مدرسة السلطان
THE SULTAN'S SCHOOL

IGCSE
INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION

IGCSE CURRICULUM GUIDE 2026-2028



THE SULTAN'S SCHOOL

www.sultansschool.edu.om

WELCOME TO THE IGCSE PROGRAMME

The IGCSE programmme is a 2-year continuous program of study in Year 10 and Year 11. At the end of Year 11 students go through the rigorous, internationally recognised Cambridge examinations.

Why do we use Cambridge?

- Internationally recognised by over 2100 universities worldwide
- 150 years experience producing international assessments
- Provides excellent basis for success in the IB Diploma Programme in Year 12 and 13.



"OUR CURRICULUM SETS A GLOBAL STANDARD FOR EDUCATION, WITH PROGRAMMES THAT STRETCH, CHALLENGE AND INSPIRE OUR STUDENTS." CAMBRIDGE INTERNATIONAL

OPTION CHOICES

IGCSE students are required to study four compulsory subjects at IGCSE. Mathematics, English Language, English Literature and Arabic.

In addition, students are able to choose four subjects to make a total of eight IGCSE subjects. Students must choose one option from each of the four blocks outlined below.

Option Block 1	Option Block 2	Option Block 3	Option Block 4
Biology	**Chemistry**	**Physics**	**Biology**
Physics	**Business Studies**	**Business Studies**	**Business Studies**
Chemistry	**Design and Technology**	**Geography**	**Design and Technology**
	Economics	**Drama**	**IGCSE PE**
	Art and Design	**ICT**	**Computer Science**
		Computer Science	**Music**

The following are restrictions with the choices

1. Students should choose at least one of Biology, Chemistry or Phyiscs
2. Students should choose no more than 2 sciences.
3. Business Studies and Economics should not be taken together
4. Students should choose at least one Business, Economics or Geography

In addition to the eight IGCSE subjects, students will study the MOE Islamic and Social studies and Core Physical Education

Please note that option blocks are for illustrative purposes only and may change to accommodate student preferences and staffing.

ADVICE ON CHOOSING YOUR SUBJECTS



Before you make the important decisions regarding your IGCSE subjects next year, collect as much relevant information as possible.

Consider your present subjects

Which subjects do you enjoy?
Why do you enjoy them, is it the subject itself? Or the teacher?
Which subjects are you good at?

Find out about your possible IGCSE subjects

What do the IGCSE subjects offered by the school actually cover?
Read the IGCSE syllabus guides carefully so that you make considered subject choices. It is not always possible to change a course once started, as there may not be space in the class that you would like to change to, or your preferred subject combination may not be possible to timetable.

Talk to your current teachers

Ask your current subject teachers whether they think that you will be able to cope successfully in their subject at IGCSE. Ask them to give you an idea of what their subject is actually like in IGCSE. For subjects that you have not taken before, talk to the curriculum leader and attend any taster sessions that are offered.

Talk to older students doing the courses in which you are interested

Ask them what the courses in which you are interested are really like? Were they different from what they expected? Does the way you study in that subject suit the way that you work best?

Talk to parents, friends and others

They can provide you with great insight into careers, and possibly about higher education courses, but remember that courses and entry requirements change frequently. Advice from people not directly involved in this area can get out of date quickly.

PASTORAL CARE AND HOMEROOM

In Years 10 and 11, you may notice some changes to your daily routines. For example, there will be increased homework expectations, greater independence and higher academic expectations from your teachers. While these changes are an important part of preparing for IGCSE examinations and life beyond school, student wellbeing remains at the heart of everything we do. At the centre of our pastoral care provision is the Homeroom Teacher, who is your first point of contact if you have a concern, need support or are experiencing difficulties. However, you are never limited to one person for support. The IGCSE Coordinator, Head of Year and School Counsellor are also available to help and provide guidance when needed.

The Homeroom programme supports students in developing the knowledge, skills and attitudes needed to thrive during their IGCSE years and beyond. Study skills are integrated into a spiral curriculum which includes the following key themes:

Homeroom foundations for success
Wellbeing
Relationships
Living in a digital age
Saftey - water, heat and outdoor environments
Ramadan wellbeing and reflection
Reflection and transition
Careers and pathways (Unifrog)

INTRODUCTION FROM THE COUNSELLOR



During the IGCSE years, students go through an important stage of growth, both academically and personally. Alongside the changes in school routines and higher expectations, it is natural for students to experience new feelings and challenges.

As the school counsellor, my role is to support students in building emotional wellbeing, confidence, and resilience. I provide a safe space where they can talk openly, explore their thoughts, and find healthy ways to manage stress or worries.

Working together with teachers and families, I aim to ensure that every student feels understood, supported, and cared for. Our goal is to help them not only succeed in their studies but also grow into balanced, confident, and compassionate young people.

ADDITIONAL NEEDS AND INCLUSION

At The Sultan's School, we are committed to ensuring that every student is able to access the curriculum and achieve to their full potential.

Our Inclusion team provides a range of in-class and small-group withdrawal interventions across English, Mathematics and Science, helping students to build core skills, confidence and independence in their learning. Where appropriate, students receive specialist assistance in completing coursework, developing effective study habits, and preparing for assessments and examinations.

We work closely with subject teachers and examaning boards to arrange Access Arrangements for eligible students, including extra time, reader or scribe support and other accommodations that allow students to succeed.

Our team is highly trained and experienced in supporting a wide range of additional learning needs and we are proud of the warm, inclusive ethos of our provision, where every student is valued, supported, and encouraged to succeed.





ASSESSMENT

As well as regular classroom-based assessments students will do some formal examinations in the auditorium. These formal assessments achieve the following:

- Provide students with feedback on their learning
- Allow students to practice their revision techniques
- Allow students to learn the routines and protocols of examinations to ensure a smooth atmosphere in international examinations

Year 10	4th - 12th April	Midcourse Examinations
Year 11	3rd -14th January	Mock Examinations
Year 11	Late April to Mid June *	International Examinations

- International examination dates are set by the Cambridge exam board and thus dates may vary



