

RWA (I) GCSE OPTIONS BOOKLET



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which way now?

FOR EXAMINATION IN 2018

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SECTION 1: IGCSE OVERVIEW

1.1 - What are CIE IGCSEs?

Cambridge International General Certificate of Secondary Education (IGCSE) is the world's most popular international curriculum for 14-16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for the next stage in their education. Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Cambridge IGCSE is taken in over 100 countries worldwide and is widely recognised by higher education institutions and employers around the world as evidence of academic ability. In some parts of the world, schools use Cambridge IGCSE as an international alternative to the local government's examination. The resulting qualification provides a foundation for higher level courses in the International Baccalaureate Diploma Programme (IBDP).

The Cambridge IGCSE Programme has an excellent reputation amongst international schools worldwide. The IGCSE is benchmarked using eight internationally recognised grades: A*, A, A, B, C, D, E, F and G. Grade A* is the highest level of achievement and grade G is the minimum awarded. Most post-16 institutions require students to have a minimum of five IGCSE grade Cs or above, though more realistically students require a B grade or higher in those subjects that they intend to study at post-16 level in order to do well.

1.2 - ICE

Cambridge International Certificate of Education (ICE) is the group award of the International General Certificate of Secondary Education (IGCSE) and requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups. A wide range of IGCSE subjects is available and these are grouped into five curriculum areas, as follows:

- **Group I: Languages**
- **Group II: Humanities and Social Sciences**
- **Group III: Sciences**
- **Group IV: Mathematics**
- **Group V: Creative, Technical and Vocational**

Candidates hoping to gain the Cambridge ICE group award must enter and sit for at least seven subjects selected from the five IGCSE curriculum areas. The subjects selected must include two (different) languages from Group I (i.e. only one of First Language English and English as a Second Language may count towards Cambridge ICE) and one subject from each of Groups II, III, IV and V. The seventh subject can be taken from any of the five subject groups. Since most RWA students take 8 subjects including 2 languages, most of our students, meet the ICE requirements. For further information on the Cambridge IGCSE Programme and ICE group award, please visit www.cie.org.uk.

The option blocks at RWA are set up in such a way as to encourage all students to select a blend of subjects that will allow them to qualify for ICE.

SECTION 2: THE PROCESS & MODEL

2.1 - The Options Process @ RWA

At RWA the majority of students will complete eight IGCSE subjects: English, English Literature, Mathematics, a Science, a further language and further three optional subjects.

Grade 8 students engage in a thorough process to enable them to make informed choices about the best subject choices for them:

1. Students will attend a compulsory options information morning and will also have the opportunity to attend an options evening with their parents followed by a PTC in mid-March to discuss IGCSE course suitability with their current teachers.
2. Before the spring break students complete an online options form.
3. On completion of the options form, students will be given an options confirmation form which they will then need to take to each of the respective subject teachers so that their choices can be signed off.
4. Once teachers have signed off the options choices, students must take them home for their parents to sign.
5. Only once teachers, parents and students have signed the forms will the options be processed.

The following caveats are applied to subject choices:

- All subject choices are subject to availability.
- Based on a student's English proficiency, students will study either IGCSE First Language English, English as a Second Language or an alternative English pathway. ***This decision will be made in the best interests of the student by the school.***
- In some subject areas, there is a choice between core and extended curricula making IGCSE suitable for a wider range of abilities. This allows the school to decide upon the entry level that is in each student's best interests. A recommendation letter will be sent to parents in January/February of Grade 10 indicating the recommended paper.
- All students MUST select at least one single science (Biology, Chemistry or Physics) but they may study more sciences, provided their choices fit within the framework of the school's option system. ***Where students wish to study three separate Sciences they will need to apply to the Head of Science with a clear rationale for why they wish to study all three sciences.***
- When selecting a further language students ***MUST select a language that they have studied in Grade 8.*** Students will not be allowed to start a new language at IGCSE. Students that have not studied one of our 'further language' subjects in G8 will be allocated to a self-study option.
- Students are not permitted to study ICT and Computer Science IGCSE – one or the other, but not both.
- Students may choose to study both Business Studies and Economics but they will need to apply to ***the HoD of Business Studies with a clear rationale as to why.***
- ***Subject selection does not guarantee acceptance to an IGCSE course. All subject choices MUST be signed off by the relevant HoD or teacher.*** In rare cases an HoD may recommend that a student is not accepted to an IGCSE course. In such instances a meeting with the HoD, the student and their parents will take place to discuss the reasoning behind the recommendation. If a student is accepted onto the course following the meeting a subject contract will be signed to document the agreed conditions of the named student being accepted onto the course. If a student fails to meet the conditions of the contract they may be removed from the course and not entered for the final assessment.

2.2 - The Options Model @RWA

- Students study one subject in each block.
- Blocks 1 to 3 are compulsory blocks and offer no choice for students - they MUST study the subjects indicated or that they are allocated.
- Blocks 4-8 are optional, meaning students have a choice of subjects within them.

