



Grade 9 & 10 | Final Examinations: 2018

# IShavana



# IGCSE Programme



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At the International School of Havana we want to encourage, foster and develop students with these characteristics:





## SCHOOL MISSION

The mission of the ISH is to provide a high quality educational programme through curricula internationally recognised for their standards of excellence. The school admits students from the diplomatic or expatriate non-diplomatic community residing temporarily in Cuba with their parent(s) or guardian(s), which have a foreign (non-Cuban) citizenship.

## SCHOOL PHILOSOPHY

The philosophy of the school is to create and provide a stimulating, happy, safe, secure and disciplined learning environment that is non-discriminatory as to ethnic origin, gender or religious belief within which students are encouraged to take intellectual risks without being at risk physically.

The school seeks to promote academic excellence by providing the best possible learning environment within an appropriately regulated community that contributes to and abides by its own rules.

The School offers a programme of study principally through the medium of the English language, while also recognising that Spanish and other languages are an important aspect of a student's experience.

The School seeks to encourage every child to reach full potential by instilling a commitment to lifelong learning, providing a programme of learning support for those that need it and developing international mindedness and global citizenship.

The School further endeavours to foster respect for the different cultures, including that of the host country, which make up both the School and the wider community.

## SCHOOL OBJECTIVES

To nurture the whole child within the academic curriculum and through Extra Curricular activities by addressing the emotional, moral, physical, intellectual, social, creative and cultural needs of the students.

To maximise the skills of learning in all students, including those with Special Educational Needs, in order to provide learning experiences enabling students to meet, or preferably exceed, the benchmark learning outcomes and attainment levels set by our curriculum.

To enhance the skills of teaching for all members of the academic staff through an ongoing programme of professional development based on sound, modern educational theory.

To actively encourage parents to become and remain involved in the education of their children through regular reporting of student progress, programmed parent-teacher consultations and the development of home-school collaborative strategies to maximise student achievement.

To promote a sense of care and responsibility in each child, for the School, host country and larger global ecological and educational environment through field-trips, projects, exchanges and other activities within the curriculum.

## SCHOOL VISION

“The International School of Havana aspires to be recognised as a leading provider of international education in English.”

## A Message from the Director



Welcome to the International School of Havana!

For some, this will be a return to ISH and for others, you will be joining the community for the first time, like myself. For all, I hope that this school year will be a most fulfilling experience for students, families and our entire community.

This handbook is a guide for both students and parents to help you understand our educational goals as well as the expectations the school has for you as essential partners in learning. With a fundamental commitment to student-centred education, ISH offers a full and varied curricular and extra-curricular program, designed to provide a rigorous journey of learning for each and every student.

We recognize and value the individual talents, interests and innate sense of curiosity in each of us. Our aim is to provide a challenging and supportive environment within which students will flourish.

It is my sincere belief that there is no more noble and important a profession than education. In this dynamic and often challenging global environment, we are called upon to foster the continual development of young people to become the leaders and caretakers of our planet; and in so doing, make it a better, more peaceful and sustainable place to live and thrive. This is a foundational purpose of teaching and all those who support it.

One of my favourite proverbs, originating from Nigeria, says, “It takes a whole village to raise a child.” I believe this fundamentally and hope to help contribute to the development of a caring and collaborative village, all of whose members join together in raising our children. As such, it is our expectation that all parents will partner with the school and contribute positively towards our community of learners.

Within these pages, you will find much of what the school does and how we do it. Over the course of the year, through communications with teachers, administrators and other school personnel, we expect your essential learning about the school to be enhanced further. The quality of that learning, however, will depend largely on you and the level of engagement you invest in your learning about the school and its multiple offerings. Although this handbook covers a broad scope, its contents are not exhaustive and may over time, be revised. When that happens, the school will communicate important

happenings and changes in order to keep you informed.

I am thrilled to be assuming the role as the new Director of the International School of Havana and look forward to collaborating with students and parents alike in making ISH an exceptional place of learning for all.

On behalf of our faculty and staff, I welcome you and your child to our ‘village’ - whether returning or new to the school – and hope that each of you has a rewarding and enriching year ahead at the International School of Havana.

In partnership,

Michael Lees | Director



## ISH Student Outcomes Secondary School

At the end of the Secondary School experience an ideal ISH student will be:

### an effective communicator who:

- › can read, write, speak and listen effectively;
- › can enquire, search for, find, use and present information;
- › can talk about his/her feelings and empathise with the feelings of others.

### a higher level thinker and learner who:

- › accepts and thinks about new and different ideas;
- › is able to apply what he/she knows to the real world;
- › plans and arranges his/her work and time well;
- › thinks about problems and creates solutions by identifying different approaches and deciding which one(s) to use;
- › is able to work alone or as part of a group or team;
- › is proficient in the use of ICT;
- › reflects upon what he/she has learned;
- › asks and answers the, “what if” questions raised by his/her studies;
- › uses all the available opportunities to learn wisely ;
- › takes responsibility for the quality of his/her work;
- › uses opportunities to learn more profoundly in areas that interest him/her;
- › is able to learn from and support the learning of his/her classmates;
- › is able to understand big ideas and see a big picture in his/her learning;
- › adopts the attitudes of a lifelong learner.

### a responsible and contributory citizen within the ISH multi-cultural society who:

- › is self disciplined and obeys the school and class rules;
- › is honest in his/her behaviour and work;
- › can address his/her own needs for physical, mental and emotional health;
- › understands, values and respects who he/she is and who others are in our society;
- › respects everyone’s needs, ideas and beliefs ;
- › acts in a way that is safe for him/herself and others;
- › understands different cultures, including his/her own, through art, music, literature and drama;
- › participates actively in all aspects of school life;
- › understands the need to protect the environment and acts accordingly;
- › understands and acts as a member of the global society.

## Who Can Help You?

If you need help on any aspect of the IGCSE programme please consult the relevant subject teacher or the Coordinator.



Crystal Barnes | 9 & 10 Coordinator



## Important Information for all Students and Families

# Introduction

This booklet should contain all the information you need to be fully aware of the nature of the programme of study that is offered and taught at ISH for Grade 9 and Grade 10.

The General Information section contains an overview of the curriculum, and the origin and nature of the IGCSE (International General Certificate of Secondary Education) programme.

There are specific course outlines for each of the courses that are on offer within the programme including those that are compulsory and those that are not. In addition to the academic subjects, students are required to follow Physical Education although this subject is not examined by the IGCSE, unless it is chosen as an exam option.

The grading system for this part of our school curriculum is explained. Finally, advice on who you can consult is given if you have any questions that are not addressed within the booklet.

## General Information

The IGCSE is a 2-year educational programme that is set and externally examined by the University of Cambridge International Examinations (CIE) in the United Kingdom. Its standards are derived from the UK standards set in the GCSE (General Certificate of Secondary Education) but the programme is driven by curriculum content specifically tailored to the needs of students studying in international schools around the world.

The programme is designed to stand alone and so no previous knowledge is required to be a part of the programme. However, students need to be at a functional level of

English to have reasonable expectations of success from enrolment in the IGCSE Programme.

Students that have followed courses that have prepared them with the skills and attitudes that are an integral part of the IGCSE programme have a considerable advantage.

At the end of Grade 10, most students will sit individual IGCSE examinations in at least seven of the subjects presented in this handbook.

The School aims to make all subjects available but actual availability depends upon the viability of group sizes and contracted staff's ability to teach the courses.

## Is There a Choice of Subjects & Programme?

Yes and no!

All students that decide to follow the School's taught programme will follow the IGCSE programme in Grades 9 and 10.

Within the IGCSE programme the School is able to offer a range of subject choices as shown in the table right.



