

INFORMATION BOOKLET FOR IGCSE COURSES STARTING IN SEPTEMBER 2010



‘Success at IGCSE begins with making the right choices’





LEARNING WELL, ENJOYING LIFE, EXCEEDING EXPECTATIONS

‘Success at IGCSE begins with making the right choices’

Welcome

Making important decisions is rarely easy. The purpose of this booklet, the presentation evening and subsequent conversations is to help our students make ‘informed decisions’ As far as possible, it is important to avoid making decisions at this stage which will restrict future choices, for example, a decision not to study chemistry at IGCSE will make studying Medicine much more difficult in the future. So if a medical or veterinary career is vaguely in mind then best advice is keep the doors open and take chemistry.

It is also important that students choose their subjects for the right reasons. Because no friends are taking ‘x’ or I don’t get on with the teacher, or Dad saying ‘I always wish I’d taken subject ‘y’ are not good reasons for not taking a subject. Students change their minds, the timetable is not written so there is no way of knowing who will teach a particular class and Dad, what you prefer, is not relevant, believe me I’ve heard all of these reasons and many more.

Students should study IGCSE subjects for positive reasons, such as: motivation, interest, ability, aptitude, relevance to future aspirations etc. We are here to help our students make those difficult choices.

Please talk with us, we are here to help. This booklet contains information about the subjects we are offering and the basis upon which we are offering them, bearing in mind the international nature of the student and the ‘best interest’ of trying to keep a broad and balanced curriculum whilst at the same time meet the best needs of each individual student.

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Introduction

Year 10/11 Curriculum

The curriculum in Years 10 and 11 is focused on the needs of international students. It therefore offers a combination of IGCSEs run by two UK based examination boards.

Information about Edexcel courses can be found at:

www.edexcel.org.uk

Information about Cambridge International Examination courses can be found at:

www.cie.org.uk

In addition to examined courses, Physical Education, Social and Emotional Aspects of Learning (SEAL) and Citizenship are also part of the curriculum for all students. These are **non-examination courses**.

Assessment

The structure of different subjects varies and details of individual courses are contained within this booklet. Students may be entered for examinations at different levels and decisions about this are made in Year 11 following many assessments, discussion with students and parents and the results of practice examinations taken in January of Year 11 (January 2012). External examinations are generally taken at the end of Year 11, although the new IGCSE framework means that some modules may be taken at the end of Year 10. Marks gained from coursework and practical assessments are combined with examination results to determine the final grade in many subjects.

Coursework (Controlled Assessment) is an extended and independent piece of work carried out by students. Once handed in, this work is marked and moderated by the school with a second moderation by the examination board.

The final examination grade at IGCSE is generally based upon an eight point scale: A*, A, B, C, D, E, F, G.

Progression

IGCSE results represent the usual level of entry to the **International Baccalaureate Diploma Programme (IBDP) and Advanced Level Courses (A Level)**. Most schools require at least B grades for entry to A Level Courses. IGCSE is recognised as an appropriate foundation for entry to the **International Baccalaureate Diploma Programme (IBDP)** which the school expects to offer from 2012.

If you intend to pursue an alternative course to A level or IB, it is essential that you contact the relevant authority and ask about the entry requirements for their programmes of study.

You can find useful information about courses following IGCSE on the following websites:

Department for Education and Skills (UK)

www.dfes.gov.uk

The British Council

www.britishcouncil.org

International Baccalaureate Organisation (IB)

www.ibo.org

Higher Education

IB Diploma and A level examination results are the required level of examination pass for entry to UK (and other) universities around the world. A useful point of reference to learn more about entry to UK universities and the wide variety of university courses available is UCAS, the Universities and Colleges Admissions Service. This is widely regarded as one of the most useful and rigorous systems in the world, a world in which of course there is much variety in the entry processes followed. However, if you prepare along the UCAS lines, you will be prepared for whatever system you might be applying to (www.ucas.com)

The Year 10 & 11 Curriculum at CISD

The following pages give information about the courses offered. If, having read this booklet, you have questions, please contact us. If your question is subject specific, then please contact the teacher whose name is at the top of each subject page. If the question is of a more general nature, or about future schooling, then please do not hesitate to contact me.