BLOCK 1 - ENGLISH LANGUAGE (Compulsory)

All students will study one of First or Second Language English and will be allocated depending on their background/context and prior attainment. THIS DECISION WILL BE MADE BY THE SCHOOL.

BLOCK 2 - ENGLISH LITERATURE (Compulsory)

Although the majority of students will study English Literature, some students may be selected to not study English Literature given their current level of English.

BLOCK 3 - MATHEMATICS (Compulsory)

Mathematics

BLOCK 4 - SCIENCES

Students select one of the three sciences from...

- Biology
- Chemistry
- Physics

BLOCK 5 - MFL

Students must select one of the languages below*...

- Arabic IGCSE (First & Foreign Language)
- French (Foreign Language)
- Spanish (Foreign Language)
- Mandarin (Foreign Language)

*Students MUST have studied the language in G8.

BLOCK 6 - HUMANITIES

Students MUST select one subject from the following...

- Business Studies
- Economics
- Enterprise
- Geography
- Global Perspectives
- History
- ICT
- Psychology

BLOCK 7 - ARTS & TECH

Students MUST select one subject from the following...

- Art & Design
- Computer Science
- Drama
- French (Foreign Language)
- ICT
- IGCSE PE
- Physics

BLOCK 8 - MIX

Students MUST select one subject from the following...

- Biology
- Business Studies
- Chemistry
- Drama
- Environmental Management
- Geography
- Global Perspectives
- History
- Physics
- Psychology

Core PE, UAE Ministry Arabic and UAE Ministry Islamic

ALL students have core, compulsory Physical Education lessons each week in addition to their IGCSE subjects. Arabic is a compulsory subject for all Arabic students and all Muslim students take UAE Ministry Islamic Studies.

SECTION 3: COURSE OVERVIEWS

ARABIC (FIRST LANGUAGE)

Syllabus Code: 0508

Brief Overview:

The aims of IGCSE as a first language are to enable learners to communicate accurately, appropriately and effectively in writing, to enable learners to understand and respond appropriately to what they read, to encourage learners to enjoy and appreciate the variety of language to complement the learners' other areas of study by developing skills of a more general application and to promote the learners' personal development and an understanding of themselves and others.

Assessment Objectives:

AO1: Reading

R1. Understand and collate explicit meanings. R2. Understand, explain and collate implicit meanings and attitudes. R3. Select, analyse and evaluate what is relevant to specific purposes. R4. Understand how writers achieve effects.

AO2: Writing

W1. Articulate experience and express what is thought, felt and imagined. W2. Order and present facts, ideas and opinions. W3. Understand and use a range of appropriate vocabulary. W4. Use language register appropriate to audience and context. W5. Make accurate and effective use of paragraphs, grammatical structures, punctuation and spelling.

Assessment At A Glance:

Paper one : Reading

Questions relate to two passages of approximately 600-700 words each, linked by a common theme. These passages are printed on the question paper. Question 1, this question is divided into a series of sub-questions requiring answers of different lengths. The sub-questions are based on passage 1 and test the following reading objectives.

Question 2, candidates write a summary of 200-250 words based on passage 1 and 2. The question tests the following reading objectives. R1. understand and collate explicit meanings R2. understand, explain and collate implicit meanings and attitudes. R3. Select, analyse and evaluate what is relevant to specific purposes.

Paper two : Writing

This paper is divided into two sections, as detailed below. Candidates are required to write two compositions, one from each section. Section one - discussion and argument. Section two, description and narration.

ARABIC (FOREIGN LANGUAGE)

Syllabus Code: 0544

Brief Overview:

The aims of Cambridge IGCSE Arabic as a Foreign Language are to:

- develop the ability to communicate effectively using the target language.
- offer insights into the culture and society of cultures where the language is spoken.
- develop awareness of the nature of language and language learning.
- encourage positive attitude towards speakers of other languages.

Assessment Objectives:

Candidates will be assessed on their ability to:

AO1. Understand and respond to spoken language.

AO2. Understand and respond to written language.

AO3. Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

AO4. Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structure of the target language accurately.

Assessment At A Glance:

Paper 2 : Reading

The paper is designed to test comprehension skills and includes objective questions which require candidates to write answers in the target language where candidates are required to produce written answers in the target language. Three sections (Section 1 (15 marks), section 2 (15 marks), section 3 (15 marks))

Paper3 : Speaking (100 marks, 30 marks for each test and 10 marks on the impression)

The speaking examination consists of a single interview with three compulsory parts: Test 1 - Role plays; Test 2 - Topic Presentation/Conversation; Test 3 - General Conversation.

Paper4 : Writing

All candidates must attempt both sections. Answers written in any language other than Arabic are ignored.

Section 1 Q1: Candidates are required to write a series of single words linked to a topic. Q2: a direct writing task 80-90 words in total are required.

Section 2 Q3: candidates are offered a choice of three tasks (an email/letter, an article, and a narrative) and must complete one of these 130-140 words in total are required

ART & DESIGN

Syllabus Code: 0400

Brief Overview:

The Cambridge IGCSE Art and Design syllabus encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources for students to learn how to identify and solve problems incorporating them in a composition as well as executing ideas from concept to completion! Students will take a closer look at cultures in art and the role played by arts in society and history. More importantly they will have the courage to express their own ideas.

