



Year 10 IGCSE Options Handbook for 2017-2018

Dear current Year 9 Students

As Year 9 students, you are still young learners and yet, you have to start orientating your studies towards subject specialisms that you would like to pursue. We hope that you will ponder carefully before choosing subject options for Year 10. As you know, an IGCSE subject is a commitment for two years: Year 10 and Year 11. Choosing a subject bears significant consequences as it will also directly impact on your subject options for Year 12 and Year 13, which you select towards the end of Year 11. Many reasons may motivate you to opt for a subject: Maybe you find it easy as the subject's logic makes fluid sense to you? Maybe the subject content awakes a deep interest in you? Maybe you need the subject to reach some further studies and professional aspirations? Choosing a subject because your best friend chooses it is, however, not a valid reason for you to commit two years of your life to its study.

We strongly recommend that you spend some time exploring some universities' websites so you increase your awareness of admissions requirements for the courses you are interested in.

Your teachers offer ample opportunities to discuss IGCSE subject options and further studies, so make sure to make the most of them and engage fully. If you are on the quieter side, please take the initiative to approach one of us so we can clear your doubts and discuss your ambitions.

At the end of this booklet, you will find a copy of the **Options Form** that you need to fill in accurately, get your parents to sign, and return to your Form Tutor by **Sunday 14 May**. Please read conscientiously the 'conditions' listed at the bottom of the table when making your choices.

We are hoping to see you and your parents at the **Options Information Evening on Tuesday 9 May 2017 at 18:00** in the gymnasium. The return slip to attend is also found at the end of this booklet. A hard copy of each document was given to you on Tuesday 2 May 2017.

We are looking forward to supporting you in exploring further the learning opportunities that lay ahead of you.

Yours faithfully

Ms Gonzalès and the Secondary School team

May 2017



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English First Language IGCSE

Aims of the course

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.

Course content

Core

- demonstrate understanding of words and phrases within extended texts
- identify and develop facts, ideas and opinions
- summarise, paraphrase and re-express
- demonstrate some understanding of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language
- extract specific information.
- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- convey simple and detailed facts, ideas and opinions in an orderly sequence
- use appropriate vocabulary
- demonstrate some sense of audience and context
- demonstrate adequate control of spelling, punctuation and grammar
- attempt a variety of sentence structures.
- describe experience in simple terms and express intelligibly what is thought, felt and imagined
- recognise and give statements of opinion and attitude
- present facts, ideas and opinions in an orderly sequence
- communicate with some clarity, focus and purpose
- communicate with some awareness of audience and context
- make relevant comments on what is heard.

Extended

- demonstrate a precise understanding of extended texts
- synthesise, develop, analyse and evaluate facts, ideas and opinions
- effectively summarise, paraphrase and re-express
- demonstrate understanding of how writers achieve their effects
- recognise and respond to sophisticated linguistic devices
- extract appropriate information for specific purposes.
- express effectively what is thought, felt and imagined
- order and convey facts, ideas and opinions effectively
- demonstrate a sophisticated use of imaginative and varied vocabulary
- demonstrate a clear sense of audience and context
- demonstrate accuracy in spelling, punctuation and grammar
- use effectively a variety of sentence structures.
- describe and reflect on experience, and express effectively what is thought, felt and imagined
- understand and convey complex information in a sophisticated way
- order and present facts, ideas and opinions effectively
- discuss statements of opinion and attitude, discerning underlying assumptions and points of view
- communicate with clarity, focus and purpose
- communicate appropriately depending on the audience and context
- evaluate and reflect on what is heard.

Assessment

All candidates take two papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Component 1 and Component 4. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Component 2 and Component 4. These candidates will be eligible for grades A* to G.

Component 1 Reading Passages (Core)

1 hour 45 minutes - 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

Component 2 Reading Passages (Extended)

2 hours - 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)

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.*

* A* is available for the overall syllabus if the Extended route is followed.

Arabic First Language IGCSE

Aims of the course

Cambridge IGCSE Arabic as a First language aims are to:

- enable learners to communicate accurately, appropriately and effectively in writing.
- enable learners to understand and respond appropriately to what they read.
- encourage learners to enjoy and appreciate the variety of language.
- complement the learners' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
- promote the learners' personal development and an understanding of themselves and others.

Course content

Reading:

- demonstrate understanding of words within extended texts
- scan for and extract specific information
- identify main and subordinate topics, summarise, paraphrase, re-express
- show some sense of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language

Writing:

- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- show some sense of audience
- demonstrate adequate control of vocabulary, syntax and grammar
- exercise care over punctuation and spelling
- write accurate simple sentences
- attempt a variety of sentence structures
- recognise the need for paragraphing
- use appropriate vocabulary

Assessment

The Cambridge IGCSE Arabic First Language examinations comprise two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

Paper 1: Reading (2 hours)

Candidates answer two questions:

Question 1 – 25 marks – Candidates answer a series of comprehension questions based on Passage 1.

Question 2 – 25 marks – Candidates write a summary based on Passage 1 and Passage 2.

Weighting: 50% of total marks

Paper 2: Writing (2 hours)

Candidates write two compositions of 350–500 words each.

Weighting: 50% of total marks

English Second Language IGCSE

Aims of the course

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.

Course content

Candidates must demonstrate ability in the following areas:

Reading

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

Writing

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

Listening

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

Speaking

- communicate clearly, accurately and appropriately
- convey information and express opinions effectively
- employ and control a variety of grammatical structures

- demonstrate knowledge of a range of appropriate vocabulary
- engage in and influence the direction of conversation
- employ suitable pronunciation and stress patterns

Assessment

All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Component 1, Component 3 and Component 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Component 2, Component 4 and Component 6. These candidates will be eligible for grades A* to G.

Component 1 Reading and writing (Core)

Written paper, 1 hour 30 minutes

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. 70 marks, 70%.

Externally marked

Component 2 Reading and writing (Extended)

Written paper, 2 hours

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. 90 marks, 70%.

Externally marked

Component 3 Listening (Core)

Written paper, approximately 40 minutes

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. 30 marks, 30 %.

Externally marked

Component 4 Listening (Extended)

Written paper, approximately 50 minutes

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. 40 marks, 30%.

Externally marked

Component 6 Speaking coursework

Candidates complete three speaking tasks, chosen by the Centre.

30 marks

Internally marked and externally moderated

English Literature IGCSE

Aims of the course

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

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

Course content

The course content is designed to cover the following assessment objectives:

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

Assessment

All candidates take the examination for each of the following two components. The candidates are eligible for grades A* to G.

Component 1: Poetry and Prose

1 hour 30 minutes, 50 marks

This is a written paper. Candidates answer two questions: one from Section A (Poetry) and one from Section B (Prose). All questions carry equal marks (25 marks each). There is a choice of two questions on each text. Relevant passages/poems are printed on the question paper.

All questions encourage an informed personal response and test all four assessment objectives.

Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text
- understanding of characters, relationships, situations and themes

- understanding of writer’s intentions and methods – response to the writer’s use of language
- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’)

This written paper is an externally set assessment, marked by Cambridge.

Component 2: Drama

1 hour 30 minutes, 50 marks

This is a written paper. Candidates answer two questions on two texts. All questions carry equal marks (25 marks each). There is a choice of two questions on each text: either (a) a passage-based question or (b) an essay question. Candidates must answer one passage-based question and one essay question. Relevant passages are printed on the question paper.

All questions encourage an informed personal response and test all four assessment objectives.

Candidates will have to demonstrate the following:

- knowledge of the content of the text – through reference to detail and use of quotations from the text
- understanding of characters, relationships, situations and themes
- understanding of writer’s intentions and methods – response to the writer’s use of language
- personal response – sometimes directly (answering questions such as ‘What do you think?’, ‘What are your feelings about...?’) and sometimes by implication (answering questions such as ‘Explore the ways in which...’)

The written paper is an externally set assessment, marked by Cambridge.

Mathematics IGCSE

Aims of the course

Cambridge IGCSE Mathematics learners gain lifelong benefits, including:

- the development of their mathematical knowledge
- confidence, by developing a feel for numbers, patterns and relationships
- an ability to consider and solve problems and present and interpret results
- skills in communication and reasoning using mathematical concepts
- a solid foundation for further study.

Candidates who achieve grades A* to C are well prepared to follow a wide range of courses, including Cambridge International AS & A Level Mathematics.

The aims are to enable candidates to:

- develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
- read Mathematics, and write and talk about the subject in a variety of ways
- develop a feel for number, carry out calculations and understand the significance of the results obtained
- apply Mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
- solve problems, present the solutions clearly, check and interpret the results
- develop an understanding of mathematical principles
- 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
- use Mathematics as a means of communication with emphasis on the use of clear expression
- develop an ability to apply mathematics in other subjects, particularly Science and Technology
- develop the abilities to reason logically, to classify, to generalise and to prove
- appreciate patterns and relationships in Mathematics
- produce and appreciate imaginative and creative work arising from mathematical ideas
- develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind
- appreciate the interdependence of different branches of Mathematics
- acquire a foundation appropriate to their further study of Mathematics and of other disciplines.

Course content

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 study of Mathematics offers opportunities for the use of ICT, particularly spreadsheets and graph-drawing packages. For example, spreadsheets may be used in the work on percentages, personal and small business finance, algebraic formulae, statistics, etc. Graph-drawing packages may be used in the work on graphs in practical situations and graphs of functions, statistics, etc. It is important to note that use or knowledge of ICT will not be assessed in the examination papers. Although use of an electronic calculator is permitted on all examination papers, candidates should develop a full range of mental and non-calculator skills during the course of study. Questions demonstrating the mastery of such skills may be asked in the examination.

Assessment

All candidates take two papers.

Components	Number %	Algebra %	Space and shape %	Statistics and probability %
Core (Papers 1 and 3)	30–35	20–25	30–35	10–15
Extended (Papers 2 and 4)	15–20	35–40	30–35	10–15

Candidates who have studied the Core syllabus content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content, and who are expected to achieve a grade C or above, should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A* to E.

Core candidates take:

Paper 1 Core 1 hour
56 marks 35%
Short-answer questions based on the
Core curriculum
Externally marked

Extended candidates take:

Paper 2 Extended 1 hour 30 minutes
70 marks 35%
Short-answer questions based on the
Extended curriculum
Externally marked

and:

Paper 3 Core 2 hours
104 marks 65%
Structured questions based on the Core
curriculum
Externally marked.

and:

Paper 4 Extended 2 hours 30 minutes
130 marks 65%
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.

Combined Science IGCSE

Aims of the course

Cambridge IGCSE Combined Science gives learners the opportunity to study Biology, Chemistry and Physics within a scientifically coherent syllabus and is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the Combined Science syllabus enables learners 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.

Course content

The syllabus content that follows is divided into three sections: Biology, Chemistry and Physics. Candidates must study all three sections.

Biology	Chemistry	Physics
B1. Characteristics of living organisms	C1. The particulate nature of matter	P1. Motion
B2. Cells	C2. Experimental techniques	P2. Matter and forces
B3. Enzymes	C3. Atoms, elements and compounds	P3. Energy, work and power
B4. Nutrition	C4. Stoichiometry	P4. Simple kinetic molecular model of matter
B5. Transportation	C5. Electricity and chemistry	P5. Matter and thermal properties
B6. Respiration	C6. Energy changes in chemical reactions	P6. Transfer of thermal energy
B7. Co-ordination and response	C7. Chemical reactions	P7. Waves
B8. Reproduction	C8. Acids, bases and salts	P8. Light
B9. Energy flow in ecosystems	C9. The Periodic Table	P9. Electromagnetic spectrum
B10. Human influences on the ecosystem	C10. Metals	P10. Sound
		P11. Electricity

	C11. Air and water C12. Organic chemistry	P12. Electric circuits
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Assessment

All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A* to G.

Core candidates take:

Paper 1 45 minutes, 40 marks

A multiple-choice paper consisting of 40 items of the four-choice type. Questions will be based on the Core syllabus content. This paper will be weighted at 30% of the final total mark.

Paper 3 1 hour 15 minutes, 80 marks

A written paper consisting of short-answer and structured questions. Questions will be based on the Core syllabus content. This paper will be weighted at 50% of the final total marks.

Paper 6, Alternative to Practical, 1 hour, 40 marks

Questions will be based on the experimental skills. This paper will be weighted at 20% of the final total mark.

Extended candidates take:

Paper 2 45 minutes, 40 marks

A multiple-choice paper consisting of 40 items of the four-choice type. Questions will be based on the Extended syllabus content (Core and Supplement). This paper will be weighted at 30% of the final total mark.

Paper 4 1 hour 15 minutes, 80 marks

A written paper consisting of short-answer and structured questions. Questions will be based on the Extended syllabus content (Core and Supplement). This paper will be weighted at 50% of the final total mark.

Paper 6 Alternative to Practical, 1 hour, 40 marks

Questions will be based on the experimental skills. This paper will be weighted at 20% of the final total mark.

IGCSE Co-ordinated Sciences IGCSE

Aims of the course

Cambridge IGCSE Co-ordinated Sciences gives learners the opportunity to study Biology, Chemistry and Physics within a scientifically coherent syllabus and is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the Co-ordinated Sciences syllabus enables learners 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.

Course content

The syllabus content that follows is divided into three sections: Biology, Chemistry and Physics. Candidates must study all three sections. Candidates can follow either the Core syllabus only, or they can follow the Extended syllabus that includes both the Core and the Supplement element.

Biology	Chemistry	Physics
B1. Characteristics of living organisms	C1. The particulate nature of matter	P1. Motion
B2. Cells	C2. Experimental techniques	P2. Matter and forces
B3. Enzymes	C3. Atoms, elements and compounds	P3. Energy, work and power
B4. Nutrition	C4. Stoichiometry	P4. Simple kinetic molecular model of matter
B5. Transportation	C5. Electricity and chemistry	P5. Matter and thermal properties
B6. Respiration	C6. Energy changes in chemical reactions	P6. Transfer of thermal energy
B7. Co-ordination and response	C7. Chemical reactions	P7. Waves
B8. Reproduction	C8. Acids, bases and salts	P8. Light
B9. Inheritance	C9. The Periodic Table	P9. Electromagnetic
B10. Energy flow in ecosystems		
B11. Human influences on the		

ecosystem	C10. Metals C11. Air and water C12. Sulphur C13. Carbonates C14. Organic chemistry	spectrum P10. Sound P11. Magnetism P12. Electricity P13. Electric circuits P14. Electromagnetic effects P15. Radioactivity
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Assessment

All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A* to G.

Core candidates take

Paper 1 45 minutes, 40 marks

A multiple-choice paper consisting of 40 items of the four-choice type. Questions will be based on the Core syllabus content. This paper will be weighted at 30% of the final total mark.

Paper 3 2 hours, 120 marks

A written paper consisting of short-answer and structured questions. Questions will be based on the Core syllabus content. This paper will be weighted at 50% of the final total marks.

Paper 6 Alternative to Practical, 1 hour, 60 marks

Questions will be based on the experimental skills. This paper will be weighted at 20% of the final total mark.

Extended candidates take:

Paper 2 45 minutes, 40 marks

A multiple-choice paper consisting of 40 items of the four-choice type. Questions will be based on the Extended syllabus content (Core and Supplement). This paper will be weighted at 30% of the final total mark.

Paper 4 2 hour, 120 marks

A written paper consisting of short-answer and structured questions. Questions will be based on the Extended syllabus content (Core and Supplement). This paper will be weighted at 50% of the final total mark.

Paper 6 Alternative to Practical, 1 hour 30 minutes, 60 marks

Questions will be based on the experimental skills. This paper will be weighted at 20% of the final total mark.



Biology IGCSE

Aims of the course

Cambridge IGCSE Biology aims:

- to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study Science beyond this level
- to enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters
- to allow learners to be suitably prepared for studies beyond Cambridge IGCSE
- to allow learners to recognise that Science is evidence based and understand the usefulness, and the limitations, of scientific method to develop skills that:
 - are relevant to the study and practice of biology
 - are useful in everyday life
 - encourage a systematic approach to problem solving
 - encourage efficient and safe practice
 - encourage effective communication through the language of Science
- to develop attitudes relevant to Biology such as; concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- to enable learners to appreciate that: Science is subject to social, economic, technological, ethical and cultural influences and limitations, the applications of Science may be both beneficial and detrimental to the individual, the community and the environment.

Course content

The course covers the following topics:

1. Characteristics and classification of living organisms
2. Organisation of the organism
3. Movement in and out of cells
4. Biological molecules
5. Enzymes
6. Plant nutrition
7. Human nutrition
8. Transport in plants
9. Transport in animals
10. Diseases and immunity
11. Gas exchange in humans

12. Respiration
13. Excretion in humans
14. Coordination and response
15. Drugs
16. Reproduction
17. Inheritance
18. Variation and selection
19. Organisms and their environment
20. Biotechnology and genetic engineering
21. Human influences on ecosystems

Assessment

All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A* to G.

CORE		EXTENDED	
Paper 1	45 minutes	Paper 2	45 minutes
Multiple choice, 30%	40 marks	Multiple choice, 30%	40 marks
40 four-choice multiple-choice questions		40 four-choice multiple-choice questions	
Questions will be based on the Core subject content		Questions will be based on the Extended subject content (Core and Supplement)	
Assessing grades C–G		Assessing grades A*–G	
Paper 3	1 hour 15 minutes	Paper 4	1 hour 15 minutes
Theory, 50%	80 marks	Theory, 50%	80 marks
Short-answer and structured questions		Short-answer and structured questions	
Questions will be based on the Core subject content		Questions will be based on the Extended subject content (Core and Supplement)	
Assessing grades C–G		Assessing grades A*–G	
Paper 6	1 hour	Paper 6	1 hour
Alternative to Practical, 20%	40 marks	Alternative to Practical, 20%	40 marks
Questions will be based on experimental skills		Questions will be based on experimental skills	
Assessing grades C–G		Assessing grades A*–G	



Chemistry IGCSE

Aims of the course

Cambridge IGCSE Chemistry aims:

- to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study Science beyond this level
- to enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters
- to allow learners to be suitably prepared for studies beyond Cambridge IGCSE
- to allow learners to recognise that Science is evidence based and understand the usefulness, and the limitations, of scientific method to develop skills that:
 - are relevant to the study and practice of Chemistry
 - are useful in everyday life
 - encourage a systematic approach to problem solving
 - encourage efficient and safe practice
 - encourage effective communication through the language of Science
- to develop attitudes relevant to Chemistry, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- to enable learners to appreciate that: Science is subject to social, economic, technological, ethical and cultural influences and limitations, the applications of Science may be both beneficial and detrimental to the individual, the community and the environment.

Course content

Candidates study the following topics:

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

12. Sulphur
13. Carbonates
14. Organic chemistry

Assessment

All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A* to G.

CORE		EXTENDED	
Paper 1	45 minutes	Paper 2	45 minutes
Multiple Choice, 30%	40 marks	Multiple Choice, 30%	40 marks
40 multiple-choice questions		40 multiple-choice questions	
Questions will be based on the Core subject content		Questions will be based on the Extended subject content (Core and Supplement)	
Assessing grades C–G		Assessing grades A*–G	
Paper 3	1 hour 15 minutes	Paper 4	1 hour 15 minutes
Theory, 50%	80 marks	Theory, 50%	80 marks
Short-answer and structured questions		Short-answer and structured questions	
Questions will be based on the Core subject content		Questions will be based on the Extended subject content (Core and Supplement)	
Assessing grades C–G		Assessing grades A*–G	
Paper 6	1 hour	Paper 6	1 hour
Alternative to Practical, 20%	40 marks	Alternative to Practical, 20%	40 marks
Questions will be based on experimental skills		Questions will be based on experimental skills	
Assessing grades A*–G		Assessing grades A*–G	



Physics IGCSE

Aims of the course

Cambridge IGCSE Physics aims:

- to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study Science beyond this level
- to allow learners to be suitably prepared for studies beyond Cambridge IGCSE
- to enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters
- to allow learners to recognise that Science is evidence based and understand the usefulness, and the limitations, of scientific method to develop skills that:
 - are relevant to the study and practice of Physics
 - are useful in everyday life
 - encourage a systematic approach to problem solving
 - encourage efficient and safe practice
 - encourage effective communication through the language of Science
- to develop attitudes relevant to Physics, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- to enable learners to appreciate that: Science is subject to social, economic, technological, ethical and cultural influences and limitations, the applications of Science may be both beneficial and detrimental to the individual, the community and the environment.

Course content

Candidates study the following topics:

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

Assessment

All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A* to G.

CORE		EXTENDED	
Paper 1	45 minutes	Paper 2	45 minutes
Multiple Choice, 30%	40 marks	Multiple Choice, 30%	40 marks
40 multiple-choice questions		40 multiple-choice questions	
Questions will be based on the Core subject content		Questions will be based on the Extended subject content (Core and Supplement)	
Assessing grades C–G		Assessing grades A*–G	
Paper 3	1 hour 15 minutes	Paper 4	1 hour 15 minutes
Theory, 50%	80 marks	Theory, 50%	80 marks
Short-answer and structured questions		Short-answer and structured questions	
Questions will be based on the Core subject content		Questions will be based on the Extended subject content (Core and Supplement)	
Assessing grades C–G		Assessing grades A*–G	
Paper 6	1 hour	Paper 6	1 hour
Alternative to Practical, 20%	40 marks	Alternative to Practical, 20%	40 marks
Questions will be based on experimental skills		Questions will be based on experimental skills	
Assessing grades A*–G		Assessing grades A*–G	



IGCSE Geography

Aims of the course

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world. The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority. 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.

Course content

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

- Population dynamics
- Migration
- Population structure
- Population density and distribution
- Settlements and service provision
- Urban settlements
- Urbanisation

2 The natural environment

- Earthquakes and volcanoes
- Rivers

- Coasts
- Weather
- Climate and natural vegetation

3 Economic development

- Development
- Food production
- Industry
- Tourism
- Energy
- Water
- Environmental risks of economic development

Assessment

All candidates take three components. All candidates take Paper 1, Paper 2 and Component 3. The candidates are eligible for grades A* to G.

<p>All candidates take:</p> <p>Paper 1 1 hour 45 minutes</p> <p>Geographical Themes 45%</p> <p>75 marks, weighted to 100 marks</p> <p>Candidates answer three questions, each worth 25 marks. Candidates must answer one question from each section</p> <p>Externally assessed</p>	<p>and:</p> <p>Paper 2 1 hour 30 minutes</p> <p>Geographical Skills 27.5%</p> <p>60 marks</p> <p>Candidates answer all the questions</p> <p>Externally assessed</p>
<p>And:</p> <p>Component 3</p> <p>Coursework 27.5%</p> <p>60 marks</p> <p>Teachers set one Centre-based assignment of up to 2000 words</p> <p>Centre-based assessment*</p>	

Global Perspectives IGCSE

Aims of the course

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

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

Cambridge IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

The aims are to enable learners to:

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

Course content

Cambridge IGCSE Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance. The topics are as follows.

Component 1 = Written Examination

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

Component 2 = Individual Report

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

Component 3 = Team Project

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

Candidates who are awarded grades C to A* in Cambridge IGCSE Global Perspectives are well prepared to follow courses leading to Cambridge International AS and A Level or the equivalent in a wide variety of subjects, especially across the humanities and social sciences. In particular, this IGCSE syllabus allows progression to Advanced Level Global Perspectives qualifications.

Assessment

Component 1 = Written Examination, 1 hour 15 minutes, 35%

Candidates answer four compulsory questions based on a range of sources provided with the paper. Questions 1–4 are worth 12, 14, 20 and 24 marks. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics.

This component is externally assessed.

70 marks

Component 2 = Individual Report, 30%

Candidates research one topic area (from a choice of eight) of personal, local and/or national and global significance and submit one report based on their research. The title is devised by candidates themselves. The report must be 1500–2000 words and written in continuous prose.

This component is internally set and externally marked.

60 marks

Component 3 = Team Project, 35%

Candidates devise and develop a collaborative project into an aspect of one topic (from a choice of eight). This choice of project must allow for the exploration of different cultural perspectives.

The Team Project comprises two elements:

Team Element

Candidates produce as a team one Outcome and one Explanation as a Collaboration. The Explanation must be 200–300 words. (10 marks)

Personal Element

Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words. (60 marks)

Component 3 is internally assessed and externally moderated.

70 marks

The candidates are eligible for grades A* to G.

French Foreign Language IGCSE

Aims of the course

Cambridge IGCSE French aims to develop learners who:

- 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 to complement other areas of curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study in the target language or another subject area

Course content

The subject content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of the 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

All candidates take four papers. The candidates are eligible for grades A* to G.

Paper 1: Listening

Candidates listen to a number of recordings and answer questions testing comprehension during approximately 45 minutes.

45 marks-25%

Paper 2: Reading

Candidates read a number of texts and answer questions testing comprehension during 1 hour.

45 marks-25%

Paper 3: Speaking

Candidates complete two role plays, a topic presentation/conversation and a general conversation during approximately 15 minutes.

100 marks-25%

Paper 4: Writing

Candidates respond in the target language to three tasks during 1 hour.

50 marks-25%

Hindi as a Second Language IGCSE

Aims of the course

Cambridge IGCSE Hindi as a second language aims are to:

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

Course content

Cambridge IGCSE Hindi as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Hindi, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied. They will be able to express their viewpoints with a degree of accuracy and clarity, in spoken and written form, in order to meet the needs of the given purpose and target audience. This will enable learners to become independent users of Hindi in a range of contexts.

Assessment

All candidates take two papers. The candidates are eligible for grades A* to G.

Paper 1: Reading and Writing

2 hours, 70%, 60 marks

Written examination consisting of six exercises that test a range of reading and writing skills.

Types of task include: short answer questions, multiple matching, note-making, summary writing and extended writing, functional writing, extended writing.

Paper 2: Listening

Approx. 35-45 minutes, 30%, 30 marks

Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short answer questions, gap-fill sentences, information correction and multiple-choice questions.

Paper 3 (optional): Speaking

Approx. 10-15 minutes, 60 marks (separately endorsed)

The speaking test consists of three parts: candidates give a two-to-three- minute presentation, followed by a short discussion with examiner about the presentation, followed by a short conversation with the examiner about general topics.

Arabic Foreign Language IGCSE

Aims of the course

This syllabus aims to:

- develop the ability to communicate effectively using the target language
- offer insights into the culture and civilisation of countries where the language is spoken
- encourage fuller integration into the local community, where relevant
- 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.

Course content

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

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

Assessment

Please note, there is no Paper 1 in Arabic Foreign Language.

Paper 2: Reading

1 hour, 45 marks. All candidates must attempt all three sections. Answers written in any language other than that being tested are ignored.

Section 1 (15 marks)

- Exercise 1 (5 marks): candidates read a series of short notices, signs, instructions, messages, advertisements and answer questions.

- Exercise 2 (5 marks): candidates read a series of short statements and complete a matching exercise which tests the main words in these statements.
- Exercise 3 (5 marks): candidates read a short text in the form of an email, message, postcard, letter and answer questions.

Section 2 (15 marks)

- Exercise 1 (5 marks): candidates read a short text in the form of a brochure, guide and answer questions.
- Exercise 2 (10 marks): candidates read a longer text in the form of a letter, email and answer questions.

Paper 3: Speaking

Approximately 15 minutes, 100 marks

The Speaking examination consists of a single interview with three compulsory parts:

- Test 1: Role Play (about 5 minutes)
- Test 2: Topic Presentation (1-2 minutes) / Conversation (3-4 minutes)
- Test 3: General Conversation (5 minutes)

Paper 4: Writing

1 hour, 50 marks. All candidates must attempt both sections. Answers written in any language other than Arabic are ignored.

Section 1 (20 marks)

- Question 1 (5 marks): candidates are required to write a series of single words linked to a topic.
- Question 2 (15 marks): a directed writing task. 80–90 words in total are required.

Section 2 (30 marks)

- Question 3 (30 marks): candidates are offered a choice of three tasks (an email/letter, an article, and a narrative) and must complete one of these. 130–140 words in total are required

The candidates are eligible for grades A* to G.

Art & Design IGCSE

Aims of the course

Cambridge IGCSE Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully exploited.

The aims are to enable learners to develop:

- an ability to record from direct observation and personal experience.
- an ability to identify and solve problems in visual and/or other forms.
- creativity, visual awareness, critical and cultural understanding.
- an imaginative, creative and personal response.
- confidence, enthusiasm and a sense of achievement in the practice of art and design.
- growing independence in the refinement and development of ideas and personal outcomes.
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate.
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions.
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures.
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Course content

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response. The broad areas of study are:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media
- Graphic communication
- Textile design.

During examinations, candidates can respond using any of the media above.

Assessment

All candidates take the following two components. The candidates are eligible for grades A* to G.

Component 1 = Broad-based assignment 50%

Unlimited preparatory period during which time candidates produce supporting studies (up to two sheets, maximum size A2) in advance of the eight-hour examination (maximum size A2).

This component is externally assessed.

100 marks

Component 2 = Design-based assignment 50%

Unlimited preparatory period during which time candidates produce supporting studies (up to two sheets, maximum size A2) in advance of the eight-hour examination (maximum size A2).

This component is externally assessed.

100 marks

The combination of knowledge and skills in Cambridge IGCSE Art & Design gives learners a solid foundation for further study and future employment. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Art & Design.

Physical Education IGCSE

Aims of the course

IGCSE PE is a course designed for students who wish to study Physical Education in greater depth, possibly with a view to working in the Sport, Health and Fitness industries in the future.

A combination of both complex scientific knowledge and high level sports performance are needed to achieve well in this course.

Course content

Units which will be examined are:

- **Anatomy and Physiology**: Students will study the body's anatomical and physiological systems (muscular, skeletal, circulatory and respiratory) and apply them to physical activity. There will also be an introduction to Biomechanics – the study of movement.
- **Health, Fitness and Training**: This will include the study of nutrition and energy for performance. Students will also learn about various training methods and how to structure a training/fitness programme for someone to ensure they make progress.
- **Skill Acquisition and Psychology**: This unit studies the cognitive and psychological processes which go into learning and performing skills.
- **Social, Cultural and Ethical Influence**: Students will study how physical activity is affected by the society they live in and the culture around them. This unit will also investigate how and why some athletes use drugs to enhance their performance, how technology is being used to change sports, and how injuries can be avoided and treated.

Please be aware of the following before electing this subject:

- Due to the necessity to perform some physical activities off-site, there will be additional costs for students who wish to complete this course.
- Please also be aware that classes will be mixed gender for both theory and practical sessions (girls and boys will be taught together).
- Students will be required to attend at least one ECA after school per week.

Assessment

Suitable candidates must be prepared to participate in classroom-based learning which will be assessed by a 100 mark, 105-minute examination in the summer of 2019. This contributes 50% of the final mark.

In addition, students' practical ability is assessed and contributes 50% of the final mark. Students who can perform four sports/physical activities to a high standard can achieve well in this section. Consequently, a suitable candidate will ideally be playing at least one sport regularly in an organised setting outside of school hours.

The candidates are eligible for grades A* to G.

**Options Information Evening invitation letter given to students
on Tuesday 2 May 2017**



Tuesday 2 May 2017

Dear Year 9 Parents

As the Summer Term is starting and Year 10 is fast approaching for your child/ren, we would like to invite you to an **Options Information Evening** on **Tuesday 9 May at 18:00** in the school's gymnasium. Following discussions I have had with many of you, you are aware that students are allowed to choose some subjects for Year 10, while others remain compulsory. Teachers will present their subjects at IGCSE level (Years 10 and 11), the course content and the assessment requirements. You will have the chance to ask them questions so you and your child/ren's decisions for the next two academic years are well informed. In order to support your reflections during the information evening, you will receive by email a soft copy of our Year 10 Options Handbook for 2017-2018 at the end of the day today. Copies will be made available on the day too.

At the back of the handbook, you will see that there is the same Options Form as the one attached to this letter, with subjects to tick and explanation to read carefully. This form, fully completed, is to be returned by your child on **Sunday 14 May** to their Form Tutor.

To inform us of your presence or not at the **Options Information Evening on Tuesday 9 May at 18:00**, please fill in the slip below. Some staff will be available to translate, if required. Students need to come accompanied by a parent. If you cannot attend, please feel free to contact Reception to ask for further information, should you need any.

I am hoping that you can attend on Tuesday and looking forward to seeing you there.

Yours faithfully
Ms Gonzalès
Head of Secondary



Name of child: _____ Tutor group: _____

- I will attend the Options Information Evening on Tuesday 9 May at 18:00. Number of adults and children attending: _____
- I will NOT attend the Options Information Evening on Tuesday 9 May.

Parent's name: _____

Parent's signature: _____

الثلاثاء 2 مايو 2017

المحترمين

السادة/ أولياء أمور الصف 9

بمناسبة بدء الفصل الصيفي وقرب انتقال أطفالكم للصف 10، ندعوكم لحضور أمسية " معلومات الخيارات"، وذلك يوم الثلاثاء الموافق 9 مايو في تمام الساعة 6 مساءً في الصالة الرياضية. بناءً على المناقشات التي أجريتها مع العديد منكم، فإنكم على علم بأنه يسمح للطلاب باختيار بعض المواد الدراسية في الصف 10، في حين أن البعض الآخر لا يزال إلزامياً. سيقوم المعلمون بعرض المواد الدراسية في مستوى IGCSE (الصف 10 و 11)، وكذلك المحتوى التدريبي ومتطلبات التقييم. سيكون بإمكانك طرح الأسئلة خلال الأمسية وعليه سيكون قراركم للعامين المقبلين صحيحاً. من أجل دعم آراءكم الخاصة بالأمسية، سوف تتلقى عن طريق البريد الإلكتروني نسخة من دليل خيارات الصف 10 للعام الأكاديمي 2017 – 2018 وذلك مع نهاية اليوم. ستتوفر النسخ كذلك في يوم الأمسية.

في الجزء الخلفي من الدليل، يوجد نموذج الخيارات المشابه للمرفق في هذه الرسالة، لاختيار المواد الدراسية مع شرح تفصيلي للقراءة. يرجى تعبئة النموذج وإعادته مع الطلاب يوم الأحد الموافق 14 مايو الى مدرس النموذج المعني.

في حال رغبتكم في حضور أو عدم حضور الأمسية، يرجى تعبئة الجزء السفلي من هذه الرسالة. سيتم توفير ترجمة عند الحاجة. يحتاج الطلاب للحضور مع أولياء الأمور. في حال عدم المقدرة على الحضور، يرجى التواصل مع الاستقبال وكذلك للحصول على المزيد من المعلومات.

نسعد بحضوركم ونتطلع لرؤيتكم في الأمسية.

مع تحيات

مس/ جونزالز

مسؤولة المرحلة الثانوية



اسم الطالب: _____ الصف: _____

○ سوف أحضر الأمسية يوم الثلاثاء 9 مايو، الساعة 6 مساءً. عدد البالغين والأطفال الحاضرين _____

○ لن احضر الأمسية يوم الثلاثاء 9 مايو.

○ اسم ولي الأمر: _____ توقيع ولي الأمر: _____

Options Form given to students on Tuesday 2 May 2017, to be signed by parents and returned by students to Form Tutor by Sunday 14 May 2017



Tuesday 2 May 2017

Dear Year 9 Parents and Students

Please see below the table listing the subjects available at IGCSE in Year 10 for the academic year 2017-2018. Before making your choice, we recommend that you (1) attend the Options Information Evening on Tuesday 9 May 2017 at 18:00 in the gymnasium, (2) read carefully the Year 10 Options Handbook for 2017-2018 emailed to all Year 9 parents, (3) review the 'Conditions' detailed below the table and (4) research online the admissions requirements of universities you may have already targeted for your child/ren to apply to. As the courses run over two years, students commit to their choices for Year 10 and Year 11.

Student's name: _____ Year 9 Form Group: _____

Blocks	Weekly allocation (hours)	Subjects	Choice / Please tick as appropriate
English	5	First Language + Literature	
		Second Language	
Mathematics	5	Mathematics	
Science	5	Combined (one award)	
		Coordinated (two awards)	
Options Block A	3	Physical Education	
		Art and Design	
		3rd Science	
		Global Perspectives	
Block B	6	Arabic First Language + IS	
Options Block C (MFL)	3	Arabic 2	
		French	
		Hindi	
Options Block D (Humanities)	3	Geography	
		Global Perspectives	
PE non-IGCSE (compulsory)	1		

'Conditions':

Depending on the following 'conditions', you must choose one subject per block.

- (1) Mathematics, being alone in its block, is compulsory for all students.
- (2) Block B is compulsory for Arabic First Language speakers and available to Arabic First Language speakers only.
- (3) If Block B is chosen, Blocks C and D are not available.
- (4) To choose a third Science in Block A, Coordinated Sciences must be chosen in the main Science block.
- (5) The MFL Option must remain the same as the language studied in Years 7 to 9.
- (6) Global Perspectives cannot be chosen twice (Blocks A and D).
- (7) IGCSE PE is mixed (girls and boys together) and a minimum of 10-12 students are required to run the course.

Parent's name: _____ Date: _____

Parent's signature: _____

PLEASE RETURN TO YOUR FORM TUTOR BY SUNDAY 14 MAY 2017

