



IGCSE  
Options



THE BRITISH SCHOOL  
OF GUANGZHOU  
A NORD ANGLIA EDUCATION SCHOOL



NORD  
ANGLIA  
EDUCATION

*Be Ambitious*

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# *International Certificate of Secondary Education (IGCSE)*

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1st Year of IGCSE Programme – Year 10

Final examination year of IGCSE Programme – Year 11

The IGCSE (International General Certificate of Education) programme is a globally recognised academic qualifications, which follow a set curriculum over 2 years, leading to summative externally accredited examinations (which students sit at the end of the course). This external qualification is essential as this ensures that the achievements of our students are recognised by every college, university and major employer around the world and we believe they give them a very strong advantage in being able to prove their academic skills and abilities.

The IGCSE programme provides the perfect foundation upon which students can progress their understanding by going on to study A-Level (as is the case at BSG). However, due to the wide range of subjects students will study at IGCSE level, these qualifications also provide an excellent basis for students to study the International Baccalaureate (IB).

## **IGCSE Subjects**

Our students are all required to study the following subjects:

- Mathematics
- Science (Double or Triple award, equivalent to 2 or 3 IGCSEs)
- An English Examination (most students will study English Literature and English Language, however some will complete English as an Additional Language IGCSE).
- Core PE – 1 lesson of non-examined Physical Education per week.
- Global Perspectives.

All of the remaining subjects are then divided into 4 options blocks and students are required to choose 1 from each block (selecting Triple Science counts as one of these choices). Further details on all of our IGCSE subjects can be found in this booklet.

When deciding on which subjects to study, we advise that students ask themselves the following three questions:

1. Are they good at the subject?
2. Will the subject be useful for any potential future career direction?
3. Will they enjoy studying the subject for the next 2 years?

### Grades

All IGCSEs are graded on a scale from A\* (highest grade) down to U (ungraded). In the UK, the basic expectation for all students is that they should achieve 5 IGCSEs at grade C or above. However, given the nature and quality of our school, we would expect all our students to be aiming well above this and to achieve grades comparable with the best students from around the world.



# ART & DESIGN

## Aims

To develop;

A practical knowledge and understanding of:

- the use of formal elements and visual communication through a variety of approaches.
- the use of observational skills to record from sources and communicate ideas.
- characteristics of media and materials such as wet and dry, malleable, resistant and digital.
- properties of colour and light such as hue, tint, saturation and tone.
- the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.
- the use of digital and/or non-digital applications.

Transferable skills – students will learn to:

- apply a creative approach to problem solving.
- consider and develop original ideas from initiation to realisation.
- analyse critically their own work and the work of others.
- express individual thoughts and choices confidently.
- take risks, experiment and learn from mistakes.

## Syllabus Content

Students must:

- develop ideas through investigations, demonstrating critical understanding of sources
- refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- record ideas, observations and insights relevant to intentions as work progresses
- present a personal and meaningful response that realizes intentions and demonstrates understanding of visual language

This course allows students opportunities to:

- explore both contemporary and historical sources of art, craft and design first hand, for example: visiting museums, galleries, art shows and fairs, experiencing audio-visual productions, including still and moving imagery, their surroundings and environments, take an individual approach to their art, craft and design making
- develop the skill of selecting their best and most appropriate work for presentation.

## Assessment

Exam board: Cambridge International Examinations (CIE)

INTERNALLY MARKED BY TEACHERS & EXTERNALLY MODERATED = 60%	
Component 1: Personal Portfolio	The project takes the form of complete A1 and A2 sized sheets and an investigative and experimental sketchbook. The subject theme will be set by the teacher but students will be expected to gain more independence and enquiry throughout the course. The general theme for the first project will be Natural Forms working in both 2D and 3D disciplines. Students will start a second project during the spring/summer term in year 10 that will continue into Year 11.
INTERNALLY MARKED BY TEACHERS & EXTERNALLY MODERATED = 50%	
Component 2: Externally Set Assignment	Consists of one, externally set, broad based thematic starting point usually made available to teacher in the examination year. Students have a set period of preparation time to complete a sketchbook and supporting mounted work of research, investigation and experimentation followed by a 10 hour practical examination. In the practical examination students create their own original creative outcome as a result of their preparatory studies. Students will start working on the exam unit in the spring term during year 11.

