

IGCSE Guide



COMPASS INTERNATIONAL SCHOOL
DOHA
A NORD ANGLIA EDUCATION SCHOOL

Table of Contents

1. Message from the Executive Principal	4
2. Message from the Head of Secondary	5
3. All You Need to Know	6
4. Core Options	7
4.1. English	7
4.2. Maths	8
4.3. Coordinated Sciences	9
4.4. Physical Education	10
4.5. Islamic Studies	11
5. Language Options	12
5.1. Arabic	12
5.2. Dutch	13
5.3. French and Spanish	14
6. Other Subject Options	15
6.1. Art and Design	15
6.2. Business Studies	16
6.3. Economics	17
6.4. History	18
6.5. Geography	19
6.6. Information Communication Technology	20
6.7. Physical Education	21
6.8. Music	22
6.9. Psychology	23
7. Contact Details	24



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

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.

1. Message from the Executive Principal

Dear Parents and Students,

When given a choice, it is important to make the right selection so that we can 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 Key Stage 4 (Years 10 and 11). 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 has to study the core subjects of English, mathematics, science and PE combined with a range of options geared towards individual preferences.

The process of taking responsibility for their own education 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 and assist on the way to a successful career in the future.

This booklet, the Information Evening 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



2. Message from the Head of Secondary

Dear Parents and Students,

The transition from being a Year 9 student into preparing for a two year IGCSE course is an exciting time in a student's life, but can be accepted as one of the first big decisions in a young adult's life. It is at this time that decisions about educational choices are made. A new independence and focus are needed as these decisions could have an impact on a student's future. For some students, this is a chance to begin taking steps forward to a known career, whilst for others, this is a time when they ensure a wide subject range as they still consider their educational journey.

Our IGCSE guide is designed to help you to think about what we offer. As you read this booklet there are a number of points to consider regarding the subjects you may choose to study. Is it the right course for you? How well have you performed in the subject if you have studied it in the past? If you are considering a new subject, do you have all the information you need to help you make the right decision? If you are unsure of which course to take, our Subject Leaders and Heads of Year are available for you to discuss your options enabling you to make an informed decision. They can explain the skills you will learn and the minimum expectations required to pass the exams successfully. Some subjects require coursework to be completed as well as sitting a final exam, this is also something for you to consider. Be sure to think about what and where your



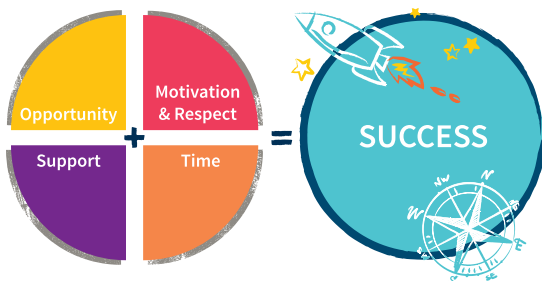
strengths lie and please give thought to the subjects you enjoy learning about.

It is not unusual for students to have an open mind and a little uncertainty at this stage. Our option blocks are designed to offer a wide range of skills that complement a smooth transition to the IB Diploma and IB Courses Programme. What is certain, is that with correct support, opportunity, time, motivation and respect, all students at Compass International School Doha will find success.

Kind Regards,

Paul McConnell

**Head of Secondary
Compass International School Doha**



3. 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.

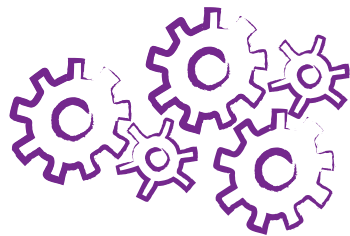
The IGCSE exams are built on a number of Core Subjects, which are compulsory for students to take. These subjects comprise of Islamic Studies (compulsory for Qatari students), Mathematics, English, Physical Education and the Coordinated Sciences, which includes Biology, Chemistry and Physics. The Coordinated 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, History, Geography, Information Communication Technology, Physical Education, Music 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 counselor?



Online Help:

www.morrisby.com: Series of tests to assess your skills, strengths and limitations.

www.fasttomato.com: Guidance on choosing careers and future options.

www.dfes.gov.uk/youngpeople: General site for the wellbeing of young people.

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: Look up college, university courses, locations and entry requirements.

university.which.co.uk: University courses, locations, entry requirements, student reviews and anything else interesting about UK universities.

4.1. 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 Year 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 they will need 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)

4.2. 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 that we use in 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

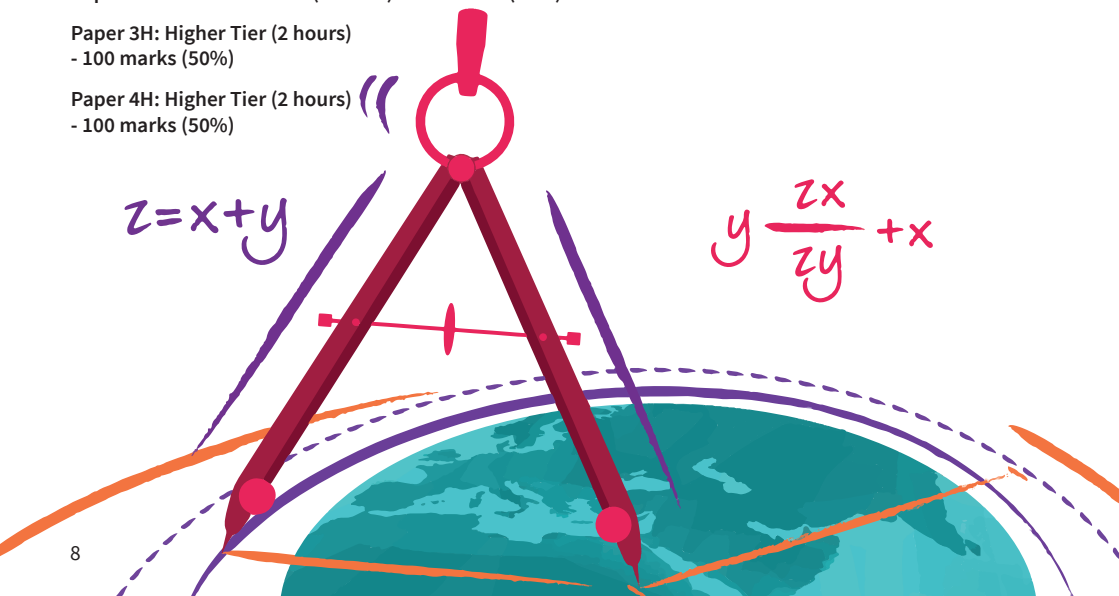
Externally Assessed

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%)



4.3. 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

Learners 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.

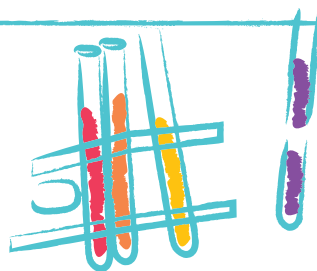
Paper 3: Core or Paper 4: Extended (2 hours) - 120 marks (50%)

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.



“Our approach to teaching is built on the idea that every child has the potential to succeed.”

4.4. Core Options



Physical Education

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.

The benefits of physical education affects both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert, and successful.

A students' 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 the following categories:

- Team
- Individual
- Net and wall
- Outdoor adventurous activities

Assessment

No assessments or examinations are required for this core topic.



4.5. 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, Higher Education and the programme 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.



5.1. 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 target 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.



5.2. 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 students' 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 marks (60%)

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) (40%)

Students write two compositions of 400–600 characters.



5.3. 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 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.

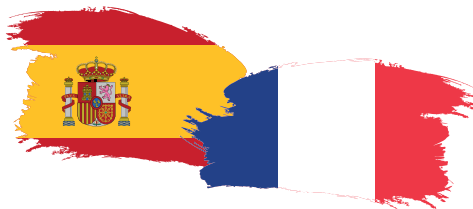
Paper 4: Writing (1 hour) - 50 marks (25%)

Students respond in the target language to three tasks.

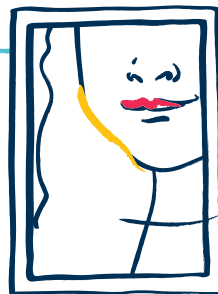
Internally Assessed

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

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



6.1. General Subject Options



IGCSE Art and Design

Examination Board

Cambridge (0400)

Aims

- To use their creative, imaginative and practical ability to communicate and expressing original ideas, feelings and meanings through art, craft and design.
- To use their investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence.
- To use their cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies.
- To use their 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 - 100 marks (50%)

Consists of a choice of 10 interpretative or observational based briefs to choose from.

Supporting Studies - Students have an unlimited time in year 11, term 2 in which to produce their supporting studies.

Controlled Test - Students take a controlled 8 hour test.

Component 2: Design-based assignment - 100 marks (50%)

Consists of a choice of 10 craft and graphic design based briefs to choose from.

Supporting Studies - Students have an unlimited time from term 2 in year 11 to produce their supporting studies.

Controlled Test - Students take a controlled 8 hour test.

6.2. 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 their 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 staff 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

The syllabus content is organised around six topic areas:

- 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.



6.3. 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 syllabus content covers the following topics:

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

Assessment

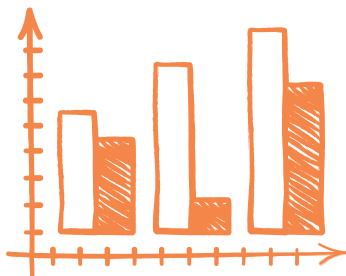
Externally Assessed

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 six.



6.4. 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 thus their respective place in the world. These include the effective evaluation of the quality, utility and reliability of information that you are given, as well as the ability to synthesise and summarise information into a clear and coherent argument that will persuade others of your point of view. Furthermore, the exam is effective at developing skills that are 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 Paper - 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 Paper - 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%)



6.5. General Subject Options



IGCSE Geography

Examination Board

Cambridge CIE (0460)

Aims

- To encourage students 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’

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

Theme 2 – ‘The Natural Environment’

This covers earthquakes and volcanoes, weather and climate, rivers, coasts and natural vegetation.

Theme 3 – ‘Economic Development’

This covers 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 and Theme 3: Economic development.

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

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

Paper 4: 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.

6.6. General Subject Options

IGCSE Information Communication Technology

Examination Board

Cambridge IGCSE (0417)

Aims

- To help students to develop and consolidate their knowledge, skills and understanding in ICT and be aware of new and emerging technologies.
- To encourage students to develop further as independent users of ICT.
- To encourage students to continue to develop their ICT skills in order to enhance their work in a variety of subject areas.
- To provide opportunities for students to analyse, design, implement, test and evaluate ICT systems.
- To encourage students to consider the impact of new technologies on methods of working in the outside world and on social, economic, ethical and moral issues.
- To help students to improve their skills and increase their awareness of the ways in which ICT is used in practical and work-related situations.

Syllabus Content

The content is set out in eight interrelated sections:

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Computer networks
- Data types
- The effects of using ICT
- The ways in which ICT is used
- Systems analysis and design

Assessment

Externally Assessed

Paper 1: Written (2 hours) - 40%

All questions are compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses.

Internally Assessed

Papers 2 and 3: (each paper is 2 hours 30 minutes) - 60% total for both papers

Knowledge, skills and understanding of the assessment criteria, core knowledge and understanding from syllabus content.



6.7. General Subject Options

GCSE Physical Education

Examination Board

EDEXCEL (2PE01)

Aims

The GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students learning outcomes will focus on:

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

Syllabus Content

Component 1 - Fitness and Body (System Code: 1PEO/01)

Applied anatomy and physiology, movement analysis, physical training and use of data.

Component 2 - Health and Performances

(System Code: 1PEO/02)

Health, fitness and well-being, sport psychology, socio-cultural influences and use of data.

Component 3 - Practical Performances (System Code: 1PEO/03)

Skills during individual and team activities and general performance skills.

Component 4 - Personal Exercise Programme (System Code: 1PEO/04)

Aim and planning analysis, carrying out and monitoring the PEP and evaluation of the PEP.

Assessment

Component 1 - Written examination (1 hour 45 minutes) - 90 marks (36%)

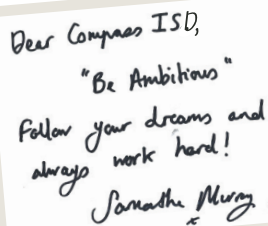
The assessment consists of multiple-choice, short-answer, and extended written questions.

Component 2 - Written examination (1 hour and 15 minutes) - 70 marks (24%)

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

Component 3 - Practical examination (externally moderated) - 105 marks (35 marks per activity) (30%)

Component 4 - Coursework based (externally moderated) - 20 marks (10%)



Dear Compass ISD,
"Be Ambitious"
Follow your dreams and
always work hard!
Samantha Murray



6.8. 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 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 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 you 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 performance should be at least Grade 4 ABRSM standard and tests musical and technical competence on an instrument or voice. It consists of a performance of a solo work of the students' chosen instrument or voice and an ensemble performance and recording.

Composing Music: Composing and Recording - 30%

Each student will compose two compositions. This part of the course will test discrimination and imagination in free composition. Pupils should have a sound basic knowledge of music notation and theory.



6.9. 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

Content is defined by eight key areas of study:

Topic 1: Development – How did you develop?

Topic 2: Memory – How does your memory work?

Topic 3: Psychological problems – How would psychological problems affect you?

Topic 4: The brain and neuropsychology – How does your brain affect you?

Topic 5: Social influence – How do others affect you?

Topic 6: Criminal psychology – Why do people become criminals?

Topic 7: Sleep and dreaming – Why do you need to sleep and dream?

Topic 8: 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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