment?
Social organization	Explore the ways in which groups of people organize themselves, through common systems or interests.	• Neighbourhood • Education • The workplace • Social issues	What purpose do rules and regulations have in society? What is my role in society? What options do I have in the world of work?

Sharing the planet	Explore the challenges and opportunities faced by individuals and communities in the modern world.	• Climate • Physical geography • The Environment • Global issues	What can I do to help the environment? How do my surroundings affect the way I live? What can I do to make the world a better place?

How you will be assessed
All four skills will be assessed via end of unit tests, vocabulary tests and regular formative assessment in class and there will be a Mock exam in Year 2 of the IBDP.

How parents can help
- Help them to revise thoroughly for their weekly spelling tests,
- encourage them to use their initiative (e.g. write useful notes, keep a list of new words that they come across, catching up any missed work etc)
- advise them to listen to the podcast "Notes in Spanish"
- remind them to use www.wordreference.com to look up unknown words as well as to look up interesting adjectives and connectives to use in their writing and speaking
- help them to build their vocabulary by downloading and using apps such as Duolingo and Memrise to complement their learning in school.
- Check that students are completely work regularly for this subject.

Useful Websites
www.languagesonline.org.uk
www.linguascope.com (subscription)
www.lyricstraining.com
www.quizlet.com
www.bbc.co.uk/bitesize/levels/z98jmp3
www.notesinspanish.com (Downloadable podcasts).
http://www.newsinslowspanish.com/
www.rtve.es/ *streaming Spanish tv*
Read news articles on http://www.bbc.com/mundo or
http://www.20minutos.es/edicion_impresa/
and look up new vocabulary.
www.studyspanish.com/verbs/index.htm
www.videoele.com videos and worksheets that covers different grammar and culture.

download "duo lingo" app

Useful Resources
Duolingo (app)
Bilingual dictionary

Who to contact for a subject query

Name	Position	Email Address
Kerry Moore	Head of MFL	kerry.moore@malverncollege.edu.eg

The KS5 Curriculum

iAS/iA Level Psychology
LOWER SIXTH AND UPPER SIXTH

Why is this subject important?
Psychology is a fascinating subject and is classed as a science. To some extent we are all naïve psychologists as we try to interpret and understand the behaviour of those around us. Psychologists further our understanding by generating theories and hypotheses and using scientific methods to test and draw conclusions about human and non-human animal behaviour.

Would an AS/A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
At AS Level candidates focus on 12 core studies. The core studies illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies. By exploring the relationship between the content of the study and the research methods, the candidate will gain a broad understanding of how psychologists study experiences and behaviours and why the research took place. The studies cover topics such as authority in human behaviour and language acquisition in (some) animals.

Candidates for Cambridge International A2 Level Psychology study the AS Level content and two of the following options:

1. **Abnormality** This specialist option considers the definitions, symptoms, causes and treatments of a variety of mental disorders.

2. **Consumer behaviour** This specialist option reflects the society in which we live and looks at both seller and purchaser as well as the design of consumer environments.

3. **Health** This specialist option focuses on application to everyday life health issues, including pain and stress.

4. **Organisations** This specialist option considers the world of work, and how individuals and groups within an organisation function and influence each other and have an impact on the organisation itself.

How you will be assessed
AS-Psychology: Two exams at 1hr 30 minutes each. Paper 1 exam: Approaches, issues and debates and Paper 2 exam: Research methods.
A2 Psychology: Two exams at 1hr 30 minutes each. Paper 3 exam: Theories in Psychology and Paper 4 exam: Application of Psychology

How parents can help
Parental support is important for academic success. Discussing at home what your child has studied in school will rehearse the ideas and help your child's understanding and memory.

Useful Websites
https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-psychology-9990/

Useful Resources
CIE A-Level Psychology YouTube channel:
https://www.youtube.com/channel/UCzWXmCQc91m7r51UfZamwrg

Who to contact for a subject query

Name	Position	Email Address
Mr Joseph Ford	Psychology and sociology teacher	timothy.ford@Malverncollege.edu.eg

IBDP Psychology
LOWER SIXTH AND UPPER SIXTH

Why is this subject important?
Psychology is a fascinating subject and is classed as a science. To some extent we are all naïve psychologists as we try to interpret and understand the behaviour of those around us. Psychologists further our understanding by generating theories and hypotheses and using scientific methods to test and draw conclusions about human and non-human animal behaviour.