# BIOLOGY

## Aims

To develop:

- a better understanding of the technological world, with an informed interest in scientific matters.
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- 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.
- an understanding of the scientific skills essential for both further study and everyday life.

## Syllabus Content

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community. In IGCSE Triple Biology, students will study animal & plant anatomy and physiology, microbiology, ecology, drugs, genetics and biotechnology.

## Assessment

**Exam board: Cambridge International Examinations (CIE)**

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades C to G. Students who have studied the extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A\* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hours 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

# BUSINESS STUDIES

## *Aims*

The aims of this syllabus are to enable you to:

- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- apply your 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
- 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.

## *Syllabus Content*

The following topics are studied:

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

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY ASSESSED = 100%	
Paper 1 1 hour 30 minutes	Written examination consisting of four questions requiring a mixture of short answers and structured data response  80 marks Externally assessed 50%
Paper 2 1 hour 30 minutes	Written examination consisting of four questions based on a case study, provided as an Insert with the paper.  80 marks Externally assessed 50%



# CHEMISTRY

## Aims

To develop:

- a better understanding of the technological and natural world, with an informed interest in scientific matters
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- 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
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- an understanding of the scientific skills essential for both further study and everyday life e.g. trend and pattern recognition and prediction.

## Syllabus Content

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community. Students will gain three Single Award qualifications for Biology, Chemistry and Physics.

In Chemistry, students will study atomic structure and bonding and how this links to physical and chemical properties, metals, air and water, chemical industries e.g. oil and plastic production, stoichiometry, rates of reaction and equilibria.

## Assessment

**Exam board: Cambridge International Examinations (CIE)**

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades C to G. Students who have studied the extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A\* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 5 1 hour 15 min 20%	A practical assessment with a written paper consisting of two experiments and short-answer and structured questions based on the experiments and experimental skills.

# CHINESE

## *Aims*

To develop:

- The ability to communicate effectively using the target language to offer insights into the culture of countries where the language is spoken.
- awareness of the nature of language and language learning.
- positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations to provide enjoyment and intellectual stimulation.
- transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum and to form a sound base of the skills, language and attitudes required for progression to work or further study in the target language.

## *Syllabus Content*

The syllabus content is based around the following four broad Topic areas. Through the study of these Topic areas, students gain insight into target language countries and communities.

The Topic areas are:

- Media and culture
- Sport and leisure
- Travel and tourism
- Business, work and employment

## *Assessment*

Exam board: EDEXCEL

EXTERNAL = 40%	
Paper 1: 40 minutes	Listening: Students listen to a number of recordings and answer questions testing comprehension. (20%)
Paper 3: 50 minutes	Reading: Students read a number of texts and answer questions testing comprehension. (20%)
INTERNAL = 60% (Controlled assessment)	
Paper 2:	Speaking: Students submit two different speaking tasks relating to two of the Controlled Assessment Topics. This may be a presentation and interview, a discussion of photograph or a role-play situation. (30%)
Paper 4:	Writing: Students submit two different written tasks relating to two of the Controlled Assessment Topics. This may be a formal or informal letter, a magazine article, a report or a blog post. (30%)

# CHINESE FIRST LANGUAGE

## *Aims*

This course is only recommended to those candidates that have a first language competence level in Chinese.

To develop:

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

## *Syllabus Content*

Students are required to develop the following skills:

- to understand, explain and collate explicit and implicit meanings.
- to select, analyse and evaluate what is relevant to specific purposes.
- to articulate experience and express what is thought, felt and imagined.
- to understand and use a range of appropriate vocabulary.
- to make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.
- Business, work and employment

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY ASSESSED = 100%	
Paper 1: 2 hours	Reading: Candidates answer a series of comprehension questions based on a passage and then write a summary based on this and one other passage. (60%)
Paper 2: 1 hours and 15 minutes	Writing: Candidates write one composition of 400-600 words . (40%)

# COMPUTER SCIENCE

## *Aims*

To develop:

- understanding of the component parts of computer systems and how they interrelate
- skills necessary to apply understanding to solve computer based problems using a high level programming language
- computational thinking, that is thinking about what can be computed and how
- understanding of the main principles of problem solving using computers
- understanding that every computer system is made up of sub systems

## *Syllabus Content*

Students need to develop knowledge, understanding and the capability to evaluate:

- the theory of Computer Science - data representation and transmission
- practical problem solving and programming using algorithms and a high level program language
- the use and need for different types of operating systems
- high and low level programming languages
- computer architecture and the Fetch execute cycle

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY SET AND ASSESSED = 60%	
Paper 1 Theory 1 hour and 45 mins	Written paper contains short answers and structured questions. All questions are compulsory 75 marks
EXTERNALLY SET AND ASSESSED = 40%	
Paper 2 Problem solving and Programming 1 hour and 45 mins	2 Hours Written paper contains short answers and structured questions. 20 of the marks on this paper are from questions set on the pre-release materials. 50 marks.

# DOUBLE AWARD SCIENCE

## Aims

To develop:

- A better understanding of the technological world, with an informed interest in scientific matters relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- 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
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- an understanding of the scientific skills essential for both further study and everyday life.

## Syllabus Content

IGCSE Double Award Science is worth 2 GCSE's. Candidates must study all three sections:

Biology;

Characteristics of living organisms, cells, enzymes, nutrition, transportation, respiration, co-operation and response, reproduction, inheritance, energy flow in ecosystems and human influences on ecosystems.

Chemistry;

The particular nature of matter, experimental techniques, atoms, elements and compounds, stoichiometry, electricity and chemistry, energy changes in chemical reactions, chemical reactions, acids, bases and salts, the periodic table, metals, air and water, sulfur, carbonates and organic chemistry.

Physics;

Motion, matter and forces, energy, work and power, simple kinetic molecular model of matter, matter and thermal properties, transfer of thermal energy, waves, light, electromagnetic spectrum, sound, magnetism, electricity, electric circuits, electromagnetic effects and radioactivity.

## Assessment

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 2 hours 50%	A written paper consisting of short-answer and structured questions. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hours 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

# DRAMA

## Aims

Students to understand and enjoy Drama by:

- developing their performance skills, both individually and in groups by 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

## Syllabus Content

- Understanding repertoire
- Knowledge and understanding of the possibilities of repertoire, and how to interpret and realize it in a live performance.
- Devising dramatic material
- Reflecting on the effectiveness of devising.
- Acting skills
- Effectively communicating meaning to an audience

## Assessment

Exam board: Cambridge International Examinations (CIE)

EXTERNAL = 40%	
Paper 1 2 hours 30 minutes	<p>The questions on this paper relate to pre-release material. The material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play). Students devise a piece of drama based on one of the three stimuli and study the extract from the play.</p> <p>Students are required to have engaged with the pre-release material from the perspective of actor, director and designer,</p> <p>The question paper is structured as follows:</p> <ul style="list-style-type: none"> <li>• Section A (30 marks) 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)</li> <li>• Section B (25 marks) One longer-answer question from a choice of three on the extract from a play.</li> <li>• Section C (25 marks) One longer- answer question from a choice of three on the drama devised from their chosen stimulus.</li> </ul>
INTERNAL = 60%	
Practical Work	<p>Candidates submit three pieces of practical work.</p> <p>All practical work is recorded in front of a live audience</p> <ul style="list-style-type: none"> <li>• One individual piece (3 – 5 minutes) – a performance of an extract from a play.</li> <li>• Two group* pieces (maximum 15 minutes each) – one performance of an extract from a play and one original devised piece.</li> </ul> <p>*Minimum group size – 2, maximum group size – 6</p>

# ECONOMICS

## *Aims*

The aims of this syllabus are to enable you to:

- develop your knowledge and understanding of economic terminology, principles and theories
- develop your basic economic numeracy and literacy and your ability to handle simple data including graphs and diagrams
- develop your ability to use the tools of economic analysis in particular situations
- show you how to identify and discriminate between differing sources of information and how to distinguish between facts and value judgements in economic issues
- develop your ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which you live
- develop your understanding of the economies of developed and developing nations and of the relationships between them; and to develop your appreciation of these relationships from the perspective of both developed and developing nations.

## *Syllabus Content*

You will study the following topics.

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

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

Externally Assessed = 100%	
Paper 1 - Multiple Choice 45 minutes	Candidates answer 30 multiple-choice questions.  Weighted at 30% of the total available marks.
Paper 2 – Structured questions 2 hours 15 minutes	Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.  Weighted at 70% of total available marks.

# ENGLISH LANGUAGE

## *Aims*

To develop:

- understanding of explicit and implicit meanings and be able to explain and collate attitudes and experiences
- analytical and evaluative skills related to how writers achieve effects.
- ability to articulate experience and express what is thought, felt and imagine.
- use of language and register appropriate to a specific audience and content.
- use and understanding of a range of appropriate vocabulary as well as effective use of paragraphs, grammatical structures, sentences and spelling.

## *Syllabus Content*

Students will need to develop skills in reading and writing:

- The contemporary non-fiction texts from Part 1 of the Pearson Edexcel International GCSE English Anthology.
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences.
- Use spelling, punctuation and grammar accurately.

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNAL = 60%	
Paper 1: Non-fiction Texts and Transactional Writing 2 hours 15 minutes	In section A, students will answer comprehension questions on a text from Part 1 of the Anthology and one previously unseen text. In section B, they will then need to produce a piece of transactional writing which will be loosely based on the subject content of the section A texts.
INTERNAL = 40%	
Paper 2: Poetry and Prose Texts and Imaginative Writing	Students will be required to answer an analytical essay question based on any two poetry or prose texts from Part 2 of the anthology. Included in this will be a commentary on why these texts were selected. The second assignment is an imaginative piece, which will display their ability to use linguistic and structural devices to create effect.



# ENGLISH LITERATURE

## *Aims*

To develop:

- detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry and Prose).
- understanding of the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- appreciation of the ways writers use language, structure and form to create and shape meanings and effects.
- communication of a sensitive and informed personal response to literary texts.

## *Syllabus Content*

Students will need to develop skills in analysing texts for meaning, content and specific effects created:

- Comprehension of a text in order to develop an analytical response which explores the relevance of the language, structure and author's intent.
- Focus on specific themes and characters within the text.
- Study of a collection of poems, one prose text and one drama text.

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNAL = 50%	
Paper 2 Unseen (25%) 1 hour 30 minutes	Paper 2 is an unseen paper where students will answer ONE Extract based question on a choice of prose and poetry.
Paper 3 Set Text (25%) 1 hour 30 minutes	Paper 3 is based on the two set texts studied. Students must answer two questions: one extract and one essay based on the set texts. Students may answer both on the same text should they wish to.
INTERNAL = 50%	
Coursework Portfolio	Students will be required to submit three assignments on different texts. One developed analytical response, which explores the relevance of language, structure and the author's intent, one empathetic piece of writing assuming the voice of a character and one recorded conversation, all focusing on a specific area/character/theme within the text. At present, the two texts studied for coursework are an anthology of poetry and a play, both from different cultures or countries.

# ENGLISH AS A SECOND LANGUAGE (ESL)

## *Aims*

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.

