



HeadStart

International School Phuket

KS4

Curriculum Handbook

2017-2018

FOREWORD

“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

Clay P Bedford

Cambridge International Certificate of Education (ICE)

In addition to their set of IGCSE's (7 or above) some students may wish to gain an additional qualification and use their IGCSE passes to achieve what is called the International Certificate of Education (ICE). The ICE is graded as a pass, merit or a distinction based on the outcomes of a student's IGCSE results.

The ICE allows schools to offer a broad and balanced curriculum by recognizing the achievements of learners who pass examinations in at least seven Cambridge IGCSE subjects from five different subject groups, including two different languages. An ICE certificate will make it clear to any future college or university that a student has studied a broad and balanced curriculum and their level of attainment across many subjects.

The Cambridge IGCSE subjects are grouped into five curriculum areas:

Group I: Languages

(Thai, Mandarin, French, Russian, Spanish, English as a Second Language, and English as a First Language)

Group II: Humanities and Social Sciences

(Literature (English), Geography and History)

Group III: Sciences

(Biology, Chemistry, Science, Co-ordinated Sciences and Combined Science)

Group IV: Mathematics

(Maths – Core or Extended)

Group V: Creative, Technical and Vocational

(Music, Physical Education, Art and Design, Design and Technology, ICT and Business Studies)

Learners must take two different languages from Group I, and at least one subject from each of Groups II, III, IV and V. The seventh subject can be taken from any of the five subject groups.

To achieve the different levels of ICE Award:

- Pass – Students must achieve a grade G or above in at least seven subjects.
- Merit – Students must achieve a grade C or above in five subjects and a grade F in two further subjects.
- Distinction – Students must achieve a grade A or above in five subjects and a grade C in two further subjects.

If you would like to achieve the ICE award you will need to contact **Mr. Adam Drew** regarding making this entry by the end of **December 2018**.

The entry for the ICE Award is charged at 2,000THB and will be invoiced with the IGCSE entries, which occurs in January of the year of examination (2019).

For Further Information please see the Cambridge Website:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-ice/>

First Language English

Cambridge IGCSE First Language English (0500)

Students studying Cambridge IGCSE First Language English are given the opportunity to:

Cambridge IGCSE First Language English is designed for students whose mother tongue is English.

The course allows students to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing.
- learn how to use a wide-range of vocabulary, and correct spelling, punctuation and grammar.
- develop a personal style and an awareness of the audience being assessed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Successful candidates are well-prepared for further study including AS and A Level GCE English Language, Cambridge Pre-U and the Cambridge International AS and A Level English.

Syllabus Overview

The aims are to:

- 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 Overview

Paper 1 Reading Passages (Core) (1 hour 45 minutes)

Weighting 50 marks

Candidates answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long.

This component is set and marked by Cambridge.

This component is eligible for grades C–G and is worth 50% of the total marks.

OR

Paper 2 Reading Passages (Extended) (2 hours)

Weighting 50 marks

Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long.

This component is set and marked by Cambridge.

This component is eligible for grades A–E and is worth 50% of the total marks.

AND

Component 4 Coursework Portfolio (Core and Extended)

Weighting 50 marks

Candidates submit three assignments, each of 500–800 words.

This component is assessed by the teacher and moderated by Cambridge.

This component is eligible for grades A–G and is worth 50% of the total marks.

Assessment Objectives

Cambridge IGCSE First Language English has three assessment objectives (AOs).

AO1: Reading

Candidates will be assessed on their ability to:

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

AO2: Writing

Candidates will be assessed on their ability to:

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

AO3: Speaking and listening

Candidates will be assessed on their ability to:

- SL1 articulate experience and express what is thought, felt and imagined
- SL2 present facts, ideas and opinions in a sustained, cohesive order
- SL3 communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- SL4 use register appropriate to audience and context
- SL5 listen to and respond appropriately to the contributions of others.

English as a Second Language

Cambridge English as a Second Language IGCSE (0510)

Students studying Cambridge IGCSE English as a Second Language are given the opportunity to: gain lifelong skills and knowledge including:

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

Prior learning

Cambridge IGCSE English as a Second Language is designed for learners whose first language is not English but who use it as a lingua franca or language of study.

Syllabus Overview

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

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

Assessment Overview

Component 1 Reading and writing (Core)(1 hour 30 minutes)

Weighting 70 marks

Written examination

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 marked

Component 2 Reading and writing (Extended)(2 hours)

Weighting 90 marks

Written examination

There are seven tasks in the paper, testing a range of reading and writing skills.

