



Talia El Sharkawy Year 8R



YEAR 9/10 OPTIONS BOOKLET 2025- 2027

CONTENTS

4

THE SUBJECT CHOICES

6

IGCSE

7

ENGLISH LANGUAGE

9

MATHEMATICS

11

SCIENCES

14

LANGUAGES

18

HUMANITIES

19

COMMERCIAL STUDIES

23

ARTS

29

TECHNOLOGY

31

GLOBAL PERSPECTIVES



THE SUBJECT CHOICES AT MES CAIRO

We offer a wide range of subjects, from which students can choose. If they know what career they ultimately wish to follow, they can begin to specialise in related subjects. If they are unsure about their future or are thinking about joining the International Baccalaureate Diploma Programme in Y11, they are encouraged to maintain a broad balance of subjects. The combination of on-going teacher support throughout the two years of sustained study and the experience of final examinations provides an excellent base for success in both the IB Diploma and A Levels, and for university thereafter.



Students take eight IGCSE subjects (or nine if they decide to opt into the invitation only opportunities on offer after careful discussion with a member of the Senior Leadership Team).

In addition, all students study the following subjects to meet the Ministry of Education requirements:

- Arabic or AFL(Arabic as a foreign language)

Arab students must also study:

- Religious Studies
- History and Geography (Egyptian Ministry Syllabus – Year 9)
- History, Geography and Civil Studies (Egyptian Ministry Syllabus – Year 10)
- Civil Studies (Egyptian Ministry Syllabus – only in Years 11 & 12)

Physical Education (PE) and PRIME TIME (PSHE) are also compulsory at MES Cairo.

THE SUBJECT CHOICES AT MES CAIRO



- ARABIC
- ART & DESIGN
- BIOLOGY
- BUSINESS STUDIES
- CHEMISTRY
- COMPUTER SCIENCE
- DRAMA
- DESIGN TECHNOLOGY
- ECONOMICS
- ENGLISH
- ENGLISH LITERATURE
- FRENCH
- GEOGRAPHY
- GLOBAL PERSPECTIVES *
- HISTORY
- INFORMATION TECHNOLOGY (ICT)
- MATHEMATICS
- MUSIC
- SPANISH
- PHYSICAL EDUCATION (PE) *
- PSYCHOLOGY
- TRAVEL AND TOURISM

Important Notes

- All students must take English Language and Mathematics as two of their IGCSE subjects
- For Engineering (at AUC) students must have passed IGCSE Maths, Physics, Chemistry and Biology or Information Technology.
- Additionally, passes are required in Maths and either Physics or Chemistry at AS level or Maths A Level
- or an IB Diploma featuring Maths, Physics and Chemistry (Maths must be taken at Higher Level, while Physics and Chemistry could be taken at Standard Level)
- IGCSE Art, Drama, Design Technology, Music, PE, Travel and Tourism and Global Perspectives, whilst welcomed in universities overseas, may not be recognised for entrance into some universities in Egypt
- Under Egyptian Ministry of Higher Education regulations, for applications to universities in Egypt only, the examinations taken in the last 3 years before university entrance are considered
- Arab students must complete 12 years of schooling

Please note : having the minimum academic requirements does not guarantee admission to the University, but rather ensures entry to the selection process.

IGCSE

IGCSE stands for International General Certificate of Secondary Education. It is designed for students in schools and colleges throughout the world and the syllabi are international in content and approach. IGCSE assessment is by final examination at the end of Year 10, in most cases. Students are prepared throughout the two year course for the examinations, allowing teachers time to give students guidance on how to improve their performance.

Students are maturing over this period, developing and honing their examination techniques and are assessed when they are at their peak. Students who find examinations a motivation for learning, who work conscientiously and who follow teachers' advice are successful in this programme. It is important to state that adequate performance in Year 9 will determine success at Year 10. Particular interest will be paid to each student's performance at the end of Year 9 examinations. If a student is not performing at grade C or above in the majority of their subjects, including Maths or English, it is likely they may be unable to sit all their chosen IGCSE examinations the following year. Students who do not achieve the required Checkpoint diagnostic score of 1.6 in Year 9, will be unable to sit IGCSE in Year 10.