Assessment Objectives:

AO1 Gathering, recording, research and investigation – 20%

Investigate and research a variety of appropriate sources.

Record and analyse information from direct observation and/or other sources and personal experience.

AO2 Exploration and development of ideas – 20%

Explore a range of visual and/or other ideas by manipulating images.

Show a development of ideas through appropriate processes.

AO3 Organisation and relationships of visual and/or other forms – 20%

Organise and use visual and/or other forms effectively to express ideas.

Make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms .

AO4 Selection and control of materials, media and processes – 20%

Show exploration and experimentation with appropriate materials.

Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions.

AO5 Personal vision and presentation – 20%

Show personal vision and commitment through an interpretative and creative response.

Present an informed response through personal evaluation, reflection and critical thinking.

Assessment At A Glance:

Component 1: Broad-based Assignment Total marks = 100

- 8 hour practical examination assessed by CIE
- Examination piece plus up to two sheets (four sides) of supporting studies (maximum size A2).
- Complete by 30 April for the June session or 31 October for the November session.

Component 2: Design based Assignment Total marks = 100

- 8 hour practical examination assessed by CIE
- Examination piece plus up to two sheets (four sides) of supporting studies (maximum size A2)
- Complete by 30 April for the June session or 31 October for the November session.

Component 3: Critical and Historical Assignment Total marks = 100

- Assessed by CIE
- Folder of 1500–2000 words with illustrative material (maximum size A2).
- Submit by 30 April for June session or 31 October for the November session.

Component 4: Coursework Assignment Total marks = 100

- Centre based assessment, moderated by CIE
- One final outcome plus supporting portfolio (maximum size of outcome and portfolio is A2, up to 4 sheets (8 sides) of work in portfolio).
- Submit by 30 April for June session or 31 October for the November session.

Available options:

Option A

Component 1 – Broad-based Assignment

Component 2 – Design-based Assignment

Option B

Component 1 – Broad-based Assignment

Component 3 – Critical and Historical Assignment

Option C

Component 1 – Broad-based Assignment

Component 4 – Coursework Assignment*

Students at RWA are generally offered **option C**.

BIOLOGY (SINGLE AWARD)

Syllabus Code: 0610

Brief Overview:

With an emphasis on human biology, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at IB, which are useful in everyday life.

Assessment Objectives:

AO1: Knowledge with understanding

AO2: Handling information and problem solving

AO3: Experimental skills and investigations

Assessment At A Glance:

Paper 1 (core) or Paper 2 (extended) 45 minutes, 30% of final grade

A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3 (core) or Paper 4 (extended) 1 hour 15 minutes, 50% of final grade

A written paper consisting of short-answer and structured questions. 80 marks.

Paper 6 1 hour, 20% of final grade

Alternative to Practical written paper that tests experimental skills. 40 marks,

BUSINESS STUDIES

Syllabus Code: 0450

Brief Overview:

The aim of the course is to develop students' knowledge and understanding of how the main types of businesses are organised, financed and operated. Students will enhance their ability to make informed business decisions while factoring in social responsibility and the consequences of business activity at every level. The IGCSE Business programme will also develop students' awareness of the nature and significance of innovation and change within the context of business activities. This is an excellent foundation for advanced study in Business.

Assessment Objectives:

The course has four assessment objectives:

AO1: Knowledge and understanding: The ability to demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories and techniques commonly applied to or used as part of business behaviour.

AO2: Application: The ability to apply knowledge and understanding of facts, terms, concepts, conventions, theories and techniques.

AO3: Analysis: The ability to distinguish between evidence and opinion in a business context. The ability to order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.

AO4: Evaluation: The ability to present reasoned explanations, develop arguments, understand implications and make judgements, recommendations and decisions.

Assessment At A Glance:

Paper 1: A Written examination consisting of four questions requiring a mixture of short answers and structured data responses. This is a 1 hour 30 minute paper and holds a weighting of 50% of the total available marks.

Paper 2: A written examination consisting of four questions based on a case study. This is a 1 hour 30 minute paper and holds a weighting of 50% of the total available marks.

CHEMISTRY (SINGLE AWARD)

Syllabus Code: 0620

Brief Overview:

The Cambridge IGCSE Chemistry syllabus enables learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at IB, skills which are useful in everyday life.

As they progress, learners understand how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Assessment Objectives:

AO1: Knowledge with understanding

AO2: Handling information and problem solving

AO3: Experimental skills and investigations

Assessment At A Glance:

Paper 1 (core) or Paper 2 (extended) 45 minutes, 30% of final grade

A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3 (core) or Paper 4 (extended) 1 hour 15 minutes, 50% of final grade

A written paper consisting of short-answer and structured questions. 80 marks.

Paper 6 1 hour, 20% of final grade

Alternative to Practical written paper that tests experimental skills. 40 marks,

COMPUTER SCIENCE

Syllabus Code: 0478

Brief Overview:

Learners following the Cambridge IGCSE Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

Assessment Objectives:

The course has three assessment objectives:

AO1 : Recall, select and communicate knowledge and understanding of computer technology.

