Sha Tin College

# YEARS 10/11 CURRICULUM PROSPECTUS

## 2025 - 2027

ESF 英基 SHA TIN COLLEGE

INSPIRING FUTURES

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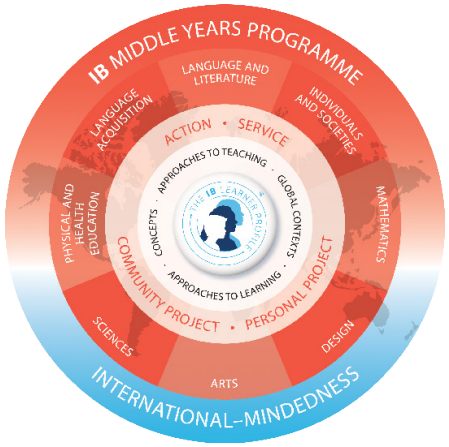
# Introduction: Our Learning Pathways

The purpose of this prospectus is to outline the programme of study in Years 10 and 11 at Sha Tin College, and help our families make a successful transition to the next stage of our learning pathways.

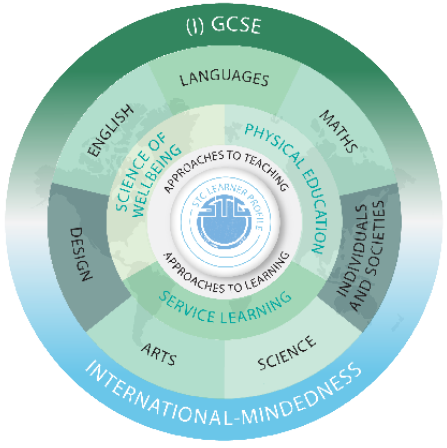
Sha Tin College welcomes students of all abilities and interests by providing a stimulating and purposeful environment in which all individuals are challenged to realise their potential. We look to develop our students intellectually, emotionally, physically and socially so when they leave us, they are ready to be active members of our global society. We aim to prepare our students for future roles by fostering a spirit of inquiry, a sense of adventure and a self-confidence that will lead to the development of tolerance, independence and open-mindedness.

Learning at STC encourages students to become creative and critical thinkers, principled in their individual and collaborative goals, and importantly caring young people who want to make a positive impact on the lives of others. We achieve these aims by providing a stimulating environment where caring and capable staff continue their own lifelong learning, providing positive role models for our students. Our on-going development of academic resources and our active engagement with the latest pedagogies ensures that we are upholding rigorous standards of learning and inquiry. Opportunities for broad and deep learning are offered both in the classroom and beyond by the provision of a stimulating extra-curricular programme of activities and events, often lead by our senior students.

## Years 7-9




## Years 10-11




## Years 12-13



# STC I/GCSE Option Process

The options process at STC is designed to help students make the right choice. It is important that students create a programme that is right for them as an individual and in terms of their pathway into Years 12/13 diplomas, and career aspirations. They should seek advice from reputable sources: Subject teachers, tutors, higher education guidance team. In listening to this advice, it is important students come to their own decision as to the right pathway for them. Students will study these subjects for two years, so it is important not to choose subjects because a friend is or because they like the teacher. Students should aim to make their own choices. Although these decisions are important, students should not become too anxious. There is scope for a change of direction when choosing Years 12/13 Diploma courses, however consistent subject pathways ultimately result in a continuum of learning for students.

# Examination Boards

| Exam Board | Code | Subject | Grading |
|---|---|---|---|
| Edexcel | 1AD0 | GCSE Art & Design: Art, Craft & Design | 9-1 |
| Edexcel | 1GC0 | GCSE Art & Design: Graphic Communication | 9-1 |
| Edexcel | 1TE0 | GCSE Art & Design: Textiles Design | 9-1 |
| CAIE | 0450 | IGCSE Business | A*-G |
| CAIE | 0509 | IGCSE First Language Chinese | A*-G |
| CAIE | 0523 | IGCSE Chinese as a Second Language | A*-G |
| CAIE | 0547 | IGCSE Mandarin Chinese (Foreign Language) | A*-G |
| CAIE | 0478 | IGCSE Computer Science | A*-G |
| CAIE | 0445 | IGCSE Design Technology (Resistant Materials) | A*-G |
| CAIE | 0411 | IGCSE Drama | A*-G |
| Edexcel | 4EC1 | IGCSE Economics | 9-1 |
| AQA | 8700 | GCSE English Language | 9-1 |
| Edexcel | 4ET1 | IGCSE English Literature | 9-1 |
| Edexcel | 4EA1 | IGCSE English Language A *[English Language only students]* | 9-1 |
| AQA | 5970 | ELC Step up English | Pass/Fail |
| AQA | 8852 | GCSE Engineering | 9-1 |
| AQA | 8585 | GCSE Food Preparation and Nutrition | 9-1 |
| CAIE | 0520 | IGCSE French Foreign Language | A*-G |
| Edexcel | 4GE1 | IGCSE Geography | 9-1 |
| Edexcel | 4HI1 | IGCSE History | 9-1 |
| CAIE | 0607 | IGCSE International Mathematics | A*-G |
| AQA | 4MA1 | IGCSE International Mathematics | 5-1 |
| CAIE | 0606 | IGCSE Additional Mathematics | A*-G |
| AQA | 8361/8362 | Funtional Skills Mathematics | Pass/Fail |

| Exam Board | Code | Subject | Grading |
|---|---|---|---|
| CAIE | 0410 | IGCSE Music | A*-G |
| CAIE | 0413 | IGCSE Physical Education | A*-G |
| Edexcel | 1PS0 | GCSE Psychology | 9-1 |
| Edexcel | 4BI1 | IGCSE Biology | 9-1 |
| Edexcel | 4CH1 | IGCSE Chemistry | 9-1 |
| Edexcel | 4PH1 | IGCSE Physics | 9-1 |
| Edexcel | 4SD0 | IGCSE Science (Double Award) | 9-1 |

The main programme of study in Year 10 and Year 11 is a combination of courses that are either General Certificate of Education (GCSE) or International General Certificate of Education (IGCSE). The skills and content in both GCSE and IGCSE courses can be quite similar, and both were designed to test the completion of UK Key Stage 4, which is the end of Year 11. By higher education institutions and employers, they are seen as equivalent qualifications. As the 'I' indicates, the IGCSEs were conceived to be more relevant to students learning in an international or non-UK context.

At STC we use a variety of examination boards to best suit the needs of our students. We use GCSE AQA, GCSE Edexcel as UK based boards, as well as CAIE (Cambridge International Examinations) and IGCSE Edexcel.