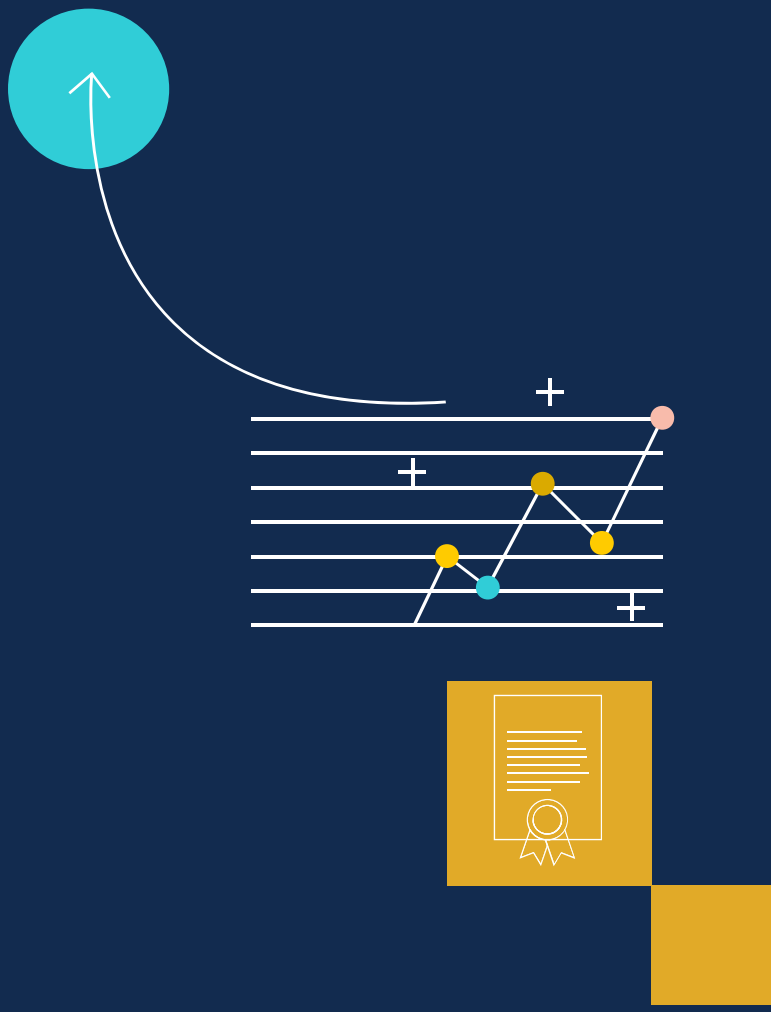
ASSESSMENT (CONTINUED)

Over the course of the two year period you will receive reports to keep you updated on academic progress.

In the report each student will receive an effort grade ranging from 1-5 with 1 being poor effort and 5 being outstanding effort (please note that this is under rreview for 2026-2027 academic year)

In addition, each student receives an academic attainment grade which is a number from 1-7. Below is a table converting the 1-7 from a TSS Grade to an IGCSE grade.

TSS Grade	IGCSE Grade
7	A*
6	A
5	B
4	C
3	D
2	E
1	F/G



MATHEMATICS 0580

Timetabled Periods	6
Homework Expectation	1 hour per week



Overview of learning

IGCSE Mathematics at TSS encourages learners to develop their mathematical ability as a key life skill, and as a strong basis for further study of mathematics or to support skills in other subjects.

The aims of the course are to

- develops learners' competency, confidence, and fluency in their use of techniques with and without the use of a calculator, cultivating mathematical understanding.
- develops learners' feel for quantity, patterns, and relationships, encouraging learners' reasoning and analytical skills.
- places a strong emphasis on solving problems in mathematics and real-life contexts.
- promotes appropriate presentation and interpretation of results, encouraging learners' understanding of how to communicate and reason mathematically.

Learning is tiered to allow all students to succeed. Extended students study a more rigorous mathematical curriculum, allowing access to grades A*-E. Whereas Core students focus on building strong foundations and confidence in the subject. Core students can only access grades C-G.

How can I support my learning?

Mathematics is something you do not something you study. TSS has subscriptions to myimaths.com and mathswatch (MathsWatch) with each student having their unique username and password. There are fantastic instructional videos and interactive question banks providing immediate feedback.
In addition, students have access to a litany of past papers that can be used to practice and consolidate learning and prepare for examinations.

How will I be assessed?

The main assessments happen in the summer of Year 11 with two examination papers. One is non-calculator and the other permits calculator usage. In addition, there are regular class assessments to give feedback over the course of the programme.



ENGLISH LANGUAGE 0500

Timetabled Periods	4
Homework Expectation	45mins per week



Overview of learning

IGCSE English as a First Language at TSS develops students' ability to read, write, and communicate with clarity, organisation, and control. The course focuses on understanding a wide range of texts, analysing how writers use language and structure, and producing well-crafted writing suited to different purposes and audiences.

The aims of the course are to:

- develop strong reading comprehension and analytical skills;
- build accurate, controlled, and effective writing;
- strengthen vocabulary, grammar, and sentence structure;
- improve the ability to summarise, evaluate ideas, and recognise writers' intentions;
- encourage clear, effective communication across a range of text types.

Learning builds progressively from foundational skills to more sophisticated reading and writing techniques required for IGCSE success.

ow can I support my learning?

Students benefit from regular practice using past papers and model responses, along with wide reading across fiction and non-fiction to expand vocabulary and strengthen comprehension.
Parents can support by encouraging reading at home, discussing articles or stories, and helping students maintain a routine for homework and revision.

How will I be assessed?
Students will sit the IGCSE English as a First Language examination in Year 11. Assessment focuses on reading analysis, directed writing, evaluative writing, and extended composition.

Assessment includes:

- Paper 1: Reading and Directed Writing – tests understanding of a range of texts, analysis of language and structure, summary skills, and the ability to produce a directed writing response based on the reading material;

- Paper 2: Evaluative Writing and Composition – requires students to compare and evaluate ideas across texts, and to produce a well-structured composition (imaginative or discursive) demonstrating clarity, accuracy, and control;

- Coursework Option – instead of Paper 2, students may submit two pieces of coursework that assess evaluative writing and extended composition.

Regular class assessments and mock examinations help students build confidence and refine the skills needed for the final examinations.



ENGLISH LITERATURE 0475

Timetabled Periods	2
Homework Expectation	45mins per week



Overview of learning

IGCSE English Literature at TSS introduces students to a range of poetry, prose, and drama from different periods and cultures. The course develops learners' ability to understand, interpret, and analyse literary texts while strengthening their appreciation of how writers use language, style, and structure to create meaning.

The aims of the course are to:

- develop close-reading skills and the ability to identify significant ideas and details;
- build understanding of how writers use language and literary techniques;
- develop coherent, well-structured analytical writing;
- strengthen skills in comparison, evaluation, and interpretation;
- encourage personal responses to literature and thoughtful engagement with themes, characters, and contexts.

Learning is sequenced to allow students to move from guided exploration of texts to increasingly independent analysis in preparation for the IGCSE examination.

How can I support my learning?

Students are encouraged to review class notes regularly, complete past papers, and re-read set texts to deepen their understanding of plot, themes, and writer's craft.

Parents can support by encouraging reading at home, discussing characters or ideas from the texts, and helping students build a routine for homework and revision.

How will I be assessed?

Students will sit the IGCSE English Literature examination in Year 11. Assessment focuses on close reading, analysis, and clear written communication.