## *Syllabus Content*

Study includes:

Receptive Skills - Reading & Listening

- Identify and retrieve facts and details
- Understand and select relevant information

Productive Skills - Writing & Speaking

- Communicate clearly, accurately and appropriately
- Convey information and express opinions effectively
- Employ and control a variety of grammatical structures

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY SET = 70%	
Reading & Writing 2 hours	<ul style="list-style-type: none"> <li>• Reading short texts and answering a series of questions using skim/gist reading skills.</li> <li>• Reading a text and answering with greater detail.</li> <li>• Note taking and summary writing.</li> <li>• Two longer writing tasks of approximately 200 words each, in formal and informal register.</li> </ul>
EXTERNALLY SET = 30% for oral endorsement or 15% for count-in oral	
Listening 45 minute	<ul style="list-style-type: none"> <li>• Listening to six short scenarios and answering questions on each.</li> <li>• Listening to longer texts and completing gaps in forms or charts.</li> <li>• Listening to longer texts and answering questions on each.</li> </ul>
EXTERNALLY SET, INTERNALLY ASSESSED= 0% for oral endorsement or 15% for count-in oral	
Speaking 15 minutes	<ul style="list-style-type: none"> <li>• An assessed conversation that lasts approximately 6-9 minutes based on an oral test card.</li> </ul> <p>For oral endorsement: Marks for the Speaking component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of grades 1 (high) to 5 (low) for speaking.</p>

# FURTHER PURE MATHEMATICS

## *Aims*

To develop:

- knowledge and understanding of mathematical concepts and techniques
- mathematical skills for further study in the subject or related areas
- enjoyment in using and applying mathematical techniques and concepts, and become confident in the use of mathematics to solve problems

## *Syllabus Content*

Number

- Apply their numerical skills in a purely mathematical way and to real-life situations.

Algebra and calculus

- Use algebra and calculus to set up and solve problems
- Develop competence and confidence when manipulating mathematical expressions
- Construct and use graphs in a range of situations.

Geometry and trigonometry

- Use properties of shapes, angles and transformations
- Use vectors and rates of change to model situations
- Solve problems involving coordinate geometry
- Solve problems involving trigonometry

## *Assessment*

Exam board: EDEXCEL

EXTERNAL = 100%	
<p>Paper 1 2 hours</p>	<p>Paper 1 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus. The questions are designed to increase in difficulty to test a full range of grades from E up to A*</p> <p>100 marks</p>
<p>Paper 2 2 hours</p>	<p>Paper 2 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus, typically different topics to those that were tested in Paper 1. The questions are designed to increase in difficulty to test a full range of grades from E up to A*</p> <p>100 marks</p>

# GEOGRAPHY

## Aims

The aims of IGCSE Geography are to encourage candidates 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.

## Syllabus Content

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

- Population and settlement: Population dynamics, population structure, population density, settlement hierarchy, urbanisation and problems associated with urban growth.
- The natural environment: Earthquakes and volcanoes, rivers, coasts, weather and natural vegetation.
- Economic development: Development, food production, industry, tourism, energy, water and environmental risks of economic development.

## Assessment

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY SET & ASSESSED = 100%	
Paper 1 Geographical Themes	1 hour 45 minutes Candidates answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates must answer one question from each section. (75 marks, weighted to 100 marks) Worth 45% of the IGCSE
Paper 2 Geographical Skills	1 hour 30 minutes Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision-making and the application of graphical and other techniques as appropriate. The questions will not require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key. (60 marks) Worth 27.5% of the IGCSE
Paper 4 alternative to Coursework	1 hour 30 minutes Candidates answer two compulsory questions, completing a series of written tasks. The fieldwork scenarios for the two questions will be taken from different aspects of the syllabus content. The questions involve an appreciation of a range of techniques used in fieldwork studies. (60 marks) Worth 27.5% of the IGCSE

# GERMAN FIRST LANGUAGE

## *Aims*

This course is only recommended to those candidates that have a first language competence level in German.

To develop:

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

## *Syllabus Content*

Students are required to develop the following skills:

- To understand, explain and collate explicit and implicit meanings.
- To select, analyse and evaluate what is relevant to specific purposes.
- To articulate experience and express what is thought, felt and imagined.
- To understand and use a range of appropriate vocabulary.
- To make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

EXTERNALLY ASSESSED = 100%	
Paper 1: 2 hours	Reading: Candidates answer a series of comprehension questions based on a passage and then write a summary based on this and one other passage. (50%)
Paper 2: 2 hours	Writing: Candidates write two compositions of 350-500 words each. (50%)

# GLOBAL PERSPECTIVES

## *Aims*

The aims of IGCSE Global Perspectives are to encourage candidates to develop:

- students who are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world.
- an analytical, evaluative grasp of global issues and their causes, effects and possible solutions.
- enquiry into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries.
- communication with people from a variety of backgrounds.
- independent work as well as part of a team, directing much of their own learning.
- consideration of important issues from personal, local/national and global perspectives and understand the links between them.
- critical assessment of the information available to them and make judgments.
- support of judgments with lines of reasoning.
- a sense of their own, active place in the world.
- empathy with the needs and rights of others.

## *Syllabus Content*

The syllabus content topic covers a variety of topics including:

Belief Systems, Biodiversity and Ecosystem Loss, Climate Change, Conflict and Peace, Disease and Health, Education for All, Employment, Family and Demographic Change, Fuel and Energy, Humans and Other Species, Language and Communication, Law and Criminality, Poverty and Inequality, Sport and Recreation, Technology and the Economic Divide.

## *Assessment*

Exam board: Cambridge International Examinations (CIE)

COURSEWORK - INTERNALLY SET AND EXTERNALLY ASSESSED: 30%	
Individual Research	Candidates carry out research and submit an Individual Research report on a single topic. Total marks = 60, Weighting = 30%
COURSEWORK - INTERNALLY SET AND INTERNALLY ASSESSED: 35%	
Group Project	Candidates collaborate to produce a plan and carry out a group project based on research into one topic area. The topic area must be different from the topic studied for the Individual Research. Candidates then evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations. Total Marks = 70, Weighting = 35%
EXTERNALLY SET AND ASSESSED: 30%	
Written Paper	<b>1 Hour 15 minutes</b> The Written Paper consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives. Total Marks = 70, Weighting = 35%

# HISTORY

## Aims

The aims of Cambridge IGCSE History 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.

## Syllabus Content

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?

Depth Study: Germany, 1918–45

## Assessment

Exam board: Cambridge International Examinations (CIE)

EXTERNAL = 40%	
	<p>Component 1</p> <p>2 hours Written paper</p> <p>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).</p> <p>60 marks Externally marked</p>
EXTERNAL = 33%	
	<p>Component 2</p> <p>2 hours Written paper</p> <p>Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic.</p>
INTERNAL = 27%	
	<p>Component 3 Coursework</p> <p>Candidates produce one piece of extended writing based on a Depth Study from the syllabus or a Depth Study devised by the Centre. 40 marks</p> <p>Internally marked/externally moderated</p>

# MATHEMATICS

## *Aims*

To develop:

- a knowledge and understanding of mathematical concepts and techniques.
- a foundation in mathematical skills for further study in the subject or related areas.
- an enjoyment of using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems.
- students appreciation of the importance of mathematics in society, employment and study.

## *Syllabus Content*

Students need to develop knowledge, understanding and the capability to evaluate within five main topic areas that are broken down into sub topics these are:

- Number
- Algebra
- Graphs
- Shape and space
- Handling data

## *Assessment*

Exam board: EDEXCEL

EXTERNAL = 100%	
Paper 1 2 hours	Paper 1 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus. The questions are designed to increase in difficulty to test a full range of grades from D up to A*  100 marks
Paper 2 2 hours	Paper 2 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus, typically different topics to those that were tested in Paper 1. The questions are designed to increase in difficulty to test a full range of grades from D up to A*  100 marks



# MODERN FOREIGN LANGUAGES

## *Aims*

To develop:

- the ability to communicate effectively using the target language to offer insights into the culture of countries where the language is spoken.
- awareness of the nature of language and language learning.
- positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations to provide enjoyment and intellectual stimulation.
- transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum and to form a sound base of the skills, language and attitudes required for progression to work or further study in the target language.

## *Syllabus Content*

The syllabus content is based around the following five broad Topic areas. Through the study of these Topic areas, students 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*

Exam board: Cambridge International Examinations (CIE)

EXTERNAL = 75%	
Paper 1: 45 minutes	Listening: Students listen to a number of recordings and answer questions testing comprehension. (25%)
Paper 2: 1 hour	Reading: Students read a number of texts and answer questions testing comprehension. (25%)
Paper 4: 1 hour	Writing: Students respond in the target language to three tasks. (25%)
INTERNAL = 25%	
Paper 3: Approx. 15 minutes	Speaking: Students complete two role-plays, a topic presentation/conversation and a general conversation.

# MUSIC

## Aims

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 life-long musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and they 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.

## Syllabus Content

The IGCSE music programme of study consists of one externally examined paper and two non-examined assessments. Students will be assessed through a combination of performance, composition and written examination. Content is taken from a wide range of musical styles and traditions:

- Unprepared Western Repertoire: Instrumental and vocal music taken from Baroque, Classical, Romantic periods, and the Twentieth Century.
- World Music: Latin America.
- Set Work: Mendelssohn Italian Symphony (Movements 1 and 3).

## Assessment

Exam board: EDEXCEL

INTERNALLY MARKED/EXTERNALLY MODERATED = 30%	
Component 1 PERFORMING	Two prepared performances (sing or play) of the candidate's own choice. One individual performance and one ensemble performance.
INTERNALLY MARKED, EXTERNALLY MODERATED = 30%	
Component 2 COMPOSING	Two contrasted compositions written for different instruments and /or voices, which must be recorded.  Composition 1: Western tonal style. Composition 2: Any style of the candidate's own choice.  Compositions will be notated using staff notation/commentary to produce a score.
EXTERNAL = 40%	
Component 3 APPRAISING	Written examination: 1 hour and 15 minutes The listening paper is made up of four sections: Section A: Unprepared Western Repertoire. Section B: World Music Section C: Skeleton Score Section D: Set Work.

# PHYSICAL EDUCATION

## Aims

To:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## Syllabus Content

Students will develop their theoretical knowledge and understanding of:

- applied anatomy and physiology, movement analysis and physical training
- factors underpinning participation and performance in physical activity and sport.
- sports psychology and skill development
- key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.
- practical Performance
- students will be required to perform in three different physical activities in the role of player/performer, one must be a team sport, one an individual sport and one a sport of their choice.
- students will analyse and evaluate performance through a personal exercise programme (PEP) in order to improve performance in a chosen physical activity.
- students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP.

## Assessment

Exam board: EDEXCEL

EXTERNAL 36% Paper 1: Fitness and Body Systems	
1 hour 45 minutes 90 Marks	The assessment consists of multiple-choice, short-answer, and extended writing questions. Topic 1: Applied anatomy and physiology. Topic 2: Movement analysis. Topic 3: Physical training. Topic 4: Use of data. The assessment consists of multiple-choice, short-answer, and extended writing questions.
EXTERNAL 24% Paper 2: Health and Performance	
1 hour 15 minutes 70 Marks	The assessment consists of multiple-choice, short-answer, and extended writing questions.  Topic 1: Health, fitness and well-being. Topic 2: Sport psychology. Topic 3: Socio-cultural influences. Topic 4: Use of data
INTERNAL 30% Component 1: Practical Performance	
105 Marks	Practical performance in three activities: One team sport, one individual and one team or individual. The assessment consists of multiple-choice, short-answer, and extended writing questions.
INTERNAL 10% Component 2: Personal Exercise Plan (PEP)	
20 marks	The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

# PHYSICS

## Aims

To develop:

- a better understanding of the technological world, with an informed interest in scientific matters.
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- 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.
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- an understanding of the scientific skills essential for both further study and everyday life.

## Syllabus Content

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community.

Students will gain three Single Award qualifications for Biology, Chemistry and Physics. In physics students will study general physics, thermal physics, properties of waves, including light and sound, electricity and magnetism and atomic physics.

## Assessment

Exam board: Cambridge International Examinations (CIE)

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades CC to GG. Students who have studied the Extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A\* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 1 consists of questions will be based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hours 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

# PSYCHOLOGY

## Aims

To:

- knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena.
- an understanding of how psychological research is conducted, including the role of scientific method and data analysis.
- arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers.
- an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.
- an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

## Syllabus Content

Students need to develop knowledge and understanding of different topics within psychology including:

- 1) Development – How did you develop?
- 2) Memory – How does your memory work?
- 3) Psychological problems – How would psychological problems affect you?
- 4) The brain and neuropsychology – How does your brain affect you?
- 5) Social influence – How do others affect you?
- 6) Criminal psychology – Why do people become criminals?
- 7) Sleep and dreaming – Why do you need to sleep and dream?
- 8) Research methods – How do you carry out psychological research?

## Assessment

Exam board: EDEXCEL

EXTERNALLY SET = 55%	
Paper 1 1 hour 45 minutes	<p>This is a written examination in which all questions must be answered.</p> <p>The paper consists of six sections. The first five sections each cover one of the topics (1-5 listed above). These sections will include multiple-choice, short-open and open-response questions.</p> <p>The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.</p>
EXTERNALLY SET = 45%	
Paper 2 1 hour and 20 minutes	<p>Students must answer all questions from Section A. All questions from two sections – (Criminal Psychology and Sleep and Dreaming).</p> <p>Section A: Research methods – How do you carry out psychological research?</p> <p>This section will focus primarily on Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open-response questions, and one extended open-response question.</p> <p>Sections B to F: Optional topics (you will study Criminal Psychology and Sleep and Dreaming)</p> <p>Each of these sections covers one of the optional topics. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question. Calculators may be used in the examination.</p>

# STATISTICS

## *Aims*

- Actively engaged students in an accessible and relevant discipline.
- Knowledge and understanding of statistical techniques and concepts.
- Statistical problem solving.
- Understanding of the importance and limitations of statistics.

## *Syllabus Content*

Students need to develop knowledge, understanding and the capability to evaluate:

- how to collect, summarise and represent unbiased data
- the skills necessary to read, analyse and interpret data and various diagrams and statistical statements accurately
- the ability to reason and discuss results
- what will happen in the future by making forecasts based on statistical results and considering the probability of something happening.

## *Assessment*

Exam board: EDEXCEL

EXTERNALLY SET, INTERNALLY ASSESSED = 25%	
Controlled assessment	<p>Topics for the Statistical investigation are set externally and pupils are required to complete just one. The investigation is complete during lesson time in controlled conditions over a set time period. Investigations are marks internally and then moderated externally.</p> <p>40 marks</p>
External = 75%	
<p>Paper 1</p> <p>2 hours</p>	<p>Paper 1 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus. The questions are designed to increase in difficulty to test a full range of grades from D up to A*</p> <p>100 marks</p>

## *University & Careers Advice & Support*

As well as maintaining this academic excellence, one key element of our upper school provision is to continue in providing all of our students and parents with the best possible careers and university applications guidance. Please find below a list of support available to all students in Years 10-13 and their parents:

1. **University Visits:** Our growing success continues to attract an ever-expanding list of top global universities who are sending representatives to BSG. Each year we attract presentations from top-10 UK universities, Ivy League Universities from North America as well as universities in Hong Kong and Australia.
2. **Summer Courses:** As the competition for places at top universities around the world increases, summer programmes (many held on university campuses) are becoming increasingly popular in providing students with invaluable experiences to help support their university applications. Each year we will arrange for speakers to come into to school to present information regarding these courses.
3. **SATs:** For those considering applications to US universities, BSG is accredited as an official SAT centre, allowing our students to sit both SAT and SAT Subject Tests.
4. **Work Experience:** This is also becoming an increasingly important way of adding value to university applications. As part of our 6th Form provision, all Year 12 students are assisted in organising a work placement lasting at least one week, however this support is also available to younger students.
5. **University Applications:** All 6th Form students will receive 1-1 support in completing their university applications and writing their personal statements. We believe this personalised service gives all of our students the best possible chance of obtaining offers at top universities around the world.
6. **1-1 Discussions:** Parents and students are always welcome to contact the Assistant Head: Curriculum or the Head of 6th Form to arrange a 1-1 appointment to discuss any individual concerns or questions regarding the IGCSE or A-Level Programmes.

**Contact us**

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