



LEARNING WELL, ENJOYING LIFE, EXCEEDING EXPECTATIONS

*THE IGCSE
PROGRAMME*

*FOR
EXAMINATION
IN
MAY / JUNE
2013*

‘Success at IGCSE begins with making the right choices’



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Dear Student and Parent,

During the first three years (Year 7 – Year 9) in the Secondary School, students at CISD follow a common curriculum with little individual choice of subjects. The IGCSE course permits a limited choice although the emphasis is still on a balanced education.

The courses followed use syllabi set by Cambridge International Examinations (CIE) and EDEXCEL (London Board). The International General Certificate of Secondary Education (IGCSE) Examination is an internationally recognized certificate.

The subjects chosen are studied for two years and lead to external public examinations at the end of the second year of study. The choice of subjects is very important because students will study them in some depth for two years and it will be very difficult to change subjects once the course has started. A student joining the school after September will need to work very hard to ‘catch up’ on work that has been missed.

This booklet is intended to help you make the right choices and to give you an idea of the courses that students will be following. Many students at this stage do not have a definite career in mind. It is therefore sensible to select subjects which are enjoyed and will permit a reasonable degree of choice with regard to future courses and careers. For this reason we require all students to take a balanced range of subjects.

In the first section of the booklet, you will find information about the options process and relevant people to contact if you have any questions.

Please study the booklet carefully and take advantage of the opportunities offered to discuss with staff the correct choice of subjects for individual students.

Donna Brackstone-Drake
Madinat Khalifa Campus Principal



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THE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

All the courses at CISD lead, after two years of study, to external public examinations at IGCSE. The IGCSE has international credibility as an educational qualification. It has been accepted for matriculation purposes as a preliminary requirement for entry to all United Kingdom universities and is recognized by universities and colleges throughout the world. The IGCSE programme is a preparation for IBDP or 'A' level courses that prepare students for entry to the UK and other international universities. Students will not be admitted to such universities on the basis of IGCSE results alone.

IGCSE provides a series of syllabi and assessment programmes to cover the two years of education between the ages of 14 and 16. The examination caters for a wide ability range and has a seven point scale of grades: A, B, C, D, E, F and G. Grade A is awarded for the highest level of achievement; Grade G indicates minimum satisfactory performance. Candidates who perform outstandingly well in a subject are awarded a 'starred A' grade (A*).

The assessment pattern differs slightly from subject to subject. Some subjects offer a coursework component. This means that the final grade awarded to the student will be based on examination results and on work done during the two years of the course. This coursework is initially marked by the teacher but then externally moderated.

The examinations themselves are intended to put more stress on the understanding of the work and provide less reward for the simple recall of facts than was the case in the past. Further, the questions are written to give the student the chance to display what they know rather than to find out what he or she does not know. They are intended to be a positive experience for students.

The IGCSE is the international version of the GCSE examination followed by students in the UK. GCSE supplanted GCE 'O' levels in the early 1980s as a result of pressure from universities as it was felt that the GCE programmes focussed too much on cramming. The aim of the IGCSE is to prepare students through a relevant modern examination for skills based university courses at internationally recognized and accredited institutions.



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Examination Boards

Information about Cambridge International Examination courses can be found at: www.cie.org.uk

Information about Edexcel courses can be found at: www.edexcel.org.uk

Direct links to all syllabuses can be found on our school website at:

www.cisdoha.com/ClassroomExperience/Curriculum/SecondaryCurriculum

Progression beyond the IGCSE

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.

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.



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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.



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CHOOSING SUBJECTS

The basic package at CISD comprises nine subjects although some students may take one less than this. This gives them a good range of choice for further study and entry into pre-university courses.

Students sit for the following programmes:

1. First Language English *or* English as a Second language
2. Mathematics
3. Foreign Language French *or* Foreign Language Arabic *or* First Language Dutch
4. – 9. Six optional subjects to be chosen by the student and parent together.
These are listed on the options form at the back of this booklet.

Please note that:

- You must choose at least one Science subject (Physics / Chemistry / Biology)
- You must choose at least one Humanities subject (Literature / Economics / Geography / History)
- You must choose at least one Creative / Technical / Vocational subject (Business Studies / Art & Design)

Over the coming weeks, we will be working with students to ensure that we can offer the right choices to as many students as possible and an initial information letter has already been circulated.