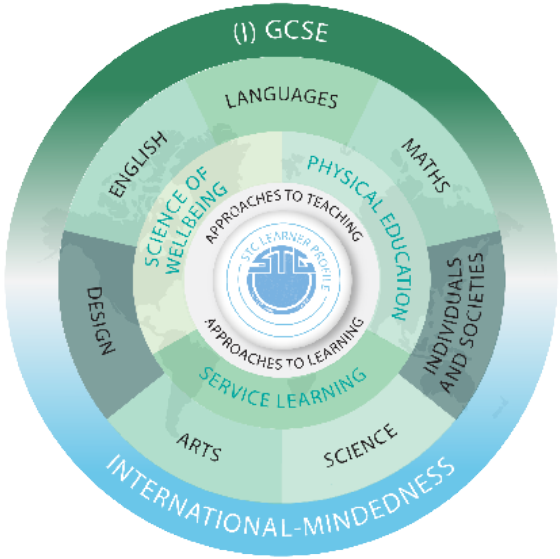
# The Years 10/11 Programme of Study

To ensure our students have the breadth of experience to optimise choices for their senior diploma, our Years 10/11 Programme of study is divided into two sections: Compulsory Subjects and Optional Subjects.

Our programmes of study are designed to align with our curriculum pathways from IB Middle Years Programme, through Years 10 and 11 to the IB Diploma / Careers Programme, providing a clear continuum of skills, knowledge and development.

In Years 10 and 11, our curriculum pathway, mostly includes a collection of IGCSE / GCSEs. These are selected in carefully considered option blocks to enable the clear continuum of education during these years. IGCSEs / GCSEs are additionally supported by non-assessed subjects, to ensure a holistic education.

| **Wellbeing** | **Physical Education (Core)** | **English** | **Maths** | **Language** |
|---|---|---|---|---|
| All Students will complete the school-designed / non-assessed Wellbeing course. | All Students will complete the school-designed Physical Education course. This is internally assessed by the teacher, but contains no formal external assessment / examinations. | Students will take either:<br>• English Language and English Literature<br>OR<br>• English Language (only) | Students will take either:<br>• International Mathematics<br>OR<br>• International Mathematics and Additional Mathematics | Students can select from:<br>• Chinese First Language<br>• Chinese as a Second Language<br>• Chinese Foreign Language<br>• French |
| **Individuals and Societies** | **Creative** | **Science** | **Free Choice #1** | **Free Choice #2** |
| Students can select from:<br>• Business Studies<br>• Economics<br>• Geography<br>• History<br>• Psychology | Students can select from:<br>• Art & Design: Art, Craft and Design<br>• Art & Design: Graphic Communications<br>• Art & Design: Textiles<br>• Design Technology: Resistant Materials<br>• Drama<br>• Engineering<br>• Food Nutrition and Preparation<br>• Music<br>• Physical Education | Students can select from:<br>• Science (Double Award)*<br>• Biology<br>• Chemistry<br>• Physics<br>• Computer Science | Students may select any IGCSE / GCSE subject already listed. | Students may select any IGCSE / GCSE subject already listed. |




* Students wishing to take Science (Double Award) must select it twice: as a free choice as well as in the Science block.

# Overview of Subjects

## Compulsory Subjects

### English Language (AQA 8700)

The course is designed as a two-year course requiring students to undertake a breadth of reading and writing activities. It is taken alongside the separate English Literature IGCSE. The course is assessed through **two written examinations** at the end of Year 11. There is also a compulsory Spoken Language endorsement. The course is balanced between **reading** and **writing**. This means students spend time analysing and deconstructing texts (reading) and then construct texts themselves (writing). This mix between essay writing and creative writing hones a wide variety of skills. Half of the course is focused on **literary non-fiction** and **non-fiction** texts (for example, letters, articles etc.) and half of the course is focused on **literary fiction**. The study of these texts complements the focus on novel, drama and poetry in the English Literature IGCSE.

**Who is the Course Suitable for?**

The majority of Year 10-11 students take this course, together with the English Literature course. Students will have the option to take Literature or Language and Literature as one of their IBDP English A courses in Year 12.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Explorations in Creative Reading and Writing**<br>Section A: Reading<br>Section B: Writing | 50% |
| **Paper 2: Writers' Viewpoints and Perspectives**<br>Section A: Reading<br>Section B: Writing | 50% |
| Speaking and listening endorsement (no weighting but compulsory part of the course) | N/A |

*The spoken endorsement is studied and performed at the end of Year 10.

### English Literature (Edexcel 4ET1)

The course is designed as a two-year course requiring students to read a breadth of international literature from different genres and time periods. Students explore and analyse poetry, novels and drama in class and ultimately are assessed by writing essays on these texts. They are encouraged to critically respond to the texts by showing an understanding of form, structure and devices used by the writer; they also need to show an awareness of how context relates to ideas and perspectives.

**Who is the Course Suitable for?**

The majority of Years 10-11 students take this course, together with the AQA English Language course. Students will have the option to take Literature or Language and Literature as one of their IBDP English A courses in Year 12.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Poetry and Modern Prose**<br>Section A: Unseen Poetry<br>Section B: Anthology Poetry<br>Section C: Modern Prose | 60% |
| **Paper 2: Modern Drama and Literary Heritage Texts**<br>Section A: One Modern Drama Text<br>Section B: One Literary Heritage Text | 40% |

The poems for use with Paper 1, Section B are included in the examination; and Paper 2 is an open book examination which means unannotated copies of the texts will be provided to help them.

### English Language A (Edexcel 4EA1)

The Edexcel English Language IGCSE is designed as a two-year course engaging students in reading non-fiction, poetry and prose texts from an Edexcel Anthology and writing transactional and imaginative pieces. The course is assessed through **one written exam** at the end of Year 11 and a **coursework portfolio submission.**

There is also a **Spoken Language Endorsement**. The course ensures students continue to read and analyse texts, whilst also providing writing and coursework activities that improve their spelling, punctuation and grammar.

**Who is the Course Suitable for?**

This pathway is an alternative to the AQA English Language GCSE and Edexcel English Literature IGCSE pathway and is suitable for students who will struggle to access both courses. Students will be recommended by their Year 9 English teacher. Students following this pathway will be encouraged to opt for the IBDP English A Language and Literature SL course in Years 12-13.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Non-fiction texts and transactional writing**<br>Section A reading - short and long answers on one non-fiction text from Part 1 of the Edexcel Anthology and one unseen text.<br>Section B transactional writing - one task from two with form, purpose and audience given. | 60% |
| **Coursework**<br>Assignment A - poetry and prose texts. One essay based on any three poetry and prose texts from Part 2 of the Edexcel Anthology - a combination of both poetry and prose must be included.<br>Assignment B - one imaginative writing task. | 40% |
| **Spoken Language Endorsement** (Pass, Merit or Distinction)<br>A 10 minute video-recorded presentation to a teacher or wider audience plus response to questions or prompts. | N/A |

## International Mathematics (CAIE 0607)

This course will develop students' ability to recognize and appreciate patterns and relationships, and to investigate and explore different areas of Mathematics. Students are expected to create, read and understand Mathematics and then write and discuss what they have discovered with other students. In solving problems, they will also be expected to present their solutions clearly, showing full working, and to check and interpret results. Students develop their ability to reason logically, classify, generalize and prove solutions. Students will then be able to apply their skills to solving practical problems in a variety of contexts. The course will also demonstrate how Mathematics can be used in other subjects, particularly Science and Technology, as a tool for solving a wide variety of problems.