Candidates who take this component are eligible for grades A*–E.

Externally marked

Component 3 Listening (Core) (Approximately 30–40 minutes)

Weighting 30 marks

Written examination

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

Candidates who take this component are eligible for grades C–G.

Externally marked

Component 4 Listening (Extended)(Approximately 45 minutes)

Weighting 40 marks

Written examination

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.

Candidates who take this component are eligible for grades A*–E.

Externally marked

Component 5 Speaking (Approximately 10–15 minutes)

Weighting 30 marks

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

Assessment Objectives

AO1: Reading

R1 identify and retrieve facts and details

R2 understand and select relevant information

R3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

R4 understand what is implied but not actually written, e.g. gist, relationships, writer's

purpose/intention, writer's feelings, situation or place

AO2: Writing

W1 communicate clearly, accurately and appropriately W2

convey information and express opinions effectively W3

employ and control a variety of grammatical structures

W4 demonstrate knowledge and understanding of a range of appropriate vocabulary

W5 observe conventions of paragraphing, punctuation and spelling

W6 employ appropriate register/style

AO3: Listening

L1 identify and retrieve facts and details

L2 understand and select relevant information

L3 recognise and understand ideas, opinions and attitudes and the connections between related ideas

L4 understand what is implied but not actually stated, e.g. gist, relationships between speakers, speaker's purpose/intention, speaker's feelings, situation or place

AO4: Speaking

S1 communicate clearly, accurately and appropriately

S2 convey information and express opinions effectively

S3 employ and control a variety of grammatical structures

S4 demonstrate knowledge of a range of appropriate vocabulary

S5 engage in and influence the direction of conversation

S6 employ suitable pronunciation and stress pattern

Literature (English)

Cambridge Literature (English) (0486)

Students studying Cambridge IGCSE Literature are given the opportunity 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

Syllabus Overview

Cambridge IGCSE First Literature is designed for students who have confident and assured English ability..

The course allows students to:

- sustain a critical understanding of texts showing individuality and insight
- respond sensitively and in detail to the way the writer achieves effects (sustaining a convincing voice in an empathic task)
- incorporates well-selected reference to the text skilfully and with flair

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of English Literature across a variety of genres and time periods.

Successful candidates are well-prepared for further study including AS and A Level GCE English Language, Cambridge Pre-U and the Cambridge International AS and A Level English.

Assessment Overview

Component 1 - Poetry and Prose (1 hour 30 minutes)

Weighting 50%

Candidates answer two questions on two texts: one poetry and one prose.

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

AND

Component 3 - Drama (Open Text) (45 minutes)

Weighting 25%

Candidates answer one question on one text. There is a choice of two questions (one passage-based and one essay) on each text. Externally marked.

AND

Component 5 - Coursework

Weighting 25%

Candidates submit a portfolio of two assignments each on a different text.

Internally assessed and externally moderated.

Assessment Objectives

The assessment objectives in Cambridge IGCSE Literature (English) are:

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

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

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

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

Mathematics

Cambridge IGCSE Mathematics (0580)

Students studying Cambridge IGCSE Mathematics are given the opportunity to:

- Develop their mathematical knowledge.
- Develop a feel for numbers, patterns and relationships.
- Consider and solve problems and present and interpret results.
- Communicate and reason using mathematical concepts.
- Build a solid foundation for further study.

Syllabus Overview

Candidates may follow either the Core curriculum or the Extended curriculum.

Candidates aiming for grades A* to C should follow the Extended curriculum.

All candidates will study the following topics:

1. Number
2. Algebra and graphs
3. Geometry
4. Mensuration
5. Co-ordinate geometry
6. Trigonometry
7. Matrices and transformations
8. Probability
9. Statistics

The aims of the curriculum are the same for all candidates. The aims are to enable candidates to:

1. Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
2. Read and write and talk about the subject in a variety of ways

3. Develop a feel for number, carry out calculations and understand the significance of the results obtained
4. Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
5. Solve problems, present the solutions clearly, check and interpret the results
6. Recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem
7. Develop an ability to apply mathematics in other subjects, particularly science and technology
8. Develop the abilities to reason logically, to classify, to generalise and to prove
9. Produce and appreciate imaginative and creative work arising from mathematical ideas
10. Acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Assessment Overview

Candidates take two written papers.