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POINTS TO CONSIDER IN SELECTING SUBJECTS

1. How well has the student progressed in each of the subjects you are thinking of choosing?
2. Is the student sufficiently interested in a particular course to follow it successfully for two years?
3. Which course(s) is the student likely to want to study in the future?
4. Does the student have any particular career in mind? Few students will at this age, but it is sensible not to omit a subject that would close entry to a number of careers at this stage.
5. It is not possible to change examination courses during this two-year period, so very serious consideration is needed in making the choice.
6. Do not allow a student to select a subject simply because they like the teacher or because friends are choosing the same subject. Teachers can change and friends can move to other classes.

First Language English

Teacher in Charge: Ms Wendy Feherty

Examination Board: Cambridge IGCSE First Language (0500)

Learning Objectives:

The course is designed for students for whom English is their mother tongue. IGCSE First Language English develops 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 to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

It is graded A* to G and demonstrates a student's ability to study at an English speaking university.

Candidates take either:	Or:
<p>Paper 1: Reading Passage (Core) 1 hour 45 minutes Candidates answer two questions on one passage of 700–800 words. Eligible for Grades C–G. 50% of total marks.</p>	<p>Paper 2: Reading Passages (Extended) 2 hours Candidates answer three questions on two passages of 600–700 words each, linked by a common theme. Eligible for Grades A*–E. 50% of total marks.</p>
And:	
<p>Paper 3: Directed Writing and Composition 2 hours 50% of total marks.</p>	

The syllabus aims to provide an opportunity for students to:

- 1 communicate accurately, appropriately and effectively in speech and writing
- 2 understand and respond appropriately to what they hear, read and experience
- 3 enjoy and appreciate variety of language
- 4 complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- 5 promote students' personal development and an understanding of themselves and others.

Literature (English)

Teacher in Charge: Ms. Wendy Feherty

Examination Board: Cambridge IGCSE (0486)

Learning Objectives:

Cambridge IGCSE Literature (English) is accepted by universities and employers as proof of real knowledge

and understanding. The syllabus aims are to encourage and develop candidates' ability to:

- enjoy the experience of reading literature;
- understand and respond to literary texts in different forms and from different periods and cultures;
- communicate an informed personal response appropriately and effectively;
- appreciate different ways in which writers achieve their effects;
- experience literature's contribution to aesthetic, imaginative and intellectual growth;
- explore the contribution of literature to an understanding of areas of human concern.

Assessment is via examination or a coursework option, and grading is A* to G.

Candidates take one of the following options:

Paper 1: Set Texts – Open books Paper 2: Coursework portfolio	2 hours 15 minutes Assessed by the Centre; externally moderated by CIE
OR	..
Paper 1: Set Texts – Open books Paper 3: Unseen	2 hours 15 minutes 1 hour 15 minutes
OR	
Paper 4: Set Texts – Closed books: A Paper 5: Set Texts – Closed books: B	2 hours 15 minutes 45 minutes

Key features and benefits of the qualification:

- Encourages the reading of literature from around the world.
- A free anthology, produced by Cambridge, 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 75% examination and 25% coursework
- Assessment opportunities in May/June and October/November examination series.

Visit www.cie.org.uk for more information about this IGCSE and related resources.

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

Mathematics

Teacher in Charge: Mr. Stuart Keens
Examination Board: Cambridge IGCSE (0508)

Learning Objectives:

Mathematics encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts.

Schemes of assessment:

Students will be assessed under different topics in mathematics including: Number, algebra, geometry, functions, statistics, transformations, mensuration, trigonometry, sets and probability.