The curriculum at CISD is made up of three parts:

1. Core examination IGCSE subjects - taken by all students
2. Core non-examination subjects - taken by all students
3. Elective examination IGCSE subjects - a guided choice.

Further, subject specific details follow in this booklet:

This results in a nine IGCSE examination course programme (for most students). **This is plenty**, Heads of Sixth Form, IB coordinators and University Admissions Tutors are much more interested in **quality than quantity**.

This is structured to ensure that students follow a broad and balanced curriculum, keep their future options open, and don't bias their studies in one direction too soon. The choice of subjects is not a 'free' choice, but is guided by principles that keep the curriculum both rigorous and broad. When considering the programme, it is important that students consider possible future choices and possible career options. Students need to consider their own interests, skills and strengths. **The most successful students consider their options carefully and discuss their choices with their parents and teachers.**

Support

As in Year 9, students in Years 10 and 11 will have a form tutor who will meet with them on a daily basis and support them academically and pastorally (socially).

As part of the SEAL programme this term we have been beginning to look ahead to IGCSE and beyond to the world of Higher Education and employment. Specifically we have been looking at and preparing :

1. The Higher Education Application process UCAS
2. Curriculum Vitae
3. Personal Statement
4. Letter of application

5. Interviews - We will be asking parents to help with,ock interviews later this year
6. Work Experience – we will help students organise this
7. Later this term we will have a visiting speaker from Georgetown University to talk with the student about Higher Education and the admissions process.

Success

This does not come automatically but as a result of a mature and consistent approach to learning. It is important that students have good attendance, concentrate in lessons, contribute to discussion, keep up to date with homework and revise effectively for tests and examinations.

Additionally it is important to lead a healthy lifestyle, exercise regularly, eat well and get plenty of sleep. It is important too that having done the above, students relax, meet with friends, spend time with their families and have some fun. We encourage students to participate fully in extra-curricular opportunities.

Homework

The British Government guidelines and experience suggest that year 10 & 11 students should be spending up to 3 hours on homework 5 nights each week. This should include specific tasks, reading, research, revision and so on.

Looking Ahead

Entry to UK and other universities is increasingly competitive and it is no longer the case that excellent exam results alone are enough to ensure entry onto a chosen course at a chosen university.

In addition to academic excellence, University Admissions Tutors expect students to have engaged in a broad range of educational and ‘enrichment activities’. There is an absolute expectation that students will have engaged fully with the life of their school; sport, music, drama, clubs and societies for example. They expect students to have ‘volunteered’, helped others through community service, raised funds for charities, etc. People skills gained from working on projects with others are an important area of experience, if this can include a work experience placement (or two) then this is particularly enriching. Admissions Tutors expect to see ‘evidence’ of a student’s passion for their subject. Students need to start mapping this out now and take full advantage of opportunities as they arise over the next two years.

English Language (A)

Teacher in Charge: Mr. Jabiz Raisdana

Examination Board: Edexcel IGCSE (4EA0)

Learning Objectives:

English Language (A) aims to develop students' ability to read, understand and respond to material from a variety of sources orally and in writing, matching style to audience and purpose. It includes a wide range of reading and writing, and the possibility of both written and oral coursework. It is suitable for delivery in schools or colleges and is graded A* to G.

Schemes of assessment:

The Edexcel IGCSE in English Language (Specification A) has the option of two assessment Routes:

- Route one — 100% written examination paper (Paper 1 and Paper 2).
- Route two — 70% written examination paper and 30% internally assessed coursework (Paper 1, Paper 3 and Paper 4).