IGCSE grades are awarded on a nine point scale, A* to G or a six point scale Grade A*- E. A* is considered the highest grade. In Egypt, students may only sit extended tier papers. It is strongly advised that students follow a broad and balanced subject choice at IGCSE to prepare for the learning requirements in all AS/A-level subjects. For most AS/A- level subjects, students must firstly attain a grade C or higher in the subject at IGCSE .

Students interested in being considered for the IB Diploma Programme in Years 11 and 12 are recommended to keep their subject choice at IGCSE level broad. Choosing one or more science is advised, given that the study of a practical science discipline is compulsory in the IBDP.



IGCSE

For students who are contemplating the study of Medicine, Science or Engineering at university, it is recommended to take all three sciences at IGCSE, giving the full option of IB choices and Egyptian university requirements; note that this is a rigorous course selection and students should only pursue this if they have demonstrated capability in Year 7 and Year 8 Science.

In terms of languages, students interested in studying French or Spanish as a part of their IB Diploma studies are required to select it as an IGCSE option; Visual Art and Theatre Arts are also electives and require previous study at IGCSE level. In order to meet the pre-requisites for entry into the IB Diploma you will need to pass 6 IGCSE subjects at Grade B or above, to match the requirement of B grade minimum for Standard Level IBDP courses and A grade minimum to Higher Level IBDP courses.

The examinations are set by the University of Cambridge Assessment International Examinations and students answer scripts which are sent to the Examination Board in England for marking. The rigour of the Examination Board's procedures ensures that IGCSE qualifications are recognised by universities and colleges world-wide.

Universities often specify grades A* - C in particular subjects in their entry requirements.



ENGLISH LANGUAGE (Compulsory subject)



Ms Antonia Adi
Head of Languages
Faculty
aadi@mescairo.com

In Years 9 and 10, the students will follow a common IGCSE First Language English course. The great majority of our students will take English as a First Language at the end of Year 10. However, there may be a small number of students who will be advised to take English as a Second Language at the end of Year 10. In that case, we still think it better for the students to be in the same classroom. Those who take just English as a First Language will not be disadvantaged; those taking English as a Second Language will benefit from the English skills of those around them in class. Many of the tasks for the two exams are complementary and it is beneficial to all students to explore both possibilities in the lessons.

The students take English as a First Language style examination at the end of Year 9 which will give us an indication of their likely aptitude in Year 10. However, a final decision about which qualification they take in May of Year 10 can wait until after the January Mid-Year examination in Year 10. That will consist of a full English as a First Language test – which will help us guide each student towards the best course for their talents at the end of the year. After those Mid-Year examinations, the English teacher will start to differentiate between the students in terms of the tasks they undertake, although as stated above, many of the challenges facing both sets of students are complementary.

It is only if we feel that a student wouldn't obtain at least a C grade in English as a First Language at the end of Year 10 that we would recommend taking English as a Second Language in Year 11. Parents are strongly advised to follow the recommendations made by the English teachers but final decisions about course choices ultimately belong to parents. Should a student wish to take both First and Second Language, it is possible to take the second examination in Year 11.

The course aims to help students develop their reading and writing to the point where they can interpret and re-write complex texts; analyse language in context; summarise difficult texts; and compose discursive, descriptive and narrative pieces displaying both linguistic accuracy and an appreciation of audience, tone, register and structure.

IGCSE ENGLISH AS A FIRST LANGUAGE

This course is taught to all students. The skills of Reading, Writing, Speaking and Listening are covered in a range of activities in class to prepare and practise for the final examination.

The examination consists of three papers:

Paper 1 (50%)

This is a two-hour Reading Paper. Candidates will be asked to read three unseen passages. They are required to show understanding of both explicit and implicit meanings on the first passage in short comprehension questions. Then they write a summary on the second passage. On the third passage they are asked to explain the meanings of certain words, find synonyms and do some language analysis on two paragraphs. Finally, on the third passage, they complete an extended piece of writing.

Paper 2 (50%)

This is a two-hour Directed Writing and Composition Paper. In the first part, candidates read one or more short texts and are required to use and develop the information in another form e.g. letter, speech, report. In the composition task, a selection of titles are provided, calling for either a descriptive or narrative response.

As a school we also opt for our students to take the Component 4 . This is a 10–12 minutes Speaking and Listening Test. It is separately endorsed and the Individual Talk and Conversation is Internally assessed and externally moderated.