Core or Extended Curriculum:

Candidates may follow either the Core curriculum only or the Extended curriculum which involves both the Core and Supplement. Candidates expected to attain Grades A*–C (National Curriculum Level 5 and above by the end of Year 9) should follow the Extended Curriculum. curriculum

Core curriculum <i>Grades available: C–G</i>	Extended curriculum <i>Grades available: A*–E</i>
Paper 1 1 hour Short-answer questions. Candidates should answer each question. Weighting: 35%	Paper 2 1½ hours Short-answer questions. Candidates should answer each question. Weighting: 35%
Paper 3 2 hours Structured questions. Candidates should answer each question. Weighting: 65%	Paper 4 2½ hours Structured questions. Candidates should answer each question. Weighting: 65%

A calculator is necessary for both papers and as such we encourage students to purchase their own for use throughout the course. Most Casio scientific calculators (FX83 and higher models) will be appropriate, although those with programmable features will not be accepted in the examinations. Alternatively or in addition, students may opt for Texas TI-84 graphical calculators as this can also be used in science in conjunction with our data logging equipment and throughout the IB programme in years 12 and 13.

Arabic First Language

Teacher in Charge: Mrs. Morsey

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.

Component	Duration of Examination	Weighting
Component 1: Reading	2 hours	50%
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.		
Component 2 Writing	2 hours	50%
Candidates will be required to write two compositions		

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: 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 on the basis of the Dutch language method 'On Level' with the VMBO, HAVO or PRE-UNIVERSITY EDUCATION. At Compass International School the IGCSE first Language Dutch program 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

Teacher in Charge: Mrs C. Monawar

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.
- Provides a foundation for Edexcel GCE AS and Advanced GCE in French and other equivalent qualifications.

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

Arabic: Foreign Language

Teacher in Charge: Mrs. Morsey

Examination Board: Cambridge IGCSE (0544)

Assessment objectives:

Candidates will be assessed on their ability to:

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

Scheme of Assessment:

Students in the core curriculum program can score grades from C to G, those taking exams in the extended curriculum can score grades from A* to G. Papers 2 and 3 are common to both routes, but candidates cannot achieve higher than a grade C without taking Paper 4. All Extended Curriculum candidates will be graded twice: once on their performance on the Core Curriculum Papers (2 and 3) and once on their performance on the Extended Curriculum Papers (2, 3 and 4). Candidates are awarded the higher of the two grades they achieve.

Core curriculum Grades available: C to G	Extended curriculum (Core + Supplement) Grades available: A* to G
Paper 2: (1½ hours) Reading and Directed Writing. 54% of total grade Paper 3 (15 minutes) Speaking 46% of total grade	Paper 2 (1½ hours) Reading and Directed Writing. 35% of total grade Paper 3 (15 minutes) Speaking 30% of total grade Paper 4 (1¼ hours) Continuous Writing 35% of total grade

General Information:

Arabic as a foreign language is appropriate for students who are looking at improving their spoken and written Arabic skills, but it is not their first language. The program is offered over a 2 year course in years 10 and 11. Students will be tested at the end of this program in a variety of assessments carried out at the school, including their spoken and written Arabic skills.

Information and Communication Technology (ICT)

Teacher in charge: 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 (Mac's or other platform) can still practice basic the skills out of school. However, students will be expected to use PC's 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: Mrs. Monique Geraghty

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.

All Candidates take:		
Paper 1	45 minutes	
Multiple choice question paper 30% of total marks		
Core Paper 2	1 hour 15 minutes	Extended Paper 3 1 hour 15 minutes
Core theory paper Consisting of short answer and structured questions 50% of total marks		Extended theory paper Consisting of short answer and structured questions 50% of total marks
Paper 4 20% of total marks Course work School based assessment of practical skills carried out throughout the course.	Or Paper 5 1 hour 15 minutes Practical test 20% of total marks	Or Paper 6 1 hour 15 minutes Alternative to the practical 20% of available 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 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; sulfur; 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 20% of total marks Course work School based assessment of practical skills carried out throughout the course.	Or Paper 5 1 hour 15 minutes Practical test 20% of total marks	Or Paper 6 1 hour 15 minutes Alternative to the practical 20% of available 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 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 IGCSEs.

Geography

Teacher in charge: Mr. Ryan Mitchell

Examination Board: Cambridge (Syllabus Code 0460)

Learning Objectives:

Through the IGCSE Geography syllabus, students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students will examine a range of natural and man-made environments, and learn about some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Successful Cambridge IGCSE Geography candidates develop lifelong skills, including:

- An understanding of the impacts which both physical and human geography can have and the processes which affect their development;
- A sense of place and an understanding of relative location on a local, regional and global scale;
- The ability to use and understand geographical data and information;
- An understanding of how communities and cultures around the world and how they are affected and constrained by different environments

Scheme of Assessment:

The course content is divided into three sections

1. Population and settlement
2. The natural environment
3. Economic development and the use of resources

Paper 1 1 hour 45 minutes		Candidates answer any three questions out of six. There are two questions set on each of three themes. Questions are structured with gradients of difficulty and are resource based, involving problem solving and free response writing. (75 marks, weighted to 100 marks) 45% of total marks
Paper 2 1 hour 30 minutes		Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information and on the application of graphical and other techniques as appropriate. The questions will not require specific information of place. One question is based on a 1:25 000 or 1:50 000 topographical map of a tropical area such as Zimbabwe, the Caribbean or Mauritius. (60 marks)
Paper 3 Coursework (Centre-based assessment*)	and	Teachers set one school-based assignment of up to 2000 words. (60 marks)

Paper 4 1 hour 30 minutes Alternative to Coursework	or	Candidates answer two compulsory questions, completing a series of written tasks based on the three themes (see page 8). The questions involve an appreciation of a range of techniques used in fieldwork studies. Questions test the methodology of questionnaires, observation, counts, measurement techniques and may involve developing hypotheses appropriate to specific topics. The processing, presentation and analysis of data will be tested. (60 marks) 27.5% of total marks
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History

Teacher in Charge: Mr. Robert Hannah

Examination Board: Edexcel (4HIO)

Learning Objectives:

This Edexcel IGCSE in History requires students to demonstrate application and understanding of:

- the key events, people, changes and issues in the specified periods or aspects of history
- the key features and characteristics of the specified periods, societies and aspects of history.

Schemes of assessment:

Section A

Students study at least two themes from this list A1–A10:

A1 Development of a nation: Unification of Italy, 1852–70

A2 Development of a nation: Unification of Germany, 1848–71

A3 Development of dictatorship: Germany, 1918–45

A4 Development of dictatorship: Italy, 1918–43

A5 Russia: Autocracy and revolt, 1881–1914

A6 Russia: Dictatorship and conflict, 1924–53

A7 A divided union. Depression and recovery in the USA, 1929–45

A8 A divided union. Civil rights in the USA, 1945–74

A9 A world divided: International relations between the wars, 1919–39

A10 A world divided: superpower relations, 1945–62

Section B

Students choose one depth study from this list B1–B6:

B1 The French Revolution, 1789–94

B2 The First World War, 1914–18

B3 Russia in Revolution, 1914–24

B4 The USA, 1917–29

B5 Colonial rule and the nationalist challenge in India, 1919–47

B6 The fall of communism in Europe, 1979–91

Section C

Students choose one study in change from this list — C1–C8:

C1 Revolution and change in Europe, 1789–1848

C2 The changing nature of warfare, 1803–1905

C3 Changes in medicine, c1845–c1945

C4 The changing role of international organisations: the League and the UN, 1919–2000

C5 Conflict, crisis and change: The Middle East, c1919–c1973

C6 Conflict, crisis and change: China, c1934–c1989

C7 Change in Africa from colonialism to independence, 1945–2000

C8 The Changing Nature of Warfare, c1936–c2003

The Edexcel IGCSE in History comprises one external examination.

Paper 1	Paper code: 4HI0/01
<ul style="list-style-type: none">• Externally assessed• Availability: June series• First assessment: June 2011	
Overview of content	
<ul style="list-style-type: none">• Section A: students select two themes from a choice of 10• Section B: students select one depth study from a choice of 6.• Section C: students select one study in change from a choice of 8.	
Overview of assessment:	
<ul style="list-style-type: none">• The examination paper has three sections.• In Section A, students answer two questions, each on a theme, each question is worth 25 marks.• In Section B, students answer one question worth 25 marks.• In Section C, students answer one question worth 25 marks.• The total mark available is 100 and the time allowed for the examination will be 2 hours and 30 minutes.	

General Information:

The history subject is not tiered so there is no extended level material. The grades for History range from A* to G for all students. Most of the subject can be guided by the students own interests as they can choose from each section the eras and regions that are of interest to them specifically.

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. As a result, particular enjoyment and aesthetic pleasure are experienced and self confidence instilled.

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.