Candidates who follow the **Core** curriculum **take Papers 1 and 3** and are **eligible for grades C to G**. Candidates who follow the **Extended** curriculum **take Papers 2 and 4** and are **eligible for grades A* to E**.

Paper 1 Short Core Paper (2 hours)

Weighting 35%

Written Paper

Short-answer questions based on the Core curriculum.

Externally marked.

Paper 2 Short Extended Paper (1 hour 30 minutes)

Weighting 35%

Written Paper

Short-answer questions based on the Extended curriculum.

Externally marked.

Paper 3 Longer Core Paper (2 hours)

Weighting 65%

Written Paper

Structured questions based on the Core curriculum.

Externally marked.

Paper 4 Longer Extended Paper (2 hours 30 minutes)

Weighting 65%

Written Paper

Structured questions based on the Extended curriculum.

Externally marked.

Candidates should have an electronic calculator for all papers. Algebraic or graphical calculators are not permitted

Assessment Objectives

The two assessment objectives in Cambridge IGCSE Mathematics are:

AO1 Mathematical techniques

AO2 Applying mathematical techniques to solve problems

CORE:

Assessment objective	Paper 1 (marks)	Paper 3 (marks)	Percentage of the Assessment
AO1: Mathematical techniques	42–48	78–88	75–85%
AO2: Applying mathematical techniques to solve problems	8–14	16–26	15–25%

EXTENDED:

Assessment objective	Paper 2 (marks)	Paper 4 (marks)	Percentage of the Assessment
A01: Mathematical techniques	28–35	52–65	40–50%
A02: Applying mathematical techniques to solve problems	35–42	65–78	50–60%

Co-ordinated Sciences

Cambridge IGCSE Co-ordinated Sciences (0654)

Students studying Cambridge IGCSE Co-ordinated Sciences are given the opportunity to:

- To provide a worthwhile educational experience for all candidates, through well-designed studies of experimental and practical science, whether or not they go on to study science beyond this level.
- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance.
- Recognise the usefulness and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life.
- Be suitably prepared for studies beyond Cambridge IGCSE in pure science, in applied sciences or in science-dependent vocational cases.
- To develop abilities and skills that are relevant to the study and practice of science and are useful in everyday life.
- To stimulate curiosity, interest and enjoyment in science and its methods of enquiry.

Syllabus Overview

A combination of topics from Biology, Chemistry and Physics:

Biology Topics:

- B1. Characteristics of Living Organisms; B2. Cells; B3. Enzymes; B4. Nutrition; B5. Transportation
- B6. Respiration; B7. Coordination and Response; B8. Reproduction; B9. Inheritance
- B10. Energy Flow in Ecosystems; B11. Human Influences on the Ecosystem

Chemistry Topics:

- C1. The Particulate Nature of Matter; C2. Experimental Techniques; C3. Atoms, Elements and Compounds
- C4. Stoichiometry; C5. Electricity and Chemistry; C6. Energy Changes in Chemical Reactions
- C7. Chemical Reactions; C8. Acids, Bases and Salts; C9. The Periodic Table; C10. Metals

· C11. Air and Water; C12. Sulfur; C13. Carbonates; C4. Organic Chemistry

Physics Topics:

· P1. Motion; P2. Matter and forces; P3. Energy, Work and Power; P4. Simple Kinetic Molecular Model of Matter; P5. Matter and Thermal Properties; P6. Transfer of Thermal Energy; P7. Waves; P8. Light; P9. Electromagnetic Spectrum; P10. Sound; P11. Magnetism; P12. Electricity; P12. Electric Circuits; P14. Electromagnetic Effects; P15. Radioactivity

Assessment Overview

Paper 1 (45 minutes)

Weighting 30%

Multiple Choice Paper

Paper 3 (2 hours)

Weighting 50%

Written Paper

Core theory paper consisting of short-answer and structured questions, based on the core curriculum.

Paper 3 (1 hour)

Weighting 20%

Written Paper – Alternative to Practical

Assessment Objectives

AO1 Knowledge with understanding

AO2 Handling information and problem solving

AO3 Experimental skills and investigation

Biology

Cambridge IGCSE Biology (0610)

Students studying Cambridge IGCSE Biology are given the opportunity to:

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

Syllabus Overview

Core content:

- Characteristics and Classification of Organisms
- Organisation and maintenance of the Organism
- Development of the organism and the continuity of life
- Relationships of organisms with one another and with their environment

Extended Content:

- Extended classification systems and the main features for classifying microorganisms.
- Application and examples on active transport in cells, the industrial use of enzymes, the industrial use of microorganisms, problems with world food supplies and more.
- Analysis of the role of hormones in human reproduction and in fertility technology, applications of artificial insemination, the mechanism of HIV infection and prevention and more.
- Study the cause and effects of sickle cell anaemia, the genetic engineering of bacteria for the production of insulin, greenhouse gasses and global warming, the concept of renewable energy

and more

Assessment Overview

Paper 2 Extended (45 minutes)

Weighting 30%

Multiple Choice Paper

Paper 4 Extended Theory (1 hour 15 minutes)

Weighting 50%

Written Paper

Paper 6 (1 hour)

Weighting 20%

Written Paper – Alternative to Practical

Assessment Objectives

AO1 Knowledge with understanding

AO2 Handling information and problem solving

AO3 Experimental skills and investigations

Chemistry

Cambridge IGCSE Chemistry (0620)

Students studying Cambridge IGCSE Chemistry are given the opportunity to:

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

Syllabus Overview

Core content:

- The particulate nature of matter; Experimental techniques; Atoms, elements and compounds
- Stoichiometry; Electricity and chemistry chemical energetics; Chemical reactions; Acids, bases and salts
- The periodic Table; The Periodic Table; Periodic trends; Group properties; Transition elements
- Noble gases; Metals; Air and water; Sulfur; Carbonates; Organic chemistry.

Extended Content:

- The kinetic theory of matter
- Properties of isotopes and their uses
- The description of the formation of different compounds their bonding types, structure and properties.
- Stoichiometric relationships of reactions in which reacting masses are calculated using reactants

in solution and the concept of mole is discussed.

- Molar volumes in relation to the Avogadro number is used to find the volume of a gas taking part in a reaction and can work the number of moles given the volume of a gas.
- Electrolysis of the compounds and the prediction of electrolysis products are taken as extended topics.

Assessment Overview

Paper 2 Extended (45 minutes)

Weighting 30%

Multiple Choice Paper

Paper 4 Extended Theory (1 hour 15 minutes)

Weighting 50%

Written Paper

Paper 6 (1 hour)

Weighting 20%

Written Paper – Alternative to Practical

Assessment Objectives

AO1 Knowledge with understanding

AO2 Handling information and problem solving

AO3 Experimental skills and investigations

Physics

Cambridge IGCSE Physics (0625)

Students studying Cambridge IGCSE Physics are given the opportunity to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness • develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.

Syllabus Overview

Core content:

- General physics:
Length and time; motion, mass and weights; density; forces; Momentum; energy, work and power; pressure
- Thermal physics; Properties of waves, including light and sound; Electricity and magnetism;
Atomic physics

Extended Content:

- The use of a micrometre screw gauge to measure very small distances
- The distinction between speed and velocity calculation of acceleration using time taken and change of velocity.
- The use of the gradient from speed-time graphs to calculate acceleration
- Study of Hooke's Law and use of the expression $F = kx$, where k is the spring constant'
- Application of the principle of moments to different situations
- Demonstrate an understanding of the difference between scalars and vectors and give common examples and determine graphically

- Study of methods of demagnetisation, to include hammering, heating and use of A.C. in coil and measurement of charge and direction of an electric field.

Assessment Overview

Paper 2 Extended (45 minutes)

Weighting 30%

Multiple Choice Paper

Paper 4 Extended Theory (1 hour 15 minutes)

Weighting 50%

Written Paper

Paper 6 (1 hour)

Weighting 20%

Written Paper – Alternative to Practical

Assessment Objectives

AO1 Knowledge with understanding

AO2 Handling information and problem solving

AO3 Experimental skills and investigations

Information & Communication Technology

Cambridge IGCSE Information and Communication Technology (0417)

Students studying Cambridge IGCSE ICT are given the opportunity to:

- understanding and using applications
- using Information and Communication Technology (ICT) to solve problems
- analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- understanding the implications of technology in society, including social, economic and ethical uses
- awareness of the ways ICT can help in home, learning and work environments.

Syllabus Overview

The aims are to develop:

- knowledge of ICT including new and emerging technologies
- autonomous and discerning use of ICT
- skills to enhance work produced in a range of contexts
- skills to analyse, design, implement, test and evaluate ICT systems
- skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues
- ICT-based solutions to solve problems
- the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice

Assessment Overview

Paper 1 (2 hours)

Weighting 40%

Written Paper

Questions will be based on sections 1–21 of the subject content

All questions are compulsory

Paper 2 (2 hours 30 minutes)

Weighting 30%

Practical Paper

Document Production, Data Manipulation and Presentations.