Mr Medhat Mahmoud
*Head of Mathematics and
Computing Faculty*
mmahmoud@mescairo.com

MATHEMATICS *(Compulsory subject)*

Cambridge IGCSE Mathematics is recognised by universities and employers as proof of mathematical knowledge and understanding. The course allows students to develop their problem-solving skills by applying their mathematical knowledge to various situations, working with accuracy, logically and with flexibility.

Students of IGCSE Mathematics gain lifelong skills, including the development of their mathematical knowledge; confidence by developing a feel for numbers, patterns and relationships; an ability to consider and solve problems and present and interpret results; communication and reason using mathematical concepts and a solid foundation for further study.

The examination consists of two papers:

Paper 2: Non-Calculator (Extended) Use of calculator is not allowed

(50%) 2 hours 100 marks - structured and unstructured questions.

Paper 4: Calculator (Extended) A scientific calculator is required

(50%) 2 hours 100 marks - structured and unstructured questions.

Below is a list of topics which are covered as part of the IGCSE Mathematics syllabus:

Number

- Number and language
- Accuracy
- Calculations and order
- Integers, fractions, decimals and percentages
- Further percentages
- Ratio and proportion
- Indices and standard form
- Money and finance
- Time
- Set notation and Venn diagrams

Geometry

- Number and language
- Accuracy
- Calculations and order
- Integers, fractions, decimals and percentages
- Further percentages
- Ratio and proportion
- Indices and standard form
- Money and finance
- Time
- Set notation and Venn diagrams

Trigonometry

Bearings
Trigonometry
Further trigonometry

Statistics

- Mean, median, mode and range
- Collecting and displaying data
- Cumulative frequency and box-plots

Vectors and transformations Probability Algebra and graphs

- Algebraic representation and manipulation
- Algebraic indices
- Equations and inequalities
- Linear programming
- Sequences
- Proportion
- Graphs in practical situations
- Graphs of functions
- Differentiation and the gradient function
- Functions

Mensuration

- Measures
- Perimeter, area and volume

Coordinate Geometry

- Straight line graphs





Mr Jozef Romaniewicz

Head of Science Faculty

jromaniewicz@mescairo.com

SCIENCES

The Science Department offers IGCSE courses in Biology, Chemistry and Physics.

The Science subjects have similar aims, which are to:

- Provide studies of experimental and practical Science so that students become confident citizens in a technological world
- Enable students to recognise the usefulness, limitations and applications of scientific thinking
- Develop skills, which encourage efficient, safe practice and effective communication.
- Develop attitudes of accuracy, precision, objectivity, integrity, inquiry, initiative and inventiveness
- Stimulate an interest in, and care for, the environment and to appreciate that science may be both beneficial and detrimental to the environment
- Promote an awareness that scientific theory and methods have developed as a result of the co-operative activities of groups and individuals
- Provide the necessary educational grounding for the commencement of a course of higher study in the Sciences (A-level, IBDP etc)

All three Science subjects have a practical basis and experimental work is important, although the volume of content in each course requires that the majority of lessons will be theory based. The School has ten laboratories, all of which are very well equipped.

There are three examination papers in each of the Science subjects:

Paper 2 (30%)

40 multiple choice questions on the Extended Syllabus

Paper 4 (50%)

Extended theory paper based on the Extended Syllabus

Paper 6 (20%)

Alternative to practical - a written paper designed to test familiarity with Experimental skills

SCIENCES

BIOLOGY

Biology is the study of living things. The following topics are studied:

- Classification
- Gas Exchange & Respiration
- Cell Movement
- Excretion
- Molecules & Enzymes
- Ecology & Variation
- Plant & Human nutrition
- Co-ordination and Response
- Animal & Plant Transport
- Reproduction & Inheritance
- Disease & Immunity
- Biotechnology & Genetic Engineering

The Biology examination requires a good standard of English to achieve the best possible results. All students will need to continue to improve their English in order to experience success in the IGCSE Biology examinations.



CHEMISTRY

SCIENCES

Chemistry is fundamentally the study of changes in substances. This also includes the study of the structure of atoms and kinetic theory.

The topics studied are:

- | | |
|---------------------------------|---------------------|
| • States of matter | Acids, bases, salts |
| • Atoms, elements and compounds | The Periodic Table |
| • Stoichiometry Metals | Electrochemistry |
| • Chemistry of the environment | Chemical energetics |
| • Organic chemistry | Chemical reactions |
| • Experimental techniques | Chemical analysis |

The topics studied in Chemistry are often not linked to everyday life and some students find the abstract nature of Chemistry difficult. There are some calculations in Chemistry, but fewer than in Physics. An ability to write coherently in English is essential in Chemistry since explanations of applied situations are necessary.

PHYSICS

Physics is the study of the behaviour of energy and how it changes in the following topics:

- Motion, forces and energy
- Thermal Physics
- Waves
- Electricity and magnetism
- Nuclear Physics
- Space Physics

The study of Physics relies very much on the application of Mathematics and it is likely that students who enjoy success in Mathematics will also do well in Physics. Topics such as atomic structure and the kinetic theory are common to both Chemistry and Physics, so that these two subjects support each other well. There is an enormous range of applications of Physics in the modern technological world, which means that the scope of examination questions is wide-ranging and good problem solving and interpretation skills are vital to success.



MODERN FOREIGN LANGUAGES: *French & Spanish*

Ms Isabelle Niscemi
Modern Foreign Languages
Subject Lead
iniscemi@mescairo.com

The ability to communicate in a foreign language is regarded as an increasingly important asset in the majority of careers our students may be considering.

The course aims to teach students to use French effectively for the purpose of communication in all countries where the language is spoken.

Alongside the development of cultural awareness, students develop an understanding of the nature of language and language learning. Authentic materials (e.g. newspapers, magazines, television programmes, movies) are used throughout the course and teaching is carried out in the chosen foreign language: French or Spanish

The topic areas studied for IGCSE Modern Foreign Languages are:

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

ASSESSMENT IN LANGUAGES

The main assessment objective communication incorporates four skills, which are of equal importance:

Examination consists of 4 components:

Paper 1: Listening, Approx. 45 minutes (25%)

Students listen to extracts of spoken French and answer a variety of multiple-choice questions on facts, opinions, emotions etc.

Paper 2: Reading, 1 hour (25%)

Students are tested on their comprehension skills. Students read texts of varying lengths and answer multiple choice, matching and short answer questions.

Paper 3: Speaking, Approx. 10 minutes (25%)

These tests are conducted individually with their teacher. Students must participate in a role-play, introduce and discuss a topic of their choice and take part in two two general conversations.

Paper 4: Writing, 1 hour (25%)

Students are expected to respond in the target language to three tasks, including an extended writing task, in which they demonstrate their mastery of written Spanish.

MODERN FOREIGN LANGUAGES





Ms Safaa Bagoury
Head of Arabic
sbagoury@mescairo.com

ARABIC FIRST LANGUAGE

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the IGCSE examination.

The aims are to:

- Enable students to communicate accurately, appropriately and effectively in writing
- Enable students to understand and respond appropriately to what they read
- Encourage students to enjoy and appreciate the variety of language
- Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- Promote the students' personal development and an understanding of themselves and others.

Reading

R1 Understand and collate explicit meanings

R2 Understand, explain and collate implicit meanings and attitudes

R3 Select, analyse and evaluate what is relevant to specific purposes

R4 Understand how writers achieve effects

Writing

W1 Articulate experience and express what is thought, felt and imagined

W2 Order and present facts, ideas and opinions

W3 Understand and use a range of appropriate vocabulary

W4 Use language and register appropriate to audience and context

W5 Make accurate and effective use of paragraphs, grammatical structures, sentences and punctuation

ARABIC SECOND LANGUAGE

The aims of the syllabus are the same for all candidates and describe the educational purposes of a course in a foreign language for the IGCSE examination. They are not listed in order of priority.

Aims

- Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
- Form a sound base of the skills, language and attitudes required for further study, work and leisure
- Offer insights into the culture and civilisation of countries where the language is spoken
- Encourage fuller integration into the local community, where relevant
- Develop a fuller awareness of the nature of language and language learning
- Encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- Provide enjoyment and intellectual stimulation
- Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

Assessment objectives

- Understand and respond to spoken language
- Understand and respond to written language
- Communicate in speech, showing knowledge of a range and variety of vocabulary and applying them in context
- Communicate in writing, showing knowledge of a range and variety of vocabulary and applying them in context
- Apply grammar and structures of the target language accurately





Mrs Jennifer Rainford
Humanities Subject Lead
jrainford@mescairo.com

HUMANITIES

GEOGRAPHY

Geography is the study of the world around us and is unique in its focus on the interaction between people and their environment. The IGCSE course aims to encourage students to take an active social scientific interest in current and topical world issues at a variety of geographical scales. The course further aims to develop a keen awareness and understanding of how culture, technology, economics and politics influence societies and their environment. It is a 'future' based subject that considers how people will manage the world around them in decades to come.