## Equipment List for Secondary School Students

You must study English, Spanish and Maths. You need to choose:	Subjects available
A literature course or English Language support as required	<ul style="list-style-type: none"> <li>› English Literature</li> <li>› Spanish Literature</li> <li>› EAL support</li> </ul>
between	<ul style="list-style-type: none"> <li>› Biology</li> <li>› Chemistry</li> </ul>
between	<ul style="list-style-type: none"> <li>› Economics</li> <li>› Geography</li> <li>› Physics</li> </ul>
between	<ul style="list-style-type: none"> <li>› History</li> <li>› Global Perspectives</li> </ul>
between	<ul style="list-style-type: none"> <li>› Biology</li> <li>› History</li> <li>› French</li> </ul>
between	<ul style="list-style-type: none"> <li>› Art and Design</li> <li>› Drama</li> <li>› Music</li> </ul>
between	<ul style="list-style-type: none"> <li>› ISH Physical Education</li> <li>› IGCSE Physical Education</li> </ul>
between	<ul style="list-style-type: none"> <li>› Business Studies</li> <li>› Travel and Tourism</li> <li>› Information and Communication Technology</li> </ul>

The ISH requires its students to be properly equipped to carry out all work required of them in their daily studies and homework.

It is strongly recommended that students in the IGCSE Programme have a suitable Electronic device to both consume and produce digital information/work. As our global community becomes ever more reliant on these technologies it is important that our students are equipped for such a world. Very soon the school will be adopting a BYOD (Bring Your Own Device) Policy and such devices will be required.

Research shows that the use of electronic devices has the greatest impact when those devices are the property, of and therefore cater to, the preference of the user. For this reason we are not prescriptive regarding the type of device, provided it conforms with the following guidelines:

- › Hardware, Operating System and Apps (programmes) must work together and be useful.
  - › Must be able to assess a variety of web based applications using common protocols and languages.
  - › Must be able to connect to a 802.11 b/g/n wireless network.
  - › Must be able to connect an external display, any connectors or adaptors required to do so must be supplied by the owner. At this time, VGA is the most common connection used in the school. A change to HDMI as hardware is upgraded over the coming years is under way.
  - › Must have a working battery and power supply. The school has US style power outlets. Any adaptors needed must be supplied by the owner.
  - › Must be able to access, save / export files to an external storage device.
  - › Must have sufficient storage.
  - › It is recommended that it can also record sound and video.
  - › A physical Keyboard is highly recommended.
- And meets the following Software Requirements:
- › A word processing app that can read and save .doc and .docx.



- › A spreadsheet app that can open and save .xls and .xlsx.
- › A presentation app that can open and save .ppt and .pptx.
- › An app that can open edit and save .PDF.
- › A web browser: Mozilla Firefox or Google Chrome are recommended. Windows based computers please note: Internet Explorer is not compatible with some school systems.
- › An operating system OR app that allows for the transferring of files to and from the device.
- › Students may be required to have additional subject specific software .
- › Computers with windows based operating systems must have up to date anti-virus software. Owners are responsible for the installation and updates of this software.
- › A universally compatible Audio/Video player. One example of such an app is VLC.

## Responsibilities

- › Parents are responsible for purchasing the device. This device remains the property of the student/family.
- › Students are solely responsible for their device. Parents must ensure that students are aware of this. This includes the operating system, applications and hardware of the device. The school will extend support for connectivity within the school.
- › Devices must be clearly labelled with the student's name and grade.
- › Owners are responsible for updates or repairs.
- › ISH takes no responsibility for the security of student-owned technology. ISH is not responsible for lost or stolen devices, nor does ISH take any financial responsibility towards damaged or stolen devices.
- › This device is considered a tool for lessons, just as pencils and paper. As such, students are expected to bring their device to school at all times. There are an extremely limited number of devices available for short term loan in cases of emergency. If a student forgets his/her device repeatedly, consequences will be given by the Teacher/Coordinator/Principal.
- › If the device is not needed (eg. P.E. lessons, field trips), it must be locked in the student's locker.

## Other Required equipment:

(These items can be found in Cuba, but are not always available.)

- › Pens: Black, Blue and Red.
- › Pencils: Drawing and Design.
- › Notebooks.
- › Dictionaries: English First Language/English translating dictionary.
- › Calculators: Graphical Calculator TI-84+ to be bought from the school.
- › Physical Education clothes, shoes and washing equipment. A PE uniform must be bought from the school.
- › Any other items advised that are deemed as essential by the teaching staff.
- › Drawing equipment: Set Squares & Set of Compasses & Protractor.

## Suggested equipment:

(These items can be found in Cuba, but are not always available.)

- › Coloured Pencils: Full range
- › Pencil Sharpener(s): At least one.
- › Eraser(s): At least one.
- › Metric Ruler(s).
- › Glue Stick(s): At least one.
- › File Ring Binders or folders for students working with them.
- › Organiser for Homework and Handouts.

## The School will provide:

- › All necessary textbooks.
- › A Homework Diary.
- › A locker to store personal and school property.

Students and parents are advised that for reasons of security all items should bear the student's name.

The School expects that all the above items will be replaced immediately if they are lost or used and will do likewise for items that are provided for students. In the case of items lost, a charge will be made for the issue of replacement items.

## IGCSE Grading and Reporting of Student Achievement

In addition to internal assessments and reporting, students studying IGCSE subjects are also graded using externally set assessment tools and grading systems.

Throughout the programme it is important that all stake holders: students, parents and teachers, can measure performance relative to these external standards. For this reason, a Grade Summary is included with each report.

The expectations and grades awarded in this summary are based entirely on student work representative of Cambridge International Examination (CIE) standards completed up to the end of the reporting period. It is not a measure of how a student would perform if they were to complete the final assessment(s) for a given course at the time the report is issued.

## Promotion into Next Grade Level

At the conclusion of Grade 9 the progress of all students in the IGCSE programme is reviewed to determine if a student should progress to the final year of the programme.

The school considers many variables in determining if a student will be promoted to the next grade, including but not limited to:

- › Demonstration of Competencies and Learning Behaviours in each subject;
- › satisfactory completion of extra ISH requirements such as ISH PE.
- › Attendance record: the promotion of any student in any grade is automatically reviewed if they have not met the minimum attendance requirement of 90% as documented in our Attendance Policy. Please ask for a copy if you need more information regarding our expectations of student attendance.

At all times the present and future well being of the student is paramount when evaluating the promotion of a student.

- › Performance against the standards set by CIE represented by grades awarded in the Grade Summary.



## Academic Honesty & Dishonesty

Academic honesty occurs when a person who presents someone else's work, acknowledges the author of the work. This can be done through footnoting the author of the ideas incorporated, or by providing a bibliography of books, websites and news articles used with clear citing in the text. It is therefore important to keep track of all sources used and the date they were accessed in case of websites or newspaper articles. It is also important to add the citing the moment a source is used, so it will not be forgotten.

Academic dishonesty (or plagiarism) is the opposite of academic honesty and occurs when other people's work is presented as his or her own, including tutor's work. Plagiarism is a serious offence with consequences.

There are four things all students should know about the consequences of plagiarism:

### 1) Academic dishonesty is a serious offence.

Teachers are expected to report all instances of plagiarism to the Principal. Students found guilty will have this entered into their record. There is never any possible circumstance where academic dishonesty can be allowed.

### 2) Academic dishonesty in most instances is easy to identify and expose.

The very force that makes plagiarism easy and tempting to some students--the internet--makes its detection easy. Most teachers can locate the source of suspected plagiarism within a few minutes of searching the web. In this context, plagiarism is as much ignorance as it is dishonesty.

### 3) All parties involved in plagiarism are considered equally guilty.

If you share your coursework with another student and he or she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his or her coursework available to another student unless the teacher gives explicit permission for this to happen.

### 4) Suspected dishonesty is a reason not to accept student work.

Teachers know their students and therefore have a good idea of their writing style, among other things that make plagiarism detectable. This makes teachers highly qualified to judge work handed in as genuinely the student's work or not. A teacher has the right

to refuse work that is seen to be suspicious. It will be up to the students to prove that the work is solely done by him or her.