Depending on the chosen route, the examination may include the following components:

- Poetry & Prose – analysis of set poems and prose texts, exploring themes, language choices, and writer's craft;

- Drama – analysis of a set play, focusing on character, structure, dramatic techniques, and audience response;

- Unseen Texts – responding to an unfamiliar poem or prose extract, demonstrating close-reading skills and an ability to interpret language and structure independently;

- Coursework Option – two analytical assignments written during the course, allowing students to explore texts in depth and refine their analytical writing over time.

Regular in-class assessments and mock examinations throughout the year help students build confidence with these skills and prepare thoroughly for the final examinations.



ENGLISH AS A SECOND LANGUAGE 0510

Timetabled Periods	6
Homework Expectation	1 hour per week

Overview of learning

IGCSE English as a Second Language at TSS helps students develop confidence, accuracy, and fluency in English for academic and everyday communication. The course strengthens skills in reading, writing, listening, and speaking, enabling learners to understand information, express ideas clearly, and use language appropriately in a range of contexts.

The aims of the course are to:

- build strong vocabulary and grammatical awareness;
- develop effective reading comprehension skills, including identifying detail and understanding implied meaning;
- improve writing through clear organisation, accurate language, and appropriate tone;
- enhance listening skills using a range of spoken texts and accents;
- promote confident communication through discussions and presentations.

Learning is sequenced so students can develop foundational skills before moving on to more complex language tasks required for the IGCSE examination.



How can I support my learning?

Students are encouraged to revise regularly using past papers and sample responses, and to read widely across different text types to strengthen vocabulary and comprehension.

Parents can support by encouraging consistent reading at home, discussing everyday topics in English, and helping students maintain a routine for homework and revision.

How will I be assessed?

Students will take the IGCSE English as a Second Language examination in Year 11.
Assessment includes:

- Reading and Writing Paper – comprehension, summary skills, vocabulary, grammar, and extended writing;
- Listening Paper – understanding main ideas, detail, and implied meaning;
- Speaking Endorsement – assesses spoken communication; reported separately and does not contribute to the final grade.

Students complete regular in-class assessments and mock examinations to prepare for the final IGCSE papers.



ARABIC 0508

Timetabled Periods	5
Homework Expectation	1 hour per week

Overview of learning

IGCSE **Arabic** as a First Language at TSS develops students' ability to read, write, and communicate with clarity, organisation, and control. The course focuses on understanding a wide range of texts, analysing how writers use language and structure, and producing well-crafted writing suited to different purposes and audiences.

The aims are to enable students to:

• read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of
language

• read critically and use knowledge gained from wide reading to inform and improve their own writing

• write accurately and effectively, using Modern Standard Arabic appropriately

• work with information and with ideas in Modern Standard Arabic by developing skills of critical evaluation,
analysis, comparison, use and inference

• acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical
terminology and linguistic conventions.



How will I be assessed?

Assessment focuses on reading analysis, directed writing, evaluative writing, and extended composition.

Assessment includes:

Paper 1: Reading and Directed Writing

The structure of this paper has changed significantly, though the total marks (50) and total reading word count (1200–1400 words) remain the same.

Paper 1: Reading and Directed Writing

The structure of this paper has changed significantly, though the total marks (50) and total reading word count (1200–1400 words) remain the same.

2. Reading Passages

Candidates must now answer questions based on three passages instead of two:

- Text 1: A fiction text (600–700 words).
- Texts 2 & 3: Non-fiction texts (combined 600–700 words).
- Paper 2: Writing
- The general style of questions remains the same, but the choice layout and word counts have been updated to streamline the exam.
- 1. Reduction in Options Candidates now choose two questions from a list of four (previously eight). They must select:
- One question from the Discursive or Argumentative options.
- One question from the Descriptive or Narrative options.
- 2. Word Count Change The required length for each answer has been adjusted to 350–450 words.



ARABIC FOREIGN LANGUAGE 0544



Timetabled Periods	5
Homework Expectation	1 hour per week

Overview of learning

IGCSE **Arabic** as a Second Language at TSS helps students develop confidence, accuracy, and fluency in Arabic for academic and everyday communication. The course strengthens skills in reading, writing, listening, and speaking, enabling learners to understand information, express ideas clearly, and use language appropriately in a range of contexts.

The aims of the course are to

- Develop Competence and Fluency: Build confidence and fluency in mathematical techniques (both with and without a calculator) as well as in reading, writing, listening, and speaking skills.
- Cultivate Reasoning and Comprehension: Foster a feel for quantity, patterns, and relationships while improving the comprehension of everyday and academic texts to sharpen analytical and logical reasoning skills.
- Apply Skills in Context: Place a strong emphasis on problem-solving within real-life situations, specifically encouraging the use of Arabic for practical application.
- Enhance Communication: Promote the clear presentation of ideas and results, ensuring learners understand how to interpret data and reason effectively, both mathematically and linguistically.



How can I support my learning?

Here is the short, 4-point summary of how to succeed in IGCSE Arabic (Foreign Language):

1. Vocabulary is Key (The Topics) The exam always focuses on specific topics: Home, School, Travel, Health, and Environment.
   - Action: Learn 5–10 new words related to these topics every day.
2. Don't Just Translate – Deduce In Reading (Paper 2), you won't know every word.
   - Action: Look at the sentence context to guess the meaning. Read the questions before reading the text to know what to look for.
3. Prepare "Safety Phrases" In Speaking (Paper 3), you need time to think.
   - Action: Memorize filler phrases in Arabic like "That is a good question..." or "Let me think..." so you don't stay silent.

How will I be assessed?

All candidates must complete four papers testing Modern Standard Arabic to be eligible for grades A* to G, with each paper carrying an equal weighting of 25% of the final grade. Paper 1 (Listening) is a, 50-minute exam (40 marks) where students answer multiple-choice and matching questions. Paper 2 (Reading) is a one-hour externally assessed exam (45 marks) involving multiple-choice, matching, and short-answer questions. Paper 3 (Speaking) takes approximately 10 minutes (40 marks); it includes a role play and conversations on two topics. Finally, Paper 4 (Writing) is a one-hour paper (45 marks) consisting of a form-filling task, a directed writing exercise, and a composition in the format of an email, letter, article, or blog.

BIOLOGY 0610

Timetabled Periods	4
Homework Expectation	1 hour per week

Overview of learning

The IGCSE course comprises 21 topics that provide an introduction to the many varied studies within Biology; from DNA through to cells, from organs to organ systems; from organisms to ecosystems.
The topics covered are: Characteristics and classification of living organisms, Organisation of the organism; Movement in and out of cells; Biological molecules; Enzymes; Plant nutrition; Human nutrition; Transport in plants; Transport in animals; Diseases and immunity; Gas exchange in humans; Respiration; Excretion in humans; Coordination and response; Drugs; Reproduction, Inheritance, Variation and Selection, Organisms and their environment, Biotechnology and genetic engineering, Human influences on ecosystems.