	Paper 1	Paper 2	Paper 3: Written Coursework	Paper 4: Speaking and Listening Coursework
Overview of content	<p>Reading</p> <ul style="list-style-type: none"> • Unprepared passage. • Section A of the <i>Edexcel Anthology for IGCSE English language (Specification A) and IGCSE English Literature</i>. <p>Writing</p> <ul style="list-style-type: none"> • Topic of Section A of the <i>Edexcel Anthology for IGCSE English Language (Specification A and IGCSE English Literature</i> piece. • To inform, explain and describe. 	<p>Reading</p> <ul style="list-style-type: none"> • Section B of the <i>Edexcel Anthology for IGCSE English Language (Specification A) and IGCSE English Literature</i>. <p>Writing</p> <ul style="list-style-type: none"> • To explore, imagine and entertain. • To argue, persuade and advise. 	<p>Reading</p> <ul style="list-style-type: none"> • Section B of the <i>Edexcel Anthology for IGCSE English Language (Specification A) and IGCSE English Literature</i>. <p>Writing</p> <ul style="list-style-type: none"> • To explore, imagine and entertain. • To argue, persuade and advise. 	<p>Speaking and listening</p> <ul style="list-style-type: none"> • To explain, describe and narrate. • To discuss, argue and persuade. • Formal and informal contexts. • Individual talk. • Group work.
Overview of assessment	<ul style="list-style-type: none"> • The assessment of this unit is through a two-hour and 15 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	<ul style="list-style-type: none"> • The assessment of this unit is through a one-hour and 30 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 30. 	<ul style="list-style-type: none"> • The assessment of this unit is through a one-hour and 30 minute examination paper, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 30. 	<ul style="list-style-type: none"> • The assessment of this unit is through two coursework assignments, internally set and assessed and externally moderated by Edexcel. • The total number of overall marks available is 80 (40 marks for each assignment).

English Literature

Teacher in Charge: Mr. Jabiz Raisdana

Examination Board: Edexcel IGCSE (4ETO)

Learning Objectives:

English Literature aims to provide an enjoyable and stimulating introduction to English Literature. A selection of prose, drama and poetry from around the world allows teachers to select from a wide choice of set texts. Assessment is via examination or a coursework option, and grading is A* to G.

Schemes of assessment:

The IGCSE in English Literature comprises two assessment routes:

- Route one — 100% written examination paper (Paper 1 and Paper 2).
- Route two — 70% written examination paper and 30% internally assessed coursework (Paper 1 and Paper 3).

	Paper 1: Drama and Prose	Paper 2: Poetry	Paper 3: Poetry & Coursework
Overview of content	<ul style="list-style-type: none"> • Drama. • Prose. 	<ul style="list-style-type: none"> • Unprepared poem. • Section C of the <i>Edexcel Anthology for IGCSE English Language (Specification A) and IGCSE English Literature.</i> 	<ul style="list-style-type: none"> • Section C of the <i>Edexcel Anthology for IGCSE English Language (Specification A) and IGCSE English Literature.</i>
Overview of assessment	<ul style="list-style-type: none"> • The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 60. 	<ul style="list-style-type: none"> • The assessment of this paper is through a 45-minute examination, set and marked by Edexcel. • Single tier of entry. • The total number of marks available is 30. 	<ul style="list-style-type: none"> • The assessment of this paper is through one coursework assignment, internally set and assessed and externally moderated by Edexcel. • The total number of marks available is 30.

The Edexcel IGCSE in English Literature qualification enables students to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies

Key features and benefits of the qualification:

- Encourages the reading of literature from around the world.
- A free anthology, produced by Edexcel, is available to download at the beginning of the course and contains a wide range of reading material.
- Two routes of assessment: 100% examination, or 70% examination and 30% coursework.

English as a Second Language - count-in oral

Teacher in Charge: Mrs. V Todd

Examination Board: Cambridge IGCSE (0511)

For pupils for whom English is not their first language, the IGCSE in English as a Second Language may be a more appropriate course of study. This two year course leads to an IGCSE examination with the Cambridge board (CIE).

Pupils are expected to have good linguistic skills in English reading and writing before they start the course.

Learning Objectives:

The IGCSE subject content reflects an international approach and uses material from a range of cultural sources. The main aim of the IGCSE is to equip students to deal with a wide range of social, official and educational situations. The topics studied relate to the interests and needs of students in the world of work, education, current affairs, health and welfare and travel.