AO2 : Apply knowledge, understanding and skills to solve computing or programming problems.

AO3 : Analyse, evaluate, make reasoned judgements and present conclusions.

Assessment At A Glance:

There are **two** compulsory externally assessed components.

Paper 1 Theory : A written paper consisting of short-answer and structured questions. This is a 1 hour 45 minutes theory paper and holds a weighting of 60% of the total available marks.

Paper 2 Problem-solving and Programming: A written paper containing short-answer and structured questions. 20 of the marks for this paper are from questions set on the pre-release material. This is a 1 hour 45 minutes paper and holds weighting of 40% of the total available marks.

DRAMA

Syllabus Code: 0411

Brief Overview:

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

Assessment Objectives:

The course has three assessment objectives:

- **Understanding repertoire** - Candidates will be assessed on their ability to demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.
- **Devising** - Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.
- **Acting skills** - Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience.

Assessment At A Glance:

There are two compulsory assessment components. Component 1 is externally assessed, component 2 is internally assessed and externally moderated.

1. Component 1 - a written paper of 2hrs and 30mins. This component carries a 40% weighting.
2. Component 2 - each candidate submits a total of three pieces of practical work: one individual piece (a monologue lasting between 3-5 mins) and two group pieces (a scripted and devised piece lasting no longer than 15 mins). This component carries a 60% weighting (each piece carries 20% weighting).

ECONOMICS

Syllabus Code: 0455

Brief Overview:

The aim of the course is to enhance the students' understanding of economic theory, terminology and principles. The IGCSE Economics programme gives students an understanding of, and an ability to use, basic economic numeracy and literacy. The course will aid students in distinguishing between facts and value judgments in economic issues. Students will have the ability to apply the tools of economic analysis. The programme will give students a better understanding of the economies of developed and developing nations. This is an excellent foundation for advanced study in economics.

Assessment Objectives:

The course has three assessment objectives:

- AO1: Knowledge with understanding:** The ability to show knowledge and understanding of economic facts, definitions, concepts, principles and theories, as well as using economic vocabulary and terminology.
- AO2: Analysis:** The ability to select, organise and interpret data; apply economic knowledge and understanding in written, numerical, diagrammatic and graphical form and use economic data to recognise patterns in such data.
- AO3: Critical evaluation and decision-making:** The ability to distinguish between evidence and opinion, make reasoned judgements and communicate those judgements in an accurate and logical manner. The ability to recognise that economic theory has various limits and uncertainties and evaluate the social and environmental implications of particular courses of economic action.

Assessment At A Glance:

Paper 1: A multiple choice paper consisting of 30 questions to be completed in a 45 minute exam. This component carries a 30% weighting of the total available marks.

Paper 2: A written exam paper consisting of one compulsory data response question and 3 structured questions to be completed in a 2hr 15 minute exam. This component carries a 70% weighting of the total available marks.

ENGLISH (FIRST LANGUAGE)

Syllabus Code: 0500

Brief Overview:

First Language English is a two year course for students whose first language is English, or who from a young age have been exposed to, and educated in English. The aim of the course is to enable students to communicate effectively in speech and writing, to enjoy and appreciate the richness of language and to develop an understanding of themselves and others. Students will hone their skills of analysis, comparison and evaluation. The content of the course requires showing understanding of extended texts, of how writers achieve their effects, and the use of a sophisticated vocabulary adapted for different audiences.

The above skills are essential both for the workplace and for any advanced study such as IBDP or A levels.

Assessment Objectives:

AO1: Reading

R1 demonstrate understanding of explicit meanings; R2 demonstrate understanding of implicit meanings and attitudes; R3 analyse, evaluate and develop facts, ideas and opinions; R4 demonstrate understanding of how writers achieve effects; R5 select for specific purposes.

AO2: Writing

W1 articulate experience and express what is thought, felt and imagined; W2 sequence facts, ideas and opinions; W3 use a range of appropriate vocabulary; W4 use register appropriate to audience and context; W5 make accurate use of spelling, punctuation and grammar.

Assessment At A Glance:

Paper 1: Reading Passages (Core) - Two extracts of 500-600 and 300-350 words to read. There are three questions to answer: a series of comprehension questions of varying length, a summary and one other task, for example a letter or speech.

OR

Paper 2: Reading Passages (Extended) - Two extracts of 650-750 and 550-650 words to read requiring three longer responses: a summary, an analysis and one other task, for example, a letter or speech.

AND

Paper 3 Directed Writing and Composition (Core and Extended) - One question on a passage or passages totalling 650–750 words, and students complete a composition task from a choice of four titles.

ENGLISH LITERATURE

Syllabus Code: 0486

Brief Overview:

Cambridge IGCSE Literature (English) aims to develop learners who:

- 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 Objectives:

AO1: show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text

AO2: understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes

AO3: recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects

AO4: communicate a sensitive and informed personal response to literary texts.