## Consequences of Academic Dishonesty

Students who have been reported, investigated and determined to be in contradiction to the policy and what it stands for will face the following consequences:

First Infraction:

Mark of 0% on the work in question which may include any other established penalty or consequence as outlined by the relevant teacher or phase level coordinator. If there is reasonable doubt about the student having misunderstood what academic dishonesty is, he/she might be given a chance to make up for the work and remove the 0% from the marks list.

Second Infraction:

Mark of 0% on the work in question which may include any other established penalty or consequence as outlined by the said teacher or phase level coordinator.

Student's name will be placed on the infraction registrar and will be reported to the Principal.

A meeting with parents/guardians

is called to help the student to understand the consequences of his/her action.

Ensuing Infractions:

A disciplinary hearing will be held with parents/guardians, the student and selected staff members. Normal disciplinary action can be taken including suspension and expulsion.

NOTE: Infractions should not prevent a student from being promoted if criteria for promotion have been met.

## Show Academic Honesty by Citing Sources Properly

Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. While unintentional plagiarism is generally treated more leniently than intentional plagiarism, it is nonetheless a sign of sloppiness and/or failure to educate oneself about the nature of plagiarism.

In any specific case, if you are unsure about what is acceptable and what is not, the best thing is to ask your teacher. In general, it is better to err on the side of over-citation than under-citation. Besides, this shows that you are serious about the material you read.

## Learning Support

Learning Support is available for those students in Grades 9 and 10 that are identified under the school's referral system or for those students that present evidence, at admission, of a diagnosed and documented Special Educational Need.

In order to qualify for IGCSE Cambridge examination allowances, individual cases for students in Grades 9 and 10 have to be submitted to Cambridge with supporting documentation.

Cambridge will approve allowances on an individual basis.

Teachers can refer students to the Learning Support Department if they have or appear to have/be:

- › achieving below grade level expectations;
- › achieving above grade level expectations;
- › specific language difficulties, i.e. Reading, writing, spelling, comprehension, mathematics.

Once students are referred, the Learning Support begins a process of consultation. This process can, but does not always include the following:

- › Recommendations and or support with study/homework/

organizational habits.

- › Recommendations, adjustments and or differentiation at the classroom level.
- › Educational assessments (achievement, cognitive, self esteem and behavioural).
- › Direct interventions for specific difficulties, in the Learning Support Department.
- › In class assistance through the Learning Support Department.
- › Intensive withdrawal classes to develop basic skills and strategies for specific periods of time.
- › Consultations with teachers, students and parents.
- › Test taking and exam preparation extracurricular classes.
- › Individual Education Plans and the process that goes along with these plans.

The purpose of learning support assistance is to ensure that students' needs and strengths are identified and addressed as early as possible.

The aim is to give support and strategies to the student, school and home components. The role is to provide a support network that will allow students to become more independent learners with better skills for lifelong learning.



## First Language | English, Spanish or French

### Brief Description of the Course

These syllabi are designed for learners of these languages are a mother tongue or similar proficiency. The course allows learners to develop the ability to communicate clearly, accurately and effectively when speaking and writing. They also learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation. They are also encouraged to develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which these languages can be used. This subject also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

### Aims of the Programme

- › Enable candidates to understand and respond to what they hear, read and experience.
- › Enable candidates to communicate accurately, appropriately, confidently and effectively.
- › Encourage candidates to enjoy and appreciate a variety of language.
- › Complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences.
- › Promote candidates' personal development and an understanding of themselves and others.

### Assessment Objectives

Cambridge IGCSE First Language English, Spanish and French have three assessment objectives.

#### Reading

Students will be assessed on their ability to:

- › demonstrate understanding of explicit meanings;
- › demonstrate understanding of implicit meanings and attitude ;
- › analyse, evaluate and develop facts, ideas and opinion;
- › demonstrate understanding of how writers achieve effects;
- › select for specific purposes.

#### Writing

Students will be assessed on their ability to:

- › articulate experience and express what is thought, felt and imagined;
- › sequence facts, ideas and opinions.

#### Speaking and listening

Students will be assessed on their ability to:

- › articulate experience and express what is thought, felt and imagined present facts, ideas and opinions in a sustained, cohesive order;
- › communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- › use register appropriate to audience and context;
- › listen to and respond appropriately to the contributions of others.

## Topics Studied

- Some examples: autobiography writing, monologue writing, travel writing, short story writing, advertising analysis, essay writing, consumer reports, argumentative/persuasive writing, speech writing, summary writing, dialogue writing, descriptive/narrative writing.

## Scheme of Assessment

Candidates must take two components – one of Paper 1 or Paper 2, and one of Paper 3 or Paper 4

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1 Reading Passages (Core)				
Exam: Paper 1 (core)	1 hour 45 minutes	50%	Candidates answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long.	externally assessed by CIE
Eligible for grades C–G				
Paper 2: Reading Passages (Extended)				
Exam: Paper 2 (extended)	2 hours	50%	Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long	externally assessed by CIE
Eligible for Grades A*–E.				
Paper 3: Directed Writing (core and extended)				
Exam: Paper 3 (core and extended)	2 Hours	50%	Question 1: Candidates answer one question on a passage or passages totalling 650–750 words, producing either a discursive/argumentative letter or an article. Question 2: Candidates complete one composition task from a choice of four titles: two descriptive, two narrative.	externally assessed by CIE
Coursework Portfolio: Paper 4 (core and extended)	on-going	50%	Coursework Portfolio: Paper 4 Candidates submit three assignments, each of 500–800 words.  Eligible for Grades A–G on this component.	externally assessed by CIE



## English Literature

### Brief Description of the Course

This syllabus offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. It will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

### Aims of the Programme

The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability to:

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

### Assessment Objectives

There are four Assessment Objectives and candidates are assessed on their ability to:

- › show detailed knowledge of the content of literary texts in the three main forms (drama, poetry, and prose);
- › understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes;
- › recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects;
- › communicate a sensitive and informed personal response to literary texts.

### Topics Studied

Drama, Poetry, Novel/Short Stories, essay writing, literary features and analysis.

### Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of Assessment
Exam: Paper 1. Set texts, open book	1 hours 30 min	50%	Students answer 2 questions, one from poetry and one from prose.	externally assessed by CIE
Exams: Paper 3 (Drama – Open Text) and Paper 4 (Unseen)	45 minutes (Paper 3) and 1 hour 15 min (Paper 4)	25% + 25%	Students answer one question on one drama text (Paper 3). Students also read an unseen text (poetry or prose) and respond using literary analysis techniques (Paper 4).	externally assessed by CIE



## Spanish Literature

The School is able to offer, Spanish Literature for qualified candidates.

Under normal circumstances, native speaker or near native speaker status is the criterion for studying an externally examined Literature course.

### Brief Description of the Course

This syllabus offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in Spanish. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use Spanish to express meaning and achieve effects. It will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a

better understanding of themselves and the world.

### Syllabus Aims

The syllabus aims, which are not listed in order of priority, are to encourage and develop students' ability to:

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

### Assessment Objectives

Students are assessed on their ability to:

- › show detailed knowledge of the content of literary texts in at least two of the three main forms (Drama, Poetry, and Prose);
- › understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes;
- › recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects;
- › communicate a sensitive and informed personal response to literary texts.

### Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of Assessment
Exam: Paper 1. Set texts, open book	2 hours 15 min	70%	Students answer 3 questions, one from each genre studied: poetry, drama, prose	externally assessed by CIE
Exam: Paper 3: passage Analysis Unseen Text	1 hour 20 min	30%	Students read an unseen text (poetry or prose) and respond using literary analysis techniques.	externally assessed by CIE



## Second Language English

### Brief Description of the Course

This syllabus offers learners the opportunity to gain lifelong skills and knowledge, such as better communicative ability in English and an improved ability to understand English in a range of everyday situations and in a variety of social registers and styles. They will develop greater awareness of the nature of language and language-learning skills and gain a wider international perspective.