The IGCSE aims to:

- Develop the ability to use English for speaking in a variety of situations
- Form a good base of the language skills required for further study where English is the taught language
- Develop an awareness of English and language learning skills
- Develop a student's self confidence, motivation and study habits.

Pupils are assessed for their skills and abilities in Reading, Writing, Listening and Speaking. The IGCSE course requires the pupil to produce coursework and has a final examination.

Core Curriculum Grades available: C – G	Extended Curriculum Grades available: A* - E
Paper 1 Reading and writing (Core) 1 hour 30 minutes Eligible for grades C–G 70% of total marks	Paper 2 Reading and writing (Extended) 2 hours Eligible for grades A*–E 70% of total marks
Paper 3 Listening (Core) Approx. 30–40 minutes Eligible for grades C–G 15% of total marks	Paper 4 Listening (Extended) Approx. 45 minutes Eligible for grades A*–E 15% of total marks
Component 5 Oral Approx. 10–12 minutes 15% of total marks	Component 6 Oral coursework n/a 15% of total marks

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only.

General Information:

Cambridge IGCSE English as a Second Language is accepted by universities and employers as proof of ability to understand and communicate in English. It is aimed at students whose first language is not English, but who use it as a lingua franca or language of study. Successful English as a Second Language candidates have better educational or employment prospects and gain lifelong skills, including:

- better communicative ability in English
- improved ability to understand a range of social registers and styles
- a greater awareness of the nature of language and language-learning skills
- a greater international perspective

General Information:

Cambridge IGCSE International Mathematics course is offered over a 2 year period and has been developed for schools offering an international curriculum. The course also allows students to develop and sharpen their investigation and modelling skills, and introduces them to the use of graphical calculators - a necessary part of the IB Diploma. The course is offered at both the core level and the extended level for students who are looking at needing mathematics for further studies.

We will be encouraging students to purchase the TI-84 graphical calculator that is on the approved list. Other graphical calculators are available but as a school we will be working with the TI-84 and it can also be used in science in conjunction with our data logging equipment and throughout the IB program.

Arabic first Language

Teacher in Charge: Mrs. Mursey
Examination Board: Cambridge IGCSE (0508)

Assessment Objectives:

READING

Candidates will be assessed on their ability to:

- Understand and collate explicit meanings
- Understand, explain and collate implicit meanings and attitudes
- Select, analyse and evaluate what is relevant to specific purposes
- Understand how writers achieve effects

WRITING

Candidates will be assessed on their ability to:

- Articulate experience and express what is thought, felt and imagined
- Order and present facts, ideas and opinions
- Understand and use a range of appropriate vocabulary
- Use language and register appropriate to audience and context
- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Scheme of Assessment:

All candidates take Components 1 and 2 and are eligible for the award of grades A* to G.

	Duration of Examination	Weighting
Component 1: Reading Questions will relate to two passages of approximately 600-700 words each, linked by a common theme. These passages will be printed on the question paper.	2 hours	50%
Component 2 Writing Candidates will be required to write two compositions	2 hours	50%

General Information:

The question papers will be set entirely in the target language. Dictionaries may not be used in the examination.

The Arabic first language program is designed for students who are proficient in Arabic and are looking at improving their skills in their mother tongue language. The program is taught over a 2 year span and is appropriate for students in years 10 and 11 of the school program offered at Compass International School.

First Language Dutch

Teacher in Charge: Mr. Fred van der Beek

Examination Board: Cambridge IGCSE (0503)

Subject Summary:

Designed for students whose mother tongue is Dutch, this means students develop the ability to communicate clearly, accurately and effectively. Students learn how to employ a wide ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Learning objectives:

All students do paper 1 and 2 and can be awarded a grade of A* to G.

Paper 1: Reading 2 hours

Candidates answer two questions:

Question 1 – 25 marks

Candidates answer a series of comprehension questions based on Passage 1.

Question 2 – 25 marks

Candidates write a summary based on Passage 1 and Passage 2.