Assessment At A Glance:

Component 1 Poetry and Prose - Candidates answer two questions on two texts: one poetry and one prose.

There is a choice of two questions (one passage-based and one essay) on each text.

Component 3 Drama (Open Text) - Candidates answer **one** question on **one** text. There is a choice of two questions (one passage-based and one essay) on each text.

Component 5 Coursework - Candidates submit a portfolio of two assignments each on a different text.

ENGLISH AS A SECOND LANGUAGE

Syllabus Code: 0510

Brief Overview:

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

Assessment Objectives:

AO1: Reading

R1 identify and retrieve facts and details; R2 understand and select relevant information; R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas; R4 understand what is implied but not actually written, e.g. gist, relationships, writer's purpose/intention, writer's feelings, situation or place

AO2: Writing

W1 communicate clearly, accurately and appropriately; W2 convey information and express opinions effectively; W3 employ and control a variety of grammatical structures; W4 demonstrate knowledge and understanding of a range of appropriate vocabulary; W5 observe conventions of paragraphing, punctuation and spelling; W6 employ appropriate register/style

AO3: Listening

L1 identify and retrieve facts and details; L2 understand and select relevant information; L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas; L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's; purpose/intention, speaker's feelings, situation or place

AO4: Speaking

S1 communicate clearly, accurately and appropriately; S2 convey information and express opinions effectively; S3 employ and control a variety of grammatical structures; S4 demonstrate knowledge of a range of appropriate vocabulary; S5 engage in and influence the direction of conversation; S6 employ suitable pronunciation and stress patterns.

Assessment At A Glance:

Component 1 Reading and writing (Core) - There are seven tasks in the paper, testing a range of reading and writing skills.

Component 3 Listening (Core) - Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice.

OR

Component 2 Reading and writing (Extended) - There are seven tasks in the paper, testing a range of reading and writing skills.

Component 4 Listening (Extended) - Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking.

AND

Component 5 Speaking - Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.

ENTERPRISE

Syllabus Code: 0454

Brief Overview:

The aim of the course is to encourage candidates to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The IGCSE Enterprise programme gives students the knowledge associated with running a small enterprise and an opportunity for candidates to apply this knowledge in a practical and engaging way when running their own enterprise project or activity. Students are encouraged to study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem-solving.

Assessment Objectives:

The course has three assessment objectives:

AO1 Develop knowledge and understanding: The ability to demonstrate knowledge and understanding of the concepts, skills and terminology relating to enterprise.

AO2 Apply the skills of enterprise: The ability to skilfully apply knowledge and critical understanding to familiar and unfamiliar enterprise problems and issues. Develop communication materials appropriate for the intended audience and purpose.

AO3 Solve enterprise problems: The ability to evaluate, analyse, explain and interpret information, in order to make judgements and conclusions relating to enterprise problems and situations.

Assessment At A Glance:

Paper 1: This is a written exam that consists of two sections:

Section A – short-answer questions and structured-response questions

Section B – longer, more open-ended questions based on a case study and students experience from their enterprise activity.

This is a 1 hour 30 minute paper and holds a weighting of 50% of the total available marks.

Paper 2: This is a coursework based assessment. Students will run their own enterprise activity or project, and produce a portfolio of evidence using a variety of communication methods. This holds a weighting of 50% of the total available marks.

ENVIRONMENTAL MANAGEMENT

Syllabus Code: 0680

Course Overview:

Environmental Management is concerned not only with the impact of humankind on the planet but also with the patterns of human behavior necessary to preserve and manage the environment in a self-sustaining way. Study is linked to the areas of new thinking in environmental management, environmental economics and the quest for alternative technologies. Classroom studies and optional coursework allow candidates to obtain a local as well as a global perspective.

Environmental Management recognizes that human behavior towards the environment is guided by the survival needs perceptions and values of people. Underlying the syllabus there is recognition that cultural, social and political attitudes directly influence the economy of nature. A core principle of the syllabus is that sustainability will only be achieved by changes in the ways in which people think and make decisions. A course in Environmental Management therefore calls upon young people to be participants in defining the future of their world.

Assessment Objectives:

The content of this syllabus is designed to encourage reflection on the limits to growth and sustainable development.

- The content is divided into four broad areas:
 - Lithosphere – rocks, minerals, soils, plate tectonics.
 - Hydrosphere – water cycle, oceans.
 - Atmosphere – air, climate, weather.
 - Biosphere – biomes, ecosystems, populations.
- In each case, these are explored through an analytic process of consideration of:
 - Resources – How does the natural system work?
 - Development – How do people use natural resources?
 - Impact – How does development change the environment?
 - Management – How can the environment be developed sustainably?
- The content is structured as a series of learning outcomes that lay out what candidates should know, understand and be able to analyse and discuss.

Assessment At A Glance:

Paper 1 (1 Hour 30 Minutes)

Six compulsory structured short-answer questions.

60 marks: 30% of total assessment

Paper 2 (1 Hour 45 Minutes)

A number of compulsory structured questions, involving short-answer and free response, based on related source material concerning environmental issues of global impact. Candidates are expected to use case studies to illustrate issues of environmental management.

80 marks: 40% of total assessment

Paper 4 (1 Hour 30 Minutes)

This paper primarily tests skills in Assessment Objectives B and C. Candidates are given data about an environmental problem which could provide the basis for a project. They will be required to identify issues raised by the data and to indicate ways in which a project could be organised to identify a possible management strategy.

60 marks: 30% of total assessment

FRENCH, SPANISH AND MANDARIN (FOREIGN LANGUAGES)

Syllabus Codes: 0520, 0530 and 0523

Brief Overview:

Cambridge French, Spanish and Mandarin IGCSEs are accepted by universities and employers as proof of linguistic ability and understanding. The course encourages learners to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- an insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study. This is one of a number of Cambridge IGCSE foreign language syllabuses – for a full list, visit the Cambridge website at www.cie.org.uk

Assessment Objectives:

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures.

Through the study of these Topic areas, candidates gain insight into target language countries and communities. The topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

Assessment At A Glance:

Weighting of papers

- Paper 1 Listening approximately. 45 minutes.
Candidates listen to a number of recordings and answer questions testing comprehension.
45 marks for French and Spanish.
36 marks for Mandarin.
Externally assessed.
25% of the total.
- Paper 2 Reading. 1 hour.
Candidates read a number of texts and answer questions testing comprehension.
45 marks for French and Spanish.
30 marks for Mandarin.
Externally assessed.
25% of the total.
- Paper 3 Speaking. Approximately 15 minutes.
Candidates complete two role plays, a topic presentation/conversation and a general conversation.
100 marks.
Internally assessed/externally moderated.
25% of the total.
- Paper 4 Writing. 1 hour.
Candidates respond in the target language to three tasks.
50 marks.
Externally assessed.
25% of the total.

GEOGRAPHY

Syllabus Code: 0460

Brief Overview:

There are three key themes in IGCSE Geography. The three key themes are:

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

As well as the three key themes, you will also have to learn geographical skills (reading maps, describing graphs and photographs, etc.) that will be tested in all three external examinations, but particularly in paper 2. You will also have to learn how to write a piece of coursework, which will be tested in paper 4. and although, you don't specifically have to write a piece of coursework for assessment, you are required to know how to collect, manipulate, present, analyse and evaluate primary and secondary data.

Assessment Objectives:

AO1 Knowledge with understanding

AO2 Skills and analysis

AO3 Judgement and decision making

Assessment At A Glance:

Paper 1

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

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) **27.5% of total marks**

Paper 3

Coursework (Centre-based assessment*)

Teachers set one school-based assignment of up to 2000 words. (60 marks) **27.5% of total marks**

GLOBAL PERSPECTIVES

Syllabus Code: 0457

Brief Overview:

There is no compulsory content in Global Perspectives, indeed the course emphasises the development and application of skills rather than the acquisition of knowledge.

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Assessment Objectives:

The course has three assessment objectives:

- **Research, analysis and evaluation.** The ability to design and carry out research whilst identifying and analysing arguments and perspectives. To analyse and evaluate arguments and claims whilst using and analysing evidence and source material. Develop a line of reasoning to support an argument, course of action or outcome.
- **Reflection.** The ability to consider different perspectives, reflect on one's own perspective and to consider how engagement with research and alternative perspectives has influenced personal learning.
- **Communication and collaboration.** The ability to present arguments, evidence and perspectives and to present research including citations and references. The ability to contribute to a shared purpose and outcome.

Assessment At A Glance:

There are three compulsory assessment components. Component 1 is externally assessed, component 2 is internally set and externally assessed and component 3 is internally assessed and externally moderated.

1. **Component 1** - a written exam paper of 1hr 15mins. This component carries a 35% weighting.
2. **Component 2** - a written research report of between 1500 and 2000 words. Students choose one of a possible eight topic areas of global, national and personal significance. This component carries a 30% weighting.
3. **Component 3** - a collaborative project into an aspect of one topic from a choice of eight. This component has two elements - a group element and an individual element - and carries a 35% weighting.

HISTORY

Syllabus Code: 0470

Brief Overview:

The aims of Cambridge IGCSE History are to stimulate an interest in and promote the acquisition of knowledge and understanding of individuals, people and societies in the past. The course ensures that learners' knowledge is rooted in an understanding of the nature and use of historical evidence and an understanding of key historical concepts. The course also aims to provide a sound basis for further study and the pursuit of personal interest, encourage international understanding and encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Assessment Objectives:

The assessment objectives in Cambridge IGCSE History are:

- **Knowledge & Understanding:** an ability to recall, select, organize and deploy knowledge of the syllabus content;
- **Application & Synthesis:** an ability to construct historical explanations using an understanding of:
 - (a) cause and consequence, change and continuity, similarity and difference
 - (b) the motives, emotions, intentions and beliefs of people in the past;
- **Inference & Evaluation of Sources:** an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

Assessment At A Glance:

There are **three** compulsory externally assessed components.