This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content

Candidates use knowledge-based practical skills from sections 1–16 All tasks are compulsory

Paper 3 (2 hours 30 minutes)

Weighting 30%

Practical Paper

Data Analysis and Website Authoring

This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content

Candidates use knowledge-based practical skills from sections 1–16

All tasks are compulsory

All papers are externally assessed

Assessment Objectives

The assessment objectives (AOs) are:

- AO1** Recall, select and communicate knowledge and understanding of ICT
- AO2** Apply knowledge, understanding and skills to produce ICT-based solutions
- AO3** Analyse, evaluate, make reasoned judgments and present conclusions

Art & Design

Cambridge IGCSE Art and Design (0400)

Students studying Cambridge IGCSE Art and Design are given the opportunity to:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media
- Graphic Communication

Paint and drawing

Candidates should be encouraged to work from direct observation and to explore the use of tone, colour and composition, materials and context. This can be shown through the use of processes and use of media such as charcoal, pencil, pastels, acrylic, watercolour, oil and inks.

Graphic Media

Candidates should be encouraged to demonstrate the communication of visual and/or other meaning through images. Candidates should explore an expressive and persona response in their work.

Printmaking

Candidates should be encouraged to explore image making rather than the specific design for industrial design processes such as repeat fabric design. Ideas and development will evolve through investigation, development and experience that could be gained from direct observation or a personal response to a theme.

Supporting Portfolio

This should contain work, which shows the research, inspiration, development and evaluation relevant to the one final outcome. The maximum size is A2, and no more than four sheets – eights sides in total. The supporting portfolio should directly relate to the final outcome. Candidates

should be reminded that the quality of work is more important than the amount of work: any weaker work submitted may have a detrimental effect on the mark awarded.

Final Outcome

The final outcome should be a resolved piece of work that has been developed from the supporting studies. This can be in any chosen medium studied and could be a series of works, if the intention from the outset was always to produce several related items: for example a series of photographic prints, sculptures, paintings (triptych) or artefacts.

The final outcome should offer breadth and depth of exploration and inquiry. Stimulated by the content set by the Centre. It must be the candidate's individual response.

Work submitted should demonstrate evidence of:

- Informed and personal exploration within the chosen area
- Recording, analysis, organisation and collection of observations, expressions and insights relative to ideas and intentions.
- Experimentation with ideas, concepts, materials, techniques and processes
- Reflection, review and refinement.

Work for this should also include evidence of study and exploration of the practice of other related practitioners who inform the candidate's own work. The candidate's work should display an understanding of cultural and historical contexts in which the work of others is created. The accredited teacher will assess both the supporting portfolio and the final outcome together for each candidate and award a single mark out of 100. This will then be externally moderated by Cambridge.

Controlled eight-hour test

Candidates will be expected to select and organise their supporting studies in order to support the controlled eight-hour test. The controlled test will form the culmination of the research and evaluation that the candidate has undertaken during the preparatory period. Candidates are expected to produce evidence that all of the assessment objectives have been met in response to the chosen question.

Assessment Objectives

AO1 Gathering, recording, research and investigation

- investigate and research a variety of appropriate sources
- record and analyse information from direct observation and/or other sources and personal experience.

AO2 Exploration and development of ideas

- explore a range of visual and/or other ideas by manipulating images
- show a development of ideas through appropriate processes.

AO3 Organisation and relationships of visual and/or other forms

- organise and use visual and/or other forms effectively to express ideas
- make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms.

AO4 Selection and control of materials, media and processes

- show exploration and experimentation with appropriate materials
- select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions.

AO5 Personal vision and presentation

- show personal vision and commitment through an interpretative and creative response
- present an informed response through personal evaluation, reflection and critical thinking.

Business Studies

Cambridge IGCSE Business Studies (0450)

Students studying Cambridge IGCSE Business Studies are given the opportunity to:

- understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- appreciate the role of people in business success

Students will also gain lifelong skills, including:

- the ability to calculate and interpret business data
- communication skills needed to support arguments with reasons
- the ability to analyse business situations and reach decisions or judgement

Syllabus Overview

The aims of the IGCSE Business Studies syllabus 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
- 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
- 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.

Assessment Overview

For Cambridge IGCSE Business Studies, candidates take two compulsory components, Paper 1 and Paper 2. Both question papers will draw on topics taken from the whole of the syllabus content. All candidates are eligible for grades A* to G.