Weighting: 50% of total mark

Paper 2: Writing 2 hours

Candidates write **two** compositions of 350–500 words each.

Weighting: 50% of total marks

General Information:

The Dutch-language pupils follow the Dutch language method 'On Level' with the VMBO, HAVO or PRE-UNIVERSITY EDUCATION. At Compass International School the IGCSE first Language Dutch programme is comparable to the HAVO program the Dutch finish with. The IGCSE qualification streams the pupils to the possibility of a MBO and in some cases the HBO in the Netherlands system.

De Nederlandstalige leerlingen volgen aan de hand van de Nederlandse taalmethode 'Op Niveau' een programma op het niveau van het VMBO, HAVO of VWO.

Op Compass International School sluiten de studenten aan het eind van year 11 het programma Nederlands af met het IGCSE First Language Dutch. Het niveau van het IGCSE First Language Dutch is min of meer vergelijkbaar met HAVO.

De IGCSE kwalificaties geven de leerlingen de mogelijkheid om in Nederland in te stromen in het MBO en in sommige gevallen het HBO.

French (Second Language)

Teacher in Charge: Mrs I Cottenden

Examination Board: IGCSE Edexcel (4FR0)

Key Learning Objectives:

- To develop an understanding and use of the spoken and written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- To develop the ability to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures.
- To develop a knowledge and understanding of the target language's grammar and its practical application.
- To develop a knowledge and understanding of the countries and communities where the target language is spoken.
- To develop positive attitudes towards modern foreign language learning.
- To give students a suitable foundation for further study of the target language.

Schemes of assessment:

- Two single-tier papers which cover written assessment in listening, reading and writing skills.
- Grading A*-G.
- Provides a separately endorsed examination of spoken language with rubrics in English and the target language, with clearly-defined lists of topic areas.

The French IGCSE provides preparation and a foundation for Edexcel GCE AS and Advanced Level GCE in French and other equivalent qualifications such as The IB Diploma.

Component	Percentage	Duration
Paper 1: Listening	33 $\frac{1}{3}$	30 minutes + 5 minutes extra reading time
Paper 2: Reading and Writing	66 $\frac{2}{3}$	1 hour and 30 minutes
Paper 3: Speaking	100	Maximum 10 minutes

Information and Communication Technology (ICT)

Teacher in charge: Mr. Paul Sharry

Examination board: Edexcel IGCSE (4ITO)

Learning objectives

- acquire and apply ICT skills, knowledge and understanding in a range of contexts
- develop ICT-based solutions to address challenges and solve problems
- develop an understanding of ICT systems
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice.

Scheme of assessment

Component	Details of Assessment	Duration	Weighting
Paper 1: (code: 4IT0/01) Single tier of entry	Written paper, externally assessed. The total number of marks available is 100. Content: Short answer questions on; PC, laptops, mainframes and supercomputers, etc. Hardware (input and output devices and configuration) and software (operating systems and applications). Different types of networks, data security and the law. The impact of ICT on individuals and society	1 ½ hours	50%
Paper 2: (code: 4IT0/02) Single tier of entry	Practical paper externally assessed. The total number of marks available is 100. Content: Students are asked to complete 5 tasks responding to scenario. Typically the tasks include: editing a graphic, entering formulae and functions into a spreadsheet, designing and formatting a leaflet, using queries in a database and producing a presentation.	3 hours (including printing time)	50%

General information

Assessment of the practical examination is software independent. This means that students using different software at home (Macs or other platform) can still practice basic the skills out of school. However, students will be expected to use PCs for the final exam.

Further knowledge of ICT use that may not be assessed includes: CDs, DVDs, text messages, podcasts, web logs, web-based reference sites. Competent use of all of these would add excellent context to student answers.

Biology

Teacher in Charge: Mr. Clive Bomford

Examination Board: Cambridge IGCSE (0610)

Learning Objectives:

In biology students will acquire a foundation of knowledge and skills appropriate to further study and continued learning. Students will develop their understanding of the structure and the function living things, with particular emphasis on health and disease, genetics, interactions of different organisms and environmental issues. Students will also learn and be assessed on investigative skills in the context of experimental and analytical work. Students will understand the limits of experimental measurement and accuracy.