At the end of the International mathematics course students sit three examination papers, at either the Core or Extended level. Paper 1-2 will be a non-calculator paper, Paper 3-4 will require the use of a graphing calculator, and Paper 5-6 will involve solving one or two long problems by using an investigative approach and/or by using mathematical modelling. Graphical calculators are also required for Paper 5-6.

| Assessment Component | Grades Available |
|---|---|
| **Core**<br>Paper 1: 40%<br>Paper 3: 40%<br>Paper 5: 20% | C, D, E, F, G |
| **Extended**<br>Paper 2: 40%<br>Paper 4: 40%<br>Paper 6: 20% | A*, A, B, C, D, E |

## International Mathematics (Edexcel 4MA1)

A small selection of students may take Edexcel IGCSE (Foundation). This may be if it becomes apparent in Year 11 that they need to increase their chances of gaining a C grade for IGCSE Mathematics.

The syllabus is very similar to CAIE, but has less focus on investigations and modelling. Also, both papers allow use of the graphical calculator.

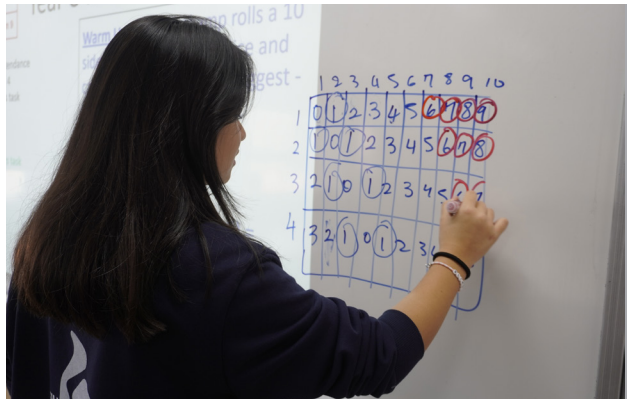
The two foundation papers are equally weighted and cover essentially the same topics as CIE. That being: Number, Algebra, Geometry and Statistics.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | **50%** |
| **Paper 2** | **50%** |
| **Grade Available: 5-1 (Same as C, D, E, F, G)** | |

## Additional Mathematics (CAIE 0606)

A selection of students will also enter into the Additional Mathematics course, as well as the International Mathematics course (CAIE 0607) above. This course will further develop mathematical concepts and principles, extending mathematical skills and enabling their use in more advanced techniques. Students will develop more ability to solve problems, present solutions logically and interpret results which will provide a more solid foundation for Higher Level IB Study. As this course is more demanding and mathematically challenging it is more suitable for strong students of Mathematics.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | **50%** |
| **Paper 2** | **50%** |



## Wellbeing Curriculum

In the Wellbeing curriculum, students continue to explore the topics of relationships, sexual health and aspirations. The curriculum is designed to meet the needs of our community and help foster personal growth and mental wellbeing.

## Physical Education Diploma

The Physical Education Diploma Course is a compulsory requirement for all students at Sha Tin College. The aims of the course are to provide opportunities for students to develop skills through a number of core and option choices. This will lead students to engage their interests, supplement their current activities and provide opportunities for lifelong learning.

**Students will gain evidence in 6 skill areas:**

- Developing skills
- Evaluating and improving
- Making and applying decisions
- Making informed choices about healthy, active lifestyles
- Developing physical and mental capacity
- Leadership

**Assessment**

Grades for the Diploma are based upon a Pass, Merit and Distinction basis for each module and the evidence collected in the e-portfolios.

# Science Options

At Sha Tin College, students have the option of either studying IGCSE Science (Double Award) or one, two or three of the single science IGCSEs (Biology, Chemistry and Physics).

| Pathway | Description | Who is it suitbale for? |
|---|---|---|
| One single IGCSE | This can be either Biology, Chemistry or Physics | Students who do not feel confident in Science or whose planned career path is not dependent upon a science qualification |
| Two single IGCSEs | Two science subjects studied as two separate IGCSE qualifications | Students who want to study two subjects in depth and have a career path in mind that is related to these subjects |
| Three single IGCSEs | Biology, Chemistry and Physics are each studied as three separate IGCSEs | Students who are strong in science or have a career path in mind that requires all three sciences to be studied |
| Science (Double Award) | All three science subjects are taught together. Lesson time allocated to this option is the same as that for studying two separate subjects. The qualification attained counts as two IGCSEs | This is the recommended choice for most students. It is a broad, yet rigorous qualification meaning it is suitable for students who have not yet decided upon a particular career path |

## Biology (Edexcel 4BI1)

Biology, the scientific exploration of life and living organisms encompasses everything from microscopic bacteria to the vast diversity of animal species. This captivating and multifaceted subject not only unravels the mysteries of the natural world but also offers a deeper understanding of our own biological makeup. At the IGCSE level, Biology delves into a range of topics, including the intricate structure and function of cells, the fascinating principles of genetics, the dynamic ecosystems and ecology, the evolutionary processes that shape life, human health, and the cutting-edge realm of biotechnology. Engaging with Biology at this level fosters a suite of valuable skills such as keen observation, meticulous analysis, effective problem-solving, clear communication, and collaborative teamwork. These skills are not only essential for academic success but also invaluable in a professional context. Furthermore, studying Biology at the IGCSE level serves as a foundational stepping stone for advanced education, paving the way for pursuits in various biology-related fields. These fields span from environmental science, healthcare, and medicine, to biotechnological innovation, genetic research, and beyond, offering a diverse range of career paths for those intrigued by the workings of life.

**Who is the Course Suitable for?**

The IGCSE Biology Single Award is ideal for individuals who are curious about the natural world and its workings. It is particularly beneficial for those aiming to develop a scientific mindset and a critical approach to evidence and arguments. This course is also advantageous for those seeking to deepen their understanding of human biology, health, and the environmental impact of human activities. It offers a comprehensive and balanced foundation in biology, supporting learning in related subjects like chemistry, physics, geography, and psychology. Additionally, this course paves the way for further education and career opportunities in biology and related fields.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | 61% |
| **Paper 2** | 39% |

## Chemistry (Edexcel 4CH1)

Chemistry, as the science of matter and its interactions, stands as a captivating and essential field that delves into the understanding of the world around us and the intricate processes that mold it. It's not just a subject; it's a lens through which we can view and comprehend the fundamentals of our universe. Engaging with chemistry at the IGCSE level provides a solid foundation in topics such as atomic structure, chemical reactions, and the properties of elements and compounds. Chemistry is integral to environmental science, aiding in addressing challenges like climate change and pollution, and to forensic science, solving mysteries through chemical analysis. The skills developed through studying chemistry, such as analytical thinking, precision, and problem-solving, are highly valued in many fields, including research, education, and even in the business sector where chemical expertise can inform product development and quality control. Thus, embarking on this academic journey not only offers a deeper appreciation of the natural world but also opens up a spectrum of educational and career paths, equipping students with versatile skills for a rapidly evolving world.

**Who is the Course Suitable for?**

The IGCSE Chemistry Single Award is well-suited for individuals who are keen on developing their analytical and problem-solving abilities through the application of scientific concepts to real-life scenarios. It's especially beneficial for those with a flair for creativity and curiosity, as it involves exploring the properties and reactions of substances and designing experiments. This course also expands your knowledge and perspective, linking chemistry to other disciplines such as biology, physics, mathematics, and geography. It lays a solid foundation for advanced studies like IB Diploma, enhancing academic performance and confidence through the development of communication, teamwork, data presentation, and interpretation skills.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | 61% |
| **Paper 2** | 39% |

## Physics (Edexcel 4PH1)

Physics, the fundamental science delving into the mysteries of matter and energy and their interactions, is an extraordinary field that plays a pivotal role in deciphering the intricacies of the universe. From the tiniest subatomic particles to the vast expanse of galaxies, it offers insights into the fundamental principles that govern our world and beyond. This discipline is not just about theoretical understanding; it's a key driver in technological innovation. The advancements in physics have been instrumental in creating transformative technologies such as computers, satellites, lasers, and a multitude of medical devices, all of which have significantly enhanced our daily lives and propelled societal progress.

Furthermore, the study of physics fosters a deep appreciation for the natural world, instilling a sense of wonder and curiosity about the universe's workings. It hones critical thinking and problem-solving skills, invaluable in a wide array of fields. Physics is not only academically enriching but also immensely practical, laying the groundwork for future innovations and discoveries that could revolutionise our understanding of the world and improve the human condition in unforeseeable ways.

**Who is the Course Suitable for?**

Physics IGCSE Single Award is an ideal choice for individuals aiming to enhance their analytical, problem-solving, and critical thinking skills, which are pivotal in any academic or professional setting. It nurtures creativity and curiosity, encouraging learners to pose questions and devise experiments for hypothesis testing. This course significantly boosts one's understanding and appreciation of natural phenomena and the physical laws that govern them. It serves as a robust foundation for further studies in Physics or related disciplines like Engineering, Mathematics or Computer Science. Additionally, it opens doors to a plethora of career opportunities across diverse sectors, including in finance and technology.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | 61% |
| **Paper 2** | 39% |

## Science (Double Award) Edexcel 4SD0

Science (Double Award) gives students the opportunity to study Biology, Chemistry and Physics within a cross-referenced, coherent syllabus. Students learn about the basic principles of each subject through a mix of theoretical and practical studies, whilst also developing an understanding of scientific skills. Students learn how science is studied and practised, and become aware that the results of scientific research can have both positive and negative effects on individuals, communities and the environment.

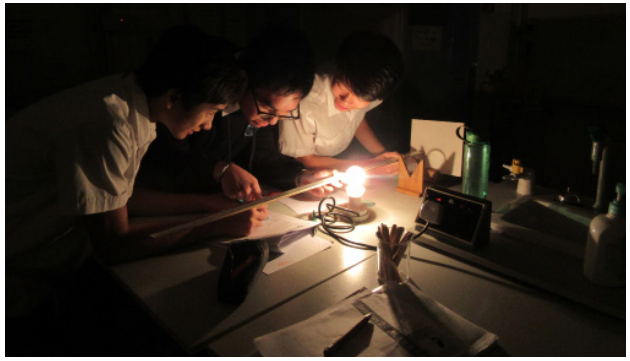
As well as focusing on the individual sciences, the syllabus enables students to better understand the technological world in which they live and to take an informed interest in science and scientific developments. In this course, all three sciences are taught in an equal weighting.

- Biology is about living things and covers the variety of organisms, the processes of life, living organisms and their environment and the continuity of life.
- Chemistry is about what matter is and how it can be used and the syllabus covers raw materials, use of materials, chemicals in the home, energy changes, soil and agriculture, and the periodic table.
- Physics is about explaining processes in the real world and covers matter, forces and motion, energy, electricity, waves and radioactivity.

**Who is the Course Suitable for?**

This course is suitable for the majority of Sha Tin College students as it provides a solid foundation for progression onto IB Diploma Science courses in Year 12. The advantage of this particular course is that it allows students to continue studying all three sciences instead of having to drop one of them at the end of Year 9. This means that career options concerning science are all kept open until the end of Year 11.

| Assessment Component | Weighting % |
|---|---|
| **Biology Paper 1** | 33% |
| **Chemistry Paper 1** | 33% |
| **Physics Paper 1** | 33% |



# Optional Subjects

## Art & Design: Art, Craft & Design (Edexcel 1AD0)

At Sha Tin College, we offer the Edexcel GCSE Art & Design; Art, Craft and Design. This is a broad and flexible course that encourages students to work across a variety of media and leads them to become independent young artists. The Edexcel GCSE in Art, Craft & Design allows students to:

• actively engage in the creative process of Art, Craft and Design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
• develop creative, imaginative and intuitive capabilities when exploring and making images.
• become confident in taking risks and learn from experience when exploring and experimenting.
• develop critical understanding through investigative, analytical, technical and expressive skills.
• develop and refine ideas and proposals, personal outcomes or solutions with independence.
• acquire and develop technical skills through working with a broad range of media & materials.
• develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
• demonstrate safe working practices in art, craft and design.

**Course Content**

The GCSE course begins with teacher led units and focuses on technique building in Year 10, increasingly giving students independence and ownership of their own ideas in Year 11.

**Who is the Course Suitable for?**

Students who enjoy working in a very practical, hands on studio environment, have a passion for creating work and expressing ideas visually. Skills are developed across the 2-year program and students are well equipped to succeed at IB Diploma level and go on to creative courses at higher education.

| Assessment Component | Weighting % |
|---|---|
| **Year 10 Organic Forms** (Drawing/ Printmaking/ Ceramics) | 20% |
| **Year 10 Hong Kong Culture** (Painting) | 20% |
| **Year 11 Mock Exam** (Choice of media) | 20% |
| **Year 11 Final Exam** (Choice of media) | 40% |

## Art, Craft and Design: Textile Design (Edexcel Code: 1TE0)

At Sha Tin College, we offer Edexcel GCSE Textile Design Specialist Skills in Textile Design. This course will allow students to develop a practical knowledge and understanding of:

• Textile Design for fashion and interior contexts
• the use of formal elements and visual communication through a variety of approaches
• the use of observational skill to record from sources and communicate ideas
• characteristics of materials such as natural & synthetic, functionality, recyclability & sustainability
• properties of colour, texture and light
• the use of digital and/or non-digital applications
• the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.

Students are encouraged to explore and develop work in at least one of the following areas of study: Constructed textiles; Digital textiles; Dyed fabrics; Printed fabrics; Fashion design; Installed textiles; Soft furnishings; Stitched and/or embellished textiles.

**Course Content**

The GCSE course begins with teacher led units and focuses on technique building in Year 10, increasingly giving students independence and ownership of their own ideas in Year 11.

**Who is the Course Suitable for?**

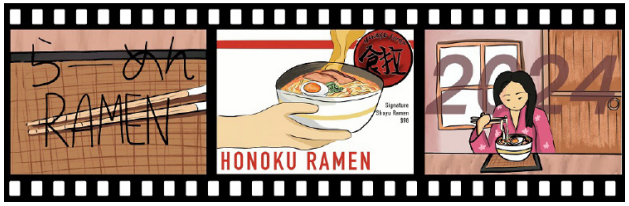
Any student with a keen interest in specifically Textile Design is a suitable candidate for this course. Good skills in drawing are required to ensure the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including: colour, line, form, and tone. This GCSE course provides students with a qualification and the teaching and learning required to enter the IBDP Visual Arts (HL/SL) course. Work produced and completed can be used as part of the applications to summer school and eventually university applications.

| Assessment Component | Weighting % |
|---|---|
| **Year 10 Urban Nature Drawing/ Dyed Fabrics/Printmaking/Stitched textiles/Soft Furnishings)** | 20% |
| **Year 10 Architecture Fashion Design & Constructed Textiles** | 20% |
| **Year 11 Mock Exam** (Choice of media) | 20% |
| **Year 11 Final Exam** (Choice of media) | 40% |

## Art & Design: Graphic Communication (Edexcel 1GC0)

At Sha Tin College, we deliver the Edexcel Graphic Communication course through a combination of analogue, digital, and multimedia projects. This course enables students to explore a visual approach to conveying information and ideas. It is a broad, project-based learning experience that actively engages students in the creative process, helping them develop practical skills and produce a personal portfolio by the end of the course. Students will explore both traditional and new technologies, while understanding the shared principles between digital and non-digital media.

This course provides students with the opportunity to develop practical knowledge and understanding of key concepts and techniques in graphic communication.




Students will explore:

- **Formal elements and visual communication**: Understanding and applying these through a variety of creative approaches.
- **Observational skills**: Recording from primary sources to effectively communicate ideas.
- **Graphic materials and techniques**: Experimenting with traditional and digital graphics, printing, and web-based technologies.
- **Colour and light**: Exploring properties such as hue, tint, saturation, and tone to enhance creative work.
- **Material manipulation**: Investigating the potential of combining and manipulating two-dimensional and three-dimensional materials and media.
- **Applications**: Using digital and non-digital tools to create innovative outcomes.
- **Drawing processes**: Using drawing as a key tool in the design process, from initial ideas to final outcomes, including both traditional and digital methods.

**Course Content**

The GCSE Art Graphic Communication course offers students the opportunity to develop creative and technical skills across a range of disciplines. Areas of study include **Advertising**, focusing on promoting corporate identity through traditional and digital methods; **Communication Graphics**, which involves creating visual solutions for global audiences in both two and three dimensions; **Multi-Media**, combining motion graphics, animation, and digital video to communicate ideas; and **Package Design**, where students create functional 3D designs to protect and promote products. Students will work with a variety of materials, tools, and techniques to produce integrated and purposeful graphic communication work.

**Who is the Course Suitable for?**

This course is suitable for students who are interested in exploring creative problem-solving through visual communication. It is ideal for those who enjoy both traditional and digital approaches, such as drawing, graphic design, or digital media. Students should be prepared to experiment with a range of materials and techniques to develop their skills in areas such as advertising, multimedia, and package design. The course is designed for individuals who are motivated, willing to explore new ideas and have an interest in pursuing further studies or careers in graphic design, media, or related fields.

| Assessment Component | Weighting % |
|---|---|
| **Year 10 Organic Forms** (Drawing/Advertising/ Packaging) | 20% |
| **Year 10 Hong Kong Culture** (Animation) | 20% |
| **Year 11 Mock Exam** (Choice of media) | 20% |
| **Year 11 Final Exam** (Choice of media) | 40% |

**The Art & Design Suite**

Please note; due to similarities in the assessment and criteria of our 3 offered Art & Design courses:

Art & Design: Art, Craft & Design
Art and Design: Textile Design
Art & Design: Graphic Communication

Students are only permitted to select one. Any student with a particular passion in this area, must speak directly with Mrs Rogers in order to request special permissions to complete more than one of these courses.

## IGCSE Business (CAIE 0450)

A successful business person must be able to understand the many competing and changing demands of suppliers, customers, employees, shareholders and governments. Through study of real-world and fictional case studies, students learn to distinguish between facts and opinions and to evaluate qualitative and quantitative data, to support arguments and make informed judgements. They learn to appreciate the perspectives of different stakeholders including individuals, societies, governments, enterprises and the environment.

**Course Content**

The assessment of IGCSE Business is through two examination papers, set and marked by Cambridge. There is no coursework element and it is graded A*-G. In this course students will explore variety of topics including:

- Types of business organisation
- Business objectives and stakeholder objectives
- Motivating workers, recruitment, selection and training
- Marketing, competition and the customer
- Business finance, cash-flow forecasting
- Income statements, balance sheets, ratio analysis

**Who is the course suitable for?**

The IGCSE Business Studies course is intended for students who have an interest in how business organisations operate in the real world. Students studying the course should ideally be internationally minded and have an interest in how the economy, governments, individuals and societies influence business organisations and vice versa.

The subject requires students to study actual problems faced by real businesses. This helps to develop students' analytical and evaluative abilities to make informed decisions. Such skills are invaluable to the study of IB Business Management and IB Economics and are readily transferable to many other subjects and careers.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1 Units 1-6**<br>4 structured data response questions comprising short and long answer questions. | 50% |
| **Paper 2 Units 1-6**<br>4 structured questions based on a case study provided in the exam. | 50% |

## First Language Chinese (CAIE 0509)

First Language Chinese is designed for students whose mother tongue is Chinese and who have demonstrated an aptitude for, and have a background in, communicating in Chinese as their first or joint first language. This course requires a solid foundation of written and reading Chinese. The course is compulsory for students who are considering the IB Chinese Language A Option in Year 12.

Students who have studied MYP Chinese Language and Literature will follow this pathway.

This course allows the students to read a wide range of texts, including fiction and non-fiction, essays, reviews and articles, and Classical Chinese texts. The students will develop the ability to read the texts fluently and with good understanding, enjoying, and appreciating various languages. They are also encouraged to read critically and can use the knowledge gained from wide reading to inform and improve their writing. Writing accurately and effectively using appropriate standard language and acquiring and applying a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions, are also the students' aims. The course also emphasizes a deeper understanding and appreciation of Chinese culture and classical texts.

To succeed in this course, the students should read widely, including classical texts, both for their enjoyment and to further their awareness of the Chinese language usage. The general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively will develop through the reading.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Reading, Directed Writing and Classical Chinese** | 50% |
| **Paper 2: Writing** | 50% |

## Chinese as a Second Language (CAIE 0523)

Chinese as a Second Language course is designed for students capable of everyday communication in Chinese and are likely to continue to use it after secondary school. This course offers the students the opportunity to develop practical communication skills in listening, speaking, reading, and writing. The course will enable the students to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts. The students from this course are recommended to take IB Chinese Language B Higher or Standard Level option in Year 12.

The students have the opportunity to read a range of texts that are likely to be within the experience of young people and reflecting the interests of people from varied cultural backgrounds, such as blogs, brochures, emails, forms, imaginative writing, letters, magazines, newspapers. Through the course, the students will develop the ability to use Chinese effectively for the purpose of practical communication, form a sound foundation for the skills required for further study or employment using Chinese as the medium, develop an awareness of the nature of language and language-learning skills and promote the students' personal development.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Reading and Writing** | 60% |
| **Paper 2: Listening** | 20% |
| **Component 3: Speaking** | 20% |

## Mandarin Chinese
## (Chinese as a Foreign Language – CAIE 0547)

The IGCSE Mandarin Chinese course is for those students who study Chinese as a foreign language. The students will develop the ability to use Mandarin Chinese as a means of practical communication. They will learn not only how to read and write the language but also engage in extensive listening and speaking work.

They will also develop insight into the culture and civilisation of Chinese history. Most of the students from this course are recommended to take the IB Chinese Language B Standard Level option in Year 12.

The students will have the opportunity to study texts from the five broad topic areas that provide contexts for acquiring vocabulary and the study of grammar and structures. The five topics are 'Everyday activities', 'Personal and social life', 'The world around us', 'The world of work' and 'The international world'. By studying these Topic areas, the students gain insight into the Chinese language, culture, and communities. At the end of the course, the students will develop the ability to communicate effectively in Mandarin and an awareness of the Mandarin Chinese language and language learning nature. Students will also develop a positive attitude towards other languages and cultures as part of their learning outcomes. The students will form a sound base of the skills, language, and attitudes required for progression to work or further study, either in the target language or another subject area. Mandarin and an awareness of the Mandarin Chinese language and language learning nature. Students will also develop a positive attitude towards other languages and cultures as part of their learning outcomes. The students will form a sound base of the skills, language, and attitudes required for progression to work or further study, either in the target language or another subject area.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Listening** | 25% |
| **Paper 2: Reading** | 25% |
| **Paper 3: Speaking** | 25% |
| **Paper 4: Writing** | 25% |

## Computer Science (CAIE 0478)

IGCSE Computer Science students will learn computer programming, computational thinking (problem solving) skills, and the fundamental concepts of how computers function. They will learn about algorithm design and use the Python programming language to devise solutions to problems with computers. Students will also develop a range of technical skills, as well as the ability to test effectively and to evaluate computer solutions.

Students will also study current and emerging computing technologies and the benefits of their use. They will learn to recognise the ethical issues and potential risks associated with computers.

**Course content**

**Section 1 - Theory of computer science**

- Data representation (Binary systems, hexadecimal, binary calculations)
- Data transmission (packets, error detection, encryption)
- Hardware (CPU, fetch-decode-execute cycle; various input/output devices; various sensors, data storage, network hardware)
- Software (operating systems, interrupts, high/low level languages)
- The Internet (http, dns, cookies, security)
- Emerging Technologies (automation, crypto currency, artificial intelligence, robotics)

**Section 2 - Practical problem-solving and programming**

- Algorithm design (pseudocode, flowcharts, trace tables, key algorithms)
- Programming (introduction to programming with Python)
- Databases (introduction to SQL)
- Boolean logic (logic gates, logic equations, truth tables)

**Who is the course suitable for?**

Computer Science has enormous benefits for all students, girls and boys alike. It is the field that is transforming almost every other field and will dominate global economic growth this century. It is changing the way we communicate, travel, plan, purchase, design and build our lives. No matter your final destination, you will benefit from understanding the ideas of Computer Science.

Students who:

- Enjoy solving problems with logical thinking
- Enjoy being creative in the digital world
- Enjoy getting a little technical

Students who think they may wish to take Diploma Computer Science are highly recommended to study this course.

Students who think they may wish to take Diploma Computer Science are highly recommended to study this course.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | 60% |
| **Paper 2** | 40% |

## Drama (CAIE 0411)

This exciting Cambridge International Course is designed to develop candidates' understanding of Drama through practical and theoretical study. The lessons and practical workshops will foster the student's enjoyment of this creative and challenging subject. They will create performances with scripts and other stimuli whilst using dramatic forms and structures to communicate feelings and ideas to an audience.

The assessed work will include monologues, group scripted work and, most excitingly, group devised work, where students create their own theatre.

**Assessment**

In paper 1, candidates will answer questions based on 'pre-release' material which is issued to Centres in the September preceding the examination.

The 'pre-release' material consists of:

- Two extracts from plays - one shorter; and one longer. This will be taken from repertoire from a variety of cultures and times. Candidates should study the extract with a view to understanding both the text and the practical aspects of production. It is recommended that they perform these, at least informally.

In the written examination (Paper 1), candidates will also be asked questions on how they created their devised piece of theatre that they performed for their practical work.

Paper 2 is internally assessed and externally moderated. Each candidate submits a total of three pieces of practical work:

- One individual piece
- Two group pieces: one original devised piece and one performance of an extract from a piece of repertoire

We hope to see you soon on this exciting and worthwhile course which not only trains you as an artist, but equips you for life!

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Written examination** | 40% |
| **Paper 2: Coursework- Performances** | 60% |

## Design and Technology: Resistant Materials (CAIE 0445)

Cambridge IGCSE Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product.

Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

Cambridge IGCSE Design & Technology provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work. The syllabus is designed to accommodate a wide range of interests, materials and resources, and allows the different skills of all our learners to be fully exploited.

**Course Content**

Resistant Materials aims to develop the following knowledge, skills and understanding in all students:

- To understand and apply the design process through designing and making tasks
- Use of a wide range of both hand-produced and computer-generated graphical techniques
- To know about properties and applications of materials and components and appropriate manufacturing processes
- To understand digital technologies in industrial contexts and to apply that understanding by using CAD/CAM (Computer Aided Design & Manufacture)
- To be able to apply knowledge of technological systems & control concepts; energy, structures, mechanisms, electronics and forces
- To understand and experience industrial manufacturing and marketing practices

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Product Design** | 25% |
| **Paper 2: Resistant Materials** | 25% |
| **Design Project** | 50% |

## Economics (Edexcel 4EC1)

The IGCSE Economics course teaches students how to analyse economic issues and suggest possible solutions for the dilemma about how to allocate scarce resources to meet the competing needs and wants of consumers, producers and governments. Students learn to interpret and evaluate economic data to make reasoned arguments and informed judgements and to develop an awareness of economic change and its impact on developing and developed economies. The course encourages students to participate effectively in society and to make informed choices as citizens, producers and consumers.

**Course Content**

In this course students will study:

- The economic problem, economic assumptions, how prices are determined, public and private sectors and negative and positive

externalities of consumption and production.

- Productivity, business costs, revenues and profits, business structures and competition, how wages are determined, trade unions, government intervention in markets and solutions to environmental issues
- Macroeconomic objectives and policies and their relationships and conflicts
- Globalisation, international trade and protectionism, exchange rates, impact of multinationals

**Who is the Course Suitable for?**

The IGCSE Economics course is intended for students who have an interest in how real-world economics operates on a local, national and global scale. Students should ideally be internationally minded and have an interest in current events and issues. This subject develops students' ability to form reasoned opinions and make judgements based on a wide range of evidence. These skills form a good foundation to study IB Economics and IB Business Management and are readily transferable to other subjects and a multitude of careers.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1** | 50% |
| **Paper 2** | 50% |

## Engineering (AQA 8852)

The sky's the limit. Engineering is an increasingly innovative and exciting area to study. You'll learn about manufacturing processes, engineering materials, and how to perform basic engineering calculations. There is a strong emphasis on learning through practical activities.

GCSE Engineering introduces students to a host of new technologies, helping them to gain practical skills and understanding to inspire a lifelong interest in engineering. It will particularly appeal to those who enjoy being creative, with an affinity for drawing, design, maths and problem-solving.

Some of the main aims and objectives of this GCSE are to understand emerging technologies, learn about proper health and safety procedures, and be mindful of sustainable development. Specifically, you will learn how to solve problems using a logical and systematic approach, using all kinds of charts and diagrams to do so.

You will also get familiar with various computer-based programmes to help to solve problems, such as Fusion 360, 3D modelling, Laser cutting, which can be fun to interact with.

**Course content**

1. Engineering materials
2. Engineering manufacturing processes
3. Systems
4. Testing and investigation
5. The impact of modern technologies
6. Practical engineering skills

Section 2 - Non-Exam Assessment (NEA) - Practical

**Who is the course suitable for?**

Students who:

- Enjoy solving problems with creative thinking.
- Enjoy CAD modelling
- If you enjoy learning about how things work and why they work, this course is for you!
- If you enjoy practical activities, this course is for you!

GCSE Engineering involves all aspects of designing, manufacturing, and testing new technologies and products. Creativity and problem-solving are at the heart of this course.

Students who think they may wish to take IB Diploma Design Technology are highly recommended to study this course.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Multiple choice and short answers** | 60% |
| **NEA - Practical Task**<br>Coursework in Year 11 | 40% |

## French (CAIE 0520)

Alongside English, French is one of the languages most widely taught in the world and can be used in a large number of countries: France and its overseas territories in the Caribbean and Indian Ocean, both North and West Africa and Canada. Data from the Hong Kong Department of Immigration shows that the French community posted an annual growth rate over the last 5 years of about 5%. According to the Hong Kong Government, this is the strongest growth rate among any expatriate population in the city. The number of French citizens registered at the French Consulate has doubled since 2007.

**Study of a global language** develops the ability to communicate effectively offers insights into the culture and society of countries where the language is spoken, encourages positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations, provides enjoyment and intellectual stimulation and develops transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum.

**Course Content**

The subject content is organised around five broad Topic areas and, through the study of each area, students gain insight into target language countries and communities. The Topic are: Everyday activities, Personal and social life, The world around us, The world of work, The international world.

**Who this Course is Suitable for?**

This course is suitable for students that have received prior education in French. Occasionally exceptions are offered to those with no knowledge of French on a case by case basis and this is at the discretion of the Head of European Languages.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Listening** | 25% |
| **Paper 2: Reading** | 25% |
| **Paper 3: Speaking (Internally assessed)** | 25% |
| **Paper 4: Writing** | 25% |

## Food Preparation & Nutrition (AQA 8585)

Food Preparation and Nutrition is an exciting and creative course with a strong focus on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Food Preparation and Nutrition involves applying knowledge of nutrition and food science to design and making food products. Students will learn a wide variety of techniques to make a range of high quality food products.

**Course Content**

The course is assessed by two non-examined assessments (NEA) in Year 11 and a written examination at the end of Year 11. Students are awarded a 9 - 1 grade.

**Who is the Course Suitable for?**

Anyone with a genuine interest in food, who likes to learn in a practical 'hands-on' environment will benefit from this highly creative course. The food industry is a major employer worldwide and offers a wide range of career opportunities. These include advertising and marketing, food design, production management, health promotion, public relations, food journalism, retailing, education, hospitality and catering. A range of related degree courses such as Food Science. Having completed a GCSE in Food Preparation and Nutrition, students can proceed on to study IB Food Science and Technology in Years 12 and 13.

| Assessment Component | Weighting % |
|---|---|
| **NEA 1: Food investigation** | 15% |
| **NEA 2: Food preparation assessment** | 35% |
| **Examination** | 50% |

## Geography (Edexcel 4GE1)

This course enables our learners to make sense of the world by becoming geo-literate. Learners develop their knowledge and understanding of geographical concepts by exploring different views of the world, its environments, societies and cultures. Actively engaging in critical thinking towards the resolution of global issues. It is a very practical subject, with opportunities to use new technology of growing importance such as VR (virtual reality) using 3D sandbox visualization to explore geographic concepts and GIS (Geographical Information Systems). Beyond the classroom fieldwork provides opportunities to build geographical inquiry skills, use technology and collaborate. It is a fantastic subject for developing a wide range of employable skills due to its combination of science, humanities, and mathematics. Leading you to a wide range of careers in journalism, media, engineering, ICT, travel and tourism, environmental management, marketing, business management and teaching.

The course is divided into two themes Physical Geography and Human Geography. Fieldwork and geographical skills are applied during three fieldwork inquiries carried out in contrasting environments.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Physical Geography**<br>**Section A - short data response and long answer questions.**<br>**Section B - fieldwork questions.** | 40% |
| **Paper 2: Human Geography**<br>**Section A - short data response and long answer questions.**<br>**Section B - fieldwork questions.** | 60% |

## History (Edexcel 4HI1)

In order to understand the world we live in, it is necessary to be aware of the events of the last 100 years. The IGCSE History syllabus helps students to appreciate complex political and social changes of the twentieth century and how they have shaped society today. Students study key events and personalities from around the world. The syllabus encourages the development of skills, such as the ability to categorise evidence and make a relative judgment, which students can put to use in other GCSE subjects and at IB level.

The study of History enables students to:

- acquire knowledge and understanding of selected periods of history
- use historical sources critically recording significant information and reaching conclusions
- organise and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements
- Source analysis: making inferences, cross-referencing sources and evaluation of historical claims

**Who is the Course Suitable for?**

Any student with a keen interest in History is a suitable candidate for this IGCSE. Good skills in written communication will assist in studying History. This IGCSE course provides students a qualification that is ultimately useful for a variety of careers such as law, journalism, politician, teaching, museum curator, administration, leisure and tourism, etc.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Development of dictatorship: Germany, 1918-45** | 25% |
| **Paper 1: Dictatorship and conflict in Russia, 1924-53** | 25% |
| **Paper 2: The Origins and Course of the First World War, 1905-18** | 25% |
| **Paper 2: China: Conflict, Crisis and Change, 1900-89** | 25% |

## Music (CAIE 0410)

The aims of the IGCSE Music course are to enable each student to develop their skills in:

- performing and composing – vocally, instrumentally and using music technology;
- listening and responding to music from a variety of historical periods up to the present day;
- improving and developing skills in reading and analysing, performing and composing different types of music.

**Course Content**

Over the two-year IGCSE Music Course, students will submit at least one solo and at least one ensemble performance and two contrasting compositions as part of their coursework. They will also study theoretical, conceptual and listening aspects of music to enable them to answer a range of questions in the formal final listening examination, based on seven Areas of Study - three from Western Art Music and four from Contemporary and World Traditions.

**Who is the Course Suitable for?**

- Students who enjoy and are interested in performing music (as a soloist and/or in ensembles), and those who are interested in composing their own music in any style and those students who enjoy listening to, and studying, a wide range of music.
- The course is designed in such a way that students of all musical abilities and interests can access the course and find their own strengths and successful outcomes. Those who already play an instrument/sing and can read music (even to a basic level) are already at an advantage.
- Students who wish to further their studies in music – including Post 16 study at IB Higher and Standard Level (Year 12/13) and then further study at Higher Education level in industries such as Music, Media, Theatre, Education.

| Assessment Component | Weighting % |
|---|---|
| **Component 1: Listening Exam** | 40% |
| **Component 2: Performance Coursework** | 30% |
| **Component 3: Composition Coursework** | 30% |

## Physical Education (CAIE 0413)

Specialist Skills in **Physical Education** will allow students to develop a practical knowledge and understanding of:

- Human performance through participation in a range of physical activities.
- The relationship between physical activity and health.
- The anatomical, physiological and sociological aspects of the subject.

Students complete their practical studies through both practical and theory study.

**Course Content**

The IGCSE course begins with teacher led units and focuses on technique building in year 10, increasingly giving students independence and ownership of their own ideas in year 11.

**Who is the Course Suitable for?**

IGCSE Physical Education caters for all students who are interested in Sport and movement who wish to learn and apply their knowledge in a practical setting. The course is an excellent foundation for study at a higher level in fields such as Sports Science, Sports Psychology and Biology.

There are many professions for which this course is particularly suited. Students who have taken IGCSE Physical Education now work in such diverse fields as Physiotherapy, Sports Science, Psychology, Law, Business, Biomechanics, the medical field and many others.

| Assessment Component | Weighting % |
|---|---|
| **Paper 1: Theory (Short, structured questions on course content)** | 50% |
| **Paper 1: Coursework (Four different practical activities from two categories)** | 50% |

## Sha Tin College

### Psychology (Edexcel 1PS0)

The Psychology course is an introductory course to Psychology covering a range of key perspectives and influences on behaviour. Humans are varied, interesting and the reasons for their actions complex. Having an open mind about what influences behaviour and learning the skills necessary to critically evaluate theories and research is essential. Through the course students develop an awareness of why Psychology matters, how Psychology works and its essential role in society. Students develop an understanding of the contribution of Psychology to individual, social and cultural diversity and its impact on everyday life. They will develop a critical approach to scientific evidence and methods and an understanding of ethical issues.

**Who is the Course Suitable for?**

The subject is designed to use and combine the skills learned in science and individuals and societies. The course is intended for students who have not studied Psychology before but wish to learn about behaviour, how we investigate this behaviour and how the theories generated play a role in our lives and of those around us.

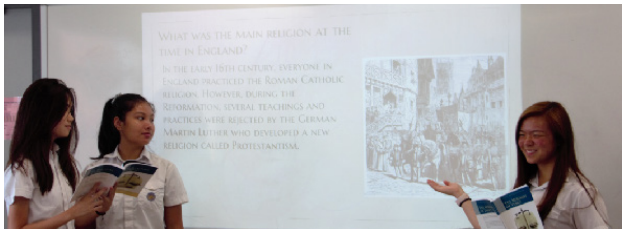
| Assessment Component | Weighting % |
|---|---|
| **Paper 1 Development, Memory, Psychological problems, The brain and neuropsychology, Social influence** | 55% |
| **Paper 2 Criminal Psychology, Sleep and Dreaming and Research Methods** | 45% |

# STC Learning Support

**Academic Skills Enhancement**

This course is designed to support students who require additional provision in literacy, mathematics and study skills such as revision, time management, academic organisation and test taking strategies. Students and parents will be advised in advance as to whether this course is appropriate. Coaching and mentorship also form part of this non-examined programme, to aid student progress, mindset and academic performance.

Courses such as AQA Functional English & Functional Math, Entry Level Science, Step Up to English and the Unit Award Scheme are provided for students who may require alternative pathways and provision. Students and parents will be advised as to whether this course is appropriate.




**English for Academic Purposes**

This course is for students for whom English is an additional language. It supports the development of the academic language needed to comprehend and express understanding of the material and concepts covered in Year 10 and 11 subjects. The course supports multilingual learners to develop a range of strategies and approaches to learning that can be applied across subjects.

This course is a non-examined subject in which regular feedback is given to students to facilitate the continued growth of each individual student's English language ability. Students and parents will be advised as to whether this course is appropriate.

# Library and Learning Centre (LLC)

The library is a vibrant learning centre which provides students with a quiet and comfortable environment conducive to effective study and reflection. It is a place where inquiring minds are able to imagine, create, inspire and connect. The Library and Learning Centre at Sha Tin College is well-equipped with resources and qualified library staff to students. In our commitment to expanding a comprehensive collection of world literature and non-fiction, in both print and digital format, the LLC works closely with subject areas to ensure students have access to resources that are aligned with the (I)GCSE curriculum. The goal is to provide a balanced and differentiated collection that suits the needs of all students. The LLC team are available to offer personal assistance to individual students as they research their assignments.

# Who to contact

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