Paper 1 (1 Hour 30 minutes)

Weighting 50%

Written examination

Written examination consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions.

Paper 2 (1 Hour 30 minutes)

Weighting 50%

Written examination

Written examination consisting of four questions based on a case study, provided as an Insert with the paper. Candidates answer all questions.

Assessment Objectives

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

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

AO3: Analysis distinguish between evidence and opinion in a business context. Students will also be able to order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.

AO4: Evaluation present reasoned explanations, develop arguments, understand implications and draw inferences, make judgements, recommendations and decisions.

Design and Technology

IGCSE Design and Technology: Resistant Materials (0445)

Students studying Cambridge IGCSE Design and Technology are given the opportunity to:

- develop creative thinking in areas relevant to design and technology
- apply problem solving skills to practical and technological problems
- develop the communication skills central to design, making and evaluation
- apply knowledge and understanding to the design and making of products, taking into consideration sustainability and the wider impact on society
- encourage candidates to apply learning to areas of personal interest
- develop a range of transferable skills and the attributes of the Cambridge learner
- develop the ability to make aesthetic, economic, moral and technical value judgments.

Syllabus Overview

This area of study aims to develop the skills and knowledge used by designers within the context of a group of related technological resource areas: structures, mechanisms and electronics. Candidates need practical experience so that they can get a broad understanding of the three resource areas. By identifying how these areas interrelate, candidates can appreciate and exploit their role in designing and making controlled systems.

Assessment Overview

Enter details of the assessment that the students complete during the course such as the exam papers, length of exams, and what the student will be expected to do and the weighting of the component.

Paper 1 Product Design (1 hour 15 minutes)

Weighting 25%

This is a compulsory written paper. It tests design thinking.

50 marks

Externally marked

Paper 3 Resistant Materials (1 hour)

Weighting 25%

This is a written paper.

50 marks

Externally marked

Paper 5 Project

Weighting 50%

The project is compulsory and is a school-based assessment. Candidates will chose the focus of their projects with guidance.

100 marks

Internally marked/externally moderated

Assessment Objectives

- AO1** Recall, select and communicate knowledge and demonstrate understanding in design and technology including their wider effects.
- AO2** Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.
- AO3** Analyse and evaluate products, including their design and production.

Drama

Cambridge IGCSE Drama (0411)

Students studying Cambridge IGCSE Drama are given the opportunity to understand and enjoy drama by:

- developing their performance skills, both individually and in groups
- understanding the role of actor, director and designer in creating a piece of theatre
- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own.

Prior learning

Learners beginning this course are not expected to have studied drama previously.

Progression

Candidates who are awarded grades C to A* in Cambridge IGCSE Drama are well prepared to follow courses leading to AS and A Level Drama, or the equivalent.

Syllabus Overview

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.

Assessment Overview

Component 1 (2 hours 30 minutes)

Weighting 40%

Written examination

The questions on this paper relate to pre-release material, which is sent to centres in advance of the examination. This material 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.

The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer.

The question paper is structured as follows:

Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).

Section B (25 marks) Candidates answer **one** longer-answer question from a choice of three on the extract from the play.

Section C (25 marks) Candidates answer **one** longer-answer question from a choice of three on the drama devised from their chosen stimulus.

Externally assessed.

Component 2 Coursework

Candidates submit three pieces of practical work.

- **One individual piece (3–5 minutes):**

one performance of an extract from a play.

- **Two** group pieces (maximum 15 minutes each):

one performance of an extract from a play and one original devised piece.

Assessment Objectives

AO1: Understanding repertoire

Candidates will be assessed on their ability to demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

AO2: Devising

Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.

AO3: Acting skills

Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience.

French Foreign Language

Cambridge IGCSE French Foreign Language (0520)

Students studying Cambridge IGCSE French Foreign Language are given the opportunity 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
- 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.

Syllabus Overview

The subject content is organised around five broad Topic areas, which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

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

Assessment Overview

Enter details of the assessment that the students complete during the course such as the exam papers, length of exams, and what the student will be expected to do and the weighting of the component.

All candidates take four papers. All candidates take:

Paper 1 (45 minutes)

Weighting 25%

Listening

Candidates listen to a number of recordings and answer questions testing comprehension
Externally assessed

Paper 2 (60 minutes)

Weighting 25%

Reading

Candidates read a number of texts and answer questions testing comprehension
Externally assessed

Paper 3 (15 minutes)

Weighting 25%

Speaking

Candidates complete

- Two role plays,
- A topic presentation/conversation
- A general conversation

Internally assessed/externally moderated

Paper 4 (60 minutes)

Weighting 25%

Writing

Candidates respond in the target language to three tasks
Externally assessed

Assessment Objectives

Candidates will be assessed on their ability to:

AO1 Understand and respond to spoken language

AO2 Understand and respond to written language

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

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

Geography

Cambridge Geography IGCSE (0460)

Students studying Cambridge IGCSE Geography are given the opportunity to develop lifelong skills, including:

- an understanding of the processes which affect physical and human environments
- an understanding of location on a local, regional and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

Syllabus Overview

The aims are to develop:

- an understanding of location on a local, regional and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment
- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

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

- 1** Population and settlement
- 2** The natural environment
- 3** Economic development.

Assessment Overview

All candidates take three components.

Paper 1 (1 hour 45 minutes)

Weighting 45%

Geographical Themes - Candidates answer three questions, each worth 25 marks. Candidates must answer one question from each section

Externally assessed

Paper 2 (1 hour 30 minutes)

Weighting 27.5%

Geographical Skills - Candidates answer all the questions

Externally assessed

Paper 4 (1 hour 30 minutes) Coursework

Weighting 27.5%

Alternative to Coursework - Candidates answer two compulsory questions, completing a series of written tasks.

Externally assessed

Assessment Objectives

AO1 Knowledge with understanding

Candidates should be able to demonstrate knowledge and understanding of:

- the wide range of processes, including human actions, contributing to the development of
 - (a) physical, economic and social environments and their effects on the landscape
 - (b) spatial patterns and interactions which are important within these environments

- the relationships between human activity and the environment
- the importance of scale (whether local, regional or global)
- the changes which occur through time in places, landscapes and spatial distribution.

AO2 Skills and analysis

Candidates should be able to:

- interpret and analyse geographical data
- use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form
- use geographical data to recognise patterns in such data and to deduce relationships
- select and show understanding of techniques for observing and collecting data
- select and use techniques for organising and presenting data.

AO3 Judgement and decision making

Through their geographical training, candidates should be able to:

- reason and make judgements and decisions, including evaluation and conclusions, which demonstrate, where appropriate

(a) an appreciation of the attitudes, values and beliefs of others in issues which have a geographical dimension

(b) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions

(c) a willingness to review their own attitudes in the light of the views of others and new knowledge acquired

- make judgements and decisions and recognise how these are made within a geographical context as affected and constrained by

- (a) the physical and human contexts in which decisions are made
- (b) the values and perceptions of differing groups or individuals
- (c) the choices available to decision makers
- (d) the increasing level of global interdependence and the need for sustainable development.

History

Cambridge IGCSE History (0470)

Students studying Cambridge IGCSE History are given the opportunity to:

Study world history from the nineteenth century to the beginning of the twenty-first century. Learners are encouraged to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political, and are given the opportunity to:

- develop an interest in and enthusiasm for learning about and understanding the past
- explore historical concepts such as cause and consequence, change and continuity, and similarity and difference
- appreciate historical evidence and how to use it
- gain a greater understanding of international issues and inter-relationships
- learn how to present clear, logical arguments.

Syllabus Overview

The aims are to:

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and

communication skills.

Assessment Overview

All candidates study all the Core Content in:

The 20th century: International Relations since 1919

The content focuses on the following 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?

In addition, all candidates must also complete a Depth Study on Germany 1918-45

Paper 1 (2 hours)

Weighting 40%

Written paper

Candidates answer **two** questions from Section A (Core Content) and **one** question from Section B (Depth Study)

All questions are in the form of structured essays, split into three parts: (a), (b) and (c).

Externally assessed.

Paper 2 (2 hours)

Weighting 33%

Written paper

Candidates answer **six** questions on **one** prescribed topic taken from the Core Content. There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session.

Externally assessed.

Paper 4 (1 hour)

Weighting 27%

Written paper

Candidates answer **one** question on a Depth Study Externally assessed.

Assessment Objectives

AO1 An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO2 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.

AO3 An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

Mandarin Chinese

Cambridge IGCSE Mandarin Chinese (0547)

Prerequisites:

Ideally to have studied Mandarin Chinese for 3 years (throughout Key Stage 3) but in some circumstances 1 or 2 years. A sound knowledge of the language in the areas of Speaking, Writing, Reading and Listening.