Schemes of assessment:

Students will be assessed under 5 different sections in biology: characteristics and classification of living organisms, organisation and maintenance of organisms, development of organisms and the continuity of life, relationships of organisms with one another and with their environment and experimental biology.

Core Curriculum Grades available: C - G	Extended Curriculum Grades available: A* - E
Paper 1 45 minutes 40 multiple-choice questions All question to level C to G 40 marks: 30% of assessment	Paper 1 45 minutes As for the Core curriculum 40 marks: 30% of assessment
Paper 2 1 hour 15 minutes Core theory paper 80 marks: 50% of assessment	Paper 3 1 hour 15 minutes Extended theory paper 80 marks: 50% of assessment
Paper 4 Coursework School-based assessment of practical skills 20% of assessment	Paper 4 Coursework School-based assessment of practical skills 20% of assessment

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only.

General Information:

Cambridge IGCSE International Biology course is offered over a 2 year period and has been developed for schools offering an international curriculum. The course covers a range of biological concepts, with emphasis on modern developments and provides a strong basis of both theory and practice. The course is offered at both the core level and the extended level for students who are looking to pursue biology in their further studies with particular relevance to the IB diploma.

We will be encouraging students to purchase the TI-84 graphical calculator that is on the approved list for the purpose of data logging and analysis, complementing the school data logging equipment and is also used in mathematics at IGCSE and throughout the IB program.

Chemistry

Teacher in Charge: Mr. Bryan Holmstrom

Examination Board: Cambridge IGCSE (0620)

Learning Objectives:

Chemistry aims to develop the key skills of good scientific practices in all students. Students will gain knowledge with understanding of the key concepts in chemistry. Students will learn how to handle information and problem solve a question. Students will gain key experimental skills through practical work. Students will learn to design an investigation taking into account ethical and reasonable practices governing scientists. Students will learn to analyze their results and make improvements to their initial hypothesis through careful observations and research.

Schemes of assessment:

States of matter; experimental techniques; atoms, elements and compounds; stoichiometry; electricity and chemistry; chemical changes; chemical reactions; acids, bases and salts; the periodic table; metals; air and water; sulphur; carbonates; organic chemistry.

All candidates must enter for three (3) papers.

All Candidates take: Paper 1 45 minutes Multiple choice question paper 30% of total marks	
Core Paper 2 1 hour 15 minutes Core theory paper Consisting of short answer and structured questions 50% of total marks	Extended Paper 3 1 hour 15 minutes Extended theory paper Consisting of short answer and structured questions 50% of total marks
Paper 4 Course work School based assessment of practical skills carried out throughout the course. 20% of total marks	

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only.

General Information:

IGCSE Cambridge Chemistry will be offered over two (2) years to students in years 10 and 11. The Chemistry program will give students the scientific skills needed to work confidently in the

lab on p students practical activities. The knowledge and understanding gained will provide a strong basis for the IB Chemistry program or any other program they move into after completing their final year in the IGCSE's.

Physics

Teacher in Charge: Mr. Clive Bomford

Examination Board: Cambridge IGCSE (0625)

Learning Objectives:

In physics students will acquire a foundation of knowledge and skills appropriate to further study and continued learning. Students will develop their theoretical understanding and the applications of physics in the modern world. Students will also learn and be assessed on investigative skills in the context of experimental and analytical work. Students will understand the limits of experimental measurement and accuracy.

Schemes of assessment:

Students will be assessed under 13 different topics in physics: measurement, forces - motion, pressure and energy, thermal effects, waves – sound and rays, electricity, magnetism, electronics, radioactivity, historical developments in physics and experimental physics.

Core Curriculum Grades available: C - G	Extended Curriculum Grades available: A* - E
Paper 1 45 minutes 40 multiple-choice questions All question to level C to G 40 marks: 30% of assessment	Paper 1 45 minutes As for the Core curriculum 40 marks: 30% of assessment
Paper 2 1 hour 15 minutes Written short-answer/structured questions All questions to level C to G 80 marks: 50% of assessment	Paper 3 1 hour 15 minutes Written short-answer/structured questions 25% questions C to G, 75% A* to C 80 marks: 50% of assessment
Paper 4 Coursework School-based assessment of practical skills 20% of assessment	Paper 4 Coursework School-based assessment of practical skills 20% of assessment

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only.

General Information:

Cambridge IGCSE International Physics course is offered over a 2 year period and has been developed for schools offering an international curriculum. The course covers a broad physics range of physics and provides a strong basis of both theory and practice. The course is offered at both the core level and the extended level for students who are looking to pursue physics in their further studies with particular relevance to the IB diploma.

We will be encouraging students to purchase the TI-84 graphical calculator that is on the approved list for the purpose of data logging and analysis, complementing the school data logging equipment and is also used in mathematics at IGCSE and throughout the IB program.

Geography

Teacher in charge: Mr. Julian Cottenden

Examination Board: Edexcel (4GEO)

Learning Objectives:

- To develop effective and independent learners, critical and reflective thinkers who can apply geographical principles to today's world.
- Develop knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.
- Learn to use effectively, a range of skills, appropriate technologies for enquiry and analysis.

The course content is divided into three sections

Section A	The Natural Environment and People river environments, coastal environments, hazardous environments.
Section B	People and their Environments economic activity and energy, ecosystems and rural environments, urban environments.
Section C	Global Issues fragile environments, globalization and migration, development and human welfare.

Scheme of Assessment:

The Assessment for this qualification is through a single written examination 2hrs and 45 minutes in length. The paper is set and marked by EDEXCEL

The single tier of entry will contain a variety of question types, such as multiple choice, short and extended answer questions, graphical and data analysis and fieldwork.

Investigative fieldwork is an integral part of the approach to this course. There are eight fieldwork elements in the course, two of which should be completed 'out-of-classroom'. In the examination questions may be asked on all eight fieldwork opportunities specified.

Within the course there is a heavy emphasis on 'case studies' and the analysis of primary and secondary data.

History

Teachers in Charge: Mr Jabiz Raisdana, Mrs Caroline Gould

Examination Board: Edexcel GCSE in History A (The Making of the Modern World (2HA01))

Learning Objectives:

- actively engage students in the process of historical enquiry to develop them as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- develop students' knowledge and coherent understanding of selected periods, societies and aspects of history.
- develop students' awareness of how the past has been represented, interpreted and accorded significance for different reasons and purposes.
- develop students' abilities to ask relevant questions about the past and to investigate them critically using a range of sources in their historical context.
- enable students to organise and communicate their historical knowledge and understanding in creative and different ways and reach substantiated judgements.
- recognise that students' historical knowledge, understanding and skills help them to understand the present and provide them with a basis for their role as responsible citizens, as well as allowing further study of history.

Schemes of assessment:

The Edexcel GCSE in History A (The Making of the Modern World) comprises four units which can be taken in any order. Students will be assessed under 4 different topics in history including: Unit 1- Peace and War: International Relations 1900-1991, Unit 2- Modern World Depth, Unit 3- Modern World Source Enquiry, Unit 4- Representations of History.

Peace and War Study Unit 1. Students will be assessed through a single examination, during which they will be required to answer questions from three of the sections within this unit. There are 60 marks available in total. The examination time is 1 hour 15 minutes	Modern World Source Enquiry Unit 3. Students will be assessed through a single examination based on sources. Students answer five questions and there are 50 marks available. The examination time is 1 hour 15 minutes. 25% of the assessment.
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25% of the assessment.	
<p>Modern World Depth Study Unit 2.</p> <p>Students will be assessed through a single examination.</p> <p>Students answer six questions and there are 50 marks available.</p> <p>The examination time is 1 hour 15 minutes.</p> <p>25% of the assessment.</p>	<p>Representations of History Unit 4.</p> <p>Students are assessed through a single internally-assessed, externally-moderated assessment consisting of one task. This task is assessed under controlled conditions.</p> <p>There are 50 marks available for this assessment.</p> <p>25% of the full course marks.</p>

Business Studies

Teacher in charge: Mr. Paul Sharry

Examination board: Cambridge IGCSE (0450)

Learning objectives

- make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used;
- apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
- develop knowledge and understanding of the major groups and organisations within and outside business and consider ways in which they are able to influence objectives, decisions and activities;
- develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation;
- develop an awareness of the nature and significance of innovation and change within the context of business activities.

Scheme of assessment

Component	Details of Assessment	Duration	Weighting
Paper 1:	A paper containing short-answer questions and structured/data response questions. There will be no choice of questions.	1 ¾ hours	50%
Paper 2:	Candidates will be presented with a business situation or problem, and required to answer questions arising from it. There will be no choice of question	1 ¾ hours	50%

Web links

Business studies students will be able to take advantage of a wide range of resources available on the web. These resources are especially useful in preparing students to respond critically to a Business situation or problem.

<http://www.bized.co.uk>

<http://www.bbc.co.uk/schools/gcsebitesize/business/>

Art and Design

Teacher in Charge: Ms Mhairi McAinsh

Examination Board: Cambridge IGCSE (0400)

Learning Objectives:

Art and Design is a subject which is a forum for visual communication and a means of expressing ideas and feelings. It is a visual language which complements literary, mathematical, scientific and factual subjects and is especially concerned with the development of visual perception and aesthetics. Art and Design fosters and encourages, through direct personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities and practical attitudes.

Through direct experience of practical skills and historical and critical studies it leads to a fuller understanding of the part played by visual arts, design and crafts. In doing so it widens cultural horizons and enriches the individual's personal resources.

Successful Art and Design candidates gain lifelong skills, including:

- confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- how to develop ideas from initial attempts to final solutions.

This syllabus is intended to meet the needs of the following groups of candidates:

- **Those who have an interest, flair and aptitude in Art and Design and who wish to undertake further studies**
- **Those students who whilst have an interest and flair for the subject but may not intend taking the subject beyond IGCSE.**
- **Those students who will take up careers for which Art and Design background will be relevant.**

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Where Art and Design as a title or descriptor is used in this syllabus, it also encompasses new media and technologies in addition to traditional media and processes.

Schemes of assessment:

In order to pass Cambridge Art and Design IGCSE candidates must meet a number of assessment objectives which apply to the following components:

	COMPONENT	WEIGHTING
A01	Gathering, recording, research and investigation	20%
A02	Exploration and development of ideas	20%
A03	Organisation and relationships of visual and/or other forms	20%
A04	Selection and control of materials, media and processes	20%
A05	Personal vision and presentation	20%

There are 5 different combinations in which candidates can opt to undertake and submit their work under the headings of both Design and Expressive elements, which encompass Graphic Design, Environmental Design, Fashion/Textiles, Jewellery, Product Design, Interior, Painting, printmaking, Sculpture, Ceramics, Photography and also the Critical and Historical studies or written aspect of the course.

Each option uses slightly different assessment methods but includes an observational/Interpretative assignment, design assignment, critical and historical assignment and coursework assignment.

Emphasis will be on quality of work produced rather than quantity and candidates will be expected to work in both two and three dimensions and assessment methods will take the form of externally assessed sketchbooks, practical portfolios and internal examinations lasting 8 hours in some cases.

Student Choices

After careful consideration, please complete the student choice form below and return to Mrs. Tilley by Thursday 18th March.

Student Choice Form

	Subject	Your choice
1.	International Mathematics	International Mathematics
2.	First Language English/Literature OR Second Language English	
3.	Arabic, OR Dutch OR French	
4.	A Science	
5.		
6.		
7.		
8.		
9.		

In the interests of continuing to study a broad and balanced curriculum we encourage you to choose at least one subject from the following Options for your 5 subject choices (5 – 9)

Option A	Option B	Option C
Art and Design Geography History	Biology Chemistry Physics	Business Studies Information and Communication Technology

Student Name _____

Signed (student) _____

Signed (parent) _____