This course is designed to enable students to:
· Better understand the technological world, with an informed interest in scientific matters
· Recognise the usefulness of scientific method
· Develop an interest in, and care for, the environment
· Understand the influence of society, economics, technology and ethics upon Biology
· Develop an understanding of the skills essential for further study.



How will I be assessed?

Core Students

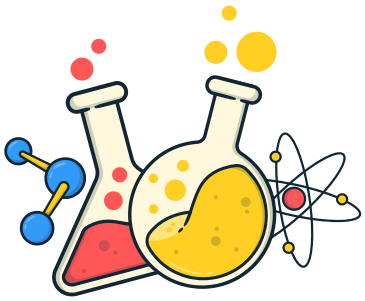
Assessment component	Description	%
Paper 1 Multiple choice	40 questions based on the Core syllabus content.	30
Paper 3 Written Paper	Consisting of short answer and structured questions based on the Core syllabus content.	50
Paper 6 Alternative to Practical	Questions based on experimental skills	20

Extended Students

Assessment Component	Description	%
Paper 2 Multiple Choice	40 questions based on the Core and Supplement syllabus content.	30
Paper 4 Written Paper	Consisting of short answer and structured questions based on the Core and Supplement syllabus content.	50
Paper 6 Alternative to Practical	Questions based on experimental skills	20

CHEMISTRY 0620

Timetabled Periods	4
Homework Expectation	1 hour per week



Overview of learning

The IGCSE course comprises 14 topics that embrace the three main areas of chemistry: Physical, Inorganic and Organic.
The topics covered are: The particulate state of matter, Experimental techniques, Atomic structure and bonding, Stoichiometry, Electricity and chemistry, Chemical energetics, Chemical reactions, Acids, bases and salts, The Periodic Table, Metals, Air and water, Sulphur, Carbonates and Organic chemistry.

This course is designed to enable students to:
· Better understand the technological world
· Recognise the usefulness of scientific method
· Develop an understanding of accuracy, precision, objectivity, integrity, enquiry, initiative and inventiveness
· Develop an interest in, and care for, the environment
· Understand the influence of society on Chemistry
· Develop an understanding of the skills essential for further study.



How will I be assessed?

Core Students

Assessment component	Description	%
Paper 1 Multiple choice	40 questions based on the Core syllabus content.	30
Paper 3 Written Paper	Consisting of short answer and structured questions based on the Core syllabus content.	50
Paper 6 Alternative to Practical	Questions based on experimental skills	20

Extended Students

Assessment Component	Description	%
Paper 2 Multiple Choice	40 questions based on the Core and Supplement syllabus content.	30
Paper 4 Written Paper	Consisting of short answer and structured questions based on the Core and Supplement syllabus content.	50
Paper 6 Alternative to Practical	Questions based on experimental skills	20

PHYSICS 0625

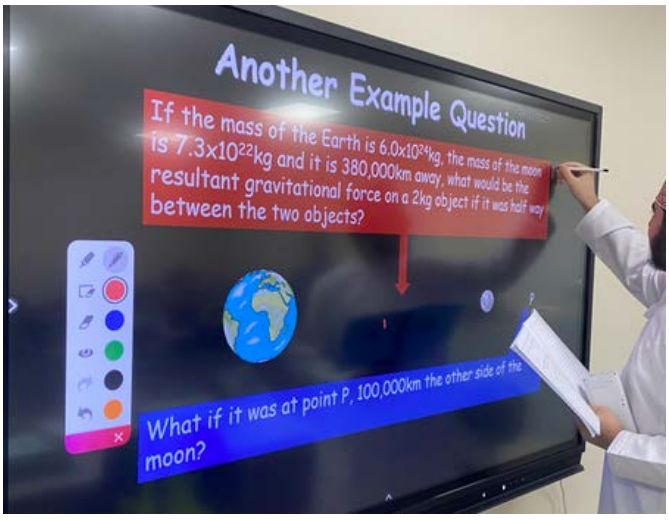
Timetabled Periods	4
Homework Expectation	1 hour per week



Overview of learning

The Cambridge IGCSE course comprises 5 topics fundamental to physics: General physics, Thermal physics, Properties of waves, Electricity and magnetism, and Atomic physics.
Students will be assessed on these topics according to three broad objectives 'Knowledge with understanding', 'Handling information and problem solving', and 'Experimental skills and investigations'.

This course is designed to enable students to:
· Better understand the technological world and develop an informed interest in scientific matters.
· Recognise the usefulness and limitations of scientific methods.
· Develop attitudes relevant to physics such as accuracy, objectivity, integrity, enquiry, initiative and inventiveness.
· Understand the nature of physics and appreciate that it is subject to social, economic, technological, ethical and cultural influences.
· Develop an understanding of the skills and habits essential for study beyond IGCSE.



How will I be assessed?

Core Students

Assessment component	Description	%
Paper 1 Multiple choice	40 questions based on the Core syllabus content.	30
Paper 3 Written Paper	Consisting of short answer and structured questions based on the Core syllabus content.	50
Paper 6 Alternative to Practical	Questions based on experimental skills	20

Extended Students

Assessment Component	Description	%
Paper 2 Multiple Choice	40 questions based on the Core and Supplement syllabus content.	30
Paper 4 Written Paper	Consisting of short answer and structured questions based on the Core and Supplement syllabus content.	50
Paper 6 Alternative to Practical	Questions based on experimental skills	20

BUSINESS STUDIES 0450

Timetabled Periods	4
Homework Expectation	45mins per week



Overview of learning

This course introduces students to how businesses operate in the modern, dynamic, competitive environment. The course explores key areas such as marketing, operations, finance, human resources, and business activity, giving learners a strong understanding of how decisions are made and how organisations respond to change.

Students develop analytical, evaluative, decision-making and problem-solving skills through real-world examples and case studies.

The syllabus prepares learners for further study in business, economics, and management, and equips them with transferable skills such as communication, interpretation of data, and strategic thinking.

The course will enable students to:

- Develop the ability to apply business knowledge and concepts to real-world issues and decisions.
- Analyse qualitative and quantitative data, distinguishing facts from opinions to make informed judgements.
- Understand how different stakeholders, organisations, and external influences shape business activity.
- Build knowledge of how businesses are organised, financed, regulated, and how they operate within society.
- Strengthen key skills such as enquiry, numeracy, literacy, research, and interpretation, while building a foundation for further study.

How can I support my learning?

Students are encouraged to use the course textbook and online learning platforms Kognity and SaveMyExams to review classwork regularly and consolidate their learning. Students are advised to create revision materials such as flashcards, concept maps and summary notes as well as, practice past paper exam questions and quizzes to check their understanding.

How will I be assessed?

Assessment component	Description	%
Paper 1 Short answer and data response.	80 marks Four questions requiring a mixture of short answers and structured data responses.	50
Paper 2 Case Study	80 marks Four questions based on a detailed case study of a business.	50



GEOGRAPHY 0460



Timetabled Periods	4
Homework Expectation	45mins per week

Overview of learning

This course develops students' understanding of the natural and human environments and the interactions between them. Learners explore physical processes such as rivers, coasts, ecosystems, hazards, and climate, alongside human themes including population, urbanisation, development, economic activity, and resource management.

The course emphasises geographical enquiry, map skills, data analysis, and decision-making through real-world examples and case studies.

Students also develop fieldwork skills by collecting and interpreting primary data.

Throughout the course, learners build critical thinking, spatial awareness, and an appreciation of global issues, preparing them for further study and fostering responsible global citizenship.

The course will enable students to:

- Develop understanding of the natural and human environments and how they interact.
- Build geographical skills such as mapwork, data interpretation, enquiry, and fieldwork.
- Apply geographical knowledge to real-world issues and decision-making scenarios.
- Foster awareness of global challenges, sustainability, and environmental responsibility.
- Encourage critical thinking, problem-solving, and appreciation of diverse places, cultures, and perspectives.

How can I support my learning?

Students are encouraged to use the course textbook and online learning platforms Kognity and SaveMyExams to review classwork regularly and consolidate their learning. Students are advised to create revision materials such as flashcards, concept maps and summary notes as well as, practice past paper exam questions and quizzes to check their understanding.

How will I be assessed?

Assessment Component	Description	%
Paper 1 Physical Geography	75 marks. Short answer & extended response items.	36
Paper 2 Human Geography	75 marks. Short answer & extended response items.	36
Component 3 Coursework	60 marks. Fieldwork assignment of 1800–2200 words.	20



ECONOMICS 0455

Timetabled Periods	4
Homework Expectation	45mins per week



Overview of learning

This course introduces students to the basic principles of microeconomics and macroeconomics and how they apply to real-world situations.

Learners study how markets work, the roles of consumers and producers, and the impact of supply, demand, and price changes. They explore government economic objectives, fiscal and monetary policy, international trade, and economic development.

The course builds strong analytical and interpretive skills through data analysis, diagrams, and real economic examples.

Students learn to evaluate economic issues, consider multiple perspectives, and understand how economic decisions affect individuals, businesses, and countries.

The course will enable students to:

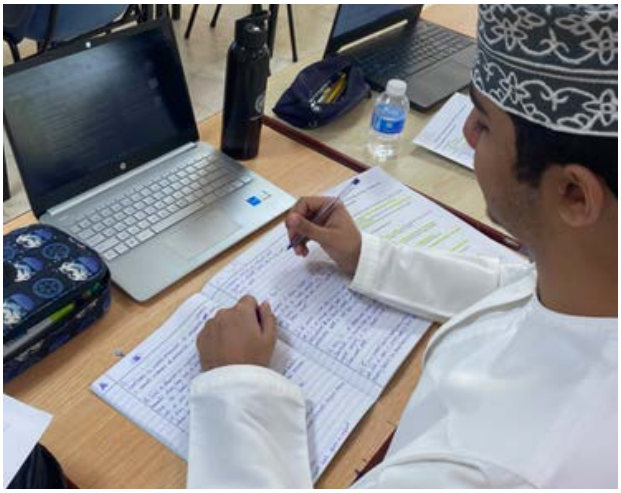
- Develop understanding of economic concepts, principles, and how real-world markets function.
- Analyse economic data, diagrams, and information to make informed judgements.
- Explore the roles of consumers, producers, and governments in the economy.
- Evaluate economic issues from multiple perspectives, including individuals, firms, and nations.
- Build foundations for further study by developing critical thinking, problem-solving, and decision-making skills in economic contexts.

How can I support my learning?

Students are encouraged to use the course textbook and online learning platforms Kognity and SaveMyExams to review classwork regularly and consolidate their learning. Students are advised to create revision materials such as flashcards, concept maps and summary notes as well as, practice past paper exam questions and quizzes to check their understanding.

How will I be assessed?

Assessment Component	Description	%
Paper 1 Multiple Choice	40 marks Candidates answer 40 multiple-choice questions.	30
Paper 2 Structured Questions	80 marks. A mix of short and extended response questions.	70



ICT 0417

Timetabled Periods	4
Homework Expectation	45mins per week



Overview of learning

IGCSE ICT at TSS provides learners with the ability to use a broad range of ICT skills and encourages knowledge and understanding of the development of ICT systems, networks and their safe use.

IGCSE Information and Communication Technology encourages learners to be:

- confident, in applying knowledge and understanding of ICT technologies and using skills to solve ICT problems, both as individuals and working with others
- responsible, for themselves, responsive to and respectful of others with particular consideration to physical safety and eSafety
- reflective, in their ability to learn and develop ICT skills
- innovative, in the way that they use ICT-based solutions to solve problems and identify alternative solutions to solve problems
- engaged, socially, in the work that they undertake and to interrogate unfamiliar situations to provide ICT-based solutions.

The aims are to enable students to develop:

- an understanding of the basic components used and application of different ICT systems and networks
- the skills to analyse, design, implement, test and evaluate ICT systems
- the skills to understand the impact of current and new technologies on methods of working in the outside world
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

How can I support my learning?

Students have access to a comprehensive textbook that aligns closely with the IGCSE ICT syllabus. Regular reading and review of this material are essential for developing strong subject knowledge and understanding. In addition, each student has been assigned an account on Kognity, an online learning platform that provides interactive resources, guided reading, and self-assessment activities to further support their progress.
To help students strengthen their practical skills, particularly in areas they may find challenging, we also recommend a selection of reputable YouTube channels that offer clear demonstrations and tutorials. These resources can help students build confidence and reinforce the techniques taught in class.

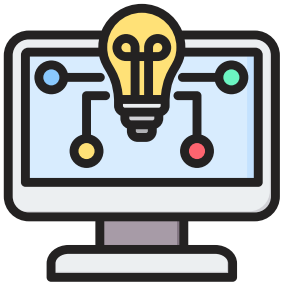
How will I be assessed?

The primary assessments for IGCSE ICT take place in the summer of Year 11 and consist of three examination papers. Paper 1 is a theory examination and accounts for 40% of the final grade. Papers 2 and 3 are practical examinations, each contributing 30% to the overall grade.
Throughout the course, students also complete regular class assessments. These are designed to monitor progress, reinforce learning, and provide ongoing feedback to help students prepare effectively for their final examinations.



COMPUTER SCIENCE 0478

Timetabled Periods	4
Homework Expectation	45mins per week



Overview of learning

IGCSE Computer Science (0478) at TSS encourages learners to develop their computational thinking and problem-solving skills, enabling them to understand how technology works and how it can be applied to solve real-world challenges. The course provides a solid foundation for further study in Computer Science or related fields and supports the development of transferable skills useful across a range of subjects.

The aims of the course are to:

- develop learners' understanding of the fundamental principles of computer systems, including hardware, software, networks, and data representation.
- promote the ability to think computationally by designing, writing, and testing programs that solve problems effectively.
- encourage logical reasoning, algorithmic thinking, and precision in planning and execution.
- provide insight into the ethical, environmental, and societal impacts of digital technologies.
- enable learners to apply theoretical knowledge to practical programming tasks, fostering independence and creativity.

Learning is structured to ensure all students can succeed. Students develop both theoretical and practical skills, combining conceptual understanding with hands-on programming experience. Python is used as the primary programming language, allowing students to implement algorithms, test solutions, and understand the relationship between code and real-world applications.
This course prepares students for further study in Computer Science, Information Technology, or Engineering, while also developing essential problem-solving and analytical skills applicable in many future careers.

How can I support my learning?

Computer Science is learned through practice and problem-solving. Students at TSS are encouraged to code regularly, experiment, and apply their knowledge to real tasks. Resources such as Kognity provide interactive quizzes and revision tools aligned with the IGCSE syllabus. Lesson materials, programming challenges, and past papers on Microsoft Teams help consolidate understanding and prepare for exams.

How will I be assessed?

Assessment occurs at the end of Year 11 through two exams:

Paper 1: Theory of Computer Science (50%) tests understanding of systems, data, networks, and impacts of technology.

Paper 2: Problem-Solving and Programming (50%) assesses logic, algorithms, and coding skills.

Throughout the course, regular in-class assessments and coding tasks help track progress and build exam readiness.



ART AND DESIGN 0400

Timetabled Periods	4
Homework Expectation	1 hour per week

Overview of learning

The Visual Arts course encourages students to explore their creativity through practical art-making, research, and reflection. Students experiment with a range of media, materials, and techniques while developing their own ideas and visual language.

Throughout the course, learners study the work of artists and cultures from different times and places to inform and inspire their own practice. They learn to analyse, refine, and present their work through digital sketchbooks and final outcomes that show both technical skill and personal expression.

Aims of the Course

- To develop students' ability to observe, record, and interpret the visual world with imagination and understanding.
- To encourage experimentation with a variety of materials, techniques, and processes.
- To help students gain confidence in expressing their own ideas and responses visually.
- To build critical thinking and appreciation for the role of art in different cultures and contexts.



How can I support my learning?

Students can build their artistic confidence by practising regularly beyond the classroom. They should also take inspiration from their surroundings, explore different art styles, and reflect on what inspires them. Consistent organisation of coursework and personal reflection on progress are key to developing both technical skills and a strong conceptual idea.

How will I be assessed?

The course is assessed through two components: a portfolio of coursework and an externally set assignment. Both are externally moderated by Cambridge. The portfolio shows the student's sustained investigation, development, and experimentation over time, while the externally set assignment allows them to respond independently to a theme provided by Cambridge.



DESIGN & TECHNOLOGY 0445

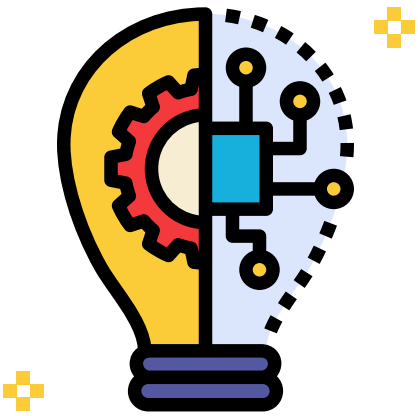
Timetabled Periods	4
Homework Expectation	45mins per week

Overview of learning

The IGCSE Design & Technology course develops students' creativity, problem-solving, and practical design skills through hands-on projects. Learners explore how products are designed and made, developing their ability to identify needs, generate ideas, and create innovative solutions using a range of materials and processes.
Students learn to use both traditional techniques and modern technologies such as CAD (Computer-Aided Design) to bring their ideas to life. The course encourages critical thinking, design awareness, and an understanding of the impact of technology on society and the environment.

Aims of the Course

- To encourage creative and critical thinking through the design process.
- To develop practical skills in using tools, equipment, materials, and digital technologies safely and effectively.
- To foster innovation and problem-solving through research, testing, and evaluation.
- To promote an understanding of design's role in improving quality of life and addressing real-world needs.



How can I support my learning?

Students can enhance their learning by practising sketching ideas, researching innovative products, and keeping a design journal to record inspiration and development. Exploring basic CAD software or simple model-making techniques will help them strengthen their technical and design communication skills. Reviewing feedback from class projects and reflecting on how designs could be improved is an excellent way to deepen understanding and refine their creative process.

How will I be assessed?

Assessment is based on two components: a Design Project and a Written Examination. The Design Project, completed over an extended period, allows students to demonstrate their research, creativity, and practical making skills by developing a design solution from concept to prototype. The Written Examination assesses their understanding of design theory, materials, and manufacturing processes. Together, these components evaluate the student's ability to think creatively, design effectively, and apply technical knowledge in practical contexts.



DRAMA 0411

Timetabled Periods	4
Homework Expectation	45 mins per week

Overview of Learning

The IGCSE Drama course provides students with opportunities to explore performance, creativity, and communication through practical and theoretical study. Learners develop their skills in acting, devising, and script work while gaining a deeper understanding of drama as a collaborative art form.
Students explore a range of plays, styles, and traditions from different cultures and time periods. They learn how to interpret texts, create original performances, and evaluate both their own work and that of others, developing confidence, empathy, and strong presentation skills.

The aims of the course are:

- To develop students' performance, communication, and interpretive skills.
- To encourage creativity, imagination, and confidence through collaborative work.
- To build understanding of drama techniques, conventions, and production elements.
- To foster appreciation for theatre as a cultural and artistic form of expression.



How can I support my learning?

Students can strengthen their learning by practicing lines regularly, experimenting with voice and movement, and reflecting on feedback from rehearsals. Watching and analyzing live or recorded performances helps them recognize different acting styles and staging choices. Keeping a drama journal to record ideas, sketches, and reflections encourages deeper engagement with their creative process. Regular collaboration and open-mindedness are key to success in this subject.

How will I be assessed?

Assessment consists of two components: Practical Coursework (60%) and a Written Examination (40%). The Practical Coursework includes both group and individual performance work, which is internally assessed by teachers and externally moderated by Cambridge. The Written Examination assesses students' understanding of play texts, dramatic concepts, and evaluative skills through questions about performance and production. Together, these components assess creativity, practical ability, collaboration, and the capacity to analyze and interpret drama effectively.



MUSIC 0410

Timetabled Periods	4
Homework Expectation	45mins per week

Overview of learning

The Music course encourages students to develop a lifelong appreciation for music through performing, composing, and listening. Learners explore a wide range of musical styles, traditions, and genres from different cultures and historical periods.

Through active music-making, students develop technical skills on their chosen instrument or voice, learn to compose creatively using a variety of techniques, and analyse music with increasing depth and understanding. The course builds confidence, discipline, and a strong sense of cultural and artistic awareness.

Aims of the Course

- To develop performing skills through solo and ensemble music-making. (Students must own their own instrument and have at least two years prior tuition in the instrument. ABRSM equivalent of Grade 4 is the expected level for IGCSE entry)
- To encourage creative expression through original composition.
- To build listening and analytical skills across a range of musical styles and contexts.
- To foster an understanding of music as a form of communication and cultural identity.



How can I support my learning?

Students can make strong progress by setting aside regular time for practice and composition. Listening widely—to different genres, cultures, and historical periods—will help them recognise key musical features and develop critical listening skills. Keeping a music journal to record reflections, practice goals, and compositional ideas supports independent learning. Engaging with ensemble playing, school performances, or music technology can also enhance confidence and creativity**.**

How will I be assessed?

The course is assessed through three components: Performing, Composing, and a Listening Examination. In the Performing component, students present both solo and ensemble pieces that showcase their technical control and expressive ability. The Composing component requires two original works, allowing students to demonstrate creativity and understanding of musical structure. The Listening Examination tests their ability to identify, analyse, and respond to music from different styles and cultures. Together, these components assess a balance of practical skill, creativity, and analytical understanding.



IGCSE PHYSICAL EDUCATION 0413

Timetabled Periods	4
Homework Expectation	45mins per week

Overview of learning

IGCSE Physical Education at TSS aims to develop students' understanding of the theory and practice of physical performance, encouraging lifelong participation in sport and physical activity. Learners gain both theoretical knowledge and practical experience across a range of activities.
The aims of the course are to:

- develop knowledge and understanding of the factors affecting performance, health, and well-being;
- apply theory to practical performance and analyse how the body responds to exercise;
- promote the development of leadership, teamwork, and communication skills through sport;
- encourage enjoyment and lifelong engagement in physical activity.

The course is divided into two key components:

1. Theory (50%) – Topics include anatomy and physiology, health, fitness and training, skill acquisition, and social and cultural influences on sport.
2. Practical (50%) – Assessment in four practical activities across at least two categories (e.g., individual, team, or racket sports).



How can I support my learning?

Students are encouraged to remain active outside of lessons, regularly participating in ECAs, local clubs, or recreational physical activity.
At home, learners can revise theory content using:

- Cambridge IGCSE PE (0413) Textbook and Revision Guide,
- online videos and quizzes for anatomy and training methods,
- past paper questions to strengthen understanding of examination terminology.

Parents can support by encouraging healthy habits such as balanced nutrition, regular exercise, and positive discussions about fitness goals.

How will I be assessed?

Assessment is split equally between theory and practical work. Students sit a written exam and are assessed in four sports, with ongoing progress checks preparing them for the final IGCSE examinations in Year 11.
Regular progress assessments take place throughout the course to monitor understanding and readiness for the final IGCSE examinations in Year 11.



ISLAMIC STUDIES

Timetabled Periods	4
Homework Expectation	45mins per week

نظرة عامَّة على أهداف التربية الإسلامية

تهدف مناهج التربية الإسلامية إلى بناء الشخصية المتكاملة، ويشمل ذلك الجوانب العقلية والروحية والجسمية والسلوكية للطالب، ضمن مصفوفة تكامل الموضوعات، بما يضمن تسلسل المفاهيم والمهارات من مرحلة إلى التي تليها ابتداء من السنة السابعة إلى السنة الثانية عشرة. وتغطي المناهج الدراسية موضوعات منوعة في مختلف الجوانب مثل:

العقيدة الإسلامية: تؤكد المناهج على الإيمان بالله تعالى ومراقبته في أعمال الطلبة، والإيمان بالرسول عليه السلام ومحبته واتباعه، والإيمان بالكتب والرسل وبقية الأركان.

الشريعة الإسلامية: تعرف المناهج بمصادر التشريع الإسلامي وهي القرآن والسنة النبوية والمصادر الاجتهادية الأخرى، بالإضافة إلى أقسام الحكم الشرعي، وقد تطرقت المناهج في هذه المرحلة الدراسية لمجموعة كبيرة من الموضوعات المتعلقة بالعبادات كالصلاة وأنواعها وأحكامها والصيام والحجّ ، وكذلك في جانب المعاملات الشخصية والأمور المالية.

السيرة النبوية: تناولت المناهج في هذه المرحلة جوانب من سيرة الرسول عليه السلام قبل الهجرة، وما مرَّ بالدعوة الإسلامية من ظروف وأحداث في مكة المكرمة، وكذلك بعد الهجرة النبوية للمدينة، وما تبعها من كتابة وثيقة التعايش في المدينة ثم الغزوات وفتح مكة وحجَّة الوداع، مع التأكيد على جانب القدوة فيها

الأخلاق الإسلامية: تهدف مناهج التربية الإسلامية إلى تعزيز الأخلاق الإسلامية في نفوس الطلاب، مع التأكيد على إشادة الرسول عليه السلام بأخلاق أهل عمان.

ولا يمكن اختصار أهداف التربية الإسلامية فيما ذكر، بل هي أوسع من ذلك بكثير لأنها تركز على الفرد والمجتمع، وعلى إصلاح الدين والدنيا، والتأكيد على الدور الأكبر للطالب في عملية التَّعلُّم، من خلال مشاركته ومساهمته في العمل الفردي والجماعي

تقييم أداء الطلاب: يتقدم الطالب لمجموعة من التقييمات التي تقيس مهارات الطالب مثل الاختبارات القصيرة والنهائية، ولها ما نسبته 70% من الدرجة النهائية، وكذلك يتم تقييم أداء الطلاب من خلال أدوات التقويم المستمر وله ما نسبته 30% ويشمل ذلك حفظ النصوص المقررة من القرآن، والأسئلة القصيرة والواجب، وكذلك تقدير جهد الطالب في البيت والصف

كيف يمكنني دعم تعلُّمي:

يمكن الطالب دعم تعلُّمه من خلال استخدام الاستراتيجية الفردية، والقائمة على التحضير المسبق، ثم مراجعة الدروس في البيت بقصد تثبيت المعلومات، وأن يربط الطالب ما تعلمَّه بحياته اليومية، خصوصا وأن معظم موضوعات التربية الإسلامية هي ممارسات عمليَّة يعيشها الطالب، أو يلمسها من حوله في الأسرة والمجتمع.

كما يمكن للطالب توظيف الاستراتيجيات الجماعية في الصف، وتشمل المشاركة في النقاش والحوار الصفِّي، والإجابة عن الأنشطة الجماعية، خصوصا وأن معظم مناهج التربية الإسلاميّة تعتمد الطريقة البنائية في التعلُّم، وهي تركِّز على دور الطالب المعلِّم في الوصول للمعرفة





SOCIAL STUDIES

Timetabled Periods	1
Homework Expectation	45

كيف سيتم تقييمي؟
يختلف التقييم من صف لآخر، ولكن المنهج العماني للدراسات الاجتماعية في الصفوف من 7 إلى 12 يتضمن عادة نوعين من التقييم:

1. التقييم المستمر:

الصفوف : 10- 11- التقويم المستمر 40% ، الاختبار النهائي 60%
التقويم المستمر يشمل:
- اختبارات قصيرة
- مشاريع بحثية
- عروض تقديمية
- واجبات منزلية
- المشاركة الصفية وتحليل الخرائط والمصادر

هذا النوع من التقييم يهدف إلى قياس مهارات التفكير الناقد، وقدرتك على التحليل والتفسير.

2. التقييم النهائي
وهو الامتحان الذي يعقد في نهاية كل فصل دراسي، ويتضمن عادةً:
- أسئلة اختيار من متعدد
- أسئلة مقالية قصيرة
- تحليل مصادر ووثائق
- أسئلة خرائط وجداول ورسوم بيانية

يقيس الامتحان النهائي مدى فهمك للمفاهيم، وربطك للأحداث، وقدرتك على التفكير التحليلي



كيف يمكنني دعم تعلمي في الدراسات الاجتماعية؟
الدراسات الاجتماعية مادة تعتمد على الفهم والتحليل والتطبيق، ولا تقتصر على الحفظ فقط. ولتحسين تعلمك في هذه المادة، يمكنك الاستفادة من مجموعة من الأساليب والموارد المتاحة:

1. قراءة الدروس بتركيز
ابدأ بقراءة الدرس من الكتاب المدرسي مع تدوين النقاط الرئيسية، مثل:
- المفاهيم الجغرافية
- الأحداث التاريخية
- القوانين والأنظمة الوطنية
- القيم والمبادئ الوطنية والمواطنة

2. استخدام المنصّات التعليمية الرسمية
توفر وزارة التربية والتعليم منصّات رقمية تساعد في فهم الدروس من خلال فيديوهات تعليمية وأسئلة تفاعلية.

3. مراجعة الخرائط والجداول الزمنية
يساعدك فهم الخرائط السياسية والطبيعية والجداول الزمنية التاريخية على الربط بين المعلومات وتعزيز التفكير التحليلي.

4. حل أسئلة وأنشطة الكتاب المدرسي
تُعد الأنشطة التطبيقية جزءاً أساسياً من فهم مهارات المادة—مثل تحليل المصادر، قراءة البيانات، والربط بين الأسباب والنتائج.

5. الاطلاع على مصادر إضافية
يمكنك الاستفادة من:
- الموسوعات
- الوثائق التاريخية
- المقالات الجغرافية
- الأخبار الوطنية

لربط المحتوى بالواقع المحلي والإقليمي.

6. التدرب على أسئلة الامتحانات السابقة
تساعدك أسئلة الأعوام الماضية على:
- فهم طبيعة الاختبار
- قياس مستوى الاستعداد
- التعرّف على أنماط الأسئلة التحليلية والموضوعية



CORE PE

Timetabled Periods	2
Homework Expectation	No homework

Overview of learning

Core Physical Education at TSS provides all students with the opportunity to develop and maintain a healthy, active lifestyle through regular participation in physical activity. The focus is on enjoyment, teamwork, personal improvement, and understanding the benefits of lifelong physical activity.

The aims of the course are to:

- encourage participation in a wide range of physical activities;
- develop skills, tactics, and understanding across individual and team sports;
- promote health, fitness, and well-being through active lifestyles;
- build teamwork, communication, and leadership qualities;
- develop a positive attitude towards physical activity for life.

Activities are rotated throughout the year and include athletics, volleyball, fitness, invasion games, and racket sports.



How can I support my learning?

Students are encouraged to stay active outside of lessons by joining school ECAs, community clubs, or recreational sports.

Parents can help by supporting healthy habits such as balanced nutrition, regular exercise, and positive discussions about physical well-being.

How will I be assessed?

Core PE is a non-examined subject. Assessment is based on effort, participation, observational skills, and progress across a variety of activities.

Regular feedback is given to help students set goals, reflect on their performance, and continue developing their physical skills and confidence.



REVISION ADVICE



Research consistently demonstrates that students who revise consistently over time achieve better outcomes than students who cram lots of revision in the few days before high-stakes assessments. Therefore, the following advice can help ensure the best outcomes:

1. Make a revision plan that builds in weekly revision for each subject
2. Make sure revision takes place in a quiet, organised space and in the same place as much as possible
3. Make revision bite-sized and no more than 45 minutes in one go on any subject (unless practising a past paper)
4. Use a variety of revision approaches e.g. flash cards, self and peer quizzes, mind maps, active note taking
5. Practice as many past exam papers as possible

Resources:

Past papers can be found at
https://pastpapers.co/cie/?dir=IGCSE
Use the syllabus codes to identify the correct exams

For comprehensive revision support please subscribe to
https://www.savemyexams.com/
This provides comprehensive revision support from subject topic quizzes and instructional videos to flashcards and practice assessments.

IB ENTRY REQUIREMENTS AND TSS SCHOLARSHIP

IB Entry Criteria

In order to progress to the Year 12 IB Diploma Programme students must achieve minimum entry requirements.

Points are calculated by adding up the best 7 scores from the IGCSE Programme with A* being 10 points, A being 9 points, B being 8 points and so on.

Students are requird to achieve 49 points for automatic entry.

Between 42 and 48 points students will either be a probation student in the diploma program or will do IB Courses which reduces the workload for students by eliminating some of the core IB components such as the extended essay and TOK (Theory of Knowledge).

Below 42 points and students will be required to repeat Year 11.

TSS Scholarship

High achieving students are afforded the opportunity to compete for a TSS Scholarship offering a 30% discount on school fees for the duration of the IB Diploma Programme.

The scholarship will be limited to the 3 top performing IGCSE students with a minimum achievement of 65 IB entry points. If students are in a tied position then the scholarship will be granted based on the highest number of A*'s, then the highest amount of A's if a further tie breaker is required.

THE SULTAN'S SCHOOL



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