The aims of the English Second Language syllabus are the same for all students taking this course.

### Syllabus Aims

The aims of Cambridge IGCSE English Second Language course are to:

- › Develop learners' ability to use that language effectively for the purpose of practical communication.
- › Form a solid foundation for the skills required for further study or employment using that language as the medium.
- › Develop learners' awareness of the nature of language and language-learning skills.
- › Promote learners' personal development.

### Assessment Objectives

The assessment objectives in Second Language have been grouped according to the four skill areas tested by the examination as follows:

Receptive Skills (Listening & Reading), Students should be able to:

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

Productive Skills (Speaking & Writing), Students should be able to:

- › communicate clearly, accurately and appropriately;
- › convey information and express opinions effectively;
- › employ and control a variety of grammatical structures;
- › demonstrate knowledge and understanding of a range of appropriate vocabulary;
- › observe conventions of paragraphing, punctuation and spelling (Writing);
- › employ appropriate register/ style (Writing);

- › engage in and influence the direction of conversation;
- › employ suitable pronunciation and stress patterns.

### Assessment English as a Second Language

Paper 1 - Reading and Writing (Core)

Paper 2 - Reading and Writing (Extended)

Paper 3 – Listening (Core)

Paper 4 – Listening (Extended)

Paper 5– Oral (An examined interview of approximately 10 minutes duration)

## English as a Second Language - Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Exam Paper 1: Reading and Writing (core)	1 hour 30 minutes	70%	There are seven tasks in the paper, testing a range of reading and writing skills.  Candidates who take this component are eligible for grades C–G.	Externally assessed by CIE
Exam Paper 2: Reading and Writing (extended)	2 hours		There are seven tasks in the paper, testing a range of reading and writing skills.  Students who take this component are eligible for grades A*–E.	Externally assessed by CIE
Exam Paper 3: Listening (core)	30-40 min	30%	Students 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.  Candidates who take this component are eligible for grades C–G.	Externally assessed by CIE
Exam Paper 4: Listening (extended)	45 min		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.  Students who take this component are eligible for grades A*–E.	Externally assessed by CIE
Exam Paper 5: Speaking	10-15 min	Separately Endorsed	Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.	Internally marked and externally moderated



## Second Language | Spanish or French

### Brief Description of the Course

This course encourages learners to develop lifelong skills, including the ability to use a foreign language as a means of practical communication. It helps students to gain insight into the culture and civilisation of countries where the language is spoken and develop a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations. Learners develop techniques, which can be applied to other areas of learning, such as analysis and memory skills, and gain a sound foundation for progression to employment or further study.

- › develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- › form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

- › deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- › Express in writing ideas, feelings and opinions with the purpose of informing, calling someone’s attention or convincing.
- › Use a wide range of vocabulary, complex structures, verbal tenses and structural elements.
- › Demonstrate appropriate control of syntax, grammar, spelling and punctuation marks through edition and self correction.

### Assessment Objectives

The assessment objectives in Second Language have been grouped according to the four skill areas tested by the examination as follows:

- › Understand extended speech and follow complex lines of arguments on familiar topics.
- › Identify attitudes and complex relationships between ideas in different audio texts (fiction and non-fiction).
- › Show grammar and word formation pattern awareness to deduce the meaning of new phrases and words.
- › Understand texts containing everyday and professional-academic language, including a wide variety of structures and verbal tenses.
- › Understand opinions, attitudes, and moods in accurate lexical register.
- › Sustain a straightforward description of experiences and events with reasonable fluency

### Syllabus Aims

This syllabus aims to:

- › develop the ability to communicate effectively using the target language;
- › offer insights into the culture and society of countries where the language is spoken;
- › develop awareness of the nature of language and language learning;
- › encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- › provide enjoyment and intellectual stimulation

### Assessment Spanish and French as a Second Language

Paper 1 - Listening

Paper 2 - Reading

Paper 3 – Speaking

Paper 4 – Writing

All students must complete the four assessment components.

## Spanish or French as a Second Language - Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of Assessment
Exam: Paper 1: Listening	Approx. 45 min	25%	Students listen to a number of recordings and answer questions testing comprehension. (Three sections)	Externally assessed by CIE
Exam: Paper 2: Reading	1 hour	25%	Students read a number of texts and answer questions testing comprehension.	Externally assessed by CIE
Exam: Paper 3: Speaking	Approx. 15 min	25%	Candidates complete two role plays, a topic presentation/conversation and a general conversation.	Internally assessed and externally moderated by CIE
Exam: Paper 4: Writing	1 hour	25%	Candidates respond in the target language to three tasks.	Externally assessed by CIE



## International Mathematics

### Brief Description of the Course

This course is intended for students to become more fluent in making connections between different areas of mathematics, and develop their proficiency in the subject. Building on their understanding of numbers and geometry, the students then explain their reasoning with increasing confidence, collect data and learn statistical techniques to analyse data, and use ICT to interpret and present their results.

### The Aims of the Programme

The aims of the curriculum are the same for all students and are 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.

### Students Need to Provide:

- › An exercise book for class work and for homework.
- › A Graphical calculator: Texas Instruments 84+. This calculator is an essential tool for the course and can be bought from the school.

## Scheme of Assessment

Students may follow either the Core or Extended Curriculum.

Format	Duration	Weighting	Requirement	Type of assessment
Exam Paper 1: Short Response Questions No calculators permitted (core)	45 minutes	25%	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.  Students who take this component are eligible for grades C-G	Externally assessed by CIE
Exam Paper 2: Short response questions No calculators permitted (extended)	45 minutes	20%	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.  Students who take this component are eligible for grades A*–E.	Externally assessed by CIE
Exam Paper 3: 11-15 medium to extended response questions Graphics calculator required (core)	1 hour 45 mins	60%	Any area of the syllabus may be assessed. Some of the questions will particularly assess the use of the graphics calculator functions  Candidates who take this component are eligible for grades C–G.	Externally assessed by CIE
Exam Paper 4: 11-15 medium to extended response questions Graphics calculator required (extended)	2 hours 15 mins		Any area of the syllabus may be assessed. Some of the questions will particularly assess the use of the graphics calculator functions  Students who take this component are eligible for grades A*–E.	
Exam Paper 5: Investigation Question (core)	1 hour	15%	Candidates are assessed on their ability to investigate and solve a more open-ended problem.	Externally assessed by CIE
Exam Paper 6: Investigation and Modelling (extended)	1 hour 30 mins	20%	Students are assessed on their ability to investigate, model and solve more open ended problems.	Externally assessed by CIE



## Business Studies

### Brief Description of the Course

In Business Studies, learners will be able to understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance. They learn to appreciate the role of people in business success. They will also gain lifelong skills, including the ability to calculate and interpret business data, as well as communication skills needed to support arguments with reasons. Additionally, they will develop the ability to analyse business situations and reach decisions or judgements.

- › develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- › develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- › develop an awareness of the nature and significance of innovation and change within the context of business activities.

### Aims of the Programme

The aims, which are not listed in order of priority, are to enable candidates to:

- › make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- › apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- › distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- › appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- › develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities

### Assessment Objectives

Candidates should be able to:

- › demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories and techniques commonly applied to or used as part of business behaviour.
- › apply their knowledge and understanding of facts, terms, concepts, conventions, theories and techniques.
- › distinguish between evidence and opinion in a business context
- › order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.
- › present reasoned explanations, develop arguments, understand implications and draw inferences
- › make judgements, recommendations and decisions.



## Topics Studied

- › Understanding business activity
- › People in business
- › Marketing
- › Operations management
- › Financial information and decisions
- › External influences on business activity

## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1	1 hour 30 minutes	50%	Written examination consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions.	External Examination
Paper 2	1 hour 30 minutes	50%	Written examination consisting of four questions based on a case study, provided as an Insert with the paper. Candidates answer all questions.	External Examination



## Economics

### Brief Description of the Course

This syllabus encourages learners to develop lifelong skills, including developing an understanding of economic theory, terminology and principles. Students will gain the ability to apply the tools of economic analysis, and distinguish between facts and value judgements in economic issues. They will gain an understanding of, and an ability to use, basic economic numeracy and literacy, while developing the ability to take a greater part in decision-making processes in everyday life. Learners will gain an understanding of the economies of developed and developing nations and gain an excellent foundation for advanced study in economics.

### Aims of the Programme

The aims of the syllabus are to:

- › develop candidates' knowledge and understanding of economic terminology, principles and theories;
- › develop candidates' basic economic numeracy and literacy and their ability to handle simple data including graphs and diagrams;
- › develop candidates' ability to use the tools of economic analysis in particular situations;
- › show candidates how to identify and discriminate between differing sources of information and how to distinguish between facts and value judgments in economic

- › issues;
- › develop candidates' ability to use economic skills (with reference to individuals, groups and organizations) to understand better the world in which they live;
- › develop candidates' understanding of the economies of developed and developing nations and of the relationships between them; and to develop their appreciation of these relationships from the perspective of both developed and developing nations.

### Assessment Objectives

Knowledge with understanding  
Students should be able to:

- › show knowledge and understanding of economic facts, definitions, concepts, principles and theories;
- › use economic vocabulary and terminology.

Analysis

Students should be able to:

- › select, organise and interpret data;
- › apply economic knowledge and understanding in written, numerical, diagrammatic and graphical form;
- › use economic data, to recognise patterns in such data, and to deduce relationships.

Critical evaluation and decision-making  
Students should be able to:

- › distinguish between evidence and opinion, make reasoned judgments and communicate those judgments in an accurate and logical manner;
- › recognise that economic theory has various limits and uncertainties;
- › evaluate the social and environmental implications of particular courses of economic action;
- › draw conclusions from economic information and critically evaluate economic data;
- › communicate conclusions in a logical and clear manner.

### Topics Studied

- › Basic economic problem: choice and the allocation of resources.
- › The allocation of resources: how the market works; market failure.
- › The individual as producer, consumer and borrower.
- › The private firm as producer and employer.
- › Role of government in an economy.
- › Economic indicators.
- › Developed and developing economies: trends in production, population and living standards.
- › International aspects.

## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1	45 minutes	30%	Candidates answer 30 multiple choice questions	External
Paper 2	2 hours 15 minutes	70%	Candidates answer one compulsory question, which requires them to interpret and analyze previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.	External



# Geography

## Brief Description of The Course

In this subject, candidates develop lifelong skills, including an understanding of the processes which affect physical and human environments. They will develop an understanding of location on a local, regional and global scale, as well as the ability to use and understand geographical data and information. Learners will develop an understanding of how communities around the world are affected and constrained by different environments.

## The Aims of the Programme

The syllabus aims are to encourage candidates to develop:

- › a sense of place and an understanding of relative location on a local, regional and global scale;
- › an awareness of the characteristics and distribution of a selection of contrasting physical and human environments;
- › an understanding of some of the processes affecting the development of such environments;
- › an understanding of the spatial effects of the ways in which people interact with each other and with their environments;

- › an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

## Topics Studied

The curriculum is divided into three themes that have been designed to develop an understanding of both the natural and the human environment:

- › Population and Settlement.
- › The Natural Environment.
- › Economic Development and the Use of resources.

## Assessment Objectives

The Assessment objectives in Geography are:

- › Knowledge with understanding.
- › Skills and analysis.
- › Judgment and decision making.

## Scheme of Assessment

At the end of the second year, students take the external exam as described on the table below.

Main features of the exam papers:

- › Questions in all written papers are resource based. The resources may be photographic, map extracts, drawings, diagrams, graphs, text extracts, statistics and tables of data.
- › Resource materials come from various world areas in order to match the aims of an international syllabus and examination. Candidates may be dealing with world areas with which they are not familiar. The resources used in questions do not require specific regional knowledge and are designed to prompt candidates to use general principles they have studied.
- › As an International GCSE the units used in all resources and examinations will be meters and kilometres for height and distance and degrees Centigrade for temperature.
- › The curriculum includes the learning of case studies. Teachers should select appropriate specific examples to illustrate the content of the three themes.

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1	1 hour 45 minutes	45 %	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. (90 marks)	External
Paper 2	1 hour 30 minutes	27.5%	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)	External
Paper 4	1 hour 30 minutes	27.5%	Candidates answer two compulsory questions, completing a series of written tasks based on the three themes. The questions involve an appreciation of a range of techniques used in fieldwork studies. Questions test the methodology of questionnaires, observation, counts, measurement techniques, and may involve developing hypotheses appropriate to specific topics. The processing, presentation and analysis of data will be tested. (60 marks)	External



# Global Perspectives

## Brief Description of The Course

This syllabus provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective. Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning and developing an independence of thought.

## Aims of the Programme

To develop learners who:

- › become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world;
- › develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action;
- › enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives;
- › work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator;
- › consider important issues from personal, local and/or national and global perspectives and understand the links between these;
- › critically assess the information available to them and support judgements with lines of reasoning;
- › communicate and empathise with the needs and rights of others.

## Assessment Objectives

Research, analysis and evaluation :

- › Design and carry out research into current global issues, their causes, consequences and possible course(s) of action.
- › Use evidence to support claims, arguments and perspectives.
- › Identify and analyse issues, arguments and perspectives.
- › Analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives.
- › Analyse and evaluate sources and/or processes to support research, arguments, perspectives and an outcome.
- › Develop a line of reasoning to support an argument, a

perspective, course(s) of action or outcome.

Reflection

- › Consider different perspectives objectively and with empathy.
- › Justify personal perspective(s) using evidence and reasoning.
- › Consider how research, engagement with different perspectives and working as part of a team, have influenced personal learning.

Communication and collaboration

- › Select and present relevant arguments, evidence and perspectives clearly and with structure.
- › Present research, and include citations and references.
- › Contribute to the shared purpose and outcome of the Team Project.

## Topics Studied

For the Written Examination

- › Demographic change
- › Education for all
- › Employment
- › Fuel and energy
- › Globalisation
- › Law and criminality
- › Migration
- › Transport systems

For the Individual Report

- › Belief systems
- › Biodiversity and ecosystem loss
- › Changing communities
- › Digital world
- › Family
- › Humans and other species
- › Sustainable living
- › Trade and aid

For the Team Project

- › Conflict and peace

- › Disease and health
- › Human rights
- › Language and communication
- › Poverty and inequality
- › Sport and recreation
- › Tradition, culture and identity
- › Water, food and agriculture

## Scheme of Assessment

At the end of the second year, students take the external exam as described below. All candidates undertake:

Format	Duration	Weighting	Requirement	Type of assessment
Individual Research		30%	Candidates write an Individual Report on one global topic from a choice of eight. With the guidance of their teacher, candidates choose from one of the specified topic areas and devise a global research question. Candidates use this question as the title for their report. The report must be between 1500 and 2000 words.	Internal, Externally Moderated by CIE
Team Project		35%	<p>Group Element</p> <p>The Outcome and Explanation (200–300 words) will be taken together and will be assessed on the basis of the team’s effectiveness in communicating their research into different cultural perspectives in an attempt to meet the project aim. The team element represents 5% of the total marks for the qualification</p> <hr/> <p>Individual Element</p> <p>Reflective Paper, 60 marks – weighted at 30 per cent of the total marks available for the qualification</p>	Internal, Externally Moderated by CIE
Written Paper	1 hour 15 minutes	35%	<p>Candidates answer four compulsory questions based on source material..</p> <p>Candidates answer four compulsory questions based on source material.</p>	External Examination



## History

### Brief Description of the Course

History is the study of the past. Learners will explore 20th century history from a diversity of perspectives, including social, economical, cultural and political. Learners are encouraged to raise questions, and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners are given the opportunity to develop an interest in and enthusiasm for learning about and understanding the past, while exploring historical concepts such as cause and consequence, change and continuity, and similarity and difference. They will learn to appreciate historical evidence and how to use it, and gain a greater understanding of international issues and inter-relationships. They will also learn how to present clear, logical arguments.

### Aims of the Programme

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 candidates' 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.

### Assessment Objectives

The students will demonstrate the following:

- › An ability to recall, select, organise and deploy knowledge of the syllabus content.
- › An ability to construct historical explanations using an understanding of:
  - › cause and consequence, change and continuity, similarity and difference;
  - › the motives, emotions, intentions and beliefs of people in the past.
- › An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

### Topics Studied

The Core Content of Grade 9 focuses on seven Key Questions:

- › 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?

The Depth Study of Southern Africa (c.1940-c.1994) in Grade 10 focuses on:

- › What were the foundations of the Apartheid state?
- › How successfully was Apartheid established between 1948 and 1966?
- › To what extent did South Africa change between 1966-1980?
- › Why did white minority rule come to an end?



## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Paper One	2 hours	40%	Students answer 2 questions on the core content and one question from the depth study.	Examination
Paper Two	2 hours	33%	Students answer a series of questions on one prescribed subject, with a range of source material covering the topic.	Examination
Paper Three	2000 words	27%	Students produce one piece of coursework based on the depth study (Southern Africa)	Coursework

## Special Requirements for this Course

For EAL learners, a simple word-to-word translating dictionary in their mother tongue to English is necessary for exams.



## Travel and Tourism

Cambridge IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The intention of the syllabus is to provide a broad introduction to the travel and tourism industry and related ancillary service industries.

The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion.

Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

### Aims of the Programme

The aims of the Travel and Tourism syllabus are to provide candidates with:

- › an understanding of the travel and tourism industry;
- › a theoretical knowledge of the industry and related sectors, including knowledge of travel and tourism products and services, the infrastructure on which they depend and the transport system needed to

- operate them;
- › practical abilities in a range of skills and procedures related to working in the travel and tourism industry, including knowledge of the essential personal and professional skills required by individuals working in the service sector;
- › critical awareness of the physical, social and economic environments in which travel and tourism takes place, including understanding of the global, regional and local perspectives of travel and tourism.

The syllabus develops a clear understanding of the relationship between the theory and practice of working in travel and tourism.

Candidates are encouraged to develop an understanding of tourist industry operations and problems, and competence in identifying procedures and solutions, by using best practice from industry, established business techniques and information systems.

Through investigation, candidates apply their knowledge and skills in a detailed study of a particular aspect of the travel and tourism industry.

### Assessment Objectives

Candidates should be able to:

- › recall, select and present relevant factual information;
- › demonstrate and apply knowledge with understanding of the correct use of the following in the travel and tourism industry:
  - › commonplace terms, definitions and facts;
  - › major concepts, models, patterns, principles and theories;
- › collect evidence from both primary and secondary sources, under guidance or independently, and be aware of the limitations of the various collection methods;
- › record, classify and organise relevant evidence from an investigation in a clear and coherent form;
- › present the evidence in an appropriate form and effective manner, using a wide range of appropriate skills and techniques, including verbal, numerical, diagrammatic, cartographic, pictorial and graphical methods;
- › apply knowledge and understanding to select relevant data, recognise patterns and analyse evidence;
- › communicate their ideas and opinions in an accurate, concise and logical manner;
- › present reasoned explanations for phenomena, patterns and relationships;
- › understand the implications of, and draw inferences from, data and evidence;

## Topics Studied

- › discuss and evaluate choices, and make reasoned decisions, recommendations and judgements;
- › draw valid conclusions by a reasoned consideration of evidence.
- › The travel and tourism industry
- › Features of worldwide destinations
- › Customer care and working procedures
- › Travel and tourism products and services
- › Marketing and promotion
- › The marketing and promotion of visitor services

## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1	2 hours	60%	This question paper comprises four scenario-based questions which require candidates to provide short answers. The scenarios are set in an international travel and tourism environment, although some provision is made for candidates to refer to local examples.	External examination
Paper 2	2 hours 30 minutes	40%	Students answer a series of questions on one prescribed subject, with a range of source material covering the topic.	External Examination
OR				
Paper 3	Coursework		This is an investigation which is directed towards the contents of Unit 6, and should allow candidates to apply their knowledge and skills of this area of the travel and tourism industry.	Internally Assessed, Moderated by CIE



## Biology

### Brief Description of the Course

This syllabus enables learners to better understand the technological world, with an informed interest in scientific matters. Students also learn to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life. They will develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. In addition, students will develop an interest in, and care for, the environment, while better understanding the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment. Finally, learners will develop an understanding of the scientific skills essential for both further study and everyday life.

### The Aims of the Programme:

The aims of the syllabus are the same for all students. They describe the educational purposes of a course in Biology for the IGCSE examination. They are to:

- › provide a worthwhile educational experience for all students, whether or not they go on to study science beyond this level;
- › acquire sufficient understanding and knowledge to become confident citizens in a technological world and to develop interest in matters of scientific import;
- › recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life;
- › prepare for studies beyond the IGCSE level in pure sciences, in applied sciences or in science-dependent vocational courses;
- › develop abilities and skills that are relevant to the practice of Biology and useful in everyday life;
- › encourage efficient and safe practice and effective communication;
- › develop attitudes relevant to Biology such as: concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness;
- › stimulate interest in, and care for, the environment;
- › promote an awareness that the study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations;
- › understand that the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

### Assessment Objectives

The three Assessment objectives in Biology are:

Knowledge with Understanding This is assessed in relation to:

- › scientific phenomena, facts, laws, definitions, concepts, theories;
- › scientific vocabulary, terminology, conventions (including symbols, quantities and units);
- › scientific instruments and apparatus, including techniques of operation and aspects of safety;
- › scientific quantities and their determination;
- › scientific and technological applications with their social, economic and environmental implications.

Handling Information & Solving Problems, students should be able, using oral, written, symbolic, graphical and numerical forms of presentation, to:

- › locate, select, organise and present information from a variety of sources;
- › translate information from one form to another;
- › manipulate numerical and other data;
- › use information to identify patterns, report trends and draw inferences;
- › present reasoned explanations of phenomena, patterns and relationships;
- › make predictions and propose hypotheses;
- › solve problems, including some of a quantitative nature.

Experimental Skills & Investigations: Students should be able to:

- › use techniques, apparatus, and materials (including the following of a sequence of instructions, where appropriate);
- › make and record observations and measurements Interpret and evaluate experimental observations and data;
- › plan and carry out investigations, evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and materials).

The topics covered throughout the two-year course:

- › Cells and cell processes
- › Classification and diversity of living organisms
- › Animal nutrition
- › Plant nutrition and transport
- › Respiration and the human transport system
- › Coordination, response and homeostasis
- › Reproduction in plants
- › Human reproduction
- › Inheritance and evolution
- › Organisms in their environment
- › Human influences on the environment

## Topics Studied

## Scheme of Assessment

Cambridge IGCSE Chemistry candidates are awarded grades ranging from A\* to G.

Candidates expected to achieve grades D, E, F or G, study the Core Curriculum only and are eligible for grades C to G.

Candidates expected to achieve grade C or higher should study the Extended Curriculum, which comprises the Core and Supplement Curricula; these candidates are eligible for all grades from A\* to G.

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1 or 2	45mins	30%	40 multiple choice questions based on the core curriculum	Multiple choice questions
Paper 3 or Paper 4	1 hour and 15 mins	50%	8 or 9 questions based on the core curriculum or 6 or 7 questions based on the extended curriculum	Written paper short answer and structured questions
Paper 5 or Paper 6	1 hour 15 mins or 1 hour	20%	practical test and questions based on experimental and observational skills or Alternative to practical test	Practical Test



# Chemistry

## Brief Description of the Course

This syllabus enables learners to better understand the technological world, with an informed interest in scientific matters. Students also learn to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life. They will develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. In addition, students will develop an interest in, and care for, the environment, while better understanding the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment. Finally, learners will develop an understanding of the scientific skills essential for both further study and everyday life.

## Aims of the Programme

Students will develop skills such as accuracy, objectivity, integrity, enquiry and initiative and come to realise the usefulness and limitations of scientific method and its application to other disciplines and everyday life. Through laboratory experiments and theoretical lessons they will understand the language of chemistry and become aware of how scientific methods and theories have developed and influenced the individual, community and the environment.

## Assessment Objectives

Knowledge and understanding, students should be able to demonstrate knowledge and understanding in relation to:

- › scientific phenomena, facts, laws, definitions, concepts and theories;
- › scientific vocabulary, terminology and conventions (including symbols, quantities and units);
- › scientific instruments and apparatus, including techniques of operation and aspects of safety;
- › scientific quantities and their determination;
- › scientific and technological applications with their social, economic and environmental implications.

Handling information and problem solving, students should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:

- › locate, select, organise and present information from a variety of sources;
- › translate information from one form to another;
- › manipulate numerical and other data;
- › use information to identify patterns, report trends and draw inferences;
- › present reasoned explanations for phenomena, patterns and relationships;
- › make predictions and hypotheses;

- › solve problems, including some of a quantitative nature.

Experimental skills and investigation, students should be able to:

- › know how to use techniques, apparatus and materials (including following a sequence of instructions where appropriate);
- › make and record observations, measurements and estimates;
- › interpret and evaluate experimental observations and data;
- › plan investigations, evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and materials).

## Topics Studied

### Grade 9:

- › Nature of Matter
- › Experimental Techniques
- › Atoms
- › Elements and Compounds
- › The Periodic Table
- › Stoichiometry
- › Acids, Bases and salts
- › Chemical reactions
- › Chemical Energetics

### Grade 10:

- › Organic Chemistry
- › Redox reactions
- › Electrochemistry
- › Metals
- › Air and Water
- › Sulphur
- › Carbonates

## Scheme of Assessment

Cambridge IGCSE Chemistry candidates are awarded grades ranging from A\* to G.

Candidates expected to achieve grades D, E, F or G, study the Core Curriculum only and are eligible for grades C to G.

Candidates expected to achieve grade C or higher should study the Extended Curriculum, which comprises the Core and Supplement Curriculums; these candidates are eligible for all grades from A\* to G.

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1 or 2	45mins	30%	40 multiple choice questions based on the core curriculum	Multiple choice questions
Paper 3 or Paper 4	1hr 15mins	50%	80 questions based on the core curriculum or 80 questions based on the extended curriculum	Written paper short answer and structured questions
Paper 5	1hr 15mins	20%	Practical test and questions based on experimental and observational skills	Practical Test



## Physics

### Brief Description of the Course

This syllabus enables learners to better understand the technological world, with an informed interest in scientific matters. Students also learn to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life. They will develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. In addition, students will develop an interest in, and care for, the environment, while better understanding the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment. Finally, learners will develop an understanding of the scientific skills essential for both further study and everyday life.

### Assessment Objectives

The three assessment objectives in Physics are:

- › Knowledge with understanding.
- › Handling information and solving problems.
- › Experimental skills and investigations.

All candidates, Core and Extended will take a Final Examination consisting in one Paper with three sections. Sections A and C are equal for both Extended and Core and Section B is differentiated according to the level.

### Topics Studied

- › Measurement
- › Motion
- › Density
- › Mass and weight
- › Momentum
- › Energy work and power
- › Forces
- › Pressure
- › Kinetic theory
- › Thermal properties and temperature
- › Thermal processes
- › Waves
- › Light
- › Sound
- › E-m-spectrum
- › Magnetism
- › Electrical quantities
- › Electric circuits
- › Electromagnetism
- › Dangers of electricity
- › Nuclear physics
- › Radioactivity
- › Experiments

### Scheme of Assessment

The syllabus is aimed at students across a very wide range of abilities, and will allow them to show success over the full range of grades from A\* to G.

All candidates enter for three Papers: Paper 1, Paper 2 or 3, and Paper 4. Candidates, who are expected to achieve C as a maximum grade, are entered for Paper 2. Candidates who are expected to achieve a C or higher are entered for Paper 3. All candidates must take Paper 5 as the practical paper.

The Coursework grade includes the performance of the students in their experimental work considering the average mark in their science reports along each academic year, and the results of the Unit Tests. The performance in the Science fair is part of the coursework as well.

Students can follow either the Core curriculum only or they may follow the Extended curriculum, which includes both the Core and the Supplement. Students aiming for grades A\* to C must follow the Extended curriculum. Students are expected to have adequate mathematical skills to cope with the curriculum.



## Scheme of Assessment

Cambridge IGCSE Chemistry candidates are awarded grades ranging from A\* to G.

Candidates expected to achieve grades D, E, F or G, study the Core Curriculum only and are eligible for grades C to G.

Candidates expected to achieve grade C or higher should study the Extended Curriculum, which comprises the Core and Supplement Curricula; these candidates are eligible for all grades from A\* to G.

Format	Duration	Weighting	Requirement	Type of assessment
Paper 1 or 2	45mins	30%	40 multiple choice questions based on the core curriculum	Multiple choice questions
Paper 3 or Paper 4	1 hour and 15 mins	50%	8 or 9 questions based on the core curriculum or 6 or 7 questions based on the extended curriculum	Written paper short answer and structured questions
Paper 5	1 hour 15 mins	20%	practical test and questions based on experimental and observational skills	Practical Test



## Art & Design

### Brief Description of the Course

This syllabus aims to encourage the development of experience and skills in developing and producing a range of artefacts and designs showing visual knowledge and understanding along with critical and cultural awareness. It 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. Successful candidates gain lifelong skills, including: confidence and enthusiasm as they develop technical skills in two- and three-dimensional form and composition; the ability to identify and solve problems in visual and tactile forms; the ability to develop ideas from initial attempts to outcomes.

### Aims of the Programme

The course encourages students to develop:

- › an ability to record from direct observation and personal experience;
- › an ability to identify and solve problems in visual and/or other forms;
- › creativity, visual awareness, critical and cultural understanding;
- › an imaginative, creative and personal response;
- › confidence, enthusiasm and a sense of achievement in the practice of art and design;
- › growing independence in the refinement and development of ideas and personal outcomes;
- › engagement and experimentation with a range of media, materials and techniques including new media where appropriate;
- › experience of working in relevant

frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;

- › knowledge of a working vocabulary relevant to the subject and an interest in, and a critical awareness of other practitioners, environments and cultures;
- › investigative, analytical, experimental, interpretative, practical, technical and expressive skills, which aid effective and independent learning.

### Assessment Objectives

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.

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.

Organisation and relationships of visual and/or other forms (20%)

- › Organise and use the 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.

## Topics Studied

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.

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.

Painting and Related Media

- › Landscapes,
- › Figure studies,
- › Portraits,
- › The natural or man-made environment,
- › Still-life,
- › Artefacts,
- › Abstract notions or feelings,
- › Personal experiences, Or visual ideas inspired by literary sources.

Depending on availability Graphic Design may also be offered.

Candidates should learn to use a sketchbook to make visual and/or other appropriate researches and develop their ideas. They should also show knowledge of art and design from other cultures or history and relate it to their own studies.

## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Coursework		50%	One final outcome plus supporting portfolio (maximum size of outcome and portfolio is A2, up to 4 sheets (8 sides) of work in portfolio).	Centre based assessment, moderated by CIE
Exam	8hrs	50%	8 hour practical examination assessed by CIE Examination piece plus up to two sheets (four sides) of supporting studies (maximum size A2).	8 hour practical examination assessed by CIE



# Music

## Brief Description of the Course

This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge. Learners are given the opportunity to: listen to and learn about music from a wide range of historical periods and major world cultures; develop their skills in performing music, both individually and in a group with other musicians; develop their skills in composing music in a style of their own choice.

## Aims of the Programme

are to:

- › enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening,

- › performing and composing; help candidates develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music;
- › help candidates to recognise and understand the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences;
- › provide a foundation for the development of an informed appreciation of music;
- › provide a foundation for further study in music at a higher level.

## Recommended Prior Learning

Candidates beginning this course are expected to have a minimum of some background in practical music-making. For information on levels of proficiency required and or musical instruments available, contact the Music Teacher.

## Assessment Objectives

The three assessment objectives are:

- › Listening
- › Performing
- › Composing

The examination covers the following areas:

Listening:

- › Aural awareness, perception and discrimination in relation to Western music.
- › Identifying and commenting on a range of music from cultures in different countries.
- › Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work.

Performing:

- › Technical competence on one or more instruments.
- › Interpretative understanding of the music performed.

Composing:

- › Discrimination and imagination in free composition.
- › Notation, using staff notation and, if appropriate, other suitable systems.

## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Exam (Listening)	c. 1 hour 15 mins	40%	Written examination based on CD recording supplied by Cambridge	Externally assessed
Coursework (Performing)	n/a	30%	Two prepared performances, one individual and one ensemble	Internally marked and externally moderated
Coursework (Composing)	n/a	30%	Two contrasting compositions	Internally marked and externally moderated

# Drama

## Brief Description of the Course

Through practical and theoretical study, students are encouraged to understand and enjoy drama by developing their performance skills, both individually and in groups.

They develop an understanding the role of actor, director and designer in creating a piece of theatre and learn to consider ways in which ideas and feelings can be communicated to an audience. They also discover the performance possibilities of plays and other dramatic stimuli, while devising dramatic material of their own.

## Aims of the Programme

The syllabus aims to:

- › develop candidates' understanding of drama through practical and

- › theoretical study;
- › enable candidates to understand the role of actor, director and designer in creating a piece of theatre;
- › develop candidates' acting skills, both individually and in groups;
- › enable candidates to develop their skills in devising original drama;
- › help candidates communicate feelings and ideas to an audience;
- › foster understanding of the performance process and enable candidates to evaluate the various stages of that process;
- › encourage enjoyment of drama;

## Topics Studied

- › Understanding repertoire, and how to interpret and realise it

in a live performance.

- › Devising dramatic material and reflecting on its effectiveness.
- › Acting skills and ability to communicate effectively to an audience.

## Assessment Objectives

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;
- › their ability to devise dramatic material and reflect on its effectiveness;
- › their acting skills and their ability to communicate effectively to an audience.

## Scheme of Assessment

Format	Duration	Weighting	Requirement	Type of assessment
Written examination	2hr 30 min	40%	This exam consists of three stimuli and an extended extract from a play (or an abridged version of an entire play). Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play.	External examination
Coursework	n/a	60%	Three pieces of practical work are submitted: 1. One individual piece of a performance of an extract from a play. 2. Two group pieces: one performance of an extract of a play, one original devised piece.	Internally marked and externally moderated



## Information & Communication Technology

### Aims of the Syllabus

This syllabus encourages learners to develop lifelong skills, including understanding and using applications. They will also use Information and Communication Technology (ICT) to solve problems, and analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose. Students will gain an understanding the implications of technology in society, including social, economic and ethical uses, and show awareness of the ways ICT can help in home, learning and work environments.

### Assessment Objectives

Practical Skills, students should be able to:

- › use e-mail and the Internet to gather and communicate information;
- › use word processing facilities to prepare documents;
- › use database facilities to manipulate data to solve problems and represent data graphically;
- › integrate data from different sources into a single document or report;
- › produce output in a specified format;
- › use a spread sheet to create and test a data model, extracting and summarising data;
- › create a structured website with style sheets, tables and hyperlinks;
- › create and control and interactive presentation.

Knowledge & Understanding, students should be able to demonstrate knowledge and understanding in relation to:

- › the functions of the main hardware and software components of computer systems;
- › the networking of information-processing systems;
- › the ways in which Information

Technology is used and the effects of its use;

- › the stages and methods of system analysis and design;
- › Computing terminology.

### Topics Studied

The curriculum content is set out in sixteen interrelated sections. These sections should be read as an integrated whole and not as a progression. The sections are:

#### Theoretical Sections

- › Types and components of computer systems
- › Input and output devices
- › Storage devices and media
- › Computer networks
- › Data types
- › The effects of using ICT
- › The ways in which ICT is used
- › Systems analysis and design

#### Practical Sections

- › Communication
- › Document production
- › Data manipulation
- › Integration
- › Output data
- › Data analysis
- › Website authoring
- › Presentation authoring

## Assessment

Component	Format	Duration	Weighting	Type of assessment
Paper 1	Written paper	2 hours	40%	This is a written paper of 100 marks assessing theoretical knowledge and understanding.  These are two practical papers of 80 marks each, assessing practical skills.
Paper 2	Practical test	2 hours 30 minutes	30%	
Paper 3	Practical test	2 hours 30 minutes	30%	

All candidates will be entered for examination in Papers 1, 2 and 3.



# Physical Education

This course will run in addition ISH Physical Education.

## Brief Description of the Course:

This syllabus develops knowledge, skills and an understanding of a range of relevant physical activities. This comes from studying both practical and theoretical aspects of Physical Education. Students gain lifelong skills, including: an ability to plan, perform, analyse and improve, and evaluate physical activities; knowledge, skills and understanding of a range of relevant physical activities; an understanding of effective and safe performance; an understanding of the role of sport and physical activity in society and in the wider world; an excellent foundation for advanced study; an enjoyment of physical activity.

## The Aims of the Programme

- › Enable students to plan, perform, analyse and improve, and evaluate physical activities.
- › Develop an understanding of the role of sport and physical activity in society and in the wider world.
- › Acquire an excellent foundation for advanced study.
- › Acquire knowledge, skills and understanding of a range of relevant physical activities.
- › Develop an understanding of effective and safe performance.
- › Promote the students’

personal development and an understanding of themselves and others.

## Topics studied

Practical and theoretical studies are completed for the following Categories:

- › Games
- › Gymnastic activities
- › Dance
- › Athletics Activities
- › Swimming
- › Combat Activities
- › Outdoors and Adventurous Activities

## Assessment Objectives

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

- › Physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.

- › An ability to analyse and improve their own and others’ performance.
- › 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.

### Component 1: Paper 1

1 hour 45 minutes, 80 marks

The examination assesses candidate’s knowledge and understanding in relation to the syllabus content.

Candidates are required to demonstrate skills of description, interpretation and evaluation.

The question paper has a weighting of 40% of the total marks and is divided into two sections.

#### Section A:

Short answer questions on:

- › Unit 1: Factors affecting performance.
- › Unit 2: Health, safety and training.
- › Unit 3: Reasons and opportunities for participation in physical activity.



## Section B:

Three structured questions and differentiated questions, one on each unit:

- › Unit 1: Factors affecting performance.
- › Unit 2: Health, safety and training.
- › Unit 3: Reasons and opportunities for participation

in physical activity.

The Coursework component requires candidates to offer a minimum of four practical activities from two of the seven categories. The practical activities are:

The following grid shows the weighting of the assessment objectives in the two components of the scheme of assessment:

Assessment Objectives	Components	
	Paper 1	Coursework
A1	-	50
A2	-	10
A3	40%	-
Total	40%	60%

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities worth 50% of the syllabus total.

In addition candidates are assessed on their ability to analyse and improve their own or another's performance in one of their chosen practical activities, worth 10% of the syllabus total.

Therefore, in assessing practical activities, the following assessment objectives must be met (60% total weighting):

- › Planning, Performing and Evaluating to account for 50%;
- › Analysing and improving to account for 10%.

Assessment will be conducted and internally standardized by the Centre with moderation of video evidence by a CIE appointed Moderator.



Notes:

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