

# IGCSE *Guide*



COMPASS INTERNATIONAL SCHOOL  
DOHA  
A NORD ANGLIA EDUCATION SCHOOL

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# 1. Message from the Head of Secondary

*Dear Parents and Students,*

When given a choice, it is important to make the right selection to keep our options open for the future. At Compass International School Doha, we are pleased to offer a comprehensive International General Certificate of Secondary Education (IGCSE) Programme in Years 10 and 11 (Key Stage 4). 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.

The IGCSE Key Stage 4 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, a Language and Physical Education, combined with a range of options geared towards individual preferences.



The process of taking responsibility for student's 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 courses. These are external examinations, set and marked by examiners employed by the awarding Pearson Edexcel IGCSE 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,

*Tom Douch*

**Head of Secondary  
Madinat Khalifa Campus**

## 2. All You Need to Know



# IGCSE

As you progress into your International General Certificate of Secondary Education (IGCSE) journey, 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.

At Compass International School Doha, we follow the Cambridge forms 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 Mathematics, English, Islamic Studies (compulsory for Qatari students), Physical Education and the Coordinated Sciences, which includes Biology, Chemistry and Physics. The Coordinated Sciences subject results in a double grade award from the Edexcel. This means that it counts as two IGCSE grades and students can then choose to specialise in any Science subject at International Baccalaureate (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, 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?



*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 Subjects

### IGCSE English

#### Examination Boards

Cambridge IGCSE First Language English (0500)

Edexcel International GCSE English Literature (9-1) (4ET1)

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 study two related English courses: IGCSE First Language English and IGCSE English Literature. Each of these syllabuses is designed as a two-year course for examination at age 16 and over.

In both courses, students will have access to a range of literacy and language texts that will help to develop and consolidate their knowledge and use of vocabulary and grammar. Through discussion and writing, students will gain valuable practice in imaginative and analytical thinking. Both courses will enable students to communicate accurately, appropriately, and effectively in speech and writing, while exploring areas of universal human concern, leading to a greater understanding of themselves and others. As such, both courses are excellent preparation for IB English Language and Literature, a core subject in the IB Diploma Programme.

#### Syllabus Content

Throughout their study of Language and Literature, students will explore closely a range of works from the genres of poetry, prose, and drama, as well as a wide selection of non-fiction texts. Students will have the opportunity to produce many different types of writing, such as academic essays, articles, and short stories. Language is assessed through examinations, while Literature is assessed through a combination of an examination and two pieces of coursework.

##### 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 1: Reading Passages (2 hours) – 80 marks (50%)

Paper 2: Directed Writing and Composition (2 hours) – 80 marks (50%)

##### Edexcel International IGCSE English Literature

Component 1: Poetry and Modern Prose (examined) (60%)

Component 3: Modern Drama and Literary Heritage Texts (coursework) (40%)

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

Paper	Marks	Percentage	Length
1. Reading and writing (core)	60	60	90 minutes
2. Reading and writing (extended)	60	60	2 hours
3. Listening (core)	30	20	40 minutes
4. Listening (extended)	40	20	50 minutes
5. Speaking (both)	30	20	10-15 minutes

## 3.2. Core Subjects

### IGCSE Mathematics

#### Examination Board

Pearson 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 in daily 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

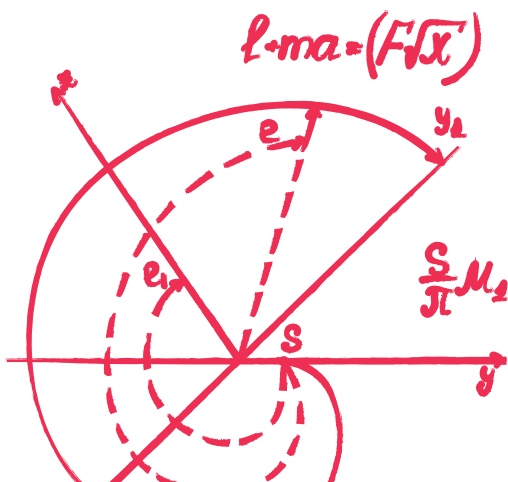
IGCSE Mathematics builds upon the basic skills that have been taught in the four areas of the British National Curriculum: Shape and Space, Number, Algebra, Statistics and Probability.

#### Assessment

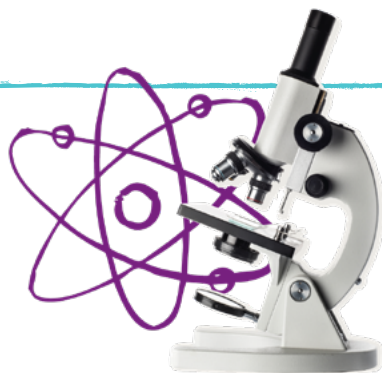
##### Externally Assessed

Paper 1H: (2 hours) – 100 marks (50%)

Paper 2H: (2 hours) – 100 marks (50%)



## 3.3. Core Subjects



### IGCSE Science

#### Examination Boards

Edexcel 4SD0

#### Aims

- ▶ Learn about unifying patterns and themes in science and use them in new and changing situations and acquire knowledge and understanding of scientific facts, terminology, concepts, principles and practical techniques.
- ▶ Apply the principles and concepts of science to different contexts and evaluate scientific information, making judgements on the basis of this information.
- ▶ Appreciate the practical nature of science, developing experimental and investigative skills based on correct and safe laboratory techniques and analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations.
- ▶ Recognise the importance of accurate experimental work and reporting scientific methods in science and select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions.
- ▶ Develop a logical approach to problem solving in a wider context and select and apply appropriate areas of mathematics relevant to science as set out under each topic and prepare for more advanced courses in science and for other courses that require knowledge of science.

#### Syllabus Content

- ▶ **Biology:** The nature and variety of living organisms; Structures and functions in living organisms; Reproduction and inheritance; Ecology and the environment; Use of biological resources
- ▶ **Chemistry:** Principles of chemistry; Inorganic chemistry; Physical chemistry; Organic chemistry
- ▶ **Physics:** Forces and motion; Electricity; Waves; Energy resources and energy transfers; Solids, liquids and gases, Magnetism and electromagnetism; Radioactivity and particles; Astrophysics

#### Assessment

There are three examination papers externally assessed through three 2-hour written examinations. For each paper, the total number of marks is 110. There is a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. This paper contributes up to 33.3% of the total International GCSE.

These will be combined to give two grades using the 9-1 number system.



# Periodic Table of the Elements

H																	He
Li	Be											B	C	N	O	F	Ne
Na	Mg														S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La-Lu	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac-Lu	Rf	Db	Sg	Bh	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb
		La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu	
		Ac	Th	Pa	U	Np	Pu	A	Am	Cm	Bk	Cf	Es	Fm	M	Lr	



## 3.4. Core Subjects

### 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.

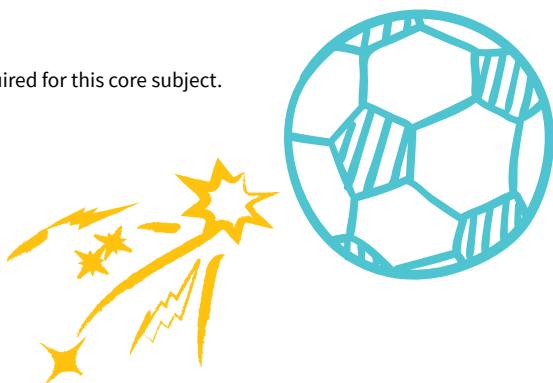
#### Syllabus Content

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)
- ▶▶ Water Polo; Volleyball; Badminton; Fitness; Table Tennis; Trampolining

#### Assessment

No assessments or examinations are required for this core subject.



## 3.5. Core Subjects

### *Islamic Studies - National Curriculum*

#### *Examination Board*

**Cambridge (0493)**

#### *Aims*

This is a compulsory subject for all Qatari students.

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- ▶▶ Acquire a knowledge of the major sources of Islam, its main beliefs and its early history.
- ▶▶ Develop an enquiring approach to the study of Islam.
- ▶▶ Identify and explore the religious, historical and moral questions raised in the material they study.

#### *Syllabus Content*

Students will study key topics of Islam, including the following:

- ▶▶ The history and importance of the Qur'an
- ▶▶ The life and importance of the Prophet Muhammad (phuh)
- ▶▶ The first Islamic community
- ▶▶ Major teachings in the Hadiths of the Prophet
- ▶▶ The history and importance of the Hadiths
- ▶▶ The period of rule of the Rightly Guided Caliphs and their importance as leaders
- ▶▶ The Articles of Faith and the Pillars of Islam

#### *Assessment*

##### **Externally Assessed**

##### **Paper 1: Written (1 hour 30 minutes) – 50 marks**

This paper contains five questions of which candidates must answer Question 1, Question 2 and two others. Topics include: major themes of the Qur'an, the history and importance of the Qur'an, the life and importance of the Prophet Muhammad and the first Islamic community.

##### **Paper 2: Written (1 hour 30 minutes) – 50 marks**

This paper contains five questions of which candidates must answer Question 1, Question 2 and two others. Topics include: major teachings in the Hadiths of the Prophet, the history and importance of the Hadiths, the period of rule of the Rightly Guided Caliphs and their importance as leaders and the Articles of Faith and the Pillars of Islam.

## 4.1. Language Options

### IGCSE Arabic

#### Examination Board

Cambridge (0508)

#### Aims

This is a compulsory subject for all Qatari students. The course will aid in learners being able to:

- ▶▶ Communicate accurately, appropriately and effectively in writing.
- ▶▶ Understand and respond appropriately to what they read.
- ▶▶ Enjoy and appreciate the variety of language.

#### Syllabus Content

Cambridge IGCSE First Language Arabic offers candidates the opportunity to respond knowledgeably to a rich array of reading passages. Candidates will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences. The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical Arabic readers and writers.

#### Assessment

##### Externally Assessed

**Paper 1: Written (2 hours) – 50 marks (50%)**

Questions will be based on Arabic passages

**Paper 2: Written (2 hours) – 50 marks (50%)**

Learners will answer two composition tasks



## 4.2. 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) – 40 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) – 45 marks (25%)**

Students respond in the target language to three tasks.

##### **Internally Assessed**

**Paper 3: Speaking (15 minutes) – 40 marks (25%)**

Students complete one role play and conversation on two topics.

## 5.1. 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

**Component 1: Coursework assignment – 100 marks (50%)**

January to April 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).

**Component 2: Externally set assignment – 100 marks (50%)**

Candidates produce a portfolio of up to four sheets (eight sides, maximum size A2) and a final outcome (maximum size A2) (130 guided hours)

“ 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*. ”



## 5.2. Subject Options

### *BTEC Level 2 Extended Certificate in Business\** (provisional)

#### *Examination Board*

**Pearson EdExcel**

#### *Aims*

- ▶▶ Develop an understanding of key business concepts and theories applied to real world situations.
- ▶▶ Develop knowledge and understanding of the different forms of business organisations and how they operate.
- ▶▶ Acquire essential skills such as decision making, debating and analytical methods, which are highly regarded by employers and further / higher education alike.
- ▶▶ Apply knowledge and critical understanding to current issues and problems in a wide range of business contexts, from small to global organisations.
- ▶▶ Acquire essential skills within literacy and numeracy by analysing different business scenarios to reach balanced decisions or judgement.

#### *Syllabus Content*

Students will study individual units at a time and be assessed through each unit. Units include:

1. Business Purposes
2. Business Organisations

Additional units may include the following:

- ▶▶ Financial Forecasting for Business
- ▶▶ People in Organisations / Customer Relations
- ▶▶ Starting a Small Business

#### *Assessment*

Each unit will consist of multiple coursework elements which will include written assignments, verbal presentations with supporting documents and in class assessments.

\*Students cannot take BTEC Business and IGCSE Business at the same time.





## 5.3. Subject Options

### IGCSE Business Studies\*

#### Examination Board

Cambridge Business Studies (0450)

#### Aims

- ▶▶ 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.
- ▶▶ To develop knowledge and understanding of the major groups and organisations within and outside business, consider ways in which they are able to influence objectives, decisions and activities.
- ▶▶ 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.

\*Students who take IGCSE Business Studies may be able to participate in IGCSE Enterprise Extracurricular Activity after school.

## 5.4. Subject Options



### IGCSE Computer Science\*

#### Examination Board

Cambridge (0478)

#### Aims

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

#### Syllabus Content

Theory of Computer Science:

- ▶▶ Data representation
- ▶▶ Communication and Internet technologies
- ▶▶ Hardware and software
- ▶▶ Security
- ▶▶ Ethics

Practical Problem-solving and Programming:

- ▶▶ Algorithm design and problem-solving
- ▶▶ Programming
- ▶▶ Databases

#### Assessment

##### Externally Assessed

**Paper 1: Theory (1 hour and 45 minutes) – (60%)**

Questions will be based on sections 1–21 of the subject content.

Short-answer and structured questions.

**Paper 2: Problem-solving and Programming (1 hour and 45 minutes) – (40%)**

Short-answer and structured questions.

Questions will be based on section 2 of the subject content.

20 marks are from questions set on the pre-release material.

\*This is an additional IGCSE open to students who have selected ICT as an option. Students who meet the entrance criteria will then enter into Computer Science for Year 11.

## 5.5. 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

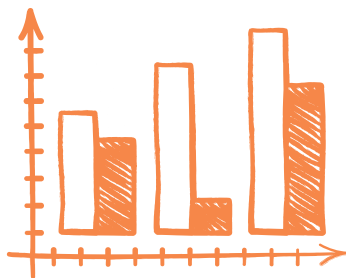
##### Externally Assessed

##### 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.



## 5.6. Subject Options



### *IGCSE Enterprise\**

#### *Examination Board*

**Cambridge (0454)**

#### *Aims*

- ▶▶ Understand what it means to be enterprising, and the skills required to be enterprising.
- ▶▶ Develop the ability to work in an enterprising and independent way.
- ▶▶ Develop and apply knowledge, understanding and skills to contemporary enterprise issues in a range of local, national and global contexts.
- ▶▶ Investigate the world of work and entrepreneurial organisations.
- ▶▶ Develop the ability to communicate effectively, in a variety of situations, using a range of appropriate techniques.
- ▶▶ Make effective use of relevant terms, concepts and methods when discussing enterprise.

#### *Syllabus Content*

- ▶▶ Introduction to enterprise
- ▶▶ Setting up a new enterprise
- ▶▶ Enterprise skills
- ▶▶ Enterprise opportunities, risk, legal obligations and ethical considerations
- ▶▶ Negotiation
- ▶▶ Finance
- ▶▶ Business planning
- ▶▶ Markets and customers
- ▶▶ Help and support for enterprise
- ▶▶ Communication

#### *Assessment*

**Component 1: Written exam (1 hour 30 minutes) – 100 marks (50%)**

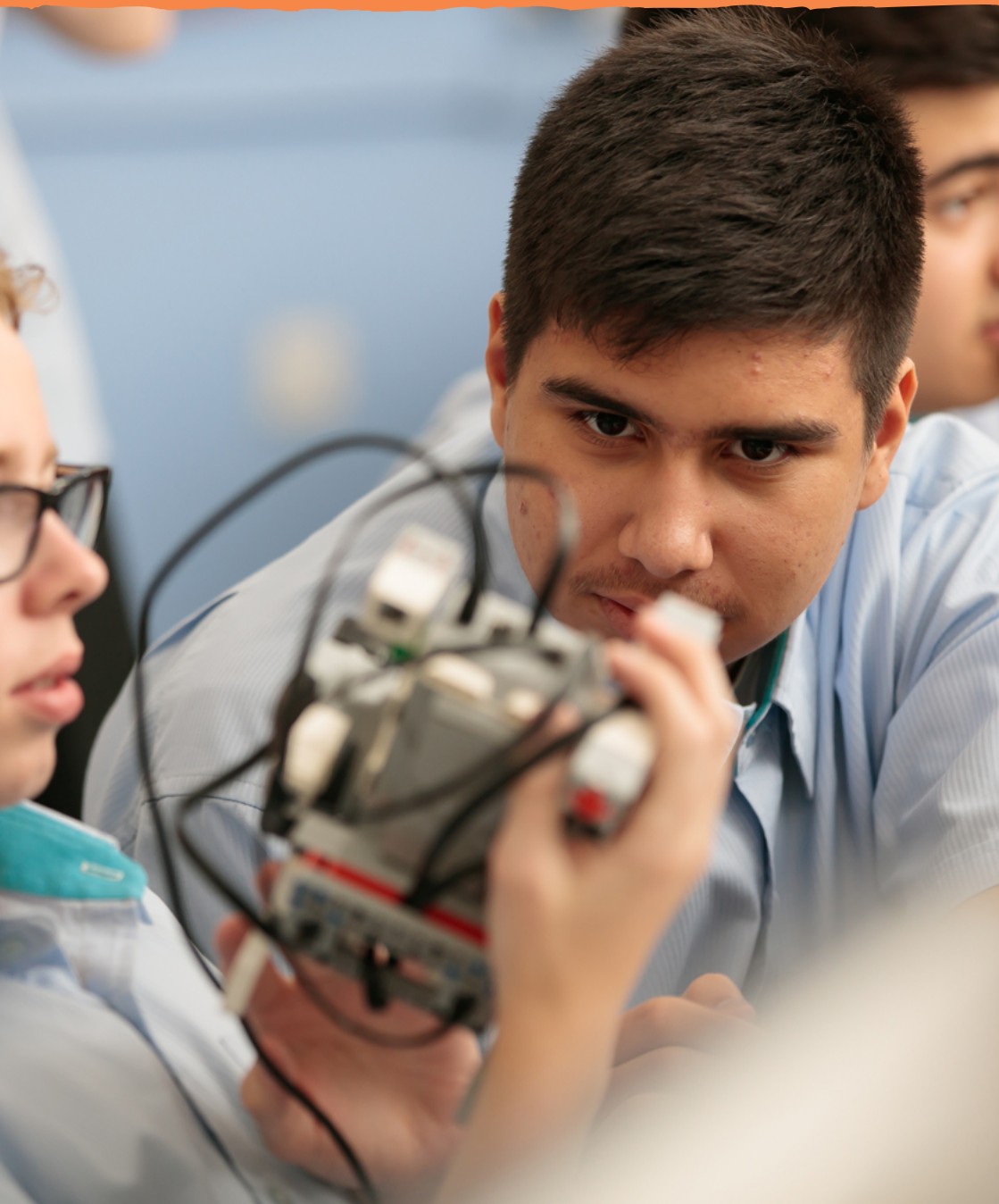
Short-answer, structured and open-ended questions based on a pre-released case study and the enterprise project for component 2.

**Component 2: Coursework (internally marked and externally moderated) – 60 marks (50%)**

Portfolio of evidence from tasks based on candidate's own enterprise project.

\*This is an additional after school IGCSE open to Business Studies students who meet the entrance criteria. After school attendance is mandatory and will be monitored to be eligible for the final exam entry. Students who select Business Studies, and are potentially interested in this subject, should tick the relevant box on the options form. The subject will commence after October half term and will only run subject to demand.

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



## 5.7. 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.

##### **Centre-based Assessment**

##### **Component 3: Coursework - 60 marks (27.5%)**

Candidates will complete one coursework assignment, set by teachers, of up to 2000 words. Coursework assignments may be based on physical geography or human geography or on an interaction between physical and human geography. Coursework will be assessed on the quality of the content of the assignment in relation to the criteria on which assessment is based.

## 5.8. Subject Options

### IGCSE History

#### Examination Board

Edexcel (4HI1)

#### Aims

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

- ▶ Extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- ▶ Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- ▶ Create an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- ▶ Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

#### Syllabus Content

##### Paper 1: Depth Studies

###### Development of Dictatorship: Germany, 1918-1945

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.

###### A World Divided: Superpower Relations, 1945-1972

Reason for the Cold War, early developments in the Cold War (1945-1949), the Cold War in the 1950s, the Berlin Crisis of 1961, the Cuban Missile Crisis, the Czechoslovakian Uprising and Détente.

##### Paper 2: Historical Investigation and Breadth Studies

###### Historical Investigation - The Origins and Course of the First World War, 1905-1918

The alliance system and international rivalry (1905-14), the struggle for control in the Balkans (1905-14), the growth of tension in Europe (1905-1914), the Schlieffen Plan, deadlock on the Western Front, the war at sea, Gallipoli and the defeat of Germany.

###### Breadth Study - Changes in medicine, 1848-1948

Progress in the mid-19th century, discovery and development (1860-75), accelerating change (1875-1905), government action and war (1905-20), advances in medicine, surgery and public health (1920-48).

#### Assessment Structure

##### Paper 1: Depth Studies (1 hour 30 minutes) - 60 marks (50%)

Six questions requiring a mixture of short and long answers. Questions are designed to test the ability to analyse historical interpretations, explain consequences and develop a balanced argument. Students will answer all questions.

##### Paper 2: Investigation and Breadth Studies (1 hour 30 minutes) - 60 marks (50%)

Six questions requiring a mixture of short and long answers. Test students on their ability to explain causes, compare similarity and difference, contrast sources and describe key features. Students will answer all questions.



## 5.9. Subject Options

### IGCSE Information Communication Technology

#### Examination Board

Cambridge (0417)

#### Aims

Cambridge IGCSE Information and Communication Technology encourages learners to develop lifelong skills, including:

- ▶▶ Understanding and using applications.
- ▶▶ Using Information and Communication Technology (ICT) to solve problems.
- ▶▶ Analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose.
- ▶▶ Understanding the implications of technology in society, including social, economic and ethical uses.
- ▶▶ Awareness of the ways ICT can help in home, learning and work environments.

#### Syllabus Content

- ▶▶ Types and components of computer systems
- ▶▶ Input and output devices
- ▶▶ Storage devices and media
- ▶▶ Networks and the effects of using them
- ▶▶ The effects of using ICT applications
- ▶▶ The systems life cycle
- ▶▶ Safety and security
- ▶▶ Document production
- ▶▶ Data manipulation
- ▶▶ Presentations
- ▶▶ Data analysis
- ▶▶ Website authoring



#### Assessment

##### Externally Assessed

**Paper 1: Theory (2 hours) – (40%)**

Questions will be based on sections 1–21 of the subject content

**Paper 2: Practical (2 hours and 30 mins) – (30%)**

This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content

**Paper 3: Practical (2 hours and 30 mins) – (30%)**

This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content



## 5.10. Subject Options

### IGCSE Music

#### Examination Board

Edexcel

#### Aims

Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

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?

Ideally students should already be taking instrumental or vocal lessons outside of regular classroom music. In order to achieve a Grade A at GCSE Music, students will need to have reached ABRSM/Rockschool Grade 4 on their instrument or voice by the Spring Term of Year 11.

Practical music lessons on the chosen instrument/voice are available in school and students would be required to take weekly lessons to reach an appropriate standard.

#### Assessment

##### Component 1: Performing (30%)

Two performances are required, which demonstrate technical and musical competence on an instrument or voice. One solo piece of a minimum of 1 minute in length and one ensemble (group) piece, also of a minimum of 1 minute. Both pieces together should amount to a total minimum length of 4 minutes. These performances will be recorded in Year 11 and assessed internally before being sent to the exam board for moderation. The majority of the preparation for this component of the GCSE will be completed out of regular lesson times.

##### Component 2: Composing (30%)

Two compositions are required, which will be worked both in lesson time and at home. One composition will be to set brief, released by the exam board at the start of Year 11 and the second composition is a free composition. Students will complete a variety of composition exercises throughout the GCSE, aiming to develop their skills as composers and give them ideas and suggestions for their two final compositions. They will be given credit for developing musical ideas, demonstrating technical control and composing with musical coherence. The two compositions will be internally assessed and then sent to the exam board for moderation.

##### Component 3: Appraising (40%)

This component is assessed with a listening exam of 1 hour 45 minutes at the end of Year 11. Students will cover four areas of study over the 2 years and they will analyse and explore 2 set works from each area of study:

Area of Study	Set Works
Instrumental Music 1700–1820	- J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major - L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	- H. Purcell: 'Music for a While' - Queen: 'Killer Queen' (from the album Sheer Heart Attack)
Music for Stage and Screen	- S. Schwartz: 'Defying Gravity' (from the album of the cast recording of Wicked) - J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	- Afro Celt Sound System: 'Release' (from the album Volume 2: Release) - Esperanza Spalding: 'Samba em Preludio' (from the album Esperanza)

The exam paper consists of questions on each of the set works and some unfamiliar music related to them. Questions include melodic and rhythmic dictation and an essay question comparing two given pieces.

## 5.11. Subject Options

### IGCSE 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

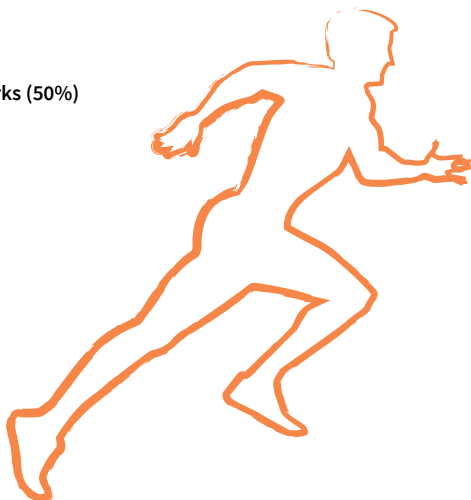
##### 1. Written Examination (1 hour and 45 minutes) 100 marks (50%)

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.



## 5.12. 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

**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? This includes Mathematical skills.

#### 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 (9 marks) 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 mathematical calculations, multiple choice, short and open-response questions and one essay (12 marks) question on Topic 8. Section B consists of multiple choice, short and open-response questions and two essay (9 marks) questions on Topic 6 and 7.

# Be Ambitious



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