

*Our Options  
Guide to...*

Key Stage 4  
I/GCSE Curriculum



THE BRITISH SCHOOL  
OF BEIJING, SHUNYI  
A NORD ANGLIA EDUCATION SCHOOL



*We believe that no-one has a limit to their potential or ability.*

## Overview

We believe there is no limit to what our students can achieve. So we encourage them to be ambitious. To reach for their dreams. To step outside their comfort zones and try something new. We ignite their curiosity.

Being ambitious inspires our students. It urges them to stretch themselves that little bit further. To be relentlessly optimistic. To be the best that they can be. And beyond that to make a difference, to make things better, throughout our world.

Ambition can take them anywhere. It's transformational. It's what makes the extraordinary possible. But it's only the spark. It takes passion, determination and commitment to make it a reality. It takes creativity and innovation. It takes resilience and courage. It takes confidence.

That's why our outstanding teachers nurture these essential skills through personalised learning for each child. We build on each student's individual strengths and passions. We create challenge in every lesson and every activity so that they continuously grow and learn. We offer unique experiences to open new opportunities.

Our family of schools empower our students to achieve beyond what they may have thought possible, academically, socially and personally.

This is the Nord Anglia Approach.



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# Aims & Philosophy

As a parent, you want your child to excel. So do we.

At The British School of Beijing, Shunyi, we promise to support your child to be their best and achieve more than they ever thought possible.



**We endeavour to ensure learners become increasingly responsible for their own learning, appreciate the worth of the process and have the self-belief they can be successful.**

We educate our students to achieve academic success, enabling their entry into the world's leading universities. Our globally respected curricula are enhanced by collaborations with world leading organisations, such as Juilliard, MIT and UNICEF. Individually tailoring our approach to each child enables them to get ahead in the changing world of the future.

We encourage our students to reach for their dreams and beyond and we ensure that every student, whatever their background or previous academic track record,

can achieve outstanding academic results.

The core belief that every student can achieve in this way is at the root of all we do. Our graduates then have an excellent track record of being offered places in top world universities. Students can be confident that their results will command respect around the world and open doors to universities and careers.

We do this by recruiting the world's best teachers who are committed to ensuring excellent academic outcomes in every child. We support teachers through a unique programme of professional development, amplified by the sharing of international best practice. Nord Anglia's global quality assurance framework also

ensures exceptional teaching standards.

Nord Anglia's global reach provides unique life and learning experiences for our students to develop into mature and successful global citizens.



# Introduction

Welcome to our guide to the Key Stage 4 National Curriculum offered by our school. We hope it gives you a broad and detailed insight about what we offer our Year 10 and 11 students as they embark on studying for their I/GCSE examinations.

This guide is designed to introduce students and parents to the programme. It will give you an overview of the courses and qualifications offered and some guidance in making the important decisions about which subjects to study. Please do contact the school if you have any questions unanswered.



**Key Stage 4 is the name given to Years 10 and 11, the two year study period that culminates in the International /General Certificate in Secondary Education examinations or I/GCSEs.**

I/GCSE courses are designed to follow on from studies at Key Stage 3 in the English National Curriculum. They are an internationally recognised school-leavers' qualification as well as an excellent preparation for further study on, for example, the IB Diploma Programme.

I/GCSE qualifications reflect considerable academic achievement. In order to be

successful, you will be expected to rise to the many challenges you will face. You will need to adopt mature and responsible study habits and make the most of the support and advice offered by your tutors and subject teachers.

There is a considerable workload. However, the courses you will follow are designed to engage and stimulate young people. Teaching methods are used that cater for a variety of learning styles, so if you like to work independently or in a group, if you like to read about things or prefer a more 'hands-on' approach, whatever your strengths there will be opportunities for all.

The Personal and Social Learning programme (PSHE) run by the form tutor will involve a variety of activities to support and complement the academic studies. These will include health and social education, target setting and study skills, careers support and charity work.



# Examination Systems

The International General Certificate of Secondary Education (IGCSE) administered by Edexcel International, and Cambridge examination boards. These examination boards operate in over 105 countries around the world and their qualifications are recognised, respected and understood by both employers and educators.

I/GCSE are assessed in a variety of ways, covering coursework, practical assessments and formal examinations. Some components are assessed internally by teachers and externally moderated while others are marked by the examinations board. I/GCSE results are reported on one of two grading systems either from A\* - G or 9-1. The Grades A\* or 9 are awarded to students whose achievement is outstanding. Those students who do not achieve the minimum required for a grade are reported with a 'U'.

**Boards are capable of testing students right across the ability range by means of a system of differentiated papers. In some subjects candidates may be entered for Foundation tier or Higher tier papers. Students taking the extended level examination in any subject will be expected to have studied more material at a higher level than other students. Consequently, the range of grades available to them will be at a higher level than those available to students attempting foundation papers.**

The Higher tier is targeted at grades A\*-D or 9-3, while the Foundation tier is targeted at grades C-G or 4-1. In some subjects, such as Science and History, entries are not tiered, all candidates sit the same examination papers and can be awarded the full range of grades A\*-G or 9-1.

The decision about whether a Foundation or Higher entry is best suited to you in a particular subject does not have to be made until the second term in Year 11, when the mock examinations, reports and parent consultations have all been completed.

The final word in this decision must rest with the subject teachers and Head of Department, who will at the time not only have had five terms to assess your ability but will also have their professional

expertise on which to rely on making the correct judgement to ensure you achieve the best possible grade.

A Grade C or 4 at Foundation level is exactly the same qualification as a Grade C or 4 at Higher level, and nowhere on the examination certificate awarded does it state whether the examination taken was at Foundation or Higher level. The Higher tier qualification is in no way better than the Foundation - it is merely a way of stretching students of high ability.

A student of average ability, doing the Higher examination, might well end up with a Grade D or 3, when a Grade C or 4 was more likely at Foundation level. Discussion with your teachers, Head of Year and your parents is therefore very important.

The I/GCSE examinations are an extremely important stage in your educational progress - it must

be your aim to gain the highest possible qualifications so that you are well prepared for the next step of your education or training.

For perhaps this is the first time you are making choices about some of the subjects you will be studying and we want to ensure they are the correct ones. This booklet is designed to help you make well informed decisions and to offer some advice about how to get more

information if you need it.

Your choice of Arts and Humanities subjects will not necessarily limit your choices in Year 12 for IB courses. If a student chooses to do IGCSE Geography, for example, they can still do History or Business and Management at IB level. Although it is not essential, the experience of following a I/GCSE course in Art and Design provides very good preparation for the IB Visual Arts course. The skills acquired, the experience and the depth of concentration developed are excellent training for the work required on the Diploma Programme. However, this does not mean that a competent and motivated student without I/GCSE experience could not enter this course.



Higher	Foundation
A*	
A	
B	
C	C
D	D
	E
	F
	G





# What will you study?

The curriculum in Key Stage 4 is organised to provide you with a broad and balanced education. Some subjects are compulsory, and these are shown in the table.

Your weekly schedule will have 30 lessons, each of which will usually be 55 minutes long. After time has been allocated to the compulsory subjects there is time for six more optional courses.

Students are encouraged to study a Modern Foreign Language (MFL); French, German or Spanish, Korean and Mandarin are offered. English as a Second Language (EAL) is also available for students who have been identified by the EAL staff as needing to follow this programme.

We believe in the value of studying the Arts and offer I/GCSE courses in Music, Art, Drama and Design Technology. Students will also usually follow at least one course from the Humanities group. We believe that studying a broad range of subjects enriches your general knowledge and cultural understanding and will keep your options open for study beyond I/GCSE level.

We will always try to meet the individual needs of each student, but it is not always possible to offer

all the requested combinations of optional subjects. In these cases, it will be necessary for a student to change their options choices.

### Remember

This may be the first time you have been able to choose subjects. You must be careful about your options, because the subjects you take now will affect what you may do in the future.



### Compulsory Subjects

**English Language**

**English Literature**

**EAL** (English as a second language)

**Mathematics**

**Minimum of One Science** (Physics/ Biology/Chemistry)

**PE** (Non-examined)

**PHSE** (Non-Examined)

**Minimum of One Language** (Mandarin/ French/Spanish)



### Optional Subjects

Art

Biology

Chemistry

Computer Science

Design Technology

Economics

French 1<sup>st</sup> Language

Geography

German 1<sup>st</sup> Language

History

Korean 1<sup>st</sup> Language

Mandarin 1<sup>st</sup> or 2<sup>nd</sup> Language

Music

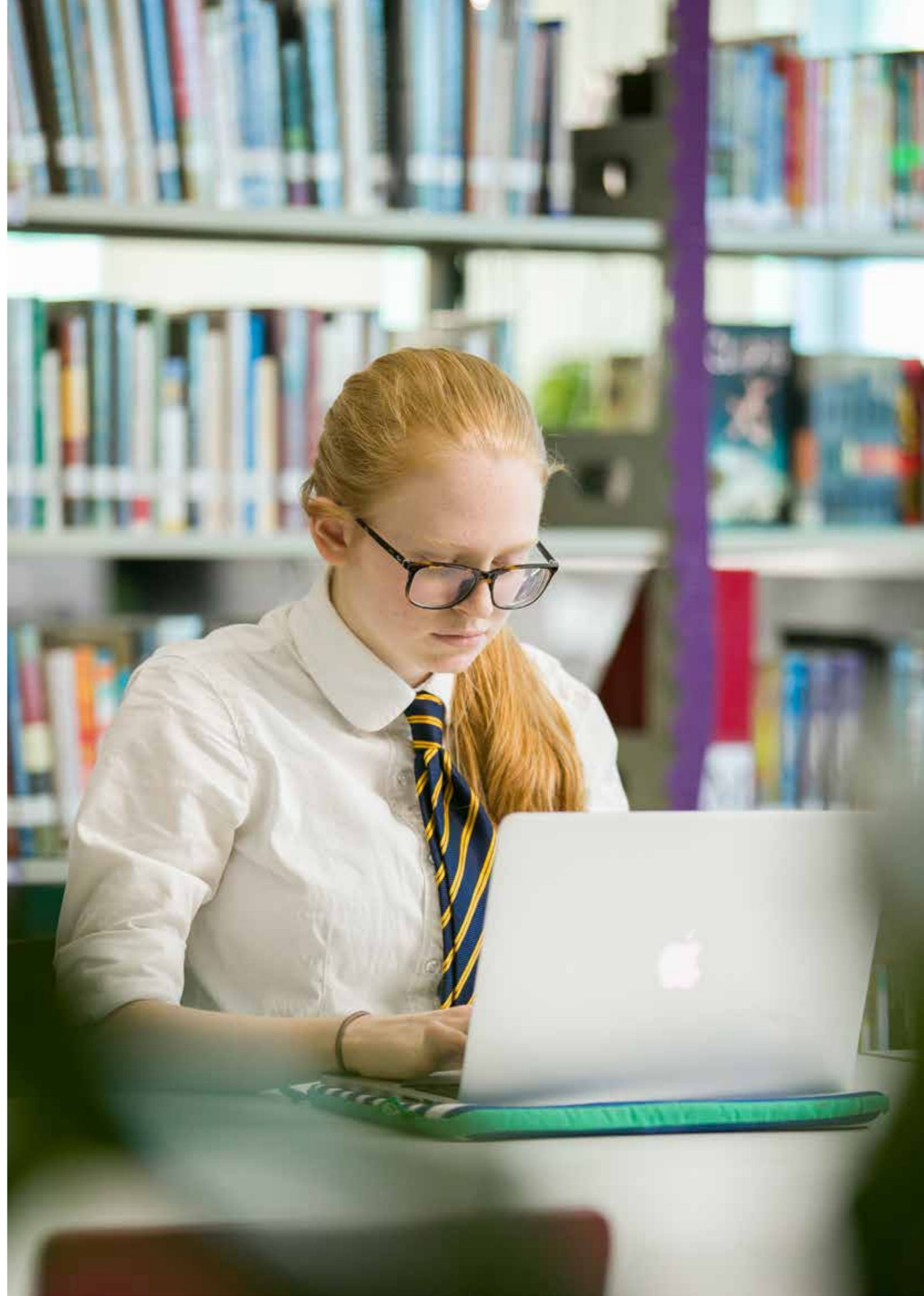
Drama

Psychology

Physical Education

Physics

Spanish 2<sup>nd</sup> Language







## Preparing students for the world stage

### The Juilliard-Nord Anglia Performing Arts Collaboration

Music can play a transformational role in children's education. The Juilliard-Nord Anglia Performing Arts Programme has been designed to give students a deep engagement with performing arts - promoting cultural literacy, creativity, critical thinking and collaboration.

Our embedded arts curriculum begins with music. Your child will be drawn into a Juilliard-curated repertoire comprising twelve core categories that encompass a wide range of genres, styles and cultures. Each of the 12 categories is exemplified by an iconic work supplemented with carefully curated extension works, enabling

your child to explore different elements of music and its role in our society.

Engaging activities developed by Juilliard will help your child understand the language of music and develop creative skills such as improvisation and composition. Our outstanding teachers will use the Juilliard Creative Classroom to access these and a host of other teaching materials, recordings and videos for their lessons.

Your child will be connected to Juilliard's worldwide network of performers, teaching artists and curriculum specialists, regularly interacting with them through

workshops, masterclasses and performances in our school. We have seen how working with teachers and artists of this calibre inspires young minds to achieve their dreams, and so we are very proud of our collaboration and the extra dimension it brings to our students.

The keyboard acts as an entry point for music theory learning in our school. There is no better way for students to understand musical concepts than from first-hand experience. From the age of five, every student will actively use the keyboard to explore the fundamentals of music and notation.

## Learn from the best

Ambition inspires people to rise up to the challenge and to achieve the extraordinary. Ambition will take you anywhere you want.

#### We believe that:

- There is no limit to what we can achieve
- Creativity and challenge help us get better every day
- Learning should be personalised
- Unique global opportunities enhance the learning experience

## Helping your child invent the future

### Massachusetts Institute of Technology (MIT) STEAM Collaboration

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success. Through practical, hands-on problem solving, your child will develop transferrable skills such

as creativity, curiosity, resilience, resourcefulness, collaboration and confidence to help pave the way to a wide open future. We have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the

interdisciplinary subjects of STEAM. Through in-school challenges, an annual visit to MIT, and specialised training for our STEAM teachers, we put your child at the vanguard of developing skills for the 21st century.



## KS4 Core Subjects

# English First Language

Cambridge Exam Board Course Code: 0500

**Designed for students for whom English is their mother tongue, IGCSE First Language English develops the ability to communicate clearly, accurately and effectively in both speech and writing. Students learn how to employ sophisticated vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students will sit two exams.**

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Each year, the Global Campus Library showcases an outstanding selection of fiction and non-fiction texts that students can read to increase their appreciation and understanding of English. To enhance this learning experience, students can access Global Campus Online to read and write book reviews and engage in discussions with peers from around the world.

### What skills will I need for this course?

We recommend that learners who are beginning this course should have a level in English equivalent to First Language competence. In addition, to be successful, you must demonstrate a commitment to regular reading for both academic purposes and your own pleasure. Furthermore, you need to be willing to act upon feedback given to improve your own reading and writing skills and actively seek assistance or clarification on any issues you are not clear about.

### How to support your child's study

Talk to your son or daughter about the texts they are studying. Encourage them to "Be Ambitious" and read widely, including websites, blogs, graphic novels, newspapers, magazines, poetry, and fiction and non-fiction books from the Global Library. Set an example yourself by reading at home. Students whose first language is not English should be encouraged to record any new vocabulary when it is encountered. Students can also listen to audio books and podcasts in English to develop their listening skills.

### IGCSE English First Language Assessment

#### Paper 1 Reading - 50%

- 2 hours - 80 marks
  - Structured and extended writing questions. The questions will be based on three reading texts
- Externally assessed and set by Cambridge

#### Paper 2 Directed Writing and Composition - 50%

- 2 hours - 80 marks
- Extended writing question and a composition task
- Externally assessed and set by Cambridge



# English Literature

Cambridge exam board Course code: 0486

The syllabus challenges students to read, interpret, and evaluate a range of literature in English that includes poetry, prose and drama. Throughout their studies, students are encouraged to ask questions and think critically about how literature can teach the reader about universal themes and issues in society.

Students will explore the meaning and themes in these texts from different perspectives, before forming their own personal responses. At the heart of this course is an appreciation for the ways in which writers use English to achieve a range of effects. Students will learn how to skilfully incorporate well-selected reference to the text into their responses to demonstrate a clear, and critical understanding of the text.

## What skills will I need for this course?

To be dedicated, willing and open minded about reading, researching and discussing a range exciting, challenging and complex literature from different periods and cultures and to utilize and develop your skills in reading, writing and discussion to support these aims.

## IGCSE English Literature components:

**Paper 1** - Poetry and Prose written exam – 50%

- Poetry from Songs of Ourselves: Volume 1 or 2 and Prose from Stories of Ourselves,
- Candidates answer two questions on two texts: one poetry and one prose. This paper is set and marked by Cambridge.

**Paper 3** - Drama exam – 25%

- One question on one text. This paper is set and marked by Cambridge.

**Coursework 25%**

- Portfolio of two assignments, each on a different text. Internally assessed and externally moderated

# Mathematics, Advanced Subsidiary

Cambridge IGCSE Mathematics (0580)  
Edexcel AS Mathematics (8MA0)

The Cambridge IGCSE Mathematics, for the majority of students, is a two year course. The department offers an Extended and a Core option.

The Cambridge IGCSE Mathematics, for the majority of students, is a two year course. The department offers an Extended and a Core option. The department caters also for gifted and talented students in Mathematics by running one accelerated class in each year group, with the result of students being able to take their IGCSE at the end of Year 10. In Year 11 they will complete the Further Pure Mathematics course and a Statistics and Mechanics course, both of which are very demanding courses. Mathematics department sees these courses as a pre-requisite for the students who are going to follow the High Level path for IB or A-Level Mathematics in Year 12.

## Course Aims

The course will help students to demonstrate their knowledge and understanding of mathematical techniques and to acquire a foundation of mathematical skills for further study in the subject or related areas. Students are learning to reason, interpret and

communicate mathematically when solving problems. The course enables students to appreciate the importance of Mathematics in society, employment and study.

## Material Covered

The course will cover basic mathematical and functional skills from Number topics such as fractions, percentages, ratio and proportion, sets notation. Then the Algebra and graph topics will allow students to cover from basic algebraic operations, factorizations, index laws, solve linear and quadratic equations, graph different types of functions, use and interpret graphs in practical situations. Furthermore the Geometry and Mensuration part of the course will allow students to learn coordinate geometry, volumes and surface areas of prisms and pyramids as well as discover vectors, circle theorems and work with Trigonometry and sine and cosine rule. Finally Statistics topics will give the opportunity for looking at probability, calculate different types of averages construct and use cumulative frequency diagrams, and understand different types of correlation.

## Assessment

There are two tiers of entry in the Cambridge IGCSE Mathematics course, and it is assessed by the completion of two examinations which are designed to be accessible to students of all abilities within the appropriate tier:

Extended – Grades A\* to E

Paper 1: Worth 70 marks or 35% of the total qualification marks; one hour and thirty minutes duration, use of calculators is allowed. Externally assessed.

Paper 2: Worth 130 marks or 65% of the total qualification marks; two-hour and thirty minutes duration, use of calculators is allowed. Externally assessed.

Core – Grades C to G

Paper 1: Worth 56 marks or 35% of the total qualification marks; one hour duration, use of calculators is allowed. Externally assessed.

Paper 2: Worth 104 marks or 65% of the total qualification marks; two hours duration, use of calculators is allowed. Externally assessed.



## Mainstream EAL

Students entering Year 10 with any of their major English language skills lower than level B2 on the Common European Framework of Reference for Languages (CEFR) are required to study English as an Additional Language. The demands of IGCSE English literature study require a minimum of CEFR B2 in order to cope with its complexity and for this reason, those below this level require an alternative course, not only to improve their language level for future literature study but to support their overall language development for all their I/GCSE subjects.

Consequently, the EAL department offers our KS4 students an ambitious course of study throughout these two years, ultimately aimed at making sure the students are as ready as possible to excel in both I/GCSE and IB. We push the students to achieve the highest possible overall English level that they can and our exam progression mirrors this.

We start in Year 10 with the Cambridge First Certificate in English (FCE) exam, which provides a basis for helping students achieve the CEFR B2 level. Depending on their achievement at FCE, students then move on to study the Cambridge Advanced Exam (CAE) which is targeted at CEFR C1-C2 level and which assures a

level of English that is not only suitable for the study of English A in the IB Diploma, but is itself a proof of level accepted by all the major UK universities. In the EAL department, we are committed to providing the means to achieve a constant improvement in English level coupled with the appropriate international examination to prove this success to the world. Fast-track students can start working towards CAE in Year 10, with all students taking the CAE exam in Year 11.

## EAL Option

This is not an examination course, but rather a support course offered to those students who need extra support in their academic English skills in KS4. Entry into the option is based on the student's level of English at the end of Year 9, if they are a continuing student, or the results of their English language admissions tests if they are a new student. It is a decision made in consultation with the Head of Year. Not all EAL students need to take this option and we like to keep the class small so we can focus on individuals and tailor the course to the areas which need the most development.

The EAL Option class in Year 10 is focused on the areas which that particular group of students need strengthening – this may be a literature focus or a speaking and writing focus or a combination of

these. The assessments done in the mainstream EAL class serve as a basis for designing this course of study.

Throughout this course, students are exposed to increasingly higher levels of academic English and learn the finely-tuned skills required to decode complex language: working out meaning from context, vocabulary development, textual organization and an understanding of implied meaning and subtext. Genre-based task type writing is also a major focus and is a means for students to improve grammar and logical thinking skills. Learning how to present spoken responses in a clear, fluent and organized manner is also covered and student confidence in speaking is developed over the course step-by-step.

All of the skills which are developed in this course are also of great benefit to students in their other I/GCSE courses and this option assists students in gaining the most from all of their subjects.

A further feature of the course is that students are assisted in developing independent research skills and longer pieces of writing in order to prepare them for the core IB Diploma requirements of Extended Essay and Theory of Knowledge.

# Science - Biology

Cambridge exam board Course code: 0610

**With an emphasis on human biology, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.**

Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at IB level, which are useful in everyday life.

As they progress, learners understand how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

## Material Covered

In Year 10, students study about the nature and variety of living organisms, and the structures and functions in living organisms.

In Year 11, students study about reproduction and inheritance, ecology and the environment, and the use of biological resources.

## Assessment

There are two tiers of entry in the CIE IGCSE Biology course, and it is assessed by the completion of three examinations:

Students who have studied the Core syllabus content will be entered for Paper 1, Paper 3 and Paper 6. These students will be eligible for grades C to G.

Students who have studied the Extended syllabus content will be entered for Paper 2, Paper 4 and Paper 6. These students will be eligible for grades A\* to G.

Paper 1 and 2: Worth 30% of the total qualification marks. A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3 and 4: Worth 50% of the total qualification marks. A written paper consisting of short-answer and structured questions.

Paper 6: Worth 20% of the total qualification marks. Alternative to Practical. Questions will be based on experimental skills.

With the aid of Global Campus and its learning benefits there

will be numerous group activities that require problem-solving skills, creativity and effective collaboration. Students will see how scientific ideas help to develop our world; affecting industry, business and medicine and improving everyone's quality of life. Students will truly become an active member of the global science community.

Should a student decide or be interested in pursuing Biology at IB level, it is highly advised that they also complete the IGCSE Chemistry course in Year 10 and 11.





# Science - Chemistry

Cambridge exam board Course code: 0620

**The Cambridge IGCSE Chemistry syllabus enables learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at IB level, skills which are useful in everyday life.**

As they progress, learners understand how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

## Material Covered

In Year 10, students study about the principles of chemistry, chemistry of the elements, and organic chemistry.

In Year 11, students study about physical chemistry, and chemistry in industry.

## Assessment

There are two tiers of entry in the CIE IGCSE Chemistry course, and it is assessed by the completion of three examinations:

Students who have studied the Core syllabus content will be entered for Paper 1, Paper 3 and Paper 6. These students will be eligible for grades C to G.

Students who have studied the Extended syllabus content will be entered for Paper 2, Paper 4 and Paper 6. These students will be eligible for grades A\* to G.

Paper 1 and 2: Worth 30% of the total qualification marks. A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3 and 4: Worth 50% of the total qualification marks. A written paper consisting of short-answer and structured questions.

Paper 6: Worth 20% of the total qualification marks. Alternative to Practical. Questions will be based on experimental skills.

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# Science - Physics

Cambridge exam board Course code: 0625

**The Cambridge IGCSE Physics syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. They learn about the basic principles of Physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further study at IB, skills which are useful in everyday life.**

The Physics IGCSE course is taught with no previous knowledge of Physics required. The course uses experimental apparatus to reinforce theoretical ideas. The teaching usually lasts for four terms with a further term for revision and practising past examination papers.

## Material Covered

In Year 10, students study Mechanics, Thermal Physics and Waves

In Year 11, students study Electromagnetism, and Atomic Physics

## Assessment

There are two tiers of entry in the CIE IGCSE Physics course, and it is assessed by the completion of three examinations:

Students who have studied the Core syllabus content will be entered for Paper 1, Paper 3 and Paper 6. These students will be eligible for grades C to G. Students who have studied the Extended syllabus content will be entered for Paper 2, Paper 4 and Paper 6. These students will be eligible for grades A\* to G.

Paper 1 and 2: Worth 30% of the total qualification marks. A multiple-choice paper consisting of 40 items of the four-choice type.

Paper 3 and 4: Worth 50% of the total qualification marks. A written paper consisting of short-answer and structured questions.

Paper 6: Worth 20% of the total qualification marks. Alternative to Practical. Questions will be based on experimental skills.

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# Physical Education

Cambridge exam board Course code: 0413

At Key Stage 4, IGCSE Physical Education (PE) is an optional subject which runs alongside two core compulsory practical lessons per week. At BSB Shunyi, PE gives students a choice of activities to increase their learning, enjoyment and motivation for life-long participation in physical activity. As part of the school's "Be Ambitious" philosophy students can opt for activities to suit their own interests. All students will study up to nine sports across the year with regular House competitions throughout the year.

Units of Study include: athletics, basketball, badminton, health related fitness, football, rugby, rounders, swimming, softball, table tennis and volleyball.

The IGCSE PE is an excellent course to lead into the IB Sport Exercise and Health Science offered in Year 12. This is a two year course to begin in Year 10 covering Anatomy and Physiology, Fitness and Training, Sport in Society, Psychology, Coaching, Performing, Organising and Officiating.

Coursework assesses candidates/ physical performance. This

component is worth 50% of the total marks for the qualification. It focuses on Assessment Objective 3:

Candidates are assessed and internally standardised by the Centre. Centre marks are externally moderated.

The coursework component requires candidates to offer four physical activities from at least two of seven categories. Each activity is marked out of 25 marks.

The IGCSE programme requires assessment in 4 activities of practical performance. Practical activities must be selected from a minimum of two of the below activity groups:

- Game Activities
- Gymnastic Activities
- Dance Activities (max 2 styles)
- Athletic Activities
- Outdoor and Adventurous Activities
- Swimming
- Combat Activities

Activities will only proceed subject to availability of resources. If you have strength in a particular sport not offered in the school it may still

be possible to be examined in that discipline. Pupils will participate and be assessed in a wide range of sports in order to score as high as possible in the practical element.

## Assessment

Practical assessments account for 50% of the final marks.

The remaining 50% of the final marks are for the theoretical element of the course. This is assessed by final written examination. The full course examination paper is an hour in length consisting of short, and long answer questions.





## Mandarin (First & Second Language)

Cambridge exam board

Mandarin Chinese Course code: 0547

Chinese as a Second Language Course code: 0523

First Language Chinese Course code: 0509

**As the Chinese economy continues to grow, there are likely to be more people eager to learn Mandarin and more demand in the job market for people who can speak Mandarin Chinese. Under such circumstances, mastering this less commonly taught foreign language offers our students an opportunity to broaden the paths of their future education and career.**

Through learning Mandarin, students will become open-minded thinkers who are able to think in both western and Chinese ways and understand the Chinese culture. At BSB Shunyi students will develop the competences of speaking, listening, reading and writing in Chinese. The objectives of secondary Mandarin curriculum are to develop our students communicative skills based on three modes of communication: Interpersonal, Interpretive and Presentational.

### Native Mandarin

2-year IGCSE Curriculum and the inquiry-based learning course.

The students who have strong native Chinese proficiency can take IGCSE Chinese first language exam in Year 10. Therefore, students can take the Chinese course designed with the philosophy of IB and be challenged continuously.

The students who need more time to prepare have the option to take IGCSE Chinese first language exam in Year 11.

### Non-native Mandarin

The students who start to learn Mandarin at BSB before Year 8 and are able to achieve the objectives of IGCSE syllabus can prepare and take IGCSE at the end of Year 10. So during the Year 11, those students will be prepared and trained by the inquiry-based learning approach required by IB Chinese B course. Those students will be highly selective and have high motivation to continue learning Mandarin.

The students who start to learn Mandarin at BSB from Year 9 will be prepared and trained to take IGCSE exam in Year 11, in order to ensure they will have sufficient time to succeed.

The students who start to learn Mandarin at BSB during Year 10 may not be able to take IGCSE exam at the end of Year 11. For these type of students, Mandarin curriculum will focus on developing their three communicative skills: interpersonal, interpretative and presentational.





### IGCSE Mandarin Chinese (0547)

#### Paper 1 - Listening:

- 25%
- 35 minutes
- Listening to a number of texts and answer questions
- 30 marks
- External assessment

#### Paper 2 - Reading:

- 25%
- 1 hour 15 minutes
- Reading a number of texts and answer questions
- 36 marks
- External assessment

#### Paper 3 - Speaking:

- 25%
- Approximately 15 minutes
- Completing two role plays, a topic presentation and a discussion
- 100 marks
- Internal assessment and external moderation

#### Paper 4 - Writing:

- 25%
- 1 hour 15 minutes
- Responding to three writing tasks in the target language
- 45 marks
- External assessment

### IGCSE Chinese as a Second Language (0523)

#### Paper 1 - Reading and Writing:

- 70%
- 2 hours
- Candidates complete three reading exercises testing comprehension and information transfer and two writing exercises.
- External assessment

#### Paper 2 - Speaking:

- 30%
- 10–12 minutes
- Candidates complete a presentation, a topic conversation and a general conversation
- 60 marks
- Internally assessed/externally moderated

### IGCSE First Language Chinese (0509)

#### Paper 1 - Reading:

- 60%
- 2 hours
- Candidates are required to 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 Passages 1 and 2.
- External assessment

#### Paper 2 - Writing:

- 40%
- 1 hour 15 minutes
- Candidates are required to write one composition, 400-600 Chinese characters
- External assessment

# Modern Foreign Languages French & Spanish

Cambridge exam board French (Native) Course code: 0413

Edexcel exam board French (Second language) Course code: 4FRO

Edexcel exam board Spanish (Second language) Course code: 4SPO

These courses enables students to develop understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes. Additionally, students develop the ability to communicate effectively in the target language through writing and speaking, using a range of vocabulary and structures. Learning a language enhances knowledge and a deeper understanding of countries and communities where the target language is spoken.

#### Year 10

Students focus on studying a variety of topics in depth. There are 5 topic areas:

1. home and abroad
2. education and employment
3. house, home and daily routines
4. the modern world and the environment
5. social activities, fitness and health

They will learn to develop the four skills - listening, speaking, reading and writing, in more depth and understand extended texts and express themselves in oral and written forms.

#### Year 11

The area of study aims to enhance the students' ability and confidence in all four skills. They continue to explore the five topic areas of the course and have a strong focus on examination preparation and techniques and continue to expand their vocabulary and grammar. At the end of the course, students will be assessed in all four skills.

#### Assessment

There are three papers which students will need to sit to gain the IGCSE qualification in French or Spanish.

Paper 1: Listening – 25% of the qualification

The assessment is a 40-minute examination paper, plus five minutes' reading time. The total number of marks for the paper is 50.

Paper 2: Reading and Writing – 50% of the qualification

The assessment is through an examination paper lasting 1 hour and 30 minutes. The total marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

Paper 3: Speaking – 25% of the qualification

The assessment lasts maximum 10 minutes and the total number of marks for the paper is 40.

#### What can you do with your language skills?

It is acknowledged that in jobs such as sales, marketing or technical support, languages can open doors for you and can add between 10% and 15% to your wage. If you want to stand out in a tough jobs market, learning a language could be just the thing. Language learning can be advantageous in:

- Tourism and travel services Industry
- Banks and Insurance companies
- Publishing companies
- Department of Defence and International Embassies.
- Representatives in Foreign Companies
- Immigration services
- Education



## KS4 Optional Subjects

## Korean - 1<sup>st</sup> Language IGCSE

Cambridge exam board Course code: 0521

**Cambridge IGCSE First Language Korean is designed for learners whose first language is Korean. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide- ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.**

Overall, candidates should perform well on the paper and demonstrate their comprehension of the texts and tasks; In Paper1, Reading, Candidates answer two questions for 2 hours: 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 Passage1 and Passage 2 (Weighting: 50% of total marks). In Paper 2, Writing (2 hours) Candidates write two compositions of 350–500 words each (Weighting: 50% of total marks).



# German 1<sup>st</sup> Language

Cambridge exam board Course code: 0505

**German has around 100 million mother tongue speakers, 80 million foreign languages speakers and is spoken in 43 countries. To our students, German is their mother tongue, in which it is essential to have a profound knowledge and understanding.**

Studying native German does not only provide students with the exposure to their language on a regular basis but also teaches them about the German culture and traditions. It also helps them when returning to Germany for further studies or when choosing a career in any of Germany's many trade partners.

Germany's strong economic growth makes learning the language increasingly important, especially for native learners.

If a student would like to return to Germany in the near future, the IGCSE is a first step to graduating for university since it is commonly accepted as an equivalent to the German "Mittlere Reife".

## What will you study?

Throughout the two years of their Native German IGCSE course, students will cover a variety of essays such as argumentative and descriptive writing, summarizing texts and text analysis in a diversity of contexts. Emphasis will also be on grammar, coherence and style, an extended vocabulary and expression. Students will also be exposed to a variety of different teaching styles, with the emphasis on extending their knowledge in all four language skills; reading, writing, listening and speaking.

## What will be tested?

At the end of two years students sit an exam with two papers.

Paper 1: they need to answer questions on text A and then compare the content of text A to related text B.

Paper 2: students write an argumentative and a descriptive essay.

NOTE: Only Native German speakers are eligible to select this course.

# Music

Edexcel exam board Course code: 1MUO

**This course builds on the knowledge, skills and understanding established by the students at the end of Key Stage 3, and is open to all students. The syllabus is designed to encourage students to be ambitious and caters to a wide spectrum of musical abilities, differing interests and strengths and the varying aspirations of the students.**

The general aim of the course is to stimulate and develop an appreciation and enjoyment of Music through an active involvement in three musical activities: Listening, Performing and Composing. The set works for the listening part are from four areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. It is also an expectation that students take up or continue instrumental lessons on an instrument or voice to satisfy the performance component.

The three components of the course are as follows:

## Listening and Appraising

This will be assessed through a written listening examination (1.5hr) with questions based on recorded music extracts from the set works and an in-depth question on one chosen set work.

## Performing

For the practical part of the examination students must perform two pieces on an instrument or voice; a solo performance and an ensemble performance.

## Composing

Students are encouraged to compose throughout the course and build up a portfolio of original compositions. For the examination, they select their best 2 compositions, in two different styles, which together, last between two and four minutes.

All students take every part of the examination and have access to the full range of grades 1 - 9 (highest).

Students also have the opportunity to participate in school ensembles for extra-curricular activities. These

are optional extras as part of BSB Shunyi's Music programme and only enhance the learning experience. The Music GCSE course is excellent for those who enjoy practical music making and are involved with musical activities at the school. Students will grow personally, academically and socially in this course. As well as stimulating the creative minds of young people, it also offers evidence of a broad cultural education to future employers or places of further education.







## Drama

Edexcel exam board Course code: 1DR0

**IGCSE Drama is above all about acting: about being on a stage and performing in front of other people. It is a fun, engaging, thought provoking and exciting course in which you'll develop skills that you will need for any career path you take, including team skills and the ability to communicate effectively with others.**

You'll wish to take Drama if you are open minded and able to work with other pupils effectively. No previous experience of performing is necessary but an outgoing personality is important. This is a great course for those who already excel at performance as the course offers no limitation to the standard of work they can create and the style they perform. You'll also be interested in Drama if you want to develop your confidence as you are able to do this in a controlled and structured environment with the support of other pupils.

Pupils who take IGCSE will of course be expected to be in some way involved in school productions, either as a performer or backstage, as this will further develop their understanding of the theatre. These opportunities are frequent and

varied, and pupils will learn the skills in this subject to help them create strong and successful roles in any type of performance. Above all, this is a practical, demanding, yet.

The IGCSE course is made up of three components for assessment. There is a written examination that draws on a textual study and an analysis of live performance. The remaining two components involve performance (with a strong focus on process); one of a selected text, the other a work created by the class itself.



# Art & Design

Edexcel exam board Fine art Course code: 1FAO

## Year 10

At the beginning of Year 10, students begin to develop and improve their basic art skills based on the theme of Decay. This is a great opportunity to try new materials and processes and build on those learned in KS3. They will learn how to create interesting and exciting sketchbook pages to show off skills and ideas and look at a range of traditional and contemporary art influences for their work. As they progress through Year 10, they are challenged to find their own artists and designers to help inspire their idea development. Towards the end of each of these projects they can begin to take their own direction with guidance from their teacher.

## Year 11

At the start of Year 11 they begin a topic based on the previous years' Edexcel exam theme which is great practice for the controlled assessment. GCSE Art is unendorsed which means students can use any media that can be used to create Art whether it be through photography, printmaking, painting, sculpture, animation and others. In Year 11 they become much more independent with their ideas. This is great preparation

if they are already thinking of continuing Art into the new Visual Arts IB programme at Sixth Form.

## Art careers

Taking Art and Design as an option can lead to many exciting opportunities for the future. With Art one may become an interior designer or be the next Nick Park (animator). Students could go into illustration, architecture, fashion or graphic design. There are literally thousands of options! Even if someone is not planning a career in the Creative Arts, it looks great on College and University Applications. This is because being an artist requires passion, imagination, risk taking and shows commitment, individuality and creativity; qualities and skills used in every career!

## Assessment

Coursework Portfolio, 60%  
Over the course students will create a range of artwork based on two topics, Decay and an externally set exam theme. This includes sketchbook work and larger outcomes as well as the final pieces.

Controlled Assessment, 40%  
In the last 8 weeks of Year 11

students will create a range of preparatory work based on a theme given by the exam board. This preparatory work helps students plan and prepare for a two day exam creating a resolved final piece.







# Design Technology – Resistant Materials

Cambridge IGCSE Course Code: 0445

**The Cambridge IGCSE Design and Technology syllabus enables learners to identify, consider and solve problems through creative thinking, planning and design, by working with different media, materials and tools.**

As a result, students gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation.

Cambridge IGCSE Design and Technology provides an ideal basis for further study, and prepares students for their future within a rapidly changing technological society.

The Cambridge IGCSE Design and Technology syllabus aims to:

- develop creative thinking in areas relevant to design and technology
- apply problem solving skills to practical and technological problems
- develop the communication skills central to design, making and evaluation
- apply knowledge and understanding to the design and making of products, taking into consideration

- sustainability and the wider impact on society
- encourage candidates to apply learning to areas of personal interest
- develop a range of transferable skills and the attributes of the Cambridge learner
- develop the ability to make aesthetic, economic, moral and technical value judgements.

This course has a clear and simple structure to help students revise for and relate the work completed for controlled assessment to the exam. There is a practical approach that encourages students to design and make products with creativity and originality in a variety of practical activities, using a range of materials and techniques.

During Year 10 students will develop the skills and knowledge required for their coursework and exams through focused practical and design tasks. Through Year 11 students undertake a self selected design and make project. Over the space of six months they choose a design problem and solve it through a full sized working product.

This is an exciting, rigorous and open project where students get to self direct the skills they focus on and develop.

## Assessment

Candidates take three components in Year 11:

Paper 1: is 25% tests students design skills

Paper 2: is 25% tests students subject knowledge

Paper 5: is 50% the coursework project





# Geography

Cambridge exam board Course code: 0460

**Geography is the study of the world around us. Through the real world context students will examine topics as diverse as the global population, the urban environment and mega-cities, and the formation and impacts of volcanoes.**

Successful Geography candidates develop lifelong skills.

The aims are to develop an:

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

## Areas of study

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

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

## Assessment

Paper 1: Geographical Themes 45%  
Paper 2: Geographical Skills 27.5%  
Paper 4: Alternative to Coursework 27.5%

Course recommended text:  
Cambridge IGCSE Geography –  
Cambers and Sibley

## Where Next

IGCSE Geography leads to further study at both standard and higher level in IB Diploma. As a subject it links well with the Sciences (with physical geography) and also the other humanities subjects. Students develop investigation and analytical skills, together with research skills that many university courses demand.

## Possible career paths

Geographers frequently go into careers linked to urban design and planning, environmental

consultancy (part of all new developments), energy, finance, transport, nature and conservation, travel and tourism, development and education sectors. A sound knowledge of geography helps in almost all sectors of employment.

## Useful websites

[www.cie.org.uk](http://www.cie.org.uk)  
Cambridge International  
Examinations

[www.rgs.org](http://www.rgs.org)  
The Royal Geographical Society

[www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)  
BBC website



# History

Cambridge exam board Course code: 0470

**History is the study of the past and provides a unique opportunity to understand how conflict, extremism and individuals shaped the world in which we live. Many skills are developed in the study of history which are not only useful for school but for life beyond such as critical reasoning, analytical skills and interpretation. Students are encouraged to develop an individual viewpoint, and to support this through the use of historical sources and their own knowledge.**

Study of world history from the twentieth century to the beginning of the twenty-first century. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political. History encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Cambridge IGCSE is accepted by universities and employers worldwide as providing proof of historical skills, knowledge and understanding.

## Areas of study

The course covers topics from

across the twentieth century to help enlighten the world in which we live today, “The 20th century: International Relations since 1919”.

The content focuses on the following Key Questions:

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR’s control over Eastern Europe, 1948–c.1989?
- In addition, all candidates must also study at least one Depth Study:
  - Germany, 1918–45

## Assessment

There are 3 exam papers. First paper, 40% Written Paper - essay questions based on Core Content and Depth Studies.

Second paper, 33% Written Paper Source Questions linked to Core Content

Third paper, 27% essay on their Depth Study. There is no coursework for this course.

## Course recommended text:

Complete 20th Century History for Cambridge IGCSE, John Cantrall

## Where Next

IGCSE History is a great starting point for continued study for IB History. The skills developed in the study of history, such as critical thinking and intellectual confidence, are also transferable into all areas.

History graduates are valued and can find employment and careers in a wide variety of professions - e.g. law, research and resources, archaeology, librarianship, architecture, the civil service, politics, journalism, economics, education, and the military.

## Useful websites

[www.cie.org.uk](http://www.cie.org.uk)  
Cambridge International Examinations





# Economics

Cambridge exam board Course code: 0455

**Cambridge IGCSE Economics is accepted by universities and employers as proof of knowledge and understanding of economics.**

Successful Cambridge IGCSE Economics students gain lifelong skills, including:

- 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 understanding of the economies of developed and developing nations
- an excellent foundation for advanced study in economics.

## Areas of study

- Basic economic problem: choice and the allocation of resources
- The allocation of resources: how the market works; market failure
- The individual as producer,

consumer and borrower

- The private firm as producer and employer
- Role of government in economy
- Economic indicators
- Developed and developing economies: trends in production, population and living standards
- International aspects

## Assessment

Paper 1, 30% - 30 multiple choice questions in 45 minutes.

Paper 2, 70% - one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six in 2 hours and 15 minutes

There is no coursework for this subject.

## Course recommended text

Cambridge IGCSE® Economics, Susan Grant

## Where Next

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications. Candidates who are awarded

grades C to A\* in Cambridge IGCSE

Economics are well prepared for the International Baccalaureate Diploma Program in Economics as a subject. Many IGCSE Economics students go on to study this field at undergraduate level, particularly focusing on International Economics and Business.

## Possible career paths

- Business, Banking, and Finance
- Economic Development
- Entrepreneurship
- Federal Reserve Public Finance
- Government
- Graduate School in Economics
- Healthcare
- International Trade
- Law
- Marketing and Retail
- Public Policy
- Real Estate and Urban Planning

## Useful websites

[www.cie.org.uk](http://www.cie.org.uk)  
Cambridge International Examinations

[www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)  
BBC website





# Computer Science

Cambridge exam board Course code: 0478

**The Cambridge IGCSE Computer Science syllabus will provide learners with the opportunity to increase their abilities to solve problems using computers and technology.**

This will involve a rigorous but rewarding investigation that encourage our children to 'Be Ambitious' by developing their computational thinking and algorithmic design skills. The course will strike a balance between theoretical and practical skills. Students will explore how computers work from the use of electronic circuits, binary and the hexadecimal systems, through to understanding the logic and syntheses of high level programming. Learners will develop their coding skills with Java, JavaScript & Python. This will give students a solid foundation if they decide to study Computer Science, Software Engineering or Information Technology at university.

## Year 10

Students learn the following theory: Binary and hexadecimal systems, Boolean logic, logic statements, logic circuits, high and low level programming languages, operating

systems, input and output devices and Internet technologies. They will also learn a number of different problem solving techniques including procedural, logical and abstract thinking, flowcharting and writing pseudocode. All of these skills will be useful later on in their careers.

## Year 11

Students learn the following theory: data structures, designing creating and writing to one dimensional arrays, security, ethics and various programming concepts. They will then learn how to apply data structures and programming concepts in computer code. Students will also learn how to create and modify relational databases. All of these skills will help them to prepare for a career using computers.

## Assessment

Paper 1: 60%, Theory

This is a compulsory question paper. It tests the theory component of this course, and 75 marks are available. The exam consists primarily of short answer and problem solving questions.

Time: 1 hour 45 minutes

Paper 2: 40%, Problem-solving and Programming

This exam paper has two sections and has 50 marks available. Section A uses pre-release material where students write code before the exam and then answer questions related to the code previously written. Section B is similar but involved creating algorithms to solve new problems using flowcharts and pseudocode.

## Possible career paths

Computer Programmer, Game Developer, Network Administrator, Webmaster, Systems Analyst, Systems Administrator, Web Developer, Education





# Psychology

## GCSE Psychology (9-1) Syllabus code: 1PSO

### Aims of the course

The GCSE Psychology course aims to encourage learners to be ambitious, inspired, moved and reflective about what is taught. We follow a broad and engaging course of study and gain an insight into related sectors, such as healthcare and therapy. By having a better understanding of ourselves and how our actions affect others, we can gain confidence and ability in a vast range of areas, from education and the workplace to relationships with friends and family.

The course overlaps into many other subjects such as English, Math's, Art, History, Business studies and Sport. It also introduces the student to the theory and practice behind various aspects of Psychology and lays the groundwork for further study in the future as well as possible career paths in the field.

### Key topics to be covered

- **Developmental Psychology** - This section examines how the individual grows. It raises student awareness of mindset and learning theories, demonstrating how to use positive thought processes to help achieve academic and personal goals.

- **Memory** - This issue looks at how we form, retain and retrieve memories. It provides students with insight into training our minds to store information and how we can acknowledge and avoid errors.
- **Psychological problems** - This section deals with the depression and addiction. It examines the risk factors teenagers are exposed to and how we can help those with mental problems.
- **Neuropsychology** - This topic focuses on the brain and its functions. It highlights the biological processes that affect us and helps us understand how our bodies can work for or against us.
- **Social influence** - This area examines conformity, prejudice and obedience. It asks why people might disobey authority, not help others or show negative attitudes towards society. We also look at ways to remove these harmful aspects of our society.
- **Criminality** - This part of the course examines the factors that cause criminality and the crimes individuals might commit. It looks at rehabilitation and therapy to

help reduce criminal behavior and increase the protection to society.

- **Sleep and Dreams** - This section examines what happens when we sleep and different explanations as to why we dream. It also analyses the effects of sleep being disrupted and how we can overcome sleeping disorders.
- **Research Methods** - This area examines how psychologists conduct research. It looks at ways of gathering and interpreting data as well as using statistical analysis to evaluate and present research.



### Assessment

Paper	Time	Content	Questions	Grading
Paper 1 (55%)	1 hour 45 minutes	Topics 1-5	Multiple choice / Short answer / Two extended response	9-1
Paper 2 (45%)	1 hour 20 minutes	Topics 6-8	Math / Multiple choice / Short answer / Two extended response	9-1

### Student Profile

Students who succeed in Psychology are thinkers and risk takers. Students will need to be open to new ideas and new ways of thinking about the world they inhabit. They will also need to be self-analytical and be able to apply what they learn to their own ways of thinking. They will need some basic Math skills (Year 8 Math skills are sufficient) and will be required to write essays about the material and content they cover. Students do not need to have a high English level, but they should be confident to discuss ideas and share opinions as we constantly question everything we learn in Psychology.



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