Would an IBDP Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
An understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour. Questions we address include: Do our genes determine our behaviour? How can chemicals in our brains impact our behaviour and thoughts? What influences our thinking and decision making processes? How does our memory work and how can it be improved? Do our friends and family determine our personality and identity? Optional units also include abnormal psychology (studying disorders such as depression and anxiety), health psychology (including topics such as eating disorders, obesity and addiction) or human relationships (exploring topics such as prejudice and love in romantic relationships)

How you will be assessed
Three exam papers: Paper 1 on core approaches (2 hours), Paper 2 on optional units (1 hour SL and 2 hours HL) and Paper 3 on application of psychology knowledge and understanding. Students will also complete an "internal assessment" piece of coursework where they will carry out their own experiment and write up their findings.

How parents can help
Parental support is important for academic success. Discussing at home what your child has studied in school will rehearse the ideas and help your child's understanding and memory.

Useful Websites
https://www.ibo.org/programmes/diploma-programme/curriculum/individuals-and-societies/psychology/

Useful Resources
InThinking Psychology and Kognity

Who to contact for a subject query

Name	Position	Email Address
Mr Joseph Ford	Psychology and Sociology teacher	timothy.ford@Malverncollege.edu.eg

The KS5 Curriculum

iAS/iA Level Sociology
LOWER SIXTH AND UPPER SIXTH

Why is this subject important?
At its simplest Sociology can be defined as the study of human society and social behaviour. The majority of us live in family groups, experience school from an early age, use the media and have knowledge of parts of a wider community so we are familiar with some of the subject areas which are the concern of sociologists. May 2020 saw the death of George Floyd, an African-American man killed during a police arrest in Minneapolis, Minnesota. Sociologists are challenged with trying to explain such events. They ask questions such as: how does racism operate in society? Are some members of society treated differently based on their perceived ethnicity, religion or gender? Do people act differently when they are in authority? How much power should the state have over us?

Would an A Level qualification in this subject be recognised by an Egyptian University?
Yes.

What you will learn this year?
In year 1 you will study the units 'The Family' and 'Theory and methods' which look at how family life shapes us as individuals and explore why some have argued that the family is fundamentally important for a healthy society and others have campaigned for the abolition of the family altogether. We explore questions such as 'should there be particular roles for men and women in marriage?', 'Is marriage important for a harmonious society?' and 'Why are divorce rates rising and what affect might this have on society?'. The theory and methods unit explores how sociologists have tried to understand what makes society function and why do societies sometimes change or fall into internal conflict. In year two you study optional units in Education (how does the education system impact individuals and societies), Media (how does the media influence how people think) and Global Development that looks at global opportunities and inequalities.

How you will be assessed
AS-Sociology: Two exams at 1hr 30 minutes each. Paper 1 exam: The family and Paper 2 exam: Theory and methods
A2-Sociology: One exam 3 hours in length: Paper 3 options (Education, Media and Global Development).

How parents can help
Parental support is important for academic success. Discussing at home what your child has studied in school will rehearse the ideas and help your child's understanding and memory.

Useful Websites
https://www.cambridgeinternational.org/Images/415056-2020-syllabus.pdf

Useful Resources
https://revisesociology.com

Who to contact for a subject query

Name	Position	Email Address
Mr Joseph Ford	Psychology and Sociology teacher	timothy.ford@Malverncollege.edu.eg

The KS5 Curriculum

iAS/iA Level Biology
LOWER AND UPPER SIXTH

Why is this subject important?
Biologists investigate the living world at all levels using many different approaches and techniques.
At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function.

Many discoveries remain to be made and great progress is expected in the 21st century.

The course is fully recognised by both International and Egyptian Universities.
Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

What will you learn studying this course?
Candidates for Cambridge International AS Level Biology study the following topics: 1. Cell structure 2. Biological molecules 3. Enzymes 4. Cell membranes and transport 5. The Mitotic cell cycle 6. Nucleic acids and protein synthesis 7. Transport in plants 8. Transport in mammals 9. Gas exchange and smoking 10. Infectious disease 11. Immunity
Candidates for Cambridge International A Level Biology study the AS topics in addition to the following topics: 12. Energy and respiration 13. Photosynthesis 14. Homeostasis 15 Control and co-ordination 16. Inherited change 17. Selection and evolution 18. Biodiversity, classification and conservation 19. Genetic technology

How you will be assessed

Paper 1

Multiple Choice — 1 hour 15 minutes
40 marks
40 multiple-choice questions
Questions are based on the AS Level syllabus content.
Externally assessed
31% of the AS Level
15.5% of the A Level

Paper 2

AS Level Structured Questions — 1 hour 15 minutes
60 marks
Structured questions
Questions are based on the AS Level syllabus content.
Externally assessed
46% of the AS Level
23% of the A Level

Paper 3

Advanced Practical Skills — 2 hours
40 marks
Practical work and structured questions
Questions are based on the practical skills in the Practical assessment section of the syllabus.
The context of the questions may be outside the syllabus content.
Externally assessed
23% of the AS Level
11.5% of the A Level

Paper 4

A Level Structured Questions — 2 hours
100 marks
Structured questions
Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.
Externally assessed
38.5% of the A Level

Paper 5

Planning, Analysis and Evaluation — 1 hour 15 minutes
30 marks
Questions are based on the practical skills of planning, analysis and evaluation.
The context of the questions may be outside the syllabus content.
Externally assessed
11.5% of the A Level

How parents can help

Stay in touch with the subject teacher.
Use the parent Portal.
Encourage your child to use and share with you their work on Firefly to build up a portfolio of marked, graded work.
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites

Physics and Mathematics tutor
Website link: https://www.physicsandmathstutor.com/biology-revision/a-level-cie/
Mr Pollock - This YouTube channel has good revision videos that clearly explain topics.
Website link: https://www.youtube.com/results?search_query=mr+pollock
S-cool - Use this website to fill in gaps in knowledge or to try and understand a really difficult topic
Website link: https://www.s-cool.co.uk/a-level/biology
Crash Course is an extremely popular YouTube channel with over 1 billion video views! It has a very engaging Biology playlist
Website link: https://www.youtube.com/playlist?list=PL3EED4C1D684D3ADF
Simulations
https://phet.colorado.edu/en/simulations/category/biology
https://www.simbucket.com/welcome-to-simbucket/

Who to contact for a subject query

Name	Position	Email Address
Gerald O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

The KS5 Curriculum

IBDP Biology
LOWER AND UPPER SIXTH

Why is this subject important?
Biologists investigate the living world at all levels using many different approaches and techniques.

At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

The course is fully recognised by both International and Egyptian Universities.
The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

What you will learn this year?
Through studying Biology, you should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science", this knowledge and skills will put the context the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.
The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop their skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- Biology students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
- While there are core skills and activities common to both SL and HL students, students at HL are required to study the options and some topics in greater depth as well as some additional topics. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.
- **Please see Syllabus outline for more detail**

How you will be assessed

Higher level (240 hours)
- Internal assessment (individual investigation): 20%
- External assessment: 80%

Standard level (150 hours)
- Internal assessment (individual investigation): 20%
- External assessment: 80%

The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

How parents can help

Stay in touch with the subject teacher.
Use the parent Portal.
Become familiar with ManageBac
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites

managebac.com
Past papers https://ibresources.org/ib-past-papers/

BioNinja is a wonderful free website that covers the SL and HL IB Biology courses. The website is well structured in topic format, so it is very easy to find the area of theory you are interested in. From there, there are highly detailed explanations of the theory, with excellent diagrams and videos attached. This is an incredibly useful website to learn the theory in the IB Biology courses.
Website link: https://ib.bioninja.com.au/

Alex Lee (Mr. Lee) is an IB Biology Teacher who has a fantastic YouTube channel with videos that cover the entire SL & HL Biology courses. His videos are easy to understand, engaging and (importantly) completely aligned to the IB curriculum.
Website link: www.youtube.com/misterleescience

Stephanie Castle is an IB Biology Teacher who teaches in New York. She has an extensive YouTube channel of IB Biology videos that cover the entire SL Biology course, arranged by standard. The videos are very engaging, and she is clearly a knowledgeable and enthusiastic Teacher.
Website link: www.youtube.com/SCScienceVid

Who to contact for a subject query

Name	Position	Email Address
Gerald O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

Syllabus

Syllabus outline

Syllabus component	Teaching hours	
	SL	HL
Core	**95**	
1. Cell biology	15	
2. Molecular biology	21	
3. Genetics	15	
4. Ecology	12	
5. Evolution and biodiversity	12	
6. Human physiology	20	
Additional higher level (AHL)		**60**
7. Nucleic acids		9
8. Metabolism, cell respiration and photosynthesis		14
9. Plant biology		13
10. Genetics and evolution		8
11. Animal physiology		16
Option	**15**	**25**
A. Neurobiology and behaviour	15	25
B. Biotechnology and bioinformatics	15	25
C. Ecology and conservation	15	25
D. Human physiology	15	25
Practical scheme of work	**40**	**60**
Practical activities	20	40
Individual investigation (internal assessment–IA)	10	10
Group 4 project	10	10
Total teaching hours	**150**	**240**

The recommended teaching time is 240 hours to complete HL and 150 hours to complete SL courses as stated in the document *General regulations: Diploma Programme for students and their legal guardians* (2011) (page 4, Article 8.2).

The KS5 Curriculum

iAS and iA Level Chemistry
LOWER AND UPPER SIXTH

Why is this subject important?
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science.

The International Advanced Level in Chemistry is fully recognised by both International and Egyptian Universities.
Covering laboratory skills and the core chemical principles, the Edexcel International Advanced Level in Chemistry is designed to be studied over two years, with the option of a one-year AS level course.

What you will learn this year?
Unit 1: Structure, Bonding and Introduction to Organic Chemistry
Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols
Unit 3: Practical Skills in Chemistry I
Unit 4: Rates, Equilibria and Further Organic Chemistry
Unit 5: Transition Metals and Organic Nitrogen Chemistry
Unit 6: Practical Skills in Chemistry II

How you will be assessed

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 1: The Core Principles of Chemistry	IAS	Examination length: 1 hour and 30 minutes. Examination paper in two sections. Section A is an objective test section, and Section B contains a mixture of short-answer and extended answer questions. Section B will include questions on the analysis and evaluation of practical work. Quality of written communication will be assessed in Section B.	80
Unit 2: Application of Core Principles of Chemistry	IAS	Examination length: 1 hour and 30 minutes. Examination paper in three sections. Section A is an objective test section, and Section B contains a mixture of short-answer and extended answer questions. Section C will contain questions on contemporary contexts. This may contain stimulus materials on a scenario that students must read in order to answer the questions. Quality of written communication will be assessed in either Section B or C. Questions on the analysis and evaluation of practical work will also be included in either Section B or C.	80
Unit 3: Chemistry Laboratory Skills I Alternative	IAS	Examination length: 1 hour and 15 minutes. Examination paper contains one section. Quality of written communication will be assessed in this examination.	50
Unit 4: General Principles of Chemistry I – Rates, Equilibria and Further Organic Chemistry	IA2	Examination length: 1 hour and 40 minutes. Examination paper in three sections. Section A is an objective test section, and Section B contains a mixture of short-answer and extended answer questions. Section C will contain data questions and will require the use of a data booklet. The longer timing of the examination reflects the style of the Section C questions. Students will be able to show their full ability in Sections B and C as these contain areas where they will be stretched and challenged. They will be provided with data from a laboratory experiment and asked a series of questions on it. Quality of written communication will be assessed in this examination in either Section B or C.	90

Unit number and unit title	Level	Assessment information	Number of raw marks allocated in the unit
Unit 5: General Principles of Chemistry II – Transition Metals and Organic Nitrogen Chemistry	IA2	Examination length: 1 hour and 40 minutes. Examination paper in three sections. Section A is an objective test section, and Section B contains a mixture of short-answer and extended answer questions. Questions on the analysis and evaluation of practical work will also be included in Section B. Section C will contain questions on contemporary contexts. This may contain stimulus materials on a scenario that students must read in order to answer the questions. The longer timing of the examination reflects the style of the Section C questions. Students will be able to show their full ability in Sections B and C as these contain areas where they will be stretched and challenged. Quality of written communication will be assessed in this examination in either Section B or C.	90
Unit 6: Chemistry Laboratory Skills II Alternative	IA2	Examination length: 1 hour and 15 minutes. Examination paper contains one section. Quality of written communication will be assessed in this examination.	50
Unit 7: Chemistry Practical Examination	IA2	Examination length: 2 hours Examination paper contains one section. Quality of written communication will be assessed in this examination. Centres offering this unit must meet the chemistry practical examination requirements in *Appendix 6*.	50

How parents can help

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Use the parent Portal.
Encourage your child to use and share with you their work on Firefly to build up a portfolio of marked, graded work.
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites and Resources

Physics and Mathematics tutor
Website link: https://www.physicsandmathstutor.com/past-papers/a-level-chemistry/

S-cool - Use this website to fill in gaps in knowledge or to try and understand a really difficult topic
Website link: https://www.s-cool.co.uk/a-level/chemistry
Crash Course is an extremely popular YouTube channel with over 1 billion video views! It has a very engaging Chemistry playlist
Website link: https://www.youtube.com/playlist?list=PL8dPuuaLjXtPHzzYuWy6fYEaX9mQQ8oGr
Simulations
https://phet.colorado.edu/en/simulations/category/chemistry
https://www.simbucket.com/welcome-to-simbucket/

Who to contact for a subject query

Name	Position	Email Address
Gerald O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

The KS5 Curriculum

IBDB Chemistry
LOWER AND UPPER SIXTH

Why is this subject important?
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science.

The course is fully recognised by both International and Egyptian Universities.
The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

What you will learn this year?
Through studying Chemistry students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science", this knowledge and skills will put the context the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop their skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

• The minimum prescribed number of hours is 150 for SL and 240 for HL
• Students are assessed both externally and internally
• Chemistry students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
• While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth.
• A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
• Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.
• **Please see Syllabus outline for more detail**

How you will be assessed
Higher level (240 hours)
• Internal assessment (individual investigation): 20%
• External assessment: 80%
Standard level (150 hours)
• Internal assessment (individual investigation): 20%
• External assessment: 80%

The external assessment of chemistry consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

How parents can help

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Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites and Resources

managebac.com
Past papers https://ibresources.org/ib-past-papers/
Website link: www.youtube.com/user/richthornley/featured
Richard Thornley is an IB Teacher with an immensely popular YouTube channel with over 40 thousand subscribers and 13 million YouTube views. The videos are aligned to the IB Chemistry curriculum and teaching is very high quality, clear and easy to understand. Most of the SL and HL curriculums are covered in the various playlists.
The Khan Academy website has a huge range of videos and practice questions.
Website link: www.khanacademy.org/chemistry
Tyler DeWitt is somewhat of a celebrity in the online Science teaching space, giving speeches and Ted Talks on topics like "The Joy of Science."
Website link: www.tdwscience.com

Who to contact for a subject query

Name	Position	Email Address
Gerald O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

Syllabus

Syllabus outline

Syllabus component	Recommended teaching hours	
	SL	HL
Core	**95**	
1. Stoichiometric relationships	13.5	
2. Atomic structure	6	
3. Periodicity	6	
4. Chemical bonding and structure	13.5	
5. Energetics/thermochemistry	9	
6. Chemical kinetics	7	
7. Equilibrium	4.5	
8. Acids and bases	6.5	
9. Redox processes	8	
10. Organic chemistry	11	
11. Measurement and data processing	10	
Additional higher level (AHL)		**60**
12. Atomic structure		2
13. The periodic table—the transition metals		4
14. Chemical bonding and structure		7
15. Energetics/thermochemistry		7
16. Chemical kinetics		6
17. Equilibrium		4
18. Acids and bases		10
19. Redox processes		6
20. Organic chemistry		12
21. Measurement and analysis		2
Option	**15**	**25**
A. Materials	15	25
B. Biochemistry	15	25
C. Energy	15	25
D. Medicinal chemistry	15	25

Syllabus component	Recommended teaching hours	
	SL	HL
Practical scheme of work	**40**	**60**
Practical activities	20	40
Individual investigation (internal assessment—IA)	10	10
Group 4 project	10	10
Total teaching hours	**150**	**240**

The KS5 Curriculum

iAS/iA Level Physics
LOWER AND UPPER SIXTH

Why is this subject important?
Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

The course is fully recognised by both International and Egyptian Universities.
Cambridge International AS and A Level Physics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science.

What will you learn studying this course?
Candidates for Cambridge International AS Level Physics study the following topics: • Physical quantities and units • Measurement techniques • Kinematics • Dynamics • Forces, Density and pressure • Work, energy and power • Deformation of solids • Waves • Superposition • Electric fields • Current of electricity • D.C. Circuits • Particle and nuclear physics

Candidates for Cambridge International A Level Physics study the AS Level topics, including some topics in further detail, and additionally study the following topics: • Motion in a circle • Gravitational fields • Ideal gases • Temperature • Thermal properties of materials • Oscillations • Communication • Capacitance • Electronics • Magnetic fields • Electromagnetic induction • Alternating currents • Quantum physics

How you will be assessed

Paper 1	Paper 2	Paper 3
Multiple Choice 1 hour 15 minutes 40 marks 40 multiple-choice questions Questions are based on the AS Level syllabus content. Externally assessed 31% of the AS Level 15.5% of the A Level	AS Level Structured Questions 1 hour 15 minutes 60 marks Structured questions Questions are based on the AS Level syllabus content. Externally assessed 46% of the AS Level 23% of the A Level	Advanced Practical Skills 2 hours 40 marks Practical work and structured questions Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content. Externally assessed 23% of the AS Level 11.5% of the A Level

Paper 4	Paper 5
A Level Structured Questions 2 hours 100 marks Structured questions Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required. Externally assessed 38.5% of the A Level	Planning, Analysis and Evaluation 1 hour 15 minutes 30 marks Candidates answer two compulsory questions. Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content. Externally assessed 11.5% of the A Level

How parents can help

Stay in touch with the subject teacher.
Use the parent Portal.
Encourage your child to use and share with you their work on Firefly to build up a portfolio of marked, graded work.
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites and Resources

Physics and Mathematics tutor
Website link: https://www.physicsandmathstutor.com/past-papers/a-level-physics/
S-cool - Use this website to fill in gaps in knowledge or to try and understand a really difficult topic
Website link: https://www.s-cool.co.uk/a-level/physics
Crash Course is an extremely popular YouTube channel with over 1 billion video views! It has a very engaging Physics playlist
Website link: https://www.youtube.com/results?search_query=crash+course+physics
Simulations
https://phet.colorado.edu/en/simulations/category/physics
https://www.simbucket.com/welcome-to-simbucket/

Who to contact for a subject query

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IBDB Physics
LOWER AND UPPER SIXTH

Why is this subject important?
Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

The course is fully recognised by both International and Egyptian Universities.
The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world's higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.

What will you learn studying this course?
Through studying Physics should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the "Nature of Science", this knowledge and skills will put into context the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavour.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and databases. Students develop their skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- Physics students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
- While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasised through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. This investigation may involve a hands-on approach, use of databases, modelling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB.
- **Please see Syllabus outline for more detail**

How you will be assessed

Higher level (240 hours)
- Internal assessment (individual investigation): 20%
- External assessment: 80%

Standard level (150 hours)
- Internal assessment (individual investigation): 20%
- External assessment: 80%

The external assessment of physics consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

How parents can help

Stay in touch with the subject teacher.
Use the parent Portal.
Become familiar with ManageBac
Contact your child's teacher by email if you have any concerns
Encourage your child to attend a subject specific CCA

Useful Websites and Resources

managebac.com
Past papers https://ibresources.org/ib-past-papers/
Chris Doner & Mitch Cambell are the two leading providers of IB aligned online physics videos, with Doner closely leading at this stage. He has an extensive library of high-quality videos on his Youtube channel covering the entire SL and HL curriculum (apart from a couple of HL options).
Website link: www.youtube.com/user/exportationality
Website link: www.youtube.com/UCeScLgP
Khan Academy has yet again been voted by students into the list of top ranked IB Resources, this time for Physics.
Website link: www.khanacademy.org/science/physics
IB Physics (ibphysics.org) is run by an IB alumni student and provides a nice set of physics study notes in the form of PDFs. These notes are well presented and are useful if you prefer to study and revise using this format.
Website link: https://ibphysics.org/

Who to contact for a subject query

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Gerald O'ConnorChallis	Head of Faculty	gerald.challis@malverncollege.edu.eg

Syllabus

Syllabus outline

Syllabus component	Recommended teaching hours	
	SL	HL
Core	**95**	
1. Measurements and uncertainties	5	
2. Mechanics	22	
3. Thermal physics	11	
4. Waves	15	
5. Electricity and magnetism	15	
6. Circular motion and gravitation	5	
7. Atomic, nuclear and particle physics	14	
8. Energy production	8	
Additional higher level (AHL)		**60**
9. Wave phenomena		17
10. Fields		11
11. Electromagnetic induction		16
12. Quantum and nuclear physics		16
Option	**15**	**25**
A. Relativity	15	25
B. Engineering physics	15	25
C. Imaging	15	25
D. Astrophysics	15	25
Practical scheme of work	**40**	**60**
Practical activities	20	40
Individual investigation (internal assessment – IA)	10	10
Group 4 project	10	10
Total teaching hours	**150**	**240**

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