Students studying Cambridge IGCSE Mandarin Chinese are given the opportunity to:

Develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

Syllabus Overview

Cambridge IGCSE Mandarin Chinese is designed for students who choose to take IGCSE Mandarin as a Foreign Language exam. This course allows students 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
- 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.

Assessment Overview

All candidates take the following four components:

Paper 1 (35 minute)

Weighting 25%

Listening

Candidates listen to a number of recordings and answer questions testing comprehension. Externally assessed

Paper 2 (1 hour 15 minutes)

Weighting 25%

Reading

Candidates read a number of texts and answer questions testing comprehension. Externally assessed.

Paper 3 (15 minutes)

Weighting 25%

Speaking

Candidates complete two role plays, a topic presentation/conversation and a general conversation. Internally assessed/externally moderated.

Paper 4 (1 hour 15 minutes)

Weighting 25%

Writing

Candidates respond in the target language to three tasks. Externally assessed.

Assessment Objectives

Candidates will be assessed on their ability to:

AO1 Understand and respond to spoken language

AO2 Understand and respond to written language

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

AO4 Communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately Enter details of the assessment that the students complete during the course such as the exam papers, length of exams, what the student will be expected to do and the weighting of the component.

Music

Cambridge IGCSE Music (0410)

Students studying Cambridge IGCSE Music are given the opportunity 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 and critical response to the main historical periods and styles of Western music
- help candidates to recognise and understand the music of selected 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.

Syllabus Overview

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment. Learners study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

Assessment Overview

Component 1 (1 hour 15 minutes)

Weighting 40%

Listening

Written examination based on CD recordings supplied by Cambridge Externally assessed

Component 2

Weighting 30%

Coursework

Two prepared performances, one individual and one ensemble

Internally marked/externally moderated

Component 2

Weighting 30%

Coursework Composing

Two contrasting compositions

Internally marked/externally moderated

Assessment Objectives

AO1 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.

AO2 Performing

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

AO3 Composing

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

Physical Education

Cambridge IGCSE Physical Education (0413)

Students studying Cambridge IGCSE [Physical Education] are given the opportunity to:

- Plan, perform, analyse and improve, and evaluate physical activities
- Gain knowledge, skills and understanding of a range of relevant physical activities
- Develop an understanding of effective and safe performance
- Develop an understanding of the role of sport and physical activity in society and in the wider world.
- Progress to an excellent foundation for advanced study
- Gain an enjoyment of physical activity.

Syllabus Overview

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

The grades available are A*–G. All components are available in the June and November series.

Assessment Overview

Paper 1 (1 hour 45 minutes)

Coursework Centre-based assessment

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

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

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

40% of total marks 60% of total marks

Assessment Objectives

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

AO1 physical performance, including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.

AO2 an ability to analyse and improve their own and others' performance.

AO3 knowledge and understanding of:

- the factors affecting performance
- the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques
- the reasons for participating in physical activity.

First Language Thai

Cambridge IGCSE First Language Thai (0518)

Students studying Cambridge IGCSE First Language Thai are given the opportunity to:

Develop lifelong skills, including:

- Develop the ability to communicate clearly, accurately and effectively when writing
- Learn how to use a wide range of vocabulary, and correct spelling, punctuation and grammar
- Develop a personal style and an awareness of the audience being addressed

Syllabus Overview

Cambridge IGCSE First Language Thai is designed for students who choose to take IGCSE First Language Thai exam. This course allows students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using appropriate, standard language
- work with information and ideas in language by developing skills of critical evaluation, analysis, comparison, synthesis and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Assessment Overview

All candidates take the following four components:

Paper 1 (2hrs)

Weighting 50%

Reading and Directed Writing

Candidates answer all the questions in two compulsory sections. Candidates write all their answers in the spaces provided on the question paper. Dictionaries may not be used.

Paper 2 (2hrs)**Weighting 50%****Composition**

Candidates answer two questions, one from each section. Candidates write all their answers in the spaces provided on the question paper. Dictionaries may not be used.

Assessment Objectives

Candidates will be assessed on their ability to:

AO1 Reading

Candidates will be assessed on their ability to:

R1 identify and interpret explicit and implicit information and attitudes

R2 demonstrate understanding of how writers use language and structure to achieve effects and influence readers

R3 analyse, evaluate and develop facts, ideas and opinions

R4 select and synthesise information for specific purposes.

AO2 Writing

Candidates will be assessed on their ability to:

W1 communicate clearly, effectively and imaginatively

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use tone, style and register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar.