IGCSE Options Booklet
For examination in 2016
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Tenby International School (TIS) and Key Stage 4 (KS4)
At TIS, Setia Eco Park our mission is to enable our students to achieve their full potential in their academic studies, their social development and their artistic and sporting endeavours. We hope to instil within our pupils an appreciation and acceptance of cultural diversity and difference, through the promotion of democracy, equality and peace.

In an increasingly digital and globalising world, education itself is now about developing within young people the habits of mind and dispositions that produce dynamic citizens and foster life-long learning. Shifts in technology and in cultural and economic boundaries, make the education of every child and young person more important than ever.

As our pupils move to KS4 they embark on a journey that, for many, marks the beginning of the road to higher education and a far more transient career path than students before them. Indeed, the majority of our students will have many different jobs during their lifetime. The KS4 curriculum at TIS is designed to build on earlier student experiences, and provide the opportunity to develop new experiences and skills whilst providing students with the currency of recognised qualifications. The academic curriculum and the IGCSE qualification that our students ultimately gain at the end of KS4 are central to the school’s mission.

University of Cambridge Internal Examinations (CIE) and the International General Certificate of Education (IGCSE)
At TIS, students follow the IGCSE offered by CIE. CIE is the world’s largest provider of international qualifications for 14-19 year olds. They are an awarding body for the IGCSE qualification, an internationally recognised equivalent to the GCSE and precursor to post-16 study.

“For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study.”


Under normal circumstances, Cambridge IGCSE courses are delivered over two-years and are assessed at the end of this period through a mixture of written and oral tests, coursework and practical assessment. The exact assessment scheme varies between subjects.

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. The IGCSE is benchmarked using eight internationally recognised grades: 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.
IGCSE at TIS
TIS currently offer the IGCSE in:
- Accounting
- **Additional Mathematics***
- Art & Design
- Biology
- Business Studies
- Chemistry
- Design Technology (DT)
- Drama
- Economics
- **English as a Second Language (E2L)***
- English Language
- English Literature
- French
- Geography
- History
- Information Communication Technology (ICT)
- Malay
- Mandarin Chinese (Second Language)
- Mathematics
- Music
- Physical Education (PE)
- Physics

* Additional Mathematics and E2L are not IGCSE options available as choices for all students. Rather, these courses are offered to students selected by the school as a means of supplementing and enriching their learning. Students themselves CANNOT choose to study these courses.

The options choices at TIS have been designed to provide all students with a breadth of study that will ensure the widest and least restrictive subject combination with which to enter post-16 study. For this reason there are four compulsory areas:

- English Language and English Literature
- Mathematics
- Science - pupils are expected to study at least ONE science (Biology, Chemistry or Physics)
- Modern Foreign Languages - pupils are also required to study a minimum of ONE foreign language (French, Malay or Mandarin Chinese). Pupils must have studied this language in Year 9. If students are Malaysian Passport holders then they MUST study Malay.

Students also need to select four further options and a ‘reserve’ subject.

Option Process for 2016
The options process began in earnest on Wednesday 26th February, 2014 when students attended an options day. This event involved presentations from each subject option choice and a Q&A session. Following this event students were asked to provide their initial options choices – this is simply an enquiry to determine interest so that the school can begin the process of creating options blocks.
The student Options Day will be followed by an Options Evening on Monday 17th March, 2014 for both students and parents. This event will give students and parents the opportunity to meet with subject specialist and further discuss option choices. Final options choice forms will be issued at this event.

Final options choices must be signed off by subject teachers before they are finally submitted no later than Friday 4th April, 2014. Students must submit their finalised forms to the TIS office.

We will try our very best to provide students with their preferred options, but this may not be possible in all cases. Provision of IGCSE in the aforementioned subject areas is subject to a sufficient number of students selecting each option. If there is limited interest in an option then the subject may be withdrawn.

Some subjects may have a ‘cap’ placed on the number of students accommodated in any one teaching group. In such cases places will be issued on a first come first served basis.

Parents and students will be informed about the availability and confirmation of their option choices before the end of Term 3 in Year 9.

Further Enquiries
Should you have further questions regarding the options process, we would first ask that the student seeks advice from their teachers, their Year Leader and/or the Deputy Principal Curriculum. This process is after all about the student. If, once the student has sought advice, a parent still has a query then they too can contact the school directly and we will do our best to answer any questions that they may have.
Course Overview

CIE IGCSE Accounting develops understanding of the theory and concepts of accounting, and the ways in which accounting is used in a variety of modern economic and business contexts. Candidates focus on the skills of recording, reporting, presenting and interpreting financial information; these form an ideal foundation for further study, and for a future career within the profession.

Assessment Details

**Papers:**

Candidates are required to sit two papers each of which accounts for 50% of the total marks.

**Paper 1:** A structured question paper with 8–12 multiple choice items and short-answer questions. Between 4 and 5 questions based on topics from the whole of the syllabus. All questions are compulsory. There are 120 marks for this paper.

**Paper 2:** A structured question paper with 4 to 6 questions based on topics from the whole of the syllabus. All questions are compulsory. There are 120 marks for this paper.

**Assessment Objectives:**

**AO1:** Knowledge with understanding of facts, terms, principles, policies, procedures and techniques that are in the syllabus

**AO2:** Analysis of data that is relevant to the identified needs of a business and the ability to analyse and present information in the appropriate accounting form.

**AO3:** Evaluation. The ability to interpret and evaluate accounting situations and to draw reasoned conclusions.
Course Overview

In the first year, students will explore and respond to various aspects of key Art and Design movements and disciplines. In the second year, students will be required to select an area of specialism to develop into Coursework. This will also inform students’ choices for Examination Paper, Component 1.

Assessment Details

Candidates are required to enter two papers in any of the combinations outlined below. A candidate may offer two examination papers or one examination paper with coursework.

Option A: Component 1 and Component 2.
Option B: Component 1 and Component 3.
Option C: Component 1 and Component 4.

Definitions:
Component 1: Observational/interpretative Assignment (8 hour exam marked by CIE).
Component 2: Design Assignment (8 hour exam marked by CIE).
Component 3: Critical and Historical Assignment (1500-2000 words on critical evaluative studies).
Component 4: Coursework Assignment (a final outcome plus a supporting portfolio of work done in at least one year).

Each component carries a 50% weighting.

IGCSE Art and Design is a prerequisite for studying the subject at A level.

Candidates are expected to:
- Identify and research a particular aspect of Art and Design.
- Carry out relevant exploration of materials, media and processes.
- Document and evaluate ideas and concepts against aims and objectives as the work proceeds.
- Develop these into a cohesive outcome.
Course Overview

The IGCSE Biology syllabus enables students to better understand the natural and technological world in which they live and take an informed interest in Science and scientific developments. Students learn about the basic principles of Biology through a mix of theoretical and practical studies. Students also develop an understanding of the scientific skills essential for further study at A Level. As they progress, students learn 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.

The IGCSE syllabus is split into the following units:

2. Classification and diversity of living organisms.
4. Movement in and out of cells.
5. Enzyme.
7. Transportation.
8. Respiration.
10. Coordination and response.
12. Inheritance.
15. Human influences on the ecosystem.

Assessment Details

Students are assessed against three assessment objectives: knowledge with understanding; handling information and problem solving; and experimental skills and investigations. Students sit three papers:

**Paper 1**
Multiple-choice questions: 30% weighting.

**Paper 3**
Structured questions: 50% weighting.

**Paper 6**
Alternative to practical questions: 20% weighting.
Course Overview

The IGCSE Business Studies course introduces pupils to business organisation types, business environments and business functions. It develops an understanding of the crucial role that people play in a business’ success and requires that students are able to analyse and evaluate business performance using business data. The syllabus is comprehensive and encourages the development of key transferable skills as pupils develop, communicate and justify their own arguments.

Where possible pupils are taught concepts and knowledge through the study of real life businesses. Furthermore, effort is made to relate topic areas to the Malaysian context as well as foreign and international businesses.

Business Studies is a subject growing in popularity and is recognised by universities and employers as evidence of a student’s understanding of business concepts, environments and operations.

Assessment Details

Students are assessed against four assessment objectives: knowledge and understanding; application; analysis; and evaluation. Students will sit two examinations and do not complete any externally assessed coursework:

Paper 1
Short answer and structured data response questions. This paper carries 100 marks and a 50% weighting. Pupils are required to answer ALL questions on this paper.

Paper 2
Questions arising from a given case study that IS NOT pre-released. This paper carries 100 marks and a 50% weighting. Pupils must answer ALL questions.
Course Overview

The IGCSE Chemistry syllabus enables students to better understand the technological world in which they live and take an informed interest in Science and scientific developments. Students learn about the basic principles of Chemistry through a mix of theoretical and practical studies. Students also develop an understanding of the scientific skills essential for further study at A Level. As they progress, students learn 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.

The IGCSE syllabus is split into the following units:

1. The particulate nature of matter.
2. Experimental techniques.
3. Atoms, elements, and compounds.
4. Stoichiometry.
5. Electricity and chemistry.
6. Chemical changes.
7. Chemical reactions.
8. Acids, bases and salts.
9. The Periodic Table.
10. Metals.
11. Air and water.
12. Sulphur and carbonates.

Assessment Details

Students are assessed against three assessment objectives: knowledge with understanding; handling information and problem solving; and experimental skills and investigations. Students will sit three papers:

Paper 1
Multiple-choice questions: 30% weighting.

Paper 3
Structured questions: 50% weighting.

Paper 6
Alternative to practical questions: 20% weighting.
Course Overview

Students will develop an understanding of the theory and practice of design and how it influences the world around them. Through a strongly practical based course, students will undertake design projects gradually increasing in scope and requiring students to accept more responsibility for planning and execution. The use of computers and professional level software will feature heavily at all stages of the design course enabling students to acquire ‘real world’ design skills.

The aims of the syllabus are to enable students to develop:

- Awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with media, materials and tools.
- The ability to solve problems in a creative way using processes of analysis, synthesis and realisation.
- A range of communication and making skills which are central to design.
- The desire to relate their work to their personal interests and abilities by learning and experimenting with materials in practical areas.
- Greater curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination.
- Improved technological awareness, attitudes of co-operation and social responsibility and abilities to enhance the quality of the environment.
- The ability to make value judgements of an aesthetic, technical, economic and moral nature.

Assessment Details

Two exams and a project undertaken in the first 2 terms of Year 11 examine the students’ knowledge and understanding, problem solving, communication and realisation skills.

Paper 1
Design paper: 25% weighting.

Paper 2
Communications paper: 25% weighting.

Paper 3
Coursework project: 50% weighting.
Past projects have included: interior design, CD design, product design, shop facade, and exhibition displays.

Because of the November exam date the textiles project taught in Year 9 is of sufficient rigour to be counted as part of the textiles and fashion course of study. Students will also be expected to join a textiles CCA in the second term of year 10.
Course Overview

Through IGCSE Drama, students will develop an understanding of the process leading to performance. Students will use critical thinking, social perceptiveness and active listening skills to learn about characters in scripts and their relationships to each other as they develop role interpretations.

The syllabus aims to:

1. Develop theoretical and practical understanding of Drama.
2. Enable candidates to realise the performance possibilities of text and other stimuli.
3. Encourage the use of dramatic forms and structures to communicate ideas to an audience.
4. Develop dramatic skills through individual and group work.
5. Develop understanding of the creative and performance process and be able to evaluate these stages of performance.
6. Stimulate the enjoyment of Drama.

Assessment Details

The syllabus has three assessment objectives:

1. **Understanding** of performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician.
2. **Devising** dramatic material and reflecting on its effectiveness.
3. **Performance Skills**.

Students are assessed through coursework and an examination:

- **Written paper** made up of three sections. The paper will require responses to a pre-release text and one stimuli: 40% weighting.
- **Coursework** consisting of three pieces of practical work, based on guidelines provided by CIE: 60% weighting.
Course Overview

During the IGCSE Economics course students will develop an understanding of the economic factors that influence the world around them. Students will acquire knowledge and understanding of economic theory, terminology and principles. They are taught to apply the tools of economic analysis as they consider the economies of developed and developing nations and learn to distinguish between facts and value judgements in economic issues.

The IGCSE syllabus is split into the following units:

1. Basic economic problem.
2. The allocation of resources.
3. Individual as producer, consumer and borrower.
4. Private firm as producer and employer.
5. Role of government in an economy.
7. Developed and developing economies.
8. International aspects.

Assessment Details

This is the first year of a new structure to the syllabus. Instead of four assessment objectives students will now be assessed against three: knowledge with understanding; analysis; critical evaluation and decision making. The assessment process has also changed and now comprises just two examinations:

**Paper 1**
Multiple-choice questions: 30% weighting. Candidates answer 30 multiple choice questions.

**Paper 2**
Structured questions: 70% weighting. Candidates answer one compulsory question requiring them to interpret and analyse unseen economic data and three optional questions from a choice of six.
Overview of both courses

Students in Year 10 and 11 undertake two separate subjects with the English department, IGCSE First Language English and IGCSE English Literature. These two subjects directly build upon the skills pupils have acquired during their KS3 studies. The IGCSE First Language English course develops the students’ abilities to write for a variety of different purposes and in a variety of different forms, while the IGCSE English Literature course develops the students’ abilities to critically analyse a variety of different texts.

In the English Language course, students must demonstrate that they can create a variety of effects and write in a controlled manner in their own writing. Students must learn and have ownership of a variety of writing styles (e.g. writing to describe, inform, persuade, etc.). They must also be able to write by observing the features of different forms of writing too (e.g. a letter, a transcript, an article etc.), showing a strong sense of audience and purpose in relation to different tasks. Students are assessed in two ways for this IGCSE subject area. They sit a two hour exam at the end of Year 11, and complete a coursework portfolio over the two years that the course runs. Each of these assessment components are worth 50% of the overall IGCSE grade.

In English Literature, students must demonstrate that they understand how a writer creates a variety of effects in a text. The English Literature course consists of three main elements of study: prose, poetry and drama. Over the two years, students will develop their knowledge of literature texts, exploring character, setting, structure and themes as well as vocabulary and style. The IGCSE English Literature course is assessed over two papers. One paper will assess the students’ abilities to analyse and show an understanding of the set texts that they have studied over the two year period. This paper is worth 75% of the course. The second, shorter paper assesses the students’ skills at analysing an unseen text. This is worth the final 25% of the overall grade.

The IGCSE English Language and Literature course are carried out consecutively in a modular fashion.
Assessment Details

Students will sit four examination papers:

**English Paper 2 - Reading**
Students will be presented with two passages, linked by a common theme. They then complete one composition based on their reading, an analysis of language techniques used, and a summary task.

**English Paper 4 – Coursework**
Pupils will complete a coursework portfolio over the two years of the course. This consists of three different pieces of writing: writing to describe, writing to inform/persuade and writing to argue. Each piece must be between 800-1000 words in length. These will be carried out as a class at different points of the course.

**Literature Paper 1 – Set Texts**
The first Literature examination tests students’ knowledge of the three set texts. They will answer one question each on the novel, poetry and play.

**Literature Paper 3 – Unseen Texts**
The second examination asks students to use their skills to analyse a previously unseen narrative or poetry text.
Course Overview

Cambridge O Level Fashion and Textiles is accepted by universities and employers as proof of knowledge and understanding. By following this theoretical and practical syllabus, you will cover a range of topics including:
• Use of fabrics, style and choice of clothing.
• Use of patterns, fitting and assembling garments.
• How to care for clothing.

The aim is to develop creative and aesthetic awareness, stimulating an enjoyment in the creative use of textiles. You will develop the practical skills essential for further study, which will also last a lifetime. Through your studies, you will also develop a discriminating and informed approach to the making of clothes, learning how to assess suitability and recognise quality, in the context of fashion and textiles.

Assessment Details

50% Written Paper 2 hours. To be taken in November 2015
The written paper is divided into two sections. Some of the questions are based on source material provided in the paper.

50% Coursework
Candidates produce two fashion items, each accompanied by a folder of supporting evidence:
• Item 1 – one fashion garment and folder (25%)
• Item 2 – one fashion accessory and folder (25%)

Requirements
• Enjoy practical subjects
• Be organised with deadlines
• Artistic and creative flair

Career Opportunities
• Fashion Design
• Textile Design
• Fashion Buying and Merchandising

Because of the November exam date the textiles project taught in year 9 is of sufficient rigour to be counted as part of the textiles and fashion course of study.
Course Overview

The IGCSE French course develops the four language learning skills of listening, speaking, reading and writing. The syllabus aims to develop the use of French for practical communication, offer insights into the culture of countries where French is spoken and develop a fuller awareness of the nature of language learning. In addition, the course aims to encourage positive attitudes towards language learning and speakers of other languages, as well as providing enjoyment and intellectual stimulation.

The IGCSE syllabus covers the following topics:

1. **Everyday activities**: home life and school; food, health, fitness.
2. **Personal and social life**: self, family; holidays and special occasions.
3. **The world around us**: home town and local area; natural and made environment; people, places and customs.
4. **The world of work**: continuing education, careers and employment; language and communication in the work place.
5. **The international world**: tourism at home and abroad; life in other countries; world events and issues.

Assessment Details

Students are assessed against four objectives which measure their ability to respond to spoken language; respond to written language; communicate in speech; and communicate in writing. Students will sit four examinations:

**Paper 1**
Listening: 25% weighting.

**Paper 2**
Reading: 25% weighting.

**Paper 3**
Speaking: 25% weighting.

**Paper 4**
Writing: 25% weighting.
Course Overview

Geography encourages students to become knowledgeable global citizens as well as critical independent thinkers. The course allows students to develop both their research and interpersonal skills which are vital for further study at college and in higher education.

The syllabus aims are to encourage candidates to develop:

- A sense of place.
- An awareness of the characteristics and distribution of a selection of contrasting environments.
- An understanding of some of the processes affecting these environments.
- An understanding of how people interact with each other and with their environments.
- An understanding of different communities and cultures throughout the world.

The IGCSE syllabus is split into the following themes:

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

Assessment Details

Students are assessed based upon their success within three core objectives:

1. Knowledge with understanding.
2. Skills and analysis.
3. Judgement and decision making.

Students will sit three papers all of which contribute to their final grade:

- Paper 1: 45% weighting.
- Paper 2: 27.5% weighting.
- Paper 4: Alternative to Coursework; 27.5% weighting.
Course Overview

History offers students the opportunity to study some of the major international issues of the 20th Century, as well as looking in greater depth at the history of a particular region or regions. The emphasis within the syllabus is as much on developing lifelong historical skills as on acquiring knowledge.

The syllabus aims are to:
- Stimulate interest in and enthusiasm about the past.
- Promote the acquisition of knowledge and understanding of human activity in the past.
- Ensure that the students’ knowledge is rooted in an understanding of the nature and use of historical evidence.
- Promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference.
- Provide a sound basis for further study and the pursuit of personal interest.
- Encourage international understanding.
- Encourage the development of linguistic and communication skills.

Students will complete the following units of the IGCSE syllabus:

*The 20th Century: International Relations since 1919*
- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

*Depth Study USA 1919-1941*
- How far did the US economy boom in the 1920’s?
- How far did US society change in the 1920’s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the new deal?

Assessment Details

Students are assessed based upon their success within three core objectives:
1. Knowledge with understanding.
2. Skills and analysis.
3. Judgement and decision making.

Students will sit three papers that contribute to their final grade:
- Paper 1: 40% weighting.
- Paper 2: 33% weighting.
- Paper 3: 27% weighting.
Course Overview

During the IGCSE ICT course, students will develop lifelong skills including the ability to: understand and implement new and emerging technologies within a business environment. Pupils will also learn how to analyse, design, implement, test and evaluate ICT systems whilst considering the impact which new technologies will have on ways of working, and the social, economic and ethical issues associated with them. Students should have an awareness of the ways in which ICT can help in practical and work-related scenarios.

The IGCSE syllabus is split into the following units:

1. Types and components of computer systems.
2. Input and output devices.
3. Storage devices and media.
5. Data types.
6. The effects of using ICT.
7. The ways in which ICT is used.
8. System analysis and design.
11. Data manipulation.
12. Integration.
13. Output data.
14. Data analysis.
15. Website authoring.
16. Presentation authoring.

Assessment Details

Practical Skills: 60% weighting (Paper 2 and Paper 3)
Candidates are required to demonstrate their ability to use a range of software packages in practical and work-related contexts.

Knowledge and understanding: 40% weighting (Paper 1)
Candidates are required to demonstrate their knowledge and understanding of the structure of ICT systems, the roles of these systems in organisations and their impact on society.
Course Overview

During the IGCSE Malay course, students practise the four language learning skills of listening, speaking, reading and writing. The syllabus aims to develop the use of Malay for practical communication, offer insights into the culture of countries where Malay is spoken and develop a fuller awareness of the nature of language learning.

The objectives of the IGCSE Malay course are that students will be able to:

1. Read and understand a range of written material such as brochures, magazines, newspapers and letters.
2. Perform role plays and take part in discussions.
3. Express thoughts, feelings and opinions in writing.
4. Demonstrate control of vocabulary, syntax and grammar, punctuation and spelling.

Assessment Details

Students are assessed against four objectives which measure their ability to respond to written language, communicate in speech and communicate in writing. Students will sit three examinations:

Paper 2
Reading: 35% weighting.

Paper 3
Speaking: 30% weighting.

Paper 4
Writing: 35% weighting.
Course Overview

During the IGCSE Mandarin course, students practise the four language learning skills of listening, speaking, reading and writing. The syllabus aims to develop the use of Mandarin for practical communication, offer insights into the culture of countries where Mandarin is spoken and develop a fuller awareness of the nature of language learning. In addition, students are encouraged to develop positive attitudes towards language learning and speakers of other languages.

The IGCSE syllabus covers the following topics:

1. **Everyday activities**: home life and school; food, health and fitness.
2. **Personal and social life**: self, family and personal relationships; holidays.
3. **The world around us**: home town and local area; natural and made environment; people, places and customs.
4. **The world of work**: continuing education; careers and employment.
5. **The international world**: tourism at home and abroad; life in other countries.

Assessment Details

Students are assessed against four objectives which measure their ability to respond to spoken language; respond to written language; communicate in speech; and communicate in writing. Students will sit four examinations:

**Paper 1**  
Listening: 25% weighting.

**Paper 2**  
Reading: 25% weighting.

**Paper 3**  
Speaking: 25% weighting.

**Paper 4**  
Writing: 25% weighting.
Course Overview

Cambridge IGCSE Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful IGCSE Mathematics candidates gain lifelong skills, including:

- The development of their mathematical knowledge.
- Confidence by developing a feel for numbers, patterns and relationships.
- An ability to consider and solve problems and present and interpret results.
- Communication and reason using mathematical concepts.
- A solid foundation for further study.

Assessment Details

Candidates are assessed against two objectives:
A. Mathematical techniques.
B. Applying mathematical techniques to solve problems.

Candidates sit two papers which vary depending on whether a candidate is studying the Core and Extended Syllabi.

Core: Grades available: C-G
Paper 1
Short-answer questions: 35% weighting.

Paper 3
Structured questions: 65% weighting.

Extended: Grades Available: A*-E
Paper 2
Short-answer questions: 35% weighting.

Paper 4
Structured questions: 65% weighting
Course Overview

When studying the IGCSE Music syllabus, students will listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and importantly, creativity. As a result, students enhance their appreciation and enjoyment of Music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Students study music of all styles; each style is placed in its historical and cultural context, and students are encouraged to be perceptive, sensitive and critical when listening. Key genres include Baroque, Classical, Romantic, 20th Century music, Serialism, Minimalism, Expressionism, Musicals, Jazz, Rock, Pop, Funk, Disco, Electronica, Waltz, Tango, Salsa, Irish Jig, Bhangra, Folk music, Indian Classical music, Gamelan, Japanese music, Arabic music, African music, Film music, Programme music.

The IGCSE syllabus is split into the following units:

1. Acquiring and consolidating a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing.
2. Developing a perceptive, sensitive and critical response to the main historical periods and styles of Western music.
3. Recognising and understanding the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences.
4. Providing a foundation for the development of an informed appreciation of music.

Assessment Details

Students are assessed against three assessment objectives: Listening, Performing & Composing.

Component 1 – Listening (40%)
- Aural awareness, perception and discrimination in relation to Western music of the baroque, classical, romantic and 20th-century periods.
- Identifying and commenting on a range of music from cultures in different countries.
- Knowledge and understanding of one Western Prescribed Work and one Prescribed Focus from a non-Western culture.

Component 2 – Performing (30%)
- Technical competence on one or more instruments.
- Interpretative understanding of the music performed.

Component 3 – Composing (30%)
- Discrimination and imagination in free composition.
- Notation, using staff notation and, if appropriate, other suitable systems.
Course Overview

During the Physical Education IGCSE course, pupils will study the following three theoretical units: factors affecting performance; health, safety and training; reasons and opportunities for participation in physical activity. Pupils will also undertake four practical activities and they must demonstrate the ability to analyse and improve performance in one of these chosen activities.

Assessment Details

Assessment Objective 1
Practical coursework, this has a weighting of 50% of the total marks.

Candidates choose to undertake four practical activities from at least two of the seven categories (Games, Gymnastics, Dance, Athletics, Outdoor and adventurous activities, Swimming, Combat activities.) This coursework assesses candidate’s physical performance, including an ability to interrelate planning, performing and evaluating.

Assessment Objective 2
Practical coursework, this has a weighting of 10% of the total marks.

Candidates must show the ability to analyse and improve practical performance in one of their four chosen activities.

Assessment Objective 3
Examination Paper, 1 hour 45 min; testing knowledge and understanding. This has a weighting of 40% of the total marks.

- Section A: Candidates answer short answer questions on the three units of theoretical study.
- Section B: Candidates answer three structured questions, one from each unit of study.
Course Overview

The IGCSE Physics syllabus enables students to better understand the technological world in which they live and take an informed interest in Science and scientific developments. Students learn about the basic principles of Physics through a mix of theoretical and practical studies. Students also develop an understanding of the scientific skills essential for further study at A Level. As they progress, students learn 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.

The IGCSE syllabus is split into the following units:

1. General physics.
2. Thermal physics.
3. Properties of waves, including light and sound
4. Electricity and magnetism.
5. Atomic physics.

Assessment Details

Students are assessed against three assessment objectives: knowledge with understanding; handling information and problem solving; and experimental skills and investigations. Students will sit three papers:

**Paper 1**

Multiple-choice questions: 30% weighting.

**Paper 3**

Structured questions: 50% weighting.

**Paper 6**

Alternative to practical questions: 20% weighting.