



NORD ANGLIA
INTERNATIONAL SCHOOL
SHANGHAI, PUDONG



IGCSE at NAIS Pudong

Dear Students,

Welcome to Key Stage 4 at Nord Anglia International School Shanghai Pudong. In Key Stage 4 you will complete IGCSE courses and The International Award that culminate in formal qualifications at the end of Year 11. The move into Year 10 is a significant step because you will start to make decisions that will have implications for the future. Therefore, you will need to start making well informed choices aligned with your interests, academic ambitions and long term goals. In some cases you might have already formulated a clear direction for your future studies which will inform your choices this evening. However, please do not worry if you are still undecided. What is important is that you remain open-minded and choose a balanced and broad portfolio. Choosing your IGCSE subjects is an exciting opportunity to make choices about your learning. As you consider the option choices, think carefully about your abilities coupled with your passions and ambition. At Nord Anglia International School Shanghai Pudong, we have always actively aimed to create rich opportunities for learning that extend and challenge engagement beyond the requirements of the IGCSE curriculum. The IGCSE courses will not only consolidate your foundational learning but will continue to prepare you as a global citizen equipping you with the important skills required to be a life-long learner. Our Key Stage 4 offering will therefore empower you to become a well-rounded and competent lifelong learner who will be fully equipped and ready to embrace a range of academic and aspirational challenges with self-belief and determination.

Please refer to the fact file for further information about the various subject choices. In addition you teachers will gladly address any questions or concerns that you might have.

I look forward to working with you and supporting you as you move onto the next exciting phase of your learning journey.

Best wishes,

Mr. Bevan Graham
Head of Secondary



The IGCSE Programme

The International General Certificate of Secondary Education (IGCSE) is the international version of the GCSE courses taken by students in the United Kingdom. The IGCSE offers a good foundation for future participation in a global society. IGCSE courses are offered in a range of subjects. International General Certificates of Secondary Education (IGCSE) are important as they are internationally recognised qualifications that will not only strengthen university applications but also ensure that students gain the necessary academic, social and critical skills required for successful career in the future.

At Nord Anglia International School Shanghai Pudong, we use two examination boards, both very well-known and are internationally highly recognised.

- Cambridge International Examinations (CIE), part of the University of Cambridge is the world's largest provider of international qualifications to school age students.
- Edexcel is the largest examination body in the United Kingdom. Edexcel has a long and rich history and was established one hundred and fifty years ago as part of the University of London.

At the end of the two-year course and after successfully completing all the requirements and examinations, students will be formally awarded a certified qualification in each subject completed. IGCSE courses are graded in two ways, depending on the subject. Some are graded from A* (high) to G (low) whereas some use a 9 (high) to 1 (low) system.

The IGCSE Programme at Nord Anglia International School

In Year 10, students are able to make choices about the direction and focus of their learning. These choices often mark the beginning of the journey towards the IB Diploma Programme, university and employment beyond. At Nord Anglia International School Shanghai, we follow a British Curriculum in Key Stage 4. However we adapt delivery to make sure it provides our international student body a truly global education. It is probably that this the first time students have this degree of choice about their learning. When making the options choices students should consider carefully their interests, their strengths and their ambitions.

In addition to the subject options there are compulsory components that all our students are required to complete. To ensure balance and to maintain a healthy body and mind all our students take core Physical Education. Core Physical Education is offered over and above the IGCSE Physical Education qualification. Furthermore, all our students take English, a second Language, Mathematics and Global Perspectives. Students also engage with Guidance lessons to cover the broader topics of life, health, general well-being, careers and Higher Education.

Schools that have a diverse curriculum offer in different phases can find it a challenge to ensure vertical alignment in terms of ideology, quality and progression. In some schools students entering the IB Diploma Programme find it a challenge to come to terms with the approach learning style of IGCSE delivery. At Nord Anglia International School Shanghai we have well established strategies to ensure that you do not have to spend time adjusting to a new approach in Year 12 but can rather proceed with effective learning right from the outset. As such our IGCSE offer includes compulsory components that mirror the Approaches to Learning in the IB Diploma Programme. In this regard, all our IGCSE students also complete the CIE Global Perspectives course. Global Perspectives includes a formal consideration of international-mindedness by promoting students to reflect on issues of global significance in a critical and thoughtful manner. In addition all students complete the Duke of Edinburgh International Award. Doing the Award allows for effective service learning and provides our students personal challenge. It allows our students to set ambitious goals and formally recognises their achievements.

The compulsory subjects

English Language & English Literature

In Years 10 and 11, all students with demonstrated ability will have the opportunity to study two related English courses. These include IGCSE First or Second Language and IGCSE Literature. Each of these syllabuses is designed as a two-year course for examination at age 16-plus. As English Language and Literature will be studied concurrently, it is expected that students will be able to transfer and apply knowledge and skills across both courses. Throughout their study of Language and Literature, students will examine closely a range of works from the genres of poetry, prose and drama.



Students will have access to a range of literary and language texts, extracts and other resources as required. These courses will enable students to communicate accurately, appropriately and effectively in speech and writing while exploring areas of universal human concern, thus leading to a greater understanding of themselves and others.

Mathematics

Mathematics is one of the core subjects in Years 10 and 11 and therefore is taken by every student. The IGCSE in Mathematics builds upon the basic skills in the areas that have been taught in Key Stage 3 of the English National Curriculum: Number; Algebra; Ratio, proportion and rates of change; Geometry and measures; and, Statistics and Probability.

The Cambridge International Examinations in Mathematics enables students to: develop their knowledge and understanding of mathematical concepts and techniques, acquire a foundation of mathematical skills for further study in the subject or related areas; enjoy using and applying mathematical techniques and concepts, and become confident to use Mathematics to solve problems; appreciate the importance of Mathematics in society, employment and study.

Studying Mathematics helps to develop logical reasoning skills that are essential for success in any field. There are many applications of Mathematics in everyday life.

Science

All students will study Core and Supplemental in three distinct areas of Science – namely Biology, Chemistry and Physics. Cambridge IGCSE develops a set of transferable skills including data handling, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for further progression into IB sciences.

The Science department will encourage learners to be:

Confident – interested in learning about science, questioning ideas and using scientific language to communicate their views and opinions.

Responsible – working methodically and safely when working alone or collaboratively with others

Reflective – learning from their experience and interested in scientific issues that affect the individual, the community and the environment

Innovation – solving unfamiliar problems confidently and creatively

Engaged – keen to develop scientific skills, being curious about scientific principles and their application in the world.

International Award

The International Award is the international version of the UK's Duke of Edinburgh Award, which aims to equip young people for both life and work. It comprises 4 elements: Service, Skills, Physical Recreation and the Adventurous Journey. By harnessing students' existing interests, and encouraging them to push themselves beyond their comfort zone, we aim for all students to achieve the Bronze Award by the end of Year 10. This award is excellent preparation for the CAS element of the IB Diploma, and also gives those students who wish to, the opportunity to continue with the programme to achieve their Silver or Gold award during their remaining time at school.

Global Perspectives

At Nord Anglia International School we provide a broad curriculum that enables our students to become thoughtful lifelong learners. We are therefore delighted to offer a new IGCSE offering called Global Perspectives. This course provides a unique learning opportunity and is designed to equip students with reflective and critical thinking skills. The development of these important academic skills will not only strengthen their subject specific learning but will also support the transition from IGCSE to the IB Diploma Programme. In particular it prepares students for Theory of Knowledge and the Extended Essay, core components of the Diploma Programme. The Global Perspectives course is skills based IGCSE programme that provides opportunities for enquiry into, and reflection on, key global issues from personal, national and global perspectives. By encouraging awareness of global problems students are provided opportunities to critically explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling.



Making the right choices

Your IGCSE choices matter

The subjects that are studied at this stage can make an impact on your future study, university destinations and career choices. Your year team and subject teachers are ready to offer advice. If you already have a good idea about what you would like to study at university our Higher Education team can give you guidance to help choose the right path to your chosen destination.

Making smart IGCSE choices

Here are a few pointers on how – and how not – to make the right IGCSE choices:

- Choose your optional subjects because you think you'll be good at them, and because they will interest you.
- If you're not sure what you might want to take at university, ensure you have a good mix of IGCSE subjects.
- If you're already thinking about a particular type of course, take a look at the entry requirements for specific courses at university and work back from there.
- Make sure you enjoy these subjects and you aren't taking them because of your friends, family and teachers.

SUBJECTS

Everyone takes English, Mathematics, either a Double or Triple Award Science, and Global Perspectives.

To support your holistic development, in addition to your examined core subjects, you also participate in courses that are not examined. This includes PE* sessions and lessons that cover Guidance and the Global Core, although these are not examined courses. (*There is an examined PE course you can select as part of your options.)

We believe that all students should continue their study of a language other than English. So you will select one of the following languages; Mandarin, French, German or Spanish.

You then choose 3 more subjects from a wide variety of options – see the Option Form included with this pack.

To help you make your choices you can:

- Speak to teachers about the different option subjects – ask questions about the skills and content covered and how it relates to work you have been learning in Year 9. Ask about the style of assessment, for example is it all exams or is there some coursework?
- Speak to your Year 9 subject teachers about how suitable the course is for you.
- Remember the **Academic Review Evening** dates.
- Talk to older students, your parents and to other adults about the choices they made and what worked well for them.

For EAL Learners

If you are an EAL learner we can support you to create a pathway that will allow you to focus on improving your command of English. You will still select the same number of option subjects so make sure you ask your teachers about the language demands of the course. Some subjects rely more heavily on the precise use of language so you may find these subjects more challenging so please consider this when you are making your choices.

Mathematics

Cambridge International

Core

Aims

- develop an understanding of mathematical principles, concepts and methods in a way which encourages confidence, provides satisfaction and enjoyment, and develops a positive attitude towards mathematics
- develop a feel for number and understand the significance of the results obtained
- apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in learners' own lives and the world around them
- analyse and solve problems, present the solutions clearly, and check and interpret the results
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors, select an appropriate mathematical method to solve the problem, and evaluate the method used
- use mathematics as a means of communication with emphasis on the use of clear expression and structured argument
- develop an ability to apply mathematics in other subjects, particularly science and technology
- develop the ability to reason logically, make deductions and inferences, and draw conclusions

- appreciate patterns and relationships in mathematics and make generalisations
- appreciate the interdependence of different areas of mathematics
- acquire a foundation for further study of mathematics or for other disciplines.

Content Covered

Number

- Number

Algebra

- Algebra and graphs
- Coordinate geometry

Shape and space

- Geometry
- Mensuration
- Trigonometry
- Vectors and transformations

Probability and statistics

- Probability
- Statistics

Assessment

All candidates take two papers. Candidates who have studied the Core syllabus content, or who are expected to achieve a grade 4 or below, will be entered for Paper 1 and Paper 3. These candidates will be eligible for grades 1 to 5. Candidates who have studied the Extended syllabus content and who are expected to achieve a grade 5 or above will be entered for Paper 2 and Paper 4. These candidates will be eligible for grades 3 to 9.

Core candidates take:

- PAPER 1 (Core) 1 hour 35% 56 marks Short-answer questions
- PAPER 3 (Core) 2 hours 65% 104 marks Structured questions

Extended candidates take:

- PAPER 2 (Extended) 1 hour 30 minutes 35% 70 marks Short-answer questions
- PAPER 4 (Extended) 2 hours 30 minutes 65% 130 marks Structured questions

Candidates should have a scientific calculator for all papers.

English First Language

Cambridge International

Core

Aims

This course aims to:

- enable students to understand and respond to what they hear, read and experience
- enable students to communicate accurately, appropriately, confidently and effectively
- encourage students to enjoy and appreciate a variety of language
- complement students' 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 students' personal development and an understanding of themselves and others.

Syllabus Content

Reading

- 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.

Writing

- 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.

Speaking and Listening

- 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

EXTERNAL = 100%	
PAPER 1 Reading Passages 2 hours	Students answer questions on three texts. The different sections will require students to answer comprehension-style questions, to write a summary, to respond to language and to write an extended response in a specific text type. 50 marks . 50%
PAPER 2 Directed Writing and Composition 2 hours	Students answer one question on a passage or passages totalling 650 - 750 words, and then complete a composition task from a choice of four titles. 50 marks. 50%



English Second Language

Cambridge International

Core

Aims

Core

This course aims 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

Reading

- understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers
- identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form

- select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds
- recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them
- understand what is implied but not actually written, e.g. gist, purpose and intention

Writing

- carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English
- describe, report and give a wide range of information
- identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper

Listening

- understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations
- identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk
- recognise and understand ideas, opinions and attitudes and explore the connections between them
- identify the important points or themes of the material including attitude, relationships between speakers
- understand what is implied but not actually spoken, e.g. gist, purpose and intention

Speaking

- demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs
- respond confidently to new, topical ideas
- conduct a sustained conversation with a sense of audience and purpose

Assessment

EXTERNAL = 100%	
COMPONENT 2 Reading and writing (Extended) Written paper 2 hours	There are six tasks in the paper, testing a range of reading and writing skills. 80 marks. 70%
COMPONENT 4 Listening (Extended) Written paper Approximately 45 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. 40 marks. 30%
INTERNAL (SEPARATE CERTIFICATE)	
COMPONENT 5 Speaking Approximately 10–15 minutes	Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic. 30 marks. Certificates are awarded separately for this component using grades 1 (high) to 5 (low) for speaking.



English Literature

Cambridge International

Core

Aims

Develop student 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.

Syllabus Content

Using a range of set tests including Poetry and Prose students must:

- 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

EXTERNAL = 100%	
COMPONENT 1	Students answer two questions on two texts: one poetry and one prose.
Poetry and Prose	There is a choice of two questions (one passage-based and one essay) on each text.
1 hour 30 minutes	50 marks. 50%
COMPONENT 3	Students answer one question on one text.
Drama (Open text)	There is a choice of two questions (one passage-based and one essay) on each text.
45 minutes	25 marks. 25%
COMPONENT 4	Students answer one question.
Unseen	There is a choice of two questions requiring critical commentary (one based on literary prose and one based on a poem or extract of a poem).
1 hour 15 minutes	25 marks. 25%



Science

Cambridge International

Core

Aims

Enables students to:

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

Syllabus Content

Biology

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement in and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in humans

- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Biotechnology and genetic engineering
- Human influences on ecosystems

Chemistry

- States of matter
- Atoms, elements and compounds
- Stoichiometry
- Electrochemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Chemistry of the environment
- Organic chemistry
- Experimental techniques and chemical analysis

Physics

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

EXTERNAL = 100%	
PAPER 2 45 minutes	Multiple Choice (Extended) - 40 four-option multiple-choice questions Questions will be based on the Extended subject content (Core and Supplement) 40 marks. 30% of IGCSE Grade
PAPER 4 1 hour 15 minutes	Theory (Extended) - Short-answer and structured questions Questions will be based on the Extended subject content (Core and Supplement) 80 marks. 50% of IGCSE Grade
PAPER 6 1 hour	Alternative to Practical - Questions will be based on the experimental skills in Section 4 40 marks. 20% of IGCSE Grade



Global Perspectives

Cambridge International

Core

Aims

The aims are to enable students 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.

Syllabus Content

In IGCSE Global Perspectives students 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.

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

Assessment

EXTERNAL = 100%	
COMPONENT 1 Written Examination	<p>Students answer four compulsory questions based on source material. The source material is unseen. The source material will present claims, arguments and evidence from different perspectives on a global issue drawn from the following topics:</p> <ul style="list-style-type: none">• Demographic change• Education for all• Employment• Fuel and energy• Globalisation• Law and criminality• Migration• Transport systems <p>Students should be able to analyse and evaluate use of evidence and language.</p>
COMPONENT 2 Individual Report	<p>With the guidance of their teacher, students choose from one of the specified topic areas and devise a global research question. Students use this question as the title for their report. The report must be between 1500 and 2000 words. The Individual Report must be based on one of the following topics:</p> <ul style="list-style-type: none">• Belief systems• Biodiversity and ecosystem loss• Changing communities• Digital world• Family• Humans and other species• Sustainable living• Trade and aid
COMPONENT 3 Team Project	<p>Students devise and develop a collaborative project into an aspect of one topic from a choice of eight. Students submit work for two elements: team and personal. In preparing for this component, students must work in teams of two to five members to plan and carry out a project involving an aspect of, or an issue relating to, one of the following topics:</p> <ul style="list-style-type: none">• 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

Business Studies

Cambridge International

Option

Aims

Students will be able to:

- Make effective use of relevant terminology, concepts, methods, and recognise the strengths and limitations of the ideas used in business
- Apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- Appreciate the perspectives of a range of stakeholders in relation to the business environment, society, individuals, 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.
- Acquire a foundation of further study of business or other subjects.

Syllabus Content

1. Understanding business activity
2. People in business
3. Marketing
4. Operations management
5. Financial information and decisions
6. External influences on business activity

The programme balances a thorough knowledge and understanding of the subject and helps to develop skills learners need for the next steps in education or employment.

Assessment

EXTERNAL = 100%	
PAPER 1 1 hour 30 minutes	Written examination consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions. 80 marks. 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. Candidates answer all questions. 80 marks. 50%



Economics

Cambridge International

Option

Aims

Students will gain:

- an understanding of economic theory, terminology and principles
- the ability to apply the tools of economic analysis
- the ability to distinguish between facts and value judgements in economic issues
- an understanding of, and an ability to use, basic economic numeracy and literacy
- the ability to take a greater part in decision-making processes in everyday life
- an ability to use examples from a variety of economies
- an excellent foundation for advanced study in Economics

Syllabus Content

1. Basic economic problem: choice and the allocation of resources
2. The allocation of resources: how the market works; market failure
3. Microeconomic decision makers
4. Government and the macro-economy
5. Economic development
6. International trade and globalisation

The programme balances a thorough knowledge and understanding of the subject and helps to develop skills learners need for the next steps in education or employment.

Assessment

EXTERNAL = 100%	
PAPER 1 45 minutes	Multiple choice Candidates answer all 30 questions. 30%
PAPER 2 2 hours 15 minutes	Structured questions Candidates answer one compulsory question and three questions from a choice of four. 70%



History

Cambridge International

Option

Aims

This course enables students to:

- acquire knowledge and understanding of selected periods and/or aspects of History, exploring the significance of historical events, people, changes and issues
- use historical sources critically, in context, recording significant information and reaching conclusions
- organise and communicate their knowledge and understanding of History
- draw conclusions and make historical judgements.

Syllabus Content

You will study the Core Content which is
Option B

The Twentieth Century; international relations since 1919

- Were the peace treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?

- How effectively did the United States contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-c1989?
- Why did events in the Gulf matter, c 1970-2000?

In addition you will study at least one Depth Study (the choice will depend on your teacher and the class themselves) which is either

Germany 1918-45

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany 1933-45?
- What was it like to live in Nazi Germany?

USA 1919-41

- How far did the US economy boom in the 1920s?
- How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the New Deal?

Assessment

EXTERNAL = 100%	
PAPER 1 2 hours	You will answer two questions (from a choice of 4) from the Core Content and one question (from a choice of 2) from your Depth Study. All questions have an A, B, C structure. 60 marks – 40%.
PAPER 2 2 hours	You answer 6 questions on one prescribed (in other words you know it in advance) topic from the Core Content. There is a range of source material. Please note: June 2022 it will be 'How secure was the USSR's control over Eastern Europe 1948-c1989?' 50 marks – 33%.
PAPER 4 1 hour	You answer one question on a Depth Study (from a choice of 2). The paper will focus on the concept of significance and tests your ability to write extended analysis. 40 marks – 27%.

Geography

Cambridge International

Option

Aims

- 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:

Theme 1: Population and settlement 0976

Theme 2: The natural environment

Theme 3: Economic development.

The themes are designed to develop an understanding of natural and human environments

Assessment

EXTERNAL = 100%	
PAPER 1 1 hour 45	Geographical themes 75 marks – 45%. You will answer three questions (each worth 25 marks) Candidates must answer one question from each section
PAPER 2 1 hour 30	Geographical skills 60 marks – 27.5%. You will answer all three questions
PAPER 4 1 hour 30	60 marks – 27.5%. You will answer two compulsory questions, completing a series of written tasks

Art & Design

Cambridge International

Option

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

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

Content overview

Cambridge IGCSE (9–1) Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and schools can play to their strengths in terms of staff expertise and interests.

- The broad areas of study are:
- painting and related media
- print making
- three-dimensional design
- photography, digital and lens-based media
- graphic communication
- textiles and fashion.

Candidates can respond to either component using any of the media above.

Candidates are not expected to produce work from all the areas of study. They are, however, expected to:

- identify and research a particular aspect of art and design
- carry out relevant exploration of media, materials, techniques and appropriate processes
- document and evaluate ideas and concepts against intentions as the work progresses
- develop these into a cohesive final outcome.

Assessment

All candidates take two components.	
COMPONENT 1 Coursework 50% 100 marks	Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework: <ul style="list-style-type: none"> • a portfolio and • a final outcome. Externally assessed
COMPONENT 2 8 hours Externally Set Assignment 50% 100 marks	Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: <ul style="list-style-type: none"> • supporting studies and • a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed

Music

Cambridge International

Option

Syllabus overview

Aims

This course aims to:

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music at a higher level

Content overview

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

Assessment

All candidates take three components.	
COMPONENT 1 1 hour 15 minutes Listening 40% 70 marks	Written examination based on CD recordings supplied by Cambridge International Externally assessed
COMPONENT 2 Performing Coursework 30% 50 marks	Two prepared performances, one individual and one ensemble Internally marked/externally moderated
COMPONENT 2 Composing Coursework 30% 100 marks scaled to 50 marks Two	contrasting compositions Internally marked/externally moderated

Drama

Cambridge International

Option

Aims

Students to understand and enjoy drama by:

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

Syllabus Content

Understanding repertoire

- Knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

Devising

- Devise dramatic material and reflect on its effectiveness.

Acting skills

- Acting skills and their ability to communicate effectively to an audience.

Assessment

EXTERNAL = 40%	
PAPER 1	<p>The questions on this paper relate to pre-release material. This 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. The question paper is structured as follows:</p> <ul style="list-style-type: none">• 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).• Section B (25 marks) one longer-answer question from a choice of 3 on the extract from the play.• Section C (25 marks) one longer-answer question from a choice of three on the drama devised from their chosen stimulus
2 hour 30 minutes	
INTERNAL = 60%	
Practical work	<p>Candidates submit three pieces of practical work.</p> <ul style="list-style-type: none">• One individual piece (3 - 5 minutes) A 3 to 5 minute performed extract from a full length published play.• Two group pieces (maximum 15 minutes each):• One performance of an extract from a published play and one original devised piece



Computer Science

Cambridge International using Pamoja

Option

Syllabus overview

Aims

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language

Content overview

Section 1: Theory of computer science

Section 2: Practical problem-solving and programming

Assessment

PAPER 1 1 hour 45 minutes Theory 60% 75 marks	Short-answer and structured questions Questions will be based on section 1 of the subject content No calculators are permitted
PAPER 2 1 hour 45 minutes Problem-solving and 40% Programming 50 marks	Short-answer and structured questions Questions will be based on section 2 of the subject content All questions are compulsory 20 marks are from questions set on the pre-release material No calculators are permitted

Physical Education

Cambridge International

Option

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable candidates to:

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world
- use and apply this knowledge and understanding to improve their performance
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- understand and appreciate safe practice in physical activity and sport
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being
- gain a sound basis for further study in the field of Physical Education.

Content overview

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of

Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable

candidates to develop an understanding of effective and safe physical performance.

Candidates will study all the following topics:

1. Anatomy and physiology
2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

Assessment

All candidates take two components. Candidates will be eligible for grades 9 to 1.

<p>COMPONENT 1</p> <p>Theory 50%</p> <p>1 hour 45 minutes</p> <p>100 marks</p>	<p>Short and structured questions.</p> <p>Candidates answer all questions.</p> <p>Externally assessed</p>
<p>COMPONENT 2</p> <p>Coursework 50%</p> <p>100 marks</p>	<p>Candidates undertake four physical activities from at least two different categories.</p> <p>Internally assessed/Externally moderated</p>



First Language: Mandarin

Cambridge International

Option

Aims

The aims are to:

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

Syllabus Content

Reading

- identify and interpret explicit information and attitudes
- identify and interpret implicit information and attitudes
- demonstrate understanding of how writers use language and structure to achieve effects and influence readers
- analyse and evaluate facts, ideas and opinions
- select information for specific purpose

Writing

- communicate clearly, effectively and imaginatively
- synthesise information, sequence facts and develop ideas and opinions
- use a range of appropriate vocabulary
- use tone, style and register appropriate to audience and context
- write characters correctly and make accurate use of characters, punctuation and grammar

Assessment

EXTERNAL = 100%	
PAPER 1 2 hours 15 minutes	Section 1: Comprehension and Use of Language (23marks) Section 2: Directed Writing (25 marks) Section 3: Classical Chinese (12 marks) 50%
PAPER 2 2 hours	Writing Candidates write two essays, one from each section. Section 1: Argumentative/Discursive Writing (25marks) Section 2: Descriptive/ Narrative Writing (25 marks) 50%

Second Language: Mandarin

Cambridge International

Option

Aims

The aims are to enable students to:

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

Syllabus Content

Cambridge IGCSE Chinese as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences.

Learners will listen to a range of spoken material, including Talks and conversations, in order to develop listening skills. In both written and spoken Chinese, learners will be able to respond to factual information as well as abstract ideas.

Learners will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Assessment

EXTERNAL = 80%	
PAPER 1 2 hours (Mandarin: 35 minutes)	Reading and Writing Written examination consisting of five exercises that test a range of reading and writing skills. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing. 60 marks. 60%
PAPER 2 Approx. 35 - 45 minutes	Listening 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. All listening material is recorded in Mandarin Chinese. 30 marks. 20%
INTERNAL = 20%	
COMPONENT 3 Approx. 10 - 13 minutes	Speaking The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics. 60 marks. 20%

Foreign Language: Mandarin, French, German, Spanish

Cambridge International

Option

Aims

This syllabus aims to:

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

Syllabus 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, 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

EXTERNAL = 75%	
PAPER 1 45 minutes (Mandarin: 35 minutes)	Listening Students listen to a number of recordings and answer questions testing comprehension. 45 marks. (Mandarin: 30 marks). 25%
PAPER 2 1 hour (Mandarin: 1 hour 15 minutes)	Reading Students read a number of texts and answer questions testing comprehension. 45 marks. (Mandarin: 36 marks) 25%
PAPER 4 1 hour (Mandarin: 1 hour 15 minutes)	Writing Students respond in the target language to three tasks. 50 marks. (Mandarin: 45 marks)
INTERNAL = 25%	
PAPER 3 15 minutes + 15 minutes preparation time	Speaking Students complete one roleplay and have a general conversation based on pre-set questions. 100 marks