Paper 1: This is a 2 hour written exam that consists of two sections:

Section A - short answer and structured response questions on core historical content

Section B - short answer and structured response questions on the depth study

This component carries 30% weightage.

Paper 2: This 2 hour written component is based on analysing and evaluating a series of source-based questions on a given prescribed topic from the core content. This component carries 43% weightage.

Paper 3: This 1 hour written exam is based on one extended argument-oriented structured essay from the depth study. This component carries 27% weightage.

INFORMATION & COMMUNICATION TECHNOLOGY

Syllabus Code: 0417

Brief Overview:

The Information Communication Technology syllabus encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. The syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.

Assessment Objectives:

The **three** assessment objectives are as follows:

AO1 : Recall, select and communicate knowledge and understanding of ICT.

AO2 : Apply knowledge, understanding and skills to produce ICT-based solutions.

AO3 : Analyse, evaluate, make reasoned judgements and present conclusions.

Assessment At A Glance:

There are **three** compulsory externally assessed components.

Paper 1 Theory : A written paper consisting of multiple choice or short answer questions and long answer evaluation questions. This is a 2 hours paper of 100 marks and carries a weighting of 40% of available total marks.

Paper 2 Document Production, Data Manipulation and Presentations: The test assesses the practical skills needed to use the applications like word processors, databases and presentation. This is a 2 hours 30 minutes paper of 80 marks and carries a weighting of 30% of the available total marks.

Paper 3 Data Analysis and Website Authoring: The test assesses the practical skills needed to use the applications like web authoring, spreadsheets and presentations. This is a 2 hours 30 minutes paper of 80 marks and carries a weighting of 30% of the available total marks.

MATHEMATICS (CAMBRIDGE INTERNATIONAL)

Syllabus Code: 0607

Brief Overview: This course is only offered at the **Extended Level**.

The aims of this syllabus should enable students to:

- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics;
- develop a foundation of mathematical skills and apply them to other subjects and to the real world;
- develop methods of problem solving;
- interpret mathematical results and understand their significance;
- develop patience and persistence in solving problems;
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning;
- appreciate the beauty and power of mathematics;
- appreciate the difference between mathematical proof and pattern spotting;
- appreciate the interdependence of different branches of mathematics and the links with other disciplines;
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world;
- read mathematics and communicate the subject in a variety of ways.

Assessment Objectives:

The examination will test the ability of candidates to:

- know and apply concepts from all the aspects of mathematics listed in the specification;
- apply combinations of mathematical skills and techniques to solve a problem;
- solve a problem by investigation, analysis, the use of deductive skills and the application of an appropriate strategy;
- recognise patterns and structures and so form generalisations;
- draw logical conclusions from information and understand the significance of mathematical or statistical results;
- use spatial relationships in solving problems;
- use the concepts of mathematical modelling to describe a real-life situation and draw conclusions;
- organise, interpret and present information in written, tabular, graphical and diagrammatic forms;
- use statistical techniques to explore relationships in the real world;
- communicate mathematical work using the correct mathematical notation and terminology, logical argument, diagrams and graphs;
- make effective use of technology;
- estimate and work to appropriate degrees of accuracy.

Assessment At A Glance:

Paper 2: 45 minutes

Short response questions. No calculators are permitted. Designed to assess knowledge and use of basic skills and methods. Any part of the syllabus content may be present in this paper but questions will focus on concepts which can be assessed without access to a calculator.

40 marks: 20% of assessment

Paper 4: 2 hours 15 minutes

11–15 medium to extended response questions. A graphics calculator is required. Any area of the syllabus may be assessed. Some of the questions will particularly assess the use of the graphics calculator functions.

120 marks: 60% of assessment

Paper 6: 1 hour 30 minutes

One investigation and one modelling question. A graphics calculator is required. Any area of the syllabus may be assessed. Candidates are assessed on their ability to investigate, model, and solve more open-ended problems.

Clear communication and full reasoning are especially important and mark schemes reflect this. The time allowance given for this paper allows students to explore and communicate their ideas fully.

40 marks: 20% of assessment

MATHEMATICS (NO COURSEWORK)

Syllabus Code: 0580

Brief Overview:

All candidates will study the following topics:

- Number, Algebra and graphs, Geometry, Mensuration, Co-ordinate geometry, Trigonometry, Matrices and transformations, Probability & Statistics.

Assessment Objectives:

AO1 Mathematical techniques

AO2 Applying mathematical techniques to solve problems

Assessment At A Glance:

Cambridge IGCSE Mathematics is assessed via two components. All candidates take **two** written papers.

Candidates who follow the Core curriculum take Papers 1 and 3 and are eligible for grades C to G.

Candidates who follow the Extended curriculum take Papers 2 and 4 and are eligible for grades A* to E.

Paper 1 (Core) 1 hour

Short-answer questions based on the Core curriculum. 56 marks. Externally marked. 35%

Paper 2 (Extended) 1 hour 30 minutes

Short-answer questions based on the Extended curriculum. 70 marks. Externally marked. 35%

Paper 3 (Core) 2 hours

Structured questions based on the Core curriculum. 104 marks. Externally marked. 65%

Paper 4 (Extended) 2 hours 30 minutes

Structured questions based on the Extended curriculum. 130 marks. Externally marked. 65%

MATHEMATICS (ADDITIONAL) - BY SELECTION ONLY

Syllabus Code: 0606

Brief Overview: This course is to be taken **after** the completion of an Extended course and is accessible through selection ONLY.

The aims of this syllabus are to enable candidates to:

- consolidate and extend their elementary mathematical skills, and use these in the context of more advanced techniques
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving
- appreciate the interconnectedness of mathematical knowledge
- acquire a suitable foundation in mathematics for further study in the subject or in mathematics related subjects
- devise mathematical arguments and use and present them precisely and logically
- integrate information technology (IT) to enhance the mathematical experience
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations
- develop creativity and perseverance in the approach to problem solving
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics.

Assessment Objectives:

The examination will test the ability of candidates to:

- recall and use manipulative technique
- interpret and use mathematical data, symbols and terminology
- comprehend numerical, algebraic and spatial concepts and relationships
- recognise the appropriate mathematical procedure for a given situation
- formulate problems into mathematical terms and select and apply appropriate techniques of solution.

Assessment At A Glance:

Paper 1

10–12 questions of various lengths. No choice of question.

2 hours. 80 marks. 50%.

Paper 2

10–12 questions of various lengths. No choice of question.

2 hours. 80 marks. 50%.

Grades A to E will be available for candidates who achieve the required standards. Since there is no Core Curriculum for this syllabus, Grades F and G will not be available. Therefore, candidates who do not achieve the minimum mark for Grade E will be unclassified.*

PHYSICAL EDUCATION

Syllabus Code: 0413

Brief Overview:

Candidates should, through the knowledge they gain, develop an understanding of effective and safe physical performance.

Candidates should be encouraged to improve:

- their ability to plan, perform, analyse and improve, and evaluate physical activities
- their knowledge, skills and understanding of a range of relevant physical activities

Assessment Objectives:

To pass Cambridge IGCSE Physical Education, candidates are assessed under the following objectives:

- AO1: physical performance, including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.
- AO2: an ability to analyse and improve their own and others' performance.
- AO3: knowledge and understanding of:
 - ❖ the factors affecting performance
 - ❖ the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques
 - ❖ the reasons for participating in physical activity.

Assessment At A Glance:

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

All candidates take:

Component 1

Paper 1 1 hour 45 min

Section A:

- Candidates answer short answer questions on each of the three units: *Factors affecting performance; Health, safety and training; Reasons and opportunities for participation in physical activity.*

Section B:

- Candidates answer three structured questions, one from each of the three units they have studied.

40% of total marks

Component 2

Coursework Centre-based assessment

- Candidates choose to undertake **four** practical activities from at least **two** of the seven categories listed (50% of total marks).
- Candidates must show the ability to analyse and improve practical performance in **one** of their four chosen practical activities (10% of total marks).

60% of total marks

PHYSICS (SINGLE AWARD)

Syllabus Code: 0625

Brief Overview:

The Cambridge IGCSE Physics syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. They learn about the basic principles of Physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further study at IB, skills which are useful in everyday life.

Assessment Objectives:

AO1: Knowledge with understanding

AO2: Handling information and problem solving

AO3: Experimental skills and investigations

Assessment At A Glance:

Paper 1 (core) or Paper 2 (extended) 45 minutes, 30% of final grade

A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3 (core) or Paper 4 (extended) 1 hour 15 minutes, 50% of final grade

A written paper consisting of short-answer and structured questions. 80 marks.

Paper 6 1 hour, 20% of final grade

Alternative to Practical written paper that tests experimental skills. 40 marks,

PSYCHOLOGY (EDEXCEL)

Syllabus Code: 2PS01 (Edexcel)

Brief Overview:

A new addition to our 14-16 curriculum, Edexcel GCSE Psychology aims to:

- Provide an opportunity, in the context of real-life issues for students to appreciate psychological concepts and contexts.
- Allow students to understand the methodologies and the basis of how psychology works.
- Support progression to GCE A Level Psychology and complements other Level 2 and 3 social science courses.

Assessment Objectives:

- AO1: Recall, select and communicate their knowledge and understanding of psychology and how psychology works.
- AO2: Apply skills, knowledge and understanding of psychology and how psychology works.
- AO3: Interpret, evaluate and analyse psychological data and practice

Assessment At A Glance:

The Edexcel GCSE in Psychology qualification comprises two units.

Unit One: Perception and Dreaming:

- Assessed through an external examination.
- The paper consists of multiple-choice and short-answer questions, and lasts 1 hour and 15 minutes.
- There are 60 marks in the examination and the result contributes 40% of the total grade for the full GCSE.

Unit Two: Social and Biological Psychological Debates:

- Assessed through an external examination.
- The paper consists of multiple choice questions, short answers and some extended writing and lasts 1 hour and 45 minutes.
- There are 90 marks in the examination and the result contributes 60% of the total grade for the full GCSE.