Assessment

Paper 1 (45%)
Knowledge & Understanding

Paper 2 (27.5%)
Skills Paper

Paper 4 (27.5%)
Geographical Investigation

The main themes of the course are:

- Population and Settlement: the problems associated with population growth and a study of settlements
- The Natural Environment: earthquakes, volcanoes, coastlines, rivers, climates, deserts and rainforests
- Economic Development and the Use of Resources: tourism and leisure, energy supply and demand, resources conservation and management and industry.
- At all times during the IGCSE Geography course the emphasis is on the relationship between people and their environment and how better management of the planet can be developed through rigorous academic analysis and a practical implementation of policies.

HISTORY

History is the study and analysis of past events including political, economic and cultural changes. The IGCSE course involves learning and evaluating key historical content, assessing the evidence and interpretation of events and linking these events to current global affairs.

History students need to be able to do the following:

Recall, select, organise and apply knowledge of the work studied.

Show understanding of the following historical concepts:

- change and continuity
- cause and consequence
- similarity and difference
- the motives, emotions, beliefs and intentions of people in the past

Understand, interpret, evaluate and use a range of sources as evidence in their historical context.

Core Option B: The 20th Century, International Relations since 1919

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

Depth Study: Germany 1918-45

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. The Nazi Regime: How effectively did the Nazis control Germany, 1933-45?
4. The Nazi Regime: What was it like to live in Nazi Germany?

Assessment:

Paper 1 (40%): Knowledge and Understanding

Paper 2 (30%): Source Analysis

Paper 4 (30%): Interpretations



Within this programme of study, you will learn to think like a psychologist and develop an understanding of the human mind and behaviour using scientific methodology. The syllabus provides students with the opportunities to explore key concepts and debates that underpin the subject and allows for the development of key skills such as interpretation, application, analysis and evaluation.

Students will gain knowledge and understanding of key features of a variety of core areas of psychology including:

- Biological psychology – an understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour
- Cognitive – an understanding of thought, information and mental processing as contributors to behaviour
- Social – an understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups
- Developmental – an understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals
- Individual differences – an understanding of the complex nature of human behaviour and experiences and why and how people are different

Students will also gain knowledge and understanding of:

- Debates in psychology, including 'reductionism/holism' and 'nature/nurture'
- How psychological knowledge and ideas change over time and how they inform our understanding of behaviour
- The contribution of psychology to an understanding of individual, social and cultural diversity
- The interrelationships of the core areas of psychology
- How the studies for topics relate to the associated theory
- Research methods

Key skills that will be developed throughout the course include:

- **Demonstrate** and **apply** the knowledge, understanding and skills described in the content.
- To demonstrate their **knowledge**, students should undertake a range of activities, including the ability to recall, describe and define, as appropriate key terms, concepts, theories and research methods and ethical guidelines for humans and animals
- To demonstrate their **understanding**, students should explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.
- To demonstrate **application**, students should be able to apply their knowledge and understanding to new scenarios
- To demonstrate **analysis and evaluation**, students should be able to analyse data to reach conclusions, analyse psychological concepts, explanations and theories and analyse and evaluate research methods in terms of validity, reliability and ethics.

Careers related to psychology include, but are not limited to, clinical psychologist, forensic psychologist, educational psychologist, sport psychologist, psychotherapist, counsellor and occupational psychologist. Psychology also lends itself well to the study of medicine and law.

COMMERCIAL SUBJECTS

The Commercial Studies subjects are Business Studies, Economics and Travel & Tourism. All students will be involved in the business sector in one way or another when they leave school. For this reason, it is very important that they have a basic understanding of how a business operates.

Business Studies looks at all aspects of businesses: how they are run and organised, the people who work in them and the factors that affect the way they operate. It also looks at the Government's influence on business activity.

Assessment:

Paper 1: 1 ½ hours (50%)

This paper contains short-answer questions and structured/data response questions.

Paper 2: 1 ½ hours (50%)

Candidates will be presented with a business situation or problem and required to answer questions arising from it.



Mr Steve Hawkins
Head of Humanities Faculty
shawkins@mescairo.com

BUSINESS STUDIES

Topics in Business Studies:

- Understanding Business Activity: including types of business organisations, enterprise and the entrepreneur and why businesses grow or remain a certain size
- People in Organisations: Human resource management including recruitment and retention, and how communication happens in an organisation
- Marketing: how firms do market research in order to sell their products more successfully, and the various methods of marketing the product including the 4 P's: Product, Price, Place and Promotion
- Operations Management: the decisions that firms have to make when they start to produce goods or provide a service, including quality management and production decisions
- Finance: including the creation and analysis of financial statements
- External influence on Business activity including the economy, government, ethics and the forces of globalisation

ECONOMICS

Students study economic systems and the way they function, at a national and at an international level. They will also learn how the government manages the national economy.

Some of the topics covered are:

- The basic economics problem which stems from scarcity of resources
- Demand and Supply: how people and businesses decide what they want in the shops
- Business Organisations, such as firms and banks, and how they operate
- Government Influence: how it can affect the economy
- Employment: doing a job and earning wages
- Economic development how development can change population, living standards and poverty.
- International Economics: the importance of trade between countries

Economics overlaps with numerous Geography topics such as factors determining the location of industry, the environmental impact of economic activity and an analysis of the relationship between developed and developing countries.

Assessment:

Paper 1: 45 minutes (30%)

30 multiple-choice (MCQ) questions (all questions to be answered).

Paper 2: 2 hours 15 minutes (70%)

Part 1 (compulsory): Structured data response questions (all questions to be answered).
Part 2: a choice of 3 from 6 structured essay questions.

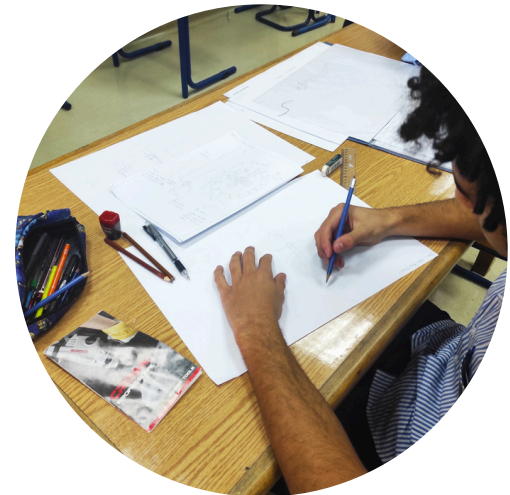
TRAVEL & TOURISM

Travel & Tourism aims to provide students with an understanding of the travel and tourism industry. The aims of the course are to pick up the skills needed to work in the travel and tourism industry. Students will develop a 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.

Some of the topics dealt with are:

- Understanding the structure of the travel and tourism industry
- Identifying and describing the features which attract tourists to a particular destination.
- Dealing with customers and colleagues
- Exploring the role of tour operators and travel agents
- The role of marketing and promotion within the travel and tourism industry

Travel & Tourism overlaps with numerous Geography and Business Studies topics such as factors determining the location of the travel and tourism industry, the environmental impact of different types of tourism and the use of the marketing mix to promote tour operators' products.



Assessment:

Paper 1: 1.5 hours (50%)

4 scenario based questions covering the introductory key concepts, customer service, and impacts of tourism at destinations

Paper 2: 2 hours (50%)

4 Scenario based questions focusing on the management and marketing of destinations



ENGLISH LITERATURE

Ms Antonia Adi
*Head of Languages
Faculty*
aadi@mescairo.com

The Literature course develops students' ability to communicate accurately, to understand texts far beyond the basic level and to explore author's' craft. Students are encouraged to continue a personal reading programme of challenging texts at home and to formulate their own opinions on a variety of texts. Language and Literature reinforce each other and there is a strong correlation between improved language skills and the study of Literature.

Students enjoy studying three set literary works in depth. They study a group of poems, a work of drama and either a selection of short stories or a novel. The works studied are chosen from the Cambridge examination board set works list. Students will also develop the skills of analysing previously unseen texts.

This course is particularly suited to students taking English as a First Language, and those who have shown some skill in dealing with literary texts during their English studies at Key Stage 3 level. Students study their set texts in great depth and detail. They also learn how to comment critically and coherently on texts they have not seen before.

Paper 1 Poetry and Prose (50%) 1 hour 30 mins

Students answer two questions selected from a choice of question on each text. Answers are written in essay form. This is a 'closed book' examination, meaning that students are not permitted to take the texts with them into the examination.

Paper 3 Drama (25%) 45 mins

Students answer one question on the Drama text they have studied in class. There will be a choice of questions on the play. This is an 'open book' examination, meaning that students are permitted to refer to a clean copy of the play during the examination.

Paper 4 Unseen Text (25%) 1 hour 15 mins

Students answer one question on previously unseen texts. They can choose to write either about a prose passage or about a poem they have not studied before.



Ms Laura Shepherd
Head of PE Faculty
lshepherd@mescairo.com

PE

This course provides students with an opportunity to study both practical and theoretical aspects of Physical Education. It enables students to improve their performance by developing their knowledge and understanding of the theory underpinning physical performance. In addition, students will understand and appreciate the benefit of physical activity and sport for health, fitness and wellbeing. As a result, this course can provide students with the necessary skills required for a career in sport, such as: sports science, physiotherapy, and a nutritionist.

Students will study the following theoretical topics:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

Assessment

Paper 1 (theory)

50%

Component 2 (coursework)

50%

Short and structured questions

Students undertake four physical activities



Mr Daniel Greenwood
Head of Expressive Arts
Faculty

dgreenwood@mescairo.com

ART

IGCSE Art and Design is a challenging but rewarding course, which develops visual perception through aesthetic experience. It complements scientific and factual subjects. Art and Design is a unique way to encourage students' personal expression and imagination. Students learn to observe, analyse and understand the visual arts and to develop their own technical skills enabling them to express personal, creative ideas.

Paper 1 (50%): Component 1

This is an internally set assignment externally assessed by CIE. This is a critical and visual appraisal undertaken in a written and practical form, including drawings, paintings and photographs. Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. Candidates can choose to work in any of the areas of study and should explore a theme producing a portfolio that leads to a resolved final outcome.

Paper 2 (50%): Component 2

There are two parts to the assignment; supporting studies and a final outcome produced during a supervised test of 8 hours total duration. The practical examination requires preparatory work. The 8 hour exam and preparatory work both have equal weighting for assessment.

Students receive the exam paper at least six weeks before the examination date. Four A2 sheets of preparatory studies are produced in the weeks prior to the examination. Students research ideas and images related to the exam theme and develop their own personal response. During the examination students complete a visual composition through painting and drawing based on their preparatory studies for the painting and related media specialism. The exam is externally moderated by the CIE.

Students who enter this course should have competent drawing skills. They should also be able to work independently with high levels of discipline and motivation, as some of the work needs to be completed outside lesson time. Students should have their own basic art equipment.

IGCSE Drama aims to encourage students to develop a personal interest in why Drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and relevant course of study.

DRAMA

Students will be given the opportunity to:

- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on Drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate confidence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the further possible study of Drama
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

Assessment

Paper 1: Written Exam (40%) 2 ½ hour

Students answer questions based on the pre-release material which is issued to the school preceding the examination. The pre-release material consists of:

Three stimuli which are either short titles, phrases, scenarios or quotations. Students must create drama based on one of the stimuli. In the examination students will be required to reflect on, and evaluate, the practical work.

An extended extract from a play. This will be taken from repertoire from a variety of cultures and times. Students should study the extract with a view to understanding both the text and the practical aspects of production.

Paper 2: Coursework (60%)

Each student submits a total of three pieces of practical work:

One individual piece:

A performance of an extract from a play

Two group pieces:

- one original devised piece
- one performance of an extract from a play



MUSIC

This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge. Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Aims:

enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
provide a foundation for the development of an informed appreciation of music
provide a foundation for further study in music at a higher level
Interpretative understanding of the music performed

Assessment

Component 1: Listening 40% (70 marks)

Written examination based on CD recordings supplied by Cambridge externally assessed.

Component 2: Coursework Performing 30% (50 marks)

Two prepared performances, one individual and one ensemble Internally marked/externally moderated.

Component 3: Coursework Composing 30% (100 marks scaled to 50 marks)

Two contrasting compositions Internally marked/externally moderated.



DESIGN AND TECHNOLOGY

This course is an excellent choice for students who are creative and would like to develop their design skills further.

Students' grades are comprised as follows:

Controlled assessment task 50%

Design paper (1hr 15min) 25%

Theory paper (1hr) 25%

Controlled Assessment Task

In Year 9 Terms One and Two, students will complete a series of designs and make tasks that will further add to the skills acquired in Years 7 and 8. They will be taught practical skills in a variety of Resistant Materials (this term refers to wood, metal and plastic).

Towards the end of Year 9 and during Year 10 students will complete their controlled assessment task that consists of a 20-page A3 portfolio and a design and make project that will showcase students' skills learnt over the previous years. Typical projects include; storage for jewellery or electronic gadgets, a decorative lamp or a desk tidy.

Design Paper

Students will be asked to show their design skills in a 1hr 15min design exam. During which they need to design a solution to a problem presented to them such as a storage system for computer games or sewing equipment. The design will need to have detail as to how it could be made and from what materials.

Theory Paper

The theory paper will test the knowledge students have acquired in the following areas:

- Names and properties of different woods, metals and plastics
- How to cut, shape and join Resistant Materials
- How to work in a workshop safely
- The details of the tools and equipment used with Resistant Materials
- How Computer Aided Design and Computer Aided Manufacture (CAD/CAM) help a designer in
- their work





Mr Medhat Mahmoud
Head of Mathematics and
Computing Faculty
mmahmoud@mescairo.com

ICT is the study of how modern information and communication systems are created and used in the real world. The course covers not only the skills used in standard business software but also the reasons that this software is used and the social, legal and ethical implications of using the technology.

Paper 1: Knowledge and Understanding (40%) 2 hours

Type and components of computer systems
 ICT applications
 Input and output devices
 The system life cycle
 Storage devices and media
 Safety and security
 Networks and the effects of using them
 Audience
 The effects of using IT
 Communication

**Paper 2 and 3:
 Practical Skills Test (40%) 2 hours 30 mins**

File management
 Document production (Microsoft Word)
 Images
 Data manipulation (Databases)
 Layout
 Presentations (Power Point)
 Styles
 Data analysis (Spreadsheets)
 Proofing
 Website authoring
 Graphs and charts

The Cambridge IGCSE ICT encourages learners to develop lifelong skills, including:

- understanding and using applications
- using Information and Communication Technology (ICT) to solve problems
- analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- understanding the implications of technology in society, including social, economic and ethical uses
- awareness of the ways ICT can help in home, learning and work environments
- skills to analyse, design, implement, test and evaluate ICT systems
- skills to consider the impact of current and new technologies on methods of working in the outside
- world and on social, economic, ethical and moral issues
- ICT-based solutions to solve problems
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice

COMPUTER SCIENCE

Computer Science is best suited to those students planning to work specifically within the computing industry or those planning further study in the subject in Higher Education. Students wishing to study the use of computers in business and industry rather than how computers are developed and programmed should consider taking ICT and not Computer Science.

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

This course aims to encourage candidates to develop computational thinking, that is thinking about what can be computed and how. This includes consideration of the data required. Learning computational thinking involves learning to program, (write computer code), because this is the means by which computational thinking is expressed.

The Cambridge IGCSE Computer Science course aims are to:

- develop computational thinking
- develop an understanding of the main principles of solving computers
- develop understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- acquire the skills necessary to apply this understanding to develop computer-based solutions to problems using a high-level programming language.

Paper 1 (60%) – Theory of Computer Science

A written paper of short response and structured questions from Section 1 of the course.

Paper 2 (40%) – Practical Problem Solving and Programming

A written paper of short response and structured questions from Section 2 of the course. This paper contains questions based on a Case Study which will be researched in advance of the examination.



Mr Brendan Rainford
IB Coordinator
brainford@mescairo.com

GLOBAL PERSPECTIVES

Global Perspectives will serve as excellent preparation for further study and is particularly relevant for students contemplating the IB Diploma Programme for Years 11 and 12. Over and above this, Global Perspectives will serve to develop students' critical thinking abilities, research techniques, language competencies and other skills which are integral to students' success in other subjects. Our aim is to make sessions interactive and provocative. Rather than viewing this opportunity as 'more work', we want able students to participate in a course that will challenge them in different ways and require them to think about topical issues from different, global perspectives.

Cambridge IGCSE Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance. The topics are as follows:

Component 1
Written Examination
35%

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Component 2
Individual Report
30%

- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Component 3
Team Project
35%

- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture