

# IGCSE *Guide*



COMPASS INTERNATIONAL SCHOOL  
DOHA  
A NORD ANGLIA EDUCATION SCHOOL

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# 1. Message from the Executive Principal

*Dear Parents and Students,*

When given a choice, it is important to make the right selection to keep our options open for the future. To assist you in this process, I am pleased to offer our IGCSE Options Guide. We have prepared this booklet to try to answer some of the questions you might have about what happens next in the educational journey through school to Higher Education and the world of work. If there is anything about which you are unsure at any point in the process, please ask and we will do our best to clarify the issue for you.

At Compass International School Doha, we are pleased to offer a comprehensive IGCSE programme in Years 10 and 11 (Key Stage 4). This Key Stage marks an important time in every student's education. It sets a path for future success and allows for choice in the range of subjects chosen without closing doors to the future. Everyone must study the core subjects of English, Mathematics, Science and Physical Education combined with a range of options geared towards individual preferences.

The process of taking responsibility for their own studies starts here and will continue into the choice of the six IB subjects before the move to university.



Study over these two years will lead to important examinations at the end of the course. These are external examinations, set and marked by examiners employed by the awarding board. They are recognised international qualifications which will help students access university in many countries and assist on the way to a successful career in the future.

This booklet, the Information Evenings and the one-to-one support sessions are designed to help every student make the right choice. We hope that you find this guide to be a useful starting point for choosing wisely.

Kind Regards,

*Dr Terry Creissen* OBE MBA MA FCIM FRSA  
**Executive Principal**  
**Compass International School Doha**



“ We believe that all our students have unlimited potential and ability.”



## 2. All You Need to Know

As you progress into your International General Certificate of Secondary Education (IGCSE) years, it is important to make an informed decision on which subjects you have to take, which ones you can choose and how to do this, to ensure you are following the career you would like to follow after school.

In Compass International School Doha, we follow the Cambridge and Edexcel IGCSE Examination courses. The IGCSE is an international version of the GCSE exams, which form part of the globally recognised British Curriculum.

The IGCSE exams are built on a number of Core Subjects, which are compulsory for students to take. These subjects comprise of Islamic Studies (compulsory for Qatari students), Mathematics, English, Physical Education and the Coordinated Sciences, which includes Biology, Chemistry and Physics. The Coordinated Science subject results in a double grade award from the Cambridge International Examinations board. This means that it counts as two IGCSE grades, students can then choose to specialise in any Science subject at IB level, which is particularly important for those who decide to study Medical Sciences or Engineering at university.

Beyond the Core Subjects, students are offered a number of additional subjects of which they need to select four, these include: Arabic, Dutch, French and Spanish, Art and Design, Business Studies, Economics, Geography, History, Information Communication Technology, Music, Physical Education and Psychology.

Remember it is important to choose the right options, once accepted into an IGCSE course, students are expected to attend and follow the course to its conclusion (Year 11). Students cannot change subjects once their choice has been made and registered.

*Helpful questions to ask when making your selection are:*

- ▶▶ What am I going to do when I leave school?
- ▶▶ Am I choosing a wide enough range of subjects, that if I do not want to follow my chosen career I can change direction?
- ▶▶ Is it possible to study the subject to a higher level, i.e. IB / Sixth Form?
- ▶▶ Will I enjoy taking a particular subject for the next two years?
- ▶▶ What are my abilities, strengths and skills?
- ▶▶ Have I spoken to a career counsellor?

*Online Help:*

[www.morrisby.com](http://www.morrisby.com): Series of tests to assess your skills, strengths and limitations.

[www.fasttomato.com](http://www.fasttomato.com): Guidance on choosing careers and future options.

[www.dfes.gov.uk/youngpeople](http://www.dfes.gov.uk/youngpeople): General site for the wellbeing of young people.

[www.connexions-direct.com/jobs4u](http://www.connexions-direct.com/jobs4u): Search jobs to find out required skills and qualifications, input your details to see what might suit you.

[www.ucas.com](http://www.ucas.com): Look up college, university courses, locations and entry requirements.

[university.which.co.uk](http://university.which.co.uk): University courses, locations, entry requirements, student reviews and anything else interesting about UK universities.



## 3.1. Core Options

### IGCSE English

#### Examination Boards

Cambridge IGCSE First Language English (0500)  
Edexcel International GCSE English Literature (9-1) (4ETI)  
Cambridge IGCSE English as a Second Language (0510)



#### Aims

##### First Language English and English Literature

In Years 10 and 11, all students with suitable ability will have the opportunity to study two related English courses: IGCSE First Language English and International GCSE English 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.

#### Syllabus Content

##### First Language English

Students with solid ability in written English, but who may find the study of Literature too challenging, will be able to study IGCSE First Language English only. Thus enabling them to concentrate on increasing their level and confidence in grammar, reading and writing in different registers for a variety of purposes.

##### English as a Second Language

For Years 10 and 11 Second Language students, we offer CIE English as a Second Language. The aims of the course are to develop the ability to use English effectively for the purpose of practical communication and to help students form a solid foundation in the skills needed for further study or employment where English is the medium. The course will also develop each student's awareness of the nature of language, learning skills and promote personal development.

#### Assessment

##### Externally Assessed

##### Cambridge IGCSE First Language English (0500)

Paper 2: Reading Passages (Extended) (2 hours) - 50 marks (50%)

AND Paper 3: Directed Writing and Composition (Core and Extended) (2 hours) - 50 marks (50%)

##### Edexcel International GCSE English Literature (9-1) (4ETI)

Paper 1: Poetry and Modern Prose (60%)

Paper 2: Modern Drama and Literary Heritage Texts (40%)

##### Cambridge IGCSE English as a Second Language (0510)

Component 2: Reading and writing (Extended) (2 hours) - 90 marks (70%)

Component 4: Listening (Extended) (approximately 45 minutes) - 40 marks (30%)

AND Speaking (Separate mark awarded 1 - 5, 1 being the highest)

## 3.2. Core Options

### IGCSE Mathematics

#### Examination Board

#### Edexcel Mathematics A (4MA1)

#### Aims

The main purpose for studying Mathematics is to develop logical reasoning skills which are essential for success in any field. There are many applications of Mathematics used everyday life.

The aims of the course are to develop knowledge and understanding of mathematical concepts and techniques as follows:

- ▶▶ To give students a foundation of Mathematical skills for further study in the subject or related areas.
- ▶▶ To enable students to enjoy using and applying Mathematical techniques and concepts.
- ▶▶ To become confident in using mathematics to solve problems.
- ▶▶ To give students an appreciation of the importance of mathematics in society, employment and study.

#### Syllabus Content

IGCSE Mathematics builds upon the basic skills that have been taught in the four areas of the British National Curriculum: Shape and Space, Number, Algebra, and Statistics and Probability.

#### Assessment

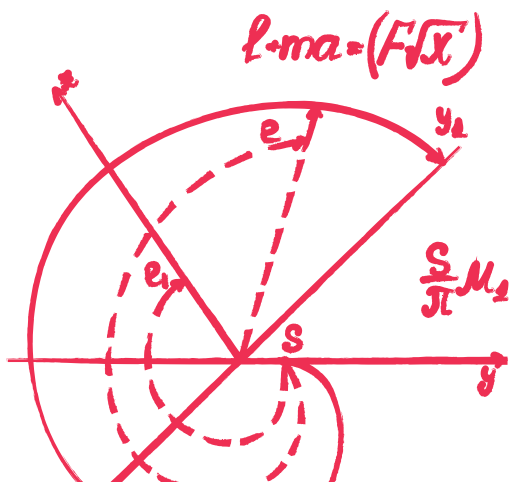
##### Externally Assessed

Paper 1F: Foundation Tier (2 hours) - 100 marks (50%)

Paper 2F: Foundation Tier (2 hours) - 100 marks (50%)

Paper 3H: Higher Tier (2 hours) - 100 marks (50%)

Paper 4H: Higher Tier (2 hours) - 100 marks (50%)



## 3.3. Core Options

### *IGCSE Coordinated Sciences*

#### *Examination Boards*

**Cambridge International Examinations (CIE)  
IGCSE Sciences - Coordinated (Double) (0654)**

#### *Aims*

Cambridge IGCSE Coordinated Sciences (Double Award) gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus.

The Double Award prepares the students for the IB Diploma Programme Science subjects.

#### *Syllabus Content*

Students gain an understanding of the basic principles of Biology, Physics and Chemistry through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

As well as focusing on the Individual Sciences, the syllabus also helps learners to understand the technological world in which they live, and take an informed interest in Science and Scientific Developments.

#### *Assessment*

##### **Externally Assessed**

**Paper 1: Core or Paper 2: Extended (45 minutes) - 40 marks (30%)**

A multiple-choice paper consisting of 40 questions.

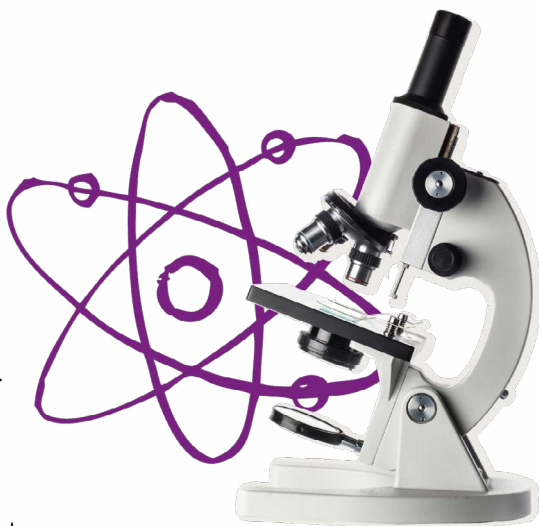
**Paper 3: Core or Paper 4: Extended (2 hours) - 120 marks (50%)**

A short answer paper consisting of structured questions.

**Paper 6: All candidates (1 hour and 30 minutes) - 60 marks (20%)**

Alternative to practical.

Double Award Science allows students to study all three sciences in the curriculum time of two. The IGCSE Science Double Award is equivalent to two IGCSE grades.





## 3.4. Core Options

### Physical Education (PE) Core

#### Examination Board

None

#### Aims

PE Core is a compulsory Physical Education lesson which all students will take part in up until the end of year 11. Physical Education is critical to a complete education as it helps students to make informed choices and understand the value of leading a physically active lifestyle.

A student's growing ability to compare and contrast, analyse and synthesise information, enables them to apply movement principles in new and meaningful ways. The importance of commitment and dedication in achieving success is emphasised in Physical Education.

Participation in physical activity provides important opportunities for challenge, social interaction, group membership, as well as opportunities for continued personal growth in acquiring physical skills.

A comprehensive, well-implemented physical education program is an essential component in the holistic approach to the education of our students. In lessons students will take part in individual and team sports where they will continue to develop their skills and tactics. They will have the opportunity to maintain and develop a healthy, active lifestyle through physical activity and will be encouraged to lead and coach each other within lessons.

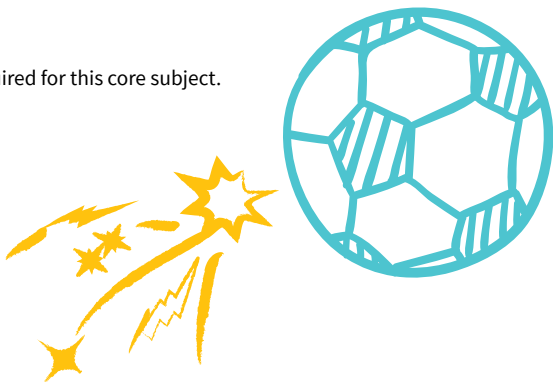
#### Syllabus Content

Students are assessed on their level of effort and behaviour, during a six (6) weeks unit of study in the following categories:

- ▶▶ Team (Football, Netball, Basketball, Rounders)
- ▶▶ Individual (Athletics, Swimming)
- ▶▶ Net and Wall (Volleyball, Badminton)

#### Assessment

No assessments or examinations are required for this core subject.



## 3.5. Core Options

### *Islamic Studies - National Curriculum*

#### *Examination Board*

None

#### *Aims*

This is a compulsory subject for all Qatari students. Islamic Studies explore challenging questions about the ultimate meaning and purpose of life, beliefs about Allah, self, and issues of right and wrong. It develops student's knowledge and understanding of their religion. Students read the Qur'an and memorise stories. It offers opportunities for personal reflection and spiritual development.

Islamic Studies enhances awareness and the understanding of religions and beliefs, teachings, practices and forms of expression, as well as the influence of religion on individuals, families, communities and cultures.

#### *Syllabus Content*

The curriculum is developed by the Ministry of Education and Higher Education and is presented in defined topics.

#### *Assessment*

The attainment targets for Islamic Studies set out the knowledge, skills and understanding the students of different abilities and maturity are expected to have by the end of Secondary School. There are half term assessments through written tests. There are no examinations in this subject.



## 4.1. Language Options

### IGCSE Arabic

#### Examination Board

Arabic Syllabus Code (0544)

#### Aims

This is a compulsory subject for all Qatari students.

- ▶▶ To develop the ability to communicate effectively using the Arabic language
- ▶▶ To offer insights into the culture and society of countries where the language is spoken
- ▶▶ To develop awareness of the nature of language and language learning
- ▶▶ To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- ▶▶ To provide enjoyment and intellectual stimulation
- ▶▶ To develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- ▶▶ To 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, candidates gain insight into target language, countries and communities.

The topic areas covered are: Everyday Activities, Personal and Social Life, The World Around Us, The World of Work, and The International World.

#### Assessment

##### Externally Assessed

**Paper 2: Reading (1 hour) - 45 marks (33%)**

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

**Paper 4: Writing (1 hour) - 50 marks (33%)**

Candidates respond in the target language to three tasks.

##### Internally Assessed/ Externally Moderated

**Paper 3: Speaking (approximately 15 minutes) - 100 marks (33%)**

Candidates complete two role plays, a topic presentation/conversation and a general conversation.



## 4.2. Language Options

### *IGCSE First Language Dutch*

#### *Examination Board*

**Dutch Cambridge (0503)**

#### *Aims*

Students must be native Dutch speakers to take this subject.

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

#### *Syllabus Content*

##### **Reading**

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

##### **Writing**

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

#### *Assessment*

**Paper 1: 2 hours (50%)**

**Question 1 - 25 marks (40%)**

Students answer a series of comprehension questions based on Passage 1.

**Question 2 - 25 marks (60%)**

Students write a summary based on Passages 1 and 2.

**Paper 2: Writing (2 hours) (50%)**

Students write two compositions of 350–500 characters.

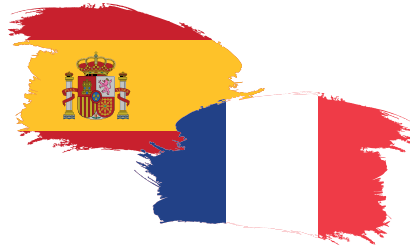


## 4.3. Language Options

### *IGCSE French or Spanish*

#### *Examination Boards*

Cambridge French 0520  
Cambridge Spanish 0530



#### *Aims*

- ▶▶ To develop the ability to communicate effectively using the target language to offer insights into the culture and society of countries where the target language is spoken.
- ▶▶ To develop awareness of the nature of language and language learning.
- ▶▶ To encourage positive attitudes towards speakers of other languages and a compassionate approach to other cultures and civilisations providing enjoyment and intellectual stimulation.
- ▶▶ To develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum to 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 and the International World.

#### *Assessment*

##### **Externally Assessed**

**Paper 1: Listening (approximately 45 minutes) - 45 marks (25%)**

Students listen to a number of recordings and answer questions testing comprehension.

**Paper 2: Reading (1 hour) - 45 marks (25%)**

Students read a number of texts and answer questions testing comprehension.

**Paper 4: Writing (1 hour) - 50 marks (25%)**

Students respond in the target language to three tasks.

##### **Internally Assessed**

**Paper 3: Speaking (15 minutes) - 100 marks (25%)**

Students complete two role plays, a topic presentation/conversation and a general conversation.

“ We aspire to offer the *highest quality* learning by creating an education system tailored to the *individual* needs of every child.

Most of all, we inspire all of our students to *Be Ambitious*. ”



## 5.1. General Subject Options

### *IGCSE Art and Design*

#### *Examination Board*

Cambridge (0400)

#### *Aims*

- ▶ To use creative, imaginative and practical ability to communicate and express original ideas, feelings and meanings through art, craft and design.
- ▶ To use investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence.
- ▶ To use cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies.
- ▶ To use personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

#### *Syllabus Content*

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

- ▶ How ideas, feelings and meanings are conveyed and interpreted in images, artifacts and products.
- ▶ How knowledge and understanding of the work of others can develop, extend their thinking and inform their own work.
- ▶ Use a range of art, craft and design processes including two and/or three dimensions, and traditional and new media and technologies.
- ▶ How images, artifacts and products relate to social, historical, vocational and cultural contexts.
- ▶ Use a variety of approaches, methods and intentions of contemporary and historical artists, crafts people and designers from different cultures, and their contribution to continuity and change in society.

#### *Assessment*

##### **Externally Assessed**

###### **Component 1 Broad-based assignment 50% 100 marks**

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

##### **Internally Assessed by teachers and Externally Moderated**

###### **Component 2 Coursework assignment 50% 100 marks**

Candidates produce a portfolio of up to four sheets (eight sides, maximum size A2) and a final outcome (maximum size A2).



## 5.2. General Subject Options

### IGCSE Business Studies

#### Examination Board

Cambridge Business Studies (0450)

#### Aims

- ▶▶ To develop knowledge and understanding of the different forms of business organisations and how they operate through both functional areas and the external environment.
- ▶▶ Apply knowledge and critical understanding to current issues and problems in a wide range of business contexts, from small to global organisations.
- ▶▶ Develop awareness of how and why businesses operate, the different marketing methods a business employs to reach their target market, factors considered in producing products and services, calculating and interpreting financial data and how employees are recruited and managed within an organisation.
- ▶▶ Acquire essential skills within literacy and numeracy by analysing different business scenarios to reach balanced decisions or judgement.

#### Syllabus Content

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



#### Assessment

##### Externally Assessed

**Paper 1: Written (1 hour 30 minutes) - 80 marks (50%)**

Four questions requiring a mixture of short answers and structured data responses. Students answer all questions.

**Paper 2: Written (1 hour 30 minutes) - 80 marks (50%)**

Four questions based on a previously unseen case study, provided as an insert with the paper. Students answer all questions.



## 5.3. General Subject Options

### *IGCSE Economics*

#### *Examination Board*

#### **Cambridge Economics (0455)**

#### *Aims*

- ▶▶ To distinguish between facts and value judgements in economic issues and use economic analysis in particular situations.
- ▶▶ To be aware of the economies in developed and developing nations and develop an appreciation of the relationships between the two.
- ▶▶ To gain an understanding of economics and how it impacts everyday life, enabling a better understanding of the world we live in and a higher ability to take a greater part in decision making in our personal lives.
- ▶▶ To develop essential skills in literacy and numeracy.

#### *Syllabus Content*

- ▶▶ The basic economic problem
- ▶▶ The allocation of resources
- ▶▶ Microeconomic decision makers
- ▶▶ Government and the macroeconomy
- ▶▶ Economic development
- ▶▶ International trade and globalisation

#### *Assessment*

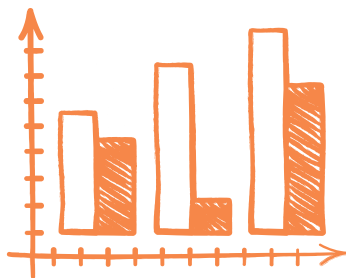
#### **Externally Assessed**

##### **Paper 1: Written (45 minutes) - 30%**

Multiple choice - Students answer 30 multiple choice questions.

##### **Paper 2: Written (2 hours 15 minutes) - 70%**

Written examination where candidates answer one compulsory question which requires them to interpret and analyse previously unseen data relevant to a real economic situation and three optional questions from a choice of four.



## 5.4. General Subject Options



### *IGCSE Geography*

#### *Examination Board*

Cambridge CIE (0460)

#### *Aims*

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

#### *Syllabus Content*

##### **Theme 1 – ‘Population and Settlement’**

Population dynamics, migration, population structure, population density and distribution, settlements and service provision, urban settlements and urbanisation.

##### **Theme 2 – ‘The Natural Environment’**

Earthquakes and volcanoes, weather and climate, rivers, coasts and natural vegetation.

##### **Theme 3 – ‘Economic Development’**

Development, food production, industry, tourism, energy, water and environmental risks of economic development.

#### *Assessment*

##### **Externally Assessed**

##### **Paper 1: Geographical Themes (1 hour 45 minutes) - 75 marks, weighted to 100 marks (45%)**

Students answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates must answer one question from each section.

**Theme 1** – Population and Settlement

**Theme 2** – The Natural Environment

**Theme 3** – Economic Development

##### **Paper 2: Geographical Skills (1 hour 30 minutes) - 60 marks (27.5%)**

The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. The questions will not require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key.

##### **Paper 3: Alternative to Coursework (1 hour 30 minutes) - 60 marks (27.5%)**

Candidates answer two compulsory questions completing a series of written tasks. The field work scenarios for the two questions will be taken from different aspects of the syllabus content. The questions involve an appreciation of a range of techniques used in fieldwork studies.

## 5.5. General Subject Options

### IGCSE History

#### Examination Board

Edexcel (4HI1)

#### Aims

The main purpose of IGCSE History is to develop the analytical and evaluative skills of the students in order to give them a sense of the historical perspective of their own lives and respective place in the world. These include the effective evaluation of the quality, utility and reliability of information given, as well as the ability to synthesise and summarise information into a clear and coherent argument that will persuade others. The exam is effective at developing skills required for managerial positions and professional jobs.

#### Syllabus Content

##### Paper 1:

###### Depth Study 1 – Development of Dictatorship: Germany, 1918-45

The establishment of the Weimar Republic and its early problems, the recovery of Germany (1924-29), the rise of Hitler and the Nazi Party, Life in Nazi Germany and Germany during the Second World War.

###### Depth Study 2 – A World Divided: Superpower Relations, 1945-72

Reasons for the Cold War, early developments in the Cold War (1945-49), the Cold War in the 1950s, the Berlin Crisis of 1961 and the Cuban Missile Crisis.

##### Paper 2:

###### Source Analysis – The Origins and Course of the First World War, 1905-18

The alliance system and international rivalry (1905-14), the struggle for control in the Balkans (1905-14), the growth of tension in Europe (1905-14), the Schlieffen Plan and deadlock on the western front, the war at sea and Gallipoli and the defeat of Germany.

###### Change Over Time – Conflict, Crisis and Change - China 1911-1989

Fall of the Qing Dynasty and reasons for Chaos of Warlord Rule, emergence of the Guomindang and the split with the Communists (1920-27), First Civil War (1927-36) and the War against Japan (1937-45), Reasons for Communist Victory In the Civil War, Mao's early reforms and the Great Leap Forward, the Cultural Revolution, the death of Mao and reform and repression under Deng Xiaoping (1978-90).

#### Assessment Structure

##### Paper 1:

Code 4HI1/01 (1 hour 30 minutes)  
50 marks (50%)

##### Paper 2:

Code 4HI1/02 (1 hour 30 minutes)  
50 marks (50%)



## 5.6. General Subject Options

### IGCSE Information Communication Technology

Examination Board

Cambridge IGCSE (0417)

#### Aims

- ▶▶ Explore how digital technology impacts on the lives of individuals, organisations and society.
- ▶▶ Learn about current and emerging digital technologies and the issues raised by their use in a range of contexts by individuals and organisations.
- ▶▶ Develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.
- ▶▶ Broaden and enhance ICT skills and capability.
- ▶▶ Work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.
- ▶▶ Learn how to reflect critically on own and others' use of ICT and how to adopt safe, secure and responsible practice.

#### Syllabus Content

- ▶▶ Digital Devices
- ▶▶ Connectivity
- ▶▶ Operating Online
- ▶▶ Online Goods and Services
- ▶▶ Applying Information and Communication Technology
- ▶▶ Software Skills (Word Processing, Databases, Presentations, Spreadsheets, Graphics Editing, File Management, Web Authoring)

#### Assessment

##### Externally Assessed

##### Paper 1: Written (1.5 hours) – 50%

The examination comprises a mixture of multiple-choice, short- and long-answer questions.

##### Paper 2: Practical (3 hours) – 50%

The examination comprises one practical examination assignment covering web authoring, word processing, spreadsheets, databases, presentations and graphics editing.



## 5.8. General Subject Options



### IGCSE Music

#### Examination Board

#### Cambridge International Music Components

#### Aims

In addition to improving creativity, learning music develops many skills that will continue to be useful to students throughout their lives. It has been proven that taking music lessons helps to enhance concentration, coordination, patience and self-confidence. Students who practice self-expression and creativity often become better communicators later in life.

#### What prerequisites are there for IGCSE Music?

Students must already be having lessons of an instrument or voice and will need to have reached ABRSM practical Grade 4 on their instrument or voice by Spring Term of Year 11. Practical music lessons on the chosen instrument/voice are available at Compass International School Doha and students would be required to take lessons weekly to reach the required standard at this level. It is also encouraged to take theory classes as an addition to enhance composition and general music understanding that can be applied in listening and appraising.

#### I am not Grade 4 yet but will I be able to take IGCSE Music?

*IGCSE Music is not for beginners.* It is necessary to have some musical experience and as long as students are having instrumental/vocal, theory lessons and can achieve the Grade 4 Standard before April of Year 11, IGCSE Music is available to take.

#### Assessment

##### Externally Assessed

##### Paper 1: Written (1 hour 15 minutes) - 40%

The paper consists of unprepared Western repertoire, World Music and rhythmic and melodic dictation.

##### Internally Assessed

##### Performing Music: Recorded Performance - 30%

Final IGCSE performances should be at least Grade 4 ABRSM standard and test musical and technical competence on an instrument or voice. It consists of a performance of a solo work of the student's chosen instrument or voice and an ensemble performance and recording.

##### Composing Music: Composing and Recording - 30%

Each student will compose two contrasting compositions. They will be given credit for their ideas, the structure of their compositions, the use of the chosen medium, compositional technique and score presentation. Students should have a sound basic knowledge of music notation and theory, to be able to notate their score correctly.

## 5.7. General Subject Options

### GCSE Physical Education

#### Examination Board

Cambridge (0413)

#### Aims

Cambridge IGCSE Physical Education is accepted by universities and employers as proof of knowledge and understanding of Physical Education. The syllabus encourages learners 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 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.

#### Syllabus Content

- ▶▶ Anatomy and Physiology
- ▶▶ Health Fitness and Training
- ▶▶ Skill Acquisition and Psychology
- ▶▶ Social Cultural and Ethical Influences

#### Assessment

##### Externally Assessed

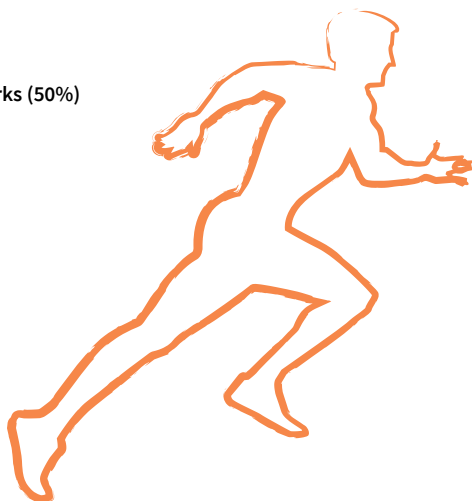
##### 1. Written Examination (1 hour and 45 minutes) 100 marks (50%)

The exam consists of multiple-choice, short answer and extended written questions.

##### Internally Assessed and Externally Moderated

##### 2. Coursework. 100 marks.

Candidates undertake four physical activities from at least two (2) of the seven (7) categories listed.



## 5.9. General Subject Options



### GCSE Psychology

#### Examination Board

Edexcel (1PS0)

#### Aims

The aims and objectives of this course are to enable students to:

- ▶▶ Use specialist vocabulary and psychological concepts to engage in the process of enquiry.
- ▶▶ Acquire knowledge and understanding of psychology to help explain everyday behaviour.
- ▶▶ Understand how psychological research is conducted, including the role of scientific method and data analysis.
- ▶▶ Present information, develop arguments and draw conclusions through a critical approach.
- ▶▶ Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.
- ▶▶ Develop an understanding of psychological issues and how psychology contributes to society.

#### Syllabus Content

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

#### Assessment

##### Externally Assessed

##### Paper 1: Written (1 hour and 45 minutes) – 98 marks (55%)

The paper consists of multiple choice, short and open-response questions on Topics 1-5, which may also draw on knowledge and understanding of Topic 8. The paper also contains two essay questions which focus on debates within psychology.

##### Paper 2: Written (1 hour and 20 minutes) – 79 marks (45%)

Section A of this paper consists of calculations, multiple choice, short and open-response questions and one essay question on Topic 8. Section B consists of multiple choice, short and open-response questions and two essay questions on Topic 6 and 7.

# Be Ambitious



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