



## Key Stage 4 Curriculum Guide

At Canterbury School, we aim to inspire a unified learning community where everyone can make a difference, fostering a culture of “can do,” challenge, and care.

Our mission is to provide a high-quality British education through a stimulating 21st-century curriculum. At Key Stage 4 (Years 10 – 11), students follow the IGCSE courses, building on the knowledge, skills, and confidence developed at Key Stage 3. The curriculum is designed to deepen understanding, encourage independent thinking, and prepare students for success in their examinations and beyond.

In Years 10 and 11, students follow a core curriculum of English, Mathematics, Science, Spanish, and Sociales, while also choosing additional subjects from a range of options. This allows students to pursue their interests, take greater ownership of their learning, and develop the skills and independence needed for further study.

We nurture the whole student, supporting well-being, celebrating individual talents, and creating a safe, caring environment in which all can flourish. Students are encouraged to take responsibility for their learning, develop resilience, and cultivate the critical thinking skills necessary to become lifelong learners and responsible global citizens.

### We aim to:

- Inspire a passion for learning and help students achieve their full academic potential.
- Promote high standards of conduct, integrity, and citizenship.
- Develop creativity, confidence, and aesthetic awareness through the arts.
- Encourage personal growth, teamwork, and resilience through trips, sporting events, and extracurricular activities.

### Core Values

- Unity: Inspiring everyone to make a difference.
- Respect: Guiding relationships, manners, and attitudes.
- Friendship: Encouraging kindness, empathy, and support.
- Responsibility: Fostering ownership, independence, and trustworthiness.

This guide outlines the course content in each subject, how students will be assessed, and their responsibilities; giving parents the tools to support their son/daughter and be actively involved in their Key Stage 4 learning journey.

## **Art and Design at Key Stage 4**

The Cambridge IGCSE Art and Design (0400) course encourages students to explore and express their creativity through a wide range of artistic techniques and processes. Students will develop their technical skills and visual understanding while experimenting with media such as drawing, painting, printmaking, sculpture, textiles, mixed media, and photography.

Throughout the course, students are encouraged to think critically, analyse visual information, and respond to the work of artists, designers, and photographers from a variety of cultural and historical contexts. The course promotes independent learning, creative problem-solving, and personal expression, while also supporting emotional wellbeing, confidence, and perseverance through artistic exploration.

### **How is the Course Assessed?**

Assessment for IGCSE Art and Design (0400) is based on two main components set by Cambridge Assessment International Education (CAIE):

#### **Component 1: Coursework (50%)**

Students complete a portfolio of work that demonstrates research, development of ideas, experimentation with media and techniques, and a final resolved piece. Sketchbooks are an essential part of the coursework, showing the creative journey from initial concept to final outcome.

#### **Component 2: Externally Set Assignment (50%)**

Students complete an exam project based on a theme provided by Cambridge. They develop preparatory work over several weeks before producing a final piece under exam conditions (8 hours).

### **Ongoing Assessment and Feedback**

In addition to formal IGCSE assessment, students receive continuous feedback throughout the year. Each component is marked individually, and detailed feedback is provided to help students understand their progress and areas for improvement.

Regular technique workshops are also delivered to strengthen practical skills in areas such as drawing, painting, composition, mixed media, and photography. These workshops support students in building confidence, refining technical ability, and expanding their creative approaches.

Course Content Year 10	Course Content Year 11
<ul style="list-style-type: none"> <li>• Introduction to the IGCSE Art and Design course structure and assessment criteria</li> <li>• Exploration of a wide range of materials and techniques (drawing, painting, printmaking, sculpture, mixed media, and photography)</li> <li>• Development of observational drawing and recording skills</li> <li>• Artist research and analysis to inform personal ideas</li> <li>• Experimental projects designed to build technical confidence and creativity</li> <li>• Emphasis on sketchbook development: idea generation, annotation, and evaluation</li> <li>• Technique workshops to strengthen control of different media and develop personal style</li> </ul>	<ul style="list-style-type: none"> <li>• Individual coursework portfolio development (Component 1)</li> <li>• In-depth project work demonstrating personal investigation and creative journey</li> <li>• Refinement of technical and conceptual skills</li> <li>• Preparation for the Externally Set Assignment (Component 2)</li> <li>• Independent research and analysis of chosen artists and themes</li> <li>• Completion of preparatory studies and final outcome for the exam project</li> <li>• Final portfolio presentation and evaluation</li> </ul>

### How Can You Help Your Son/Daughter?

Parents can support students by encouraging regular sketching, photography, and creative exploration at home. Visiting galleries or discussing artists and ideas can help inspire their work and deepen understanding. Providing basic materials and a space for creativity, as well as showing interest in their sketchbook and progress, helps build confidence and motivation in Art and Design.

### Responsibility of the Student

In Year 10, students should arrive prepared, complete all work on time, and maintain an organized sketchbook. They are encouraged to experiment with techniques, attend workshops, and engage with feedback to develop their skills. In Year 11, students are expected to work more independently, refine their ideas, and manage coursework responsibly, demonstrating creativity, commitment, and respect for materials, peers, and the studio space.



## Business Studies at Key Stage 4

At Key Stage 4, we aim to develop students' understanding of the dynamic environment in which businesses operate and the role of entrepreneurship in driving economic growth. The course encourages learners to explore the core functional areas of an organization—including marketing, finance, operations, and human resources—while developing essential analytical skills such as financial interpretation, strategic decision-making, and the application of business theory to real-world case studies.

### How is the Course Assessed?

The course is ultimately assessed through 2 papers. In class, the skills and knowledge for these papers will be assessed through different formats such as verbal answers and frequent past paper question practice.

- Paper 1: Short Answer & Data Response (50%).
- Paper 2: Case Study (50%).

Course Content Year 10	Course Content Year 11
<p><b>Understanding Business Activity</b></p> <p>1.1 – Business Activity            1.2 – Classification of Businesses            1.3 – Enterprise, Business Growth and Size            1.4 – Types of Business Organizations            1.5 – Business and Stakeholder Objectives</p> <p><b>People in Business</b></p> <p>2.1 – Motivating Workers            2.2 – Organisation and Management            2.3 – Recruitment, Selection, Training of Workers            2.4 – Internal and External Communication</p> <p><b>Marketing</b></p> <p>3.1 – Marketing, Competition and the Customer            3.2 – Market Research            3.3 – Marketing Mix            3.4 – Marketing Strategy</p>	<p><b>Operations Management</b></p> <p>4.1 – Production of Goods and Services            4.2 – Costs, Scale of Production, Break-even  <b>Charts</b>            4.3 – Achieving Quality Production            4.4 – Location Decisions</p> <p><b>Financial Information and Decisions</b></p> <p>5.1 – Business Finance: Needs and Sources            5.2 – Cash Flow Forecasting and Working Capital            5.3 – Income Statements            5.4 – Statement of Financial Position            5.5 – Analysis of Accounts</p> <p><b>External Influences on Business Activity</b></p> <p>6.1 – Economic Issues            6.2 – Environmental and Ethical Issues            6.3 – Business and the International Economy</p>

### How Can You Help Your Son/Daughter?

Parents can support students by turning daily life into "mini case studies"—discussing real-world pricing or staffing decisions to build application skills. By acting as a "clueless client" and repeatedly asking "why?", you force them to develop the chains of reasoning required for high-level analysis. Finally, helping them master

command words and precise terminology through flashcards ensures they meet specific exam criteria for analysis and evaluation.

### **Responsibility of the Student**

Students can prepare successfully for Key Stage 4 by engaging fully in lessons and discussions, and acting on feedback to improve their work. Revision of key terms and case studies is essential, as well as practicing timed responses and skills to build confidence and accuracy. Students are expected to regularly read business news and be aware of current business trends and economic issues. Staying organised, engaging with the work, and maintaining a consistent revision routine are essential habits for success.

## Computer Science at Key Stage 4

IGCSE Computer Science helps students understand the technologies that power everyday life—from apps and websites to networks and cybersecurity. Students explore computer hardware and software, data representation, and how information travels across networks. They apply this knowledge by programming solutions, testing them, and refining them based on feedback. The course also includes ethical, legal, and environmental considerations so students can become informed and responsible digital citizens.

### How is the Course Assessed?

Assessment is mainly through written examinations testing computer systems, data representation, networks, and algorithms. Programming skills are developed throughout the course and checked regularly using coding tasks and exam-style questions.

Course Content Year 10			Course Content Year 11		
Term 1: Unit 1 - Data Representations Number systems, text, sound images, data storage and compression  Unit 2 – Data transmission Types and methods, error detection, encryption  Unit 7 - Algorithmic design and problem solving Program life cycle, systems and subsystems	Term 2: Unit 7 - Algorithmic design and problem solving Validation, Verification, Test data, Trace tables, Identifying and correcting errors in algorithms  Unit 3 – Hardware Computer Architecture, Input & Output devices	Term 3: Unit 3 – Hardware Data storage, Network hardware  Unit 4 – Software Types and Interrupts, programming Languages, translators and IDEs  Unit 8 – Programming Programming concepts, Arrays, File handling	Term 1: Unit 5 – The internet and its uses The internet and the WWW, digital currency, Digital safety  Unit 9 – Databases Databases and their uses	Term 2: Unit 6 – Automated and Emerging technologies Automated systems, Robotics, AI  Unit 10 – Boolean Logic Logic gate symbols, function of Logic gates, Logic expressions, truth tables and problem statements	Term 3:  Review for the Final Exam

### **How Can You Help Your Son/Daughter?**

Parents and carers can support students by encouraging regular, short practice rather than last-minute revision. Reviewing key terms, definitions, and diagrams (e.g., CPU, memory, networks) helps build exam confidence. Students benefit from practicing past-paper questions and learning how to structure longer answers using correct terminology. For programming, parents can encourage steady practice on platforms such as Replit, W3Schools, or exam-board style question banks, and ask students to explain their code and how they fixed errors. Supporting good study routines—time management, distraction-free revision, and revision schedules—can make a significant difference.

### **Responsibility of the Student**

To succeed at IGCSE level, students should complete homework and programming practice consistently and review feedback carefully. They are expected to maintain organized notes, learn key vocabulary, and regularly practice exam-style questions. Students should take responsibility for catching up after absence, meeting deadlines, and asking for help early when concepts or code are unclear. Independent revision, resilience when debugging, and steady improvement through practice are essential for strong progress. Developing independence, good time management, and a proactive attitude is essential for success in Computer Science and beyond.

## English at Key Stage 4

At Key Stage 4, we aim to develop confident, articulate learners who can use English effectively for practical communication in everyday situations. Students deepen their understanding of how language works and further develop the four core language skills: reading, writing, listening, and speaking.

They are encouraged to develop critical thinking, inference, and analytical skills through exposure to a wide range of texts and tasks, while extending and refining their personal writing style. Additionally, learners are supported in adapting their language to suit different contexts, purposes, and audiences. Listening and speaking skills are reinforced through exposure to a range of spoken material, including talks and conversations, as well as through regular participation in discussions, presentations, and debates. Through the study of a range of literary texts, students also develop an appreciation of literature and an understanding of how writers craft meaning and impact.

### How is the Course Assessed?

Assessment in English occurs through various methods. Each major unit includes key assessments for Reading, Writing, and Speaking & Listening, these include:

Reading comprehension and written analysis

Extended writing tasks

Speaking and listening assessments (e.g., presentations, debates)

Peer and self-assessment in preparation stages

Vocabulary and grammar checks

Course Content Year 10	Course Content Year 11
<ul style="list-style-type: none"> <li>• Pirates Unit</li> <li>• Gothic Unit</li> <li>• Out of This World</li> <li>• <i>The Woman in Black</i></li> <li>• <i>The Giver</i></li> </ul>	<ul style="list-style-type: none"> <li>• The Writer's Craft</li> <li>• Perspectives</li> <li>• Autobiography Unit</li> <li>• IGCSE Examination preparation units and revision focus</li> </ul>

### How Can You Help Your Son/Daughter?

Parents and carers can support students by encouraging regular independent reading, discussing learning at home, and showing interest in the texts and skills being studied in class. Establishing effective revision routines, providing a quiet, organised study space at home, and encouraging careful proofreading of written work will reinforce positive learning habits. Ensuring students' school attendance and

punctuality is vital, as this promotes engagement in lessons, resilience, and confidence in support of progress at Key Stage 4.

### **Responsibility of the Student**

Students can prepare successfully for Key Stage 4 by reading widely and regularly to develop vocabulary and understanding, engaging fully in lessons and discussions, and acting on feedback to improve their work. Careful planning and drafting of written tasks, regular practice of key skills such as analysis and inference, and practising timed responses will help build confidence and accuracy. Staying organised, meeting deadlines, and maintaining a consistent revision routine are essential habits for success.

## History at Key Stage 4

At KS4, the History curriculum aims to foster an understanding of how the past shapes the present, encouraging students to think critically about cause and consequence, continuity and change, and different historical interpretations. Students will develop key historical skills such as chronological understanding, use of evidence, constructing arguments through deep analysis/evaluation, and understanding significance.

### How is the Course Assessed?

Students will be assessed using a range of methods, including:

Timelines

End of unit tests (past papers 0470 Cambridge IGCSE)

Structured answers

Source analysis and evaluations

Posters and presentations

Assessment aims to develop both knowledge and historical skills, with regular feedback provided to support progression.

<b>Course Content (CORE) Year 10</b>	<b>Course Content (CORE) Year 11</b>	<b>Course Content (DEPTH STUDY) Year 10 and Year 11</b>
<p>The twentieth century: international relations since 1919:</p> <ol style="list-style-type: none"> <li>1. What caused the First World War?</li> <li>2. Was the Treaty of Versailles fair?</li> <li>3. To what extent was the League of Nations a success?</li> <li>4. How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?</li> </ol>	<p>The twentieth century: international relations since 1919:</p> <ol style="list-style-type: none"> <li>1. Who was to blame for the Cold War?</li> <li>2. How effectively did the United States contain the spread of communism?</li> <li>3. How secure was the USSR's control over Eastern Europe, 1948–c.1989?</li> </ol>	<p>Germany, 1918–45:</p> <ol style="list-style-type: none"> <li>1. Was the Weimar Republic doomed from the start?</li> <li>2. Why was Hitler able to dominate Germany by 1934?</li> <li>3. The Nazi regime:               <ol style="list-style-type: none"> <li>a) How effectively did the Nazis control Germany, 1933–45?</li> <li>b) What was it like to live in Nazi Germany?</li> </ol> </li> </ol>

### **How Can You Help Your Son/Daughter?**

Parents and carers can support historical learning by discussing key topics at home, helping to embed vocabulary and timeline knowledge. Encourage your son/daughter to ask questions about the past, make connections to current events, and engage in activities such as watching documentaries or visiting historical sites.

### **Responsibility of the Student**

Students are expected to actively engage in their history learning through questioning, source investigation, and discussion. They should arrive to lessons prepared, complete homework thoughtfully, and revise regularly. Students are encouraged to ask for help when unsure and to reflect on feedback to improve their work.

## Lengua y Literatura Española en Key Stage 4

Nuestros objetivos son desarrollar la comprensión y expresión oral y escrita en lengua castellana, fomentar el gusto por la lectura y la escritura creativa, mejorar el vocabulario, la gramática y la ortografía, e introducir a los alumnos en diferentes géneros literarios y culturales.

### ¿Cómo se evalúa la asignatura?

Se valorará la participación oral, la comprensión lectora, la calidad de los textos escritos y el progreso en gramática y ortografía. Se realizarán pruebas escritas, exposiciones orales, trabajos y actividades en clase

Contenidos Year 10	Contenidos Year 11
Textos no literarios I: textos expositivos, argumentativos, reseñas y artículos, cartas, informes, artículos, diarios, discursos, entrevistas y resúmenes La exposición oral Lectura y análisis pormenorizado de los textos literarios del curso	Textos no literarios II: textos expositivos, argumentativos, reseñas y artículos, cartas, informes, artículos, diarios, discursos, entrevistas y resúmenes La exposición oral Lectura y análisis pormenorizado de los textos literarios del curso

### ¿Cómo puede ayudar a su hijo/a?

Fomentar la lectura diaria: Reservar un tiempo para leer en casa y comentar la lectura. Practicar la escritura: Animar a escribir diarios, cartas o pequeños relatos. Dialogar sobre el lenguaje: Hablar sobre nuevas palabras y su significado. Revisar tareas: Acompañar en la corrección de textos para mejorar ortografía y gramática. Estimular la curiosidad: Visitar bibliotecas o actividades culturales relacionadas con la lengua.

### Responsabilidad del alumnado

Participación Activa: escuchar atentamente durante las explicaciones y en las actividades orales y participar en debates expresando sus ideas con respeto y claridad. Lectura Diaria: leer de forma habitual textos recomendados y otros de su interés para mejorar la comprensión y ampliar su vocabulario. Escritura y Corrección: realizar con esfuerzo y dedicación las tareas de redacción, aplicando las reglas de gramática y ortografía aprendidas. Organización y Cumplimiento de Tareas: gestionar su tiempo para cumplir con las actividades y trabajos en los plazos establecidos. Traer los materiales necesarios para cada clase y preparar las tareas en casa. Actitud de Aprendizaje: mostrar interés y curiosidad por aprender sobre la lengua y la literatura. Pedir ayuda cuando tenga dudas.

## Maths at Key Stage 4 (Cambridge IGCSE Core & Extended)

The aim of the KS4 Mathematics curriculum is to prepare students for the Cambridge IGCSE Mathematics examination by developing secure mathematical knowledge, problem-solving skills, and exam confidence. The course builds on prior learning while increasing both challenge and independence, ensuring students are well prepared for external assessment.

Students are guided onto either the **Core** or **Extended** pathway based on their current attainment, learning pace, and academic needs. Both pathways follow the Cambridge IGCSE syllabus and focus on accuracy, reasoning, and application of mathematical concepts.

### Core Pathway

The Core pathway is designed to ensure students develop a strong and secure understanding of essential mathematical concepts. The focus is on fluency, confidence, and applying mathematics to familiar and real-life contexts.

Students following the Core pathway work towards IGCSE grades **C–G/5-1**.

- Core Mathematics aims to develop:
- Confidence in number operations and basic algebra
- Understanding of key concepts in geometry, statistics, and probability
- The ability to solve routine and structured problems
- Accurate use of mathematical methods and vocabulary
- Steady progress and consolidation of fundamental skills

### Extended Pathway

The Extended pathway is designed for students who demonstrate strong mathematical ability and a faster learning pace. It includes all Core content, plus more complex and abstract topics, with an emphasis on multi-step problem solving and higher-order thinking.

Students following the Extended pathway work towards IGCSE grades **A\*–E / 9-3**

- Extended Mathematics aims to develop:
- Advanced algebraic manipulation and reasoning
- Complex problem-solving and logical thinking
- Confident application of mathematics to unfamiliar contexts

- Precision, accuracy, and clear mathematical communication
- Strong preparation for post-16 courses, including the IB Diploma Programme

### How is the Course Assessed?

Assessment in KS4 Mathematics is continuous and closely aligned with Cambridge IGCSE assessment objectives. Both Core and Extended pathways use a combination of formative and summative assessments to monitor progress and support improvement.

#### Formative assessment includes:

- Regular homework focused on exam-style practice
- In-class exercises and problem-solving activities
- Teacher questioning and class discussion
- Self-correction and peer assessment using mark schemes
- Low-stakes quizzes to reinforce key concepts

#### Summative assessment includes:

- Topic tests using Cambridge IGCSE-style questions
- End-of-term assessments covering cumulative content
- Mock examinations conducted under exam conditions
- Final internal assessments aligned with IGCSE grade boundaries

Assessment results are used to review student progress, determine pathway suitability, and provide targeted support to help each student achieve their best possible outcome.

Course Content Year 10	Course Content Year 11
<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Time</li> <li>• Speed, distance and time calculations</li> <li>• Estimation</li> <li>• Measures</li> <li>• Sequences, including quadratic ones</li> <li>• Percentages</li> <li>• Indices</li> <li>• Ratios</li> <li>• Finance</li> </ul> <p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>• Algebra</li> <li>• Simultaneous equations</li> <li>• Geometry</li> </ul>	<p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>• Sets</li> <li>• Algebra 1 &amp; 2</li> <li>• Functions</li> <li>• Ratios, Variation &amp; Limits of accuracy</li> <li>• Coordinate geometry</li> <li>• Circle Theorems</li> <li>• Graphs of Functions/Range &amp; Domain</li> <li>• Completing the square</li> <li>• Mensuration</li> </ul> <p><b>Term 2:</b></p> <ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Probability</li> </ul>

<ul style="list-style-type: none"> <li>• Bearings</li> <li>• Pythagoras's Theorem</li> </ul> <p>Trigonometry</p> <p><b>Term 3:</b></p> <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Probability</li> <li>• Mensuration</li> <li>• Travel Graphs</li> <li>• Graphs of functions</li> <li>• Quadratic equations</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics</li> <li>• Transformations</li> <li>• Surds and recurring decimals</li> <li>• Travel graphs</li> <li>• Non-linear simultaneous equations</li> <li>• Vectors</li> <li>• Differentiation &amp; Gradient</li> </ul> <p><b>Term 3:</b></p> <ul style="list-style-type: none"> <li>• Extended IGCSE Past Papers and general revision.</li> <li>• External tests</li> </ul>
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### How Can You Help Your Son/Daughter?

Parents and carers play a crucial role in supporting progress in Mathematics. There are several effective ways to support learning at home.

Encouraging regular practice is key. Even 20–30 minutes of daily maths revision, problem-solving, or practice using online tools can significantly reinforce classroom learning. Promoting a growth mindset is equally important; students should understand that finding a topic challenging is a normal part of learning and that perseverance leads to improvement.

Mathematics can also be reinforced through everyday activities such as budgeting, measuring, cooking, or interpreting graphs and data. Using online resources can make practice more interactive and engaging. Reviewing assessments together helps students recognise both their strengths and areas for improvement, and providing a quiet, distraction-free space for study supports focus and consistency.

### Responsibility of the Student

To succeed in Mathematics, students are expected to take increasing responsibility for their learning.

Students should come to lessons fully prepared with the correct equipment, including a pen, pencil, ruler, calculator, and geometry set. Homework must be completed on time and to the best of their ability, and students are encouraged to participate actively in lessons by asking questions when unsure.

Students are also responsible for catching up on missed work, reflecting on feedback provided by teachers, and striving for continuous improvement. Respect for teachers and peers is essential in maintaining a positive and productive learning environment.

Developing independence, effective time management, and a proactive attitude are key skills for success in Mathematics and across the wider curriculum.

## MFL at Key Stage 4

In KS4, students study a range of engaging and relevant topics designed to build a strong foundation in everyday communication. These themes prepare students for the IGCSE examination while developing practical vocabulary, cultural awareness, and confidence across all four language skills.

### How is the Course Assessed?

Assessment combines both formative and summative approaches, including:

- Past paper practice across all skills: Listening, Reading, Writing, and Speaking.
- Mind maps and grammar timelines, particularly for verb tenses.
- Short oral tasks, pair-work conversations, and class presentations.
- End-of-unit assessments designed to mirror the exam format.
- Regular vocabulary tests and grammar checks.

Course Content Year 10	Course Content Year 11
<ul style="list-style-type: none"> <li>• <b>Me, My Friends and Family</b> Personal identity, family members, relationships, daily life, interests, and responsibilities.</li> <li>• <b>My School</b> Subjects, timetable, school facilities, teachers, opinions, and school routines.</li> <li>• <b>Where I Live</b> Local area, town or village, home environment, directions, describing places, and comparing regions.</li> <li>• <b>Health and Sports</b> Healthy living, exercise, lifestyle choices, illness, injuries, and sporting activities.</li> <li>• <b>Free Time Activities</b> Hobbies, social activities, technology use, TV/film, music, and weekend plans.</li> <li>• <b>Food and Drink</b> Meals, shopping, restaurants, preferences, healthy eating, and cultural dishes.</li> <li>• <b>Festivals and Celebrations</b> French-speaking festivals, traditions, holidays, cultural events, and personal celebrations.</li> </ul>	<p><b>The world around us</b></p> <ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The urban environment (e.g. buildings and services, urban areas, shopping)</li> <li>• Measurements (e.g. size, shape)</li> </ul> <p><b>The world of work</b></p> <ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul> <p><b>The international world</b></p> <ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture, customs, faiths and celebration</li> </ul>

### **How Can You Help Your Son/Daughter?**

Parents and carers can support French/German learning by encouraging small, consistent habits. This includes reviewing vocabulary regularly, helping children set aside time for grammar and verb practice, and encouraging listening through apps, YouTube channels (*1jour1actu*, *TV5Monde Junior*, *ZDF*, *Deutsche Labor*), or music. Asking children to say a few sentences about their day or a topic they are learning, and listening to their speaking tasks to offer gentle feedback, also helps build confidence and fluency.

### **Responsibility of the Student**

Students are expected to arrive prepared for lessons with the correct equipment and completed homework. They should participate actively in class discussions and speaking activities, and take responsibility for regular vocabulary learning and grammar revision. They should use the target language as much as possible in class to build confidence, work respectfully and collaboratively with others, and seek clarification when needed, applying feedback to improve their work. Developing independence, resilience, curiosity, and strong study is essential for success in the IGCSE examinations.

## **Psychology at Key Stage 4**

The Cambridge IGCSE Psychology (0266) course introduces students to the scientific study of behavior and mental processes. Students explore key areas including memory, perception, development, social influence, and research methods. The course develops critical thinking, analytical writing, and the ability to apply psychological concepts to real-world situations. Students learn to evaluate research evidence and understand ethical considerations in psychological investigation.

### **How is the Course Assessed?**

Assessment for Cambridge IGCSE Psychology consists of two externally examined papers at the end of Year 11. Paper 1 assesses knowledge, application, and evaluation across the core topics of memory, perception, development, social influence, and research methods. Paper 2 focuses specifically on research methods, including experimental design, data interpretation, and evaluation of methodological strengths and weaknesses. Both papers assess students' ability to use psychological terminology accurately and construct structured written responses.

### **Ongoing Assessment and Feedback**

Throughout the course, students complete regular exam-style questions to develop familiarity with Cambridge command words and mark scheme expectations. Topic tests, structured extended responses, and research design tasks are used to monitor progress. In Year 11, students complete mock examinations under timed conditions. Detailed feedback is provided to improve evaluation skills, clarity of explanation, and examination technique.

<p style="text-align: center;"><b>Course Content Year 10</b></p>	<p style="text-align: center;"><b>Course Content Year 11</b></p>
<ul style="list-style-type: none"> <li>• Introduction to IGCSE Psychology structure and assessment objectives (AO1, AO2, AO3)</li> <li>• Memory: models of memory, reconstructive memory, factors affecting memory accuracy</li> <li>• Perception: visual perception, illusions, cultural influences on perception</li> <li>• Research Methods foundations: experiments, observations, surveys, case studies</li> <li>• Variables, sampling techniques, ethics, reliability and validity</li> <li>• Introduction to structured exam-style responses</li> </ul>	<ul style="list-style-type: none"> <li>• Development: nature vs nurture, brain development, learning and moral development</li> <li>• Social Influence: conformity, obedience, group behaviour, prejudice and discrimination</li> <li>• Advanced research methods: experimental design, data interpretation, evaluation of methodology</li> <li>• Practice in analysing and interpreting graphs and data</li> <li>• Structured revision, timed practice papers, and mock examinations</li> </ul>

### **How Can You Help Your Son/Daughter?**

Parents can support their child by encouraging consistent revision of key terminology and psychological concepts. Discussing real-life examples of behavior and decision-making can deepen understanding. Supporting time management and structured revision routines will help students prepare effectively for examinations. Showing interest in progress and practice essays helps build confidence and motivation.

### **Responsibility of the Student**

In Year 10, students are expected to complete all work carefully, maintain organized notes, and begin practicing exam-style responses regularly. In Year 11, students should revise consistently, respond to feedback, and work independently to strengthen weaker areas. Regular practice of structured answers and careful attention to command words are essential for success.

## Science at Key Stage 4

Science at KS4 builds on the curiosity and foundational knowledge developed at KS3, deepening students' understanding of biology, chemistry and physics through theory, practical work and real-world applications. Students develop the ability to think scientifically, analyse data, apply mathematical skills and evaluate evidence. The curriculum strengthens scientific literacy and prepares students for external examinations, further study at post-16 level and informed participation in a scientific and technological world.

### How is the Course Assessed?

Assessment combines:

- **Written tests:** End-of-topic assessments, quizzes, and formal exams.
- **Practical work:** Evaluation of planning, conducting, and reviewing experiments.
- **Project work:** Occasionally used to assess research and presentation skills.
- **Formative assessment:** Ongoing class discussions, self-assessment, and feedback.
- **Summative assessment:** Y10 end-of-year exams, Y11 mock examinations and final IGCSE examinations at the end of Year 11 measure overall attainment.

Course Content Biology	Course Content Chemistry	Course Content Physics
<ul style="list-style-type: none"> <li>• Characteristics of living organisms</li> <li>• Cells and organisation</li> <li>• Movement into and out of cells</li> <li>• Biological molecules</li> <li>• Enzymes</li> <li>• Plant nutrition</li> <li>• Human nutrition</li> <li>• Transport in plants and animals</li> <li>• Diseases and immunity</li> <li>• Gas exchange in humans</li> <li>• Respiration</li> <li>• Coordination and response</li> <li>• Reproduction</li> <li>• Inheritance</li> <li>• Variation and selection</li> <li>• Organisms and their environment</li> <li>• Human influences on ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>• States of matter</li> <li>• Atoms, elements and compounds</li> <li>• Stoichiometry</li> <li>• Electrochemistry</li> <li>• Chemical energetics</li> <li>• Chemical reactions</li> <li>• Acids, bases and salts</li> <li>• The Periodic Table</li> <li>• Metals</li> <li>• Chemistry of the environment</li> <li>• Organic chemistry</li> <li>• Experimental techniques and chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Motion, forces and energy</li> <li>• Thermal physics</li> <li>• Waves</li> <li>• Electricity and magnetism</li> <li>• Nuclear physics</li> <li>• Space physics</li> </ul>

## **How Can You Help Your Son/Daughter?**

- Discuss scientific issues in the news and everyday life.
- Encourage regular revision rather than last-minute cramming.
- Support the use of revision platforms such as BBC Bitesize and Seneca Learning.
- Help students practise key scientific terms, equations and definitions.
- Encourage good organisation of notes and revision materials.
- Support healthy routines during assessment periods, including rest and study balance.

## **Responsibility of the Student**

- Bring all required equipment, including calculator and scientific stationery.
- Complete homework and revision tasks on time and to the best of their ability.
- Engage actively in lessons and practical work, following safety rules at all times.
- Use feedback to improve understanding and exam technique.
- Revise regularly and independently in preparation for assessments.
- Maintain an organised science folder or notebook to support revision.

## Sociales en Key Stage 4

Nuestros objetivos son que el alumnado comprenda el entorno social, histórico, y cultural de España, desarrolle habilidades para analizar hechos históricos y fenómenos sociales, fomentar en él el respeto por la diversidad y la responsabilidad ciudadana y promover el interés por el patrimonio cultural y natural.

### ¿Cómo se evalúa la asignatura?

Se valorará la comprensión de conceptos, la capacidad de análisis y síntesis, la expresión oral y escrita, y la participación. Se realizarán pruebas escritas, proyectos, trabajos en grupo y exposiciones orales.

Contenidos Year 10	Contenidos Year 11
Las edades de la historia. El nacimiento del mundo moderno El Humanismo: Erasmo de Rotterdam La reforma y contrarreforma La monarquía autoritaria. Los Reyes Católicos. La conquista de América El imperio de los Austrias: Carlos I y Felipe II El siglo XVII: El siglo de oro	Antecedentes de la edad contemporánea: la Ilustración. El despotismo ilustrado Revolución industrial y revolución francesa Sistemas políticos: democracia y dictadura Las ideologías políticas La guerra civil española El franquismo La transición española Gobiernos posteriores a la transición

### Cómo puede ayudar a su hijo/a?

Conversar sobre el entorno: Hablar con los niños sobre noticias, lugares y eventos históricos o culturales. Visitar museos y sitios históricos. Apoyar la realización de trabajos y exposiciones: Incentivar la búsqueda de información y la expresión oral clara. Estimular el respeto y la responsabilidad social: Reflexionar sobre la convivencia y la ciudadanía.

### Responsabilidad del alumnado

Participar activamente en clase y en las actividades. Leer y comprender textos de historia y cultura. Cumplir con las tareas y trabajos en los tiempos establecidos. Organizar sus materiales y preparar exposiciones. Mostrar interés por conocer y respetar la diversidad social, histórica y cultural.

## Travel and Tourism at Key Stage 4

The Cambridge IGCSE Travel and Tourism curriculum aims to develop students' understanding of the nature and scope of travel and tourism at global, national and local levels. It builds awareness of the positive and negative impacts of tourism and how these can be managed responsibly. The course emphasises sustainability and resilience, encouraging a balance between economic, environmental and social considerations. Students also explore the importance of the customer and effective marketing within the industry, while developing strong communication skills and an appreciation of diverse values and attitudes in different cultural and social contexts. Throughout the course, learners apply their knowledge and understanding to a range of travel and tourism scenarios, strengthening their ability to analyse situations and make informed judgements.

### How is the Course Assessed?

The course is ultimately assessed through 2 papers. In class, the skills and knowledge for these papers will be assessed through different formats such as verbal answers, presentations and frequent past paper question practice.

Paper 1: Key Terms and Concepts (1hr 30 mins, 50%). Short answer question paper. Four scenario-based questions – covering the introductory key concepts, customer service and impacts of tourism at destinations.

Paper 2: Managing and Marketing Destinations (2hrs, 50%). Short answer question paper. Four scenario-based questions – focusing on the management and marketing of destinations.

Course Content Year 10	Course Content Year 11
<ul style="list-style-type: none"> <li>• Introduction to the main travel and tourism definitions and concepts.</li> <li>• Travel and tourism organisations.</li> <li>• Customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Global Tourism</li> <li>• Destination marketing</li> <li>• Exam practice.</li> </ul>

### How Can You Help Your Son/Daughter?

Parents and carers can support students by encouraging regular revision, discussion of current travel and tourism issues, and engagement with real-world examples such as travel brochures, websites and news articles. Talking about personal travel experiences can help students apply theory to practical scenarios, a key skill in the course. Parents can also help by fostering strong organisational and communication skills and encouraging an interest in global cultures, sustainability and customer service within the tourism industry. Most importantly, positive encouragement and interest in the learning process help motivate students and support their overall success in the course.

### **Responsibility of the Student**

Students can prepare successfully for Key Stage 4 by engaging fully in lessons and discussions and acting on feedback to improve their work. Regular revision of key terms and theories, alongside practising how to apply their knowledge and skills to different scenarios, will help build confidence and accuracy. Staying organised, remaining actively engaged in their learning, having a Can Do attitude and maintaining a consistent revision routine are essential habits for success.