

# IGCSE Handbook

2021-2023



BRITISH INTERNATIONAL SCHOOL  
OF WASHINGTON

A NORD ANGLIA EDUCATION SCHOOL

# Table of Contents



## 1. Introduction & Welcome

- 1.1 Welcome
- 1.2 Identity, Vision, Mission, Aims, and Values

## 2. Upper Secondary Curriculum

- 2.1 Cambridge Examination Board
- 2.2 Cambridge International Certificate of Education
- 2.3 Outstanding Cambridge Learner Awards
- 2.4 Additional Opportunities in Upper Secondary
- 2.5 Health & Well Being

## 3. Assessment & Reporting

- 3.1 Assessment
- 3.2 Progress and Reports
- 3.3 Student Support
- 3.4 Grade Descriptors
- 3.5 Grade Equivalency at BISW

## 4. IGCSE Subjects

- 4.1 Compulsory Subjects
- 4.2 Electives

## 5. Subject Summaries

- 5.1 IGCSE First Language English & IGCSE Literature in English
- 5.2 English as a Second Language (EAL)
- 5.3 Mathematics
- 5.4 Co-ordinated (Double) Science
- 5.5 Chemistry, IGCSE Physics (Triple Science)
- 5.6 French
- 5.7 Spanish
- 5.8 History
- 5.9 Geography
- 5.10 Global Perspectives
- 5.11 Enterprise
- 5.12 BISW Core Physical Education
- 5.13 BISW Performing Arts
- 5.14 BISW Integrated Technology, Engineering and Manufacture
- 5.15 BISW Art & Design

## 6. Contact Information

# 1

## Introduction & Welcome

### ABOLITION

We are going to pretend that we are white campaigners in Britain in the late 1800s who are fighting to abolish slavery.

Step 1 - Research some of the leading anti-slavery campaigners of the time (e.g. William Lloyd Garrison, James Fortney Wilson, Thomas Clarkson and Joseph Sturge) and produce a fact sheet about them.

Step 2 - Produce the following materials for an anti-slavery campaign (making sure to include lots of arguments against slavery):

- A poster advertising a meeting of Friends for the Abolition of the Slave Trade to get people involved.
- A notice to be handed out to the street cleaning centre about the water conditions on their ships.
- A notice to be placed in a children's magazine which refers to the names of the slave trade.



## 1.1 Welcome

# Welcome to the Upper Secondary School of British International School of Washington (BISW)

This document includes an overview of the IGCSE qualification and its relevance to the International Baccalaureate Diploma Programme (IBDP). Additionally, it outlines the course for each subject offered at the British International School of Washington.

Following the foundations laid in the Lower Secondary curriculum (years 7-9/grades 6-8), during the transition to Upper Secondary (years 10-11/grades 9-10) students develop their academic knowledge, skills and understanding whilst also enhancing their personal skills of autonomy, communication, collaboration, leadership and resilience.

The Upper School curriculum offered at BISW aims to provide students with a range of opportunities to develop their academic and personal interests and equip them with the qualifications and experiences needed to be successful in the IB years and beyond.

The International General Certificate of Secondary Education (IGCSE) in Years 10 and 11 is a two-year program of study. Students will study a combination of Cambridge IGCSE subjects which provides them with an excellent opportunity for academic and personal progress and success. Most students complete each full IGCSE course, including the terminal exams, in five terms over two years.

Where an IGCSE course is delivered at BISW, we believe that it is an excellent preparation for the academic demands of the International Baccalaureate Diploma Programme (IBDP) and the combination of these two programmes offers an excellent well-rounded educational platform for entry into competitive colleges and universities worldwide, including the US and the UK. IGCSE qualifications can be looked for as part of a student's qualifications portfolio when applying for university entrance. In other cases, they are widely used as a preparation for International Baccalaureate, A Level and US Advanced Placement courses.

In some subjects, we believe that the IGCSE course does not offer sufficient rigor or engagement for students. In these cases, we have developed our own curriculum, often integrating skills beyond those offered in the IGCSE course, to challenge and engage students whilst also ensuring that they are prepared to study these subjects at a higher level. These comprise our Performing Arts and ITEM courses

Academic study in the first two years in Upper Secondary includes theory, investigation, and elements of practical work in certain areas. Students must demonstrate competence in reading and writing if high grades are to be attained. Additionally, students make significant personal progress through their awareness of community and social responsibility, international competence and team-work skills.

## 1.2 Identity, Vision, Mission, Aims, and Values

### BISW Identity

We are a premier, private, international school within the Nord Anglia Education family. We embrace a British academic heritage while celebrating our diverse multi-cultural community in an American setting.

### BISW Vision

A truly exceptional international learning environment that empowers all students to lead meaningful, positive, and impactful lives.

### BISW Mission

To challenge and inspire young people to be ambitious for themselves, their communities, and their world.

### BISW Aims

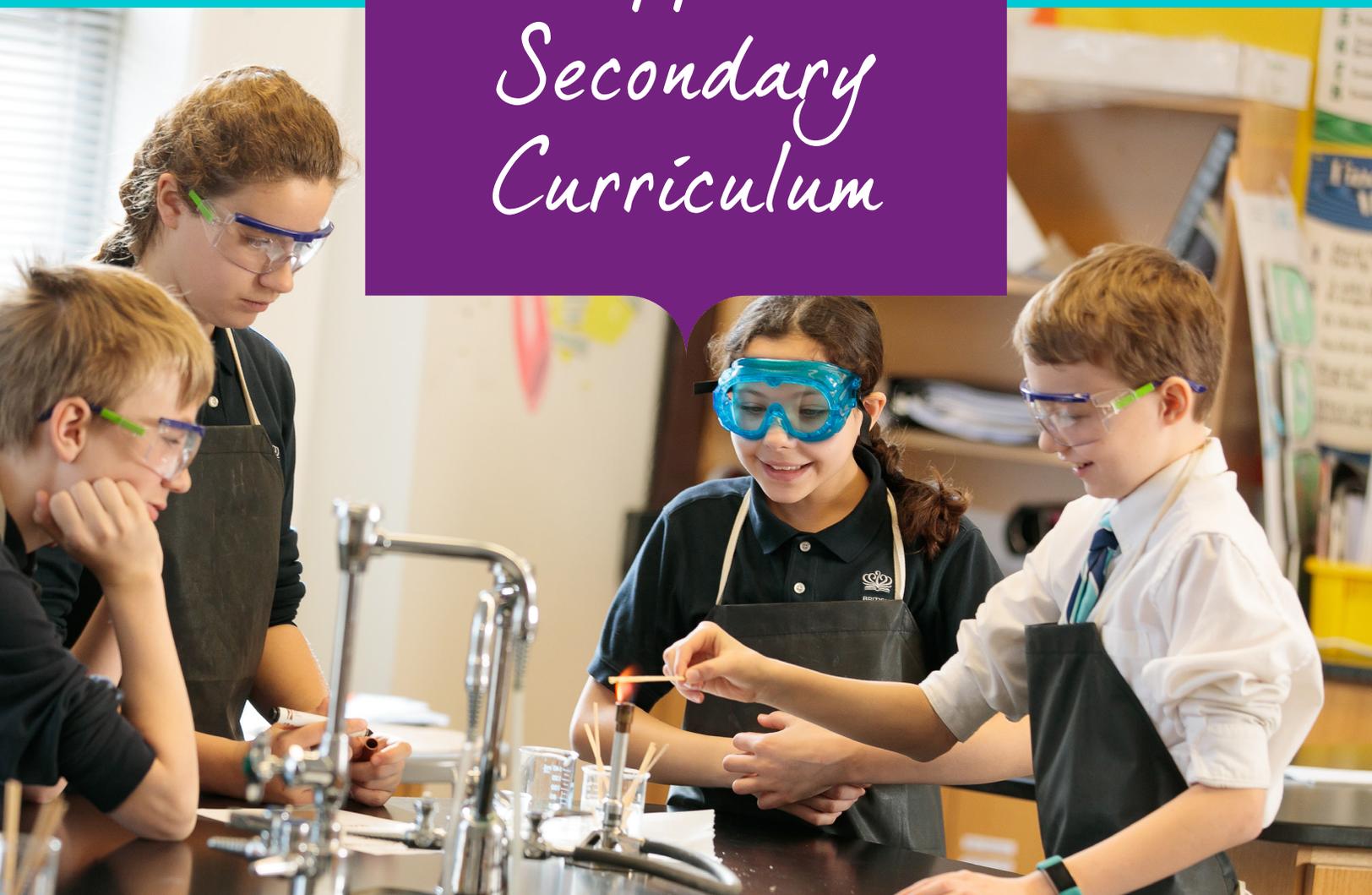
- To develop creative, critical, and reflective thinkers
- To provide opportunities for young people to make a difference to others within their communities and the world at large
- To foster healthy self-esteem for themselves, respect for other people, of different cultures and their surroundings
- To offer engaging and challenging academic programs at every stage of learning
- To personalise learning for every student through a range of educational strategies
- To develop the understanding and skills needed to engage successfully in a collaborative team
- To develop resilience and embrace self-improvement
- To celebrate the successes of all members of our community

### BISW Values

- **Ambition:** Our school is an extraordinary place of learning; we build upon the passions and talents of our students, parents, and staff; we challenge ourselves to make a positive difference in the world
- **Courage:** We dare to challenge accepted wisdom; we are not afraid to take risks; we tackle difficult situations ethically
- **Openness:** We are inquisitive and receptive to new ideas; we give and welcome constructive feedback; we approach change with a positive attitude
- **Integrity:** We are honest; we stand up for what is right; we strive to act in the best interests of our community
- **Respect:** We are thoughtful and considerate in our interactions; we are always supportive and cooperative with each other; we embrace and celebrate diversity

# 2

## *Upper Secondary Curriculum*



## 2. Upper Secondary Curriculum

### 2.1 Cambridge Examination Board

At BISW, all IGCSE qualifications come from the Cambridge examination board. Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year old's. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over 30 years ago, it is tried, tested and trusted by schools worldwide.

### 2.2 Cambridge International Certificate of Education (CICE)

BISW offers students the additional opportunity to gain the [Cambridge International Certification of Education \(CICE\)](#). This is an award, in addition to their IGCSE qualifications, which recognizes the achievements of learners who pass examinations in at least seven [Cambridge IGCSE](#) subjects from five different subject groups, including two languages.

To achieve this award students must select seven IGCSE subjects from across 5 subject groups. The subjects marked in bold are compulsory for all students to study. From their electives, students need to choose at least one subject from Group 5 to meet the criteria for the CICE award.

Group 1: Languages	Group 2: Humanities and Social Sciences	Group 3: Sciences	Group 4: Mathematics	Group 5: Creative and Professional
<b>First Language English</b>	Geography	<b>Biology</b>	<b>Cambridge International Mathematics</b>	Global Perspectives
<b>Foreign Language</b>	Global Perspectives	<b>Chemistry</b>		Enterprise
	History	<b>Physics</b>		
	<b>English Literature</b>	<i>Either double or single award</i>		

### 2.3 Outstanding Cambridge Learner Awards

Outstanding Cambridge Learner Awards are a group of awards issued by Cambridge Assessment International Education who recognise exceptional learner achievement in Cambridge examinations around the world. They include:

- **Cambridge 'Top in the World' Award:** Awarded to the learner who has gained the highest standard mark in the world for a single subject.
- **Cambridge 'Top in Country' Award:** Awarded to the learner who has gained the highest standard mark in your country for a single subject.
- **Cambridge 'High Achievement' Award:** Awarded to learners who have achieved outstanding results in subjects which are not so widely taken and which, under the current criteria, would not qualify for 'Top in Country' Awards.
- **Cambridge 'Best Across' Award:** Awarded to learners who have attained the first highest cumulative total standard marks over eight Cambridge IGCSE subjects.

## 2. Upper Secondary Curriculum

### 2.4 Additional Opportunities in Upper Secondary

#### Duke of Edinburgh

In year 10 and 11, BISW students will have the opportunity to take part in the The Duke of Edinburgh's International Award. Students will start with the Bronze Award in year 10.

The Duke of Edinburgh's International Award is also known as DofE, The Head of State Award, The President's Award Scheme, The International Award for Young People, and the Governor General's Youth Award. The Award is available to all 14-24 year olds and is the world's leading youth achievement award.

It equips young people for life regardless of their background, culture, physical ability, skills and interests. Doing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

To achieve the qualification, students need to complete activities over a period of time within the following categories:

- Voluntary Service
- Skills
- Physical Recreation
- Adventurous Journey

This qualification is excellent preparation for students continuing onto the IB Diploma course where Creativity, Action & Service (CAS).

#### Congressional Award

The Congressional Award is the United States Congress' award for young students. Participants earn Bronze, Silver, and Gold Congressional Award Certificates and Bronze, Silver, and Gold Congressional Award Medals.

Each level involves setting goals in four program areas:

- Voluntary Public Service
- Personal Development
- Physical Fitness
- Expedition/Exploration

Earning The Congressional Award is a fun and interesting way to get more involved in something you already enjoy or something you'd like to try for the first time. You move at your own pace – on your own or with your friends. This is not an award for past accomplishments. Instead, you are honored for achieving your own challenging goals after registering for the program.

## 2. Upper Secondary Curriculum

### 2.5 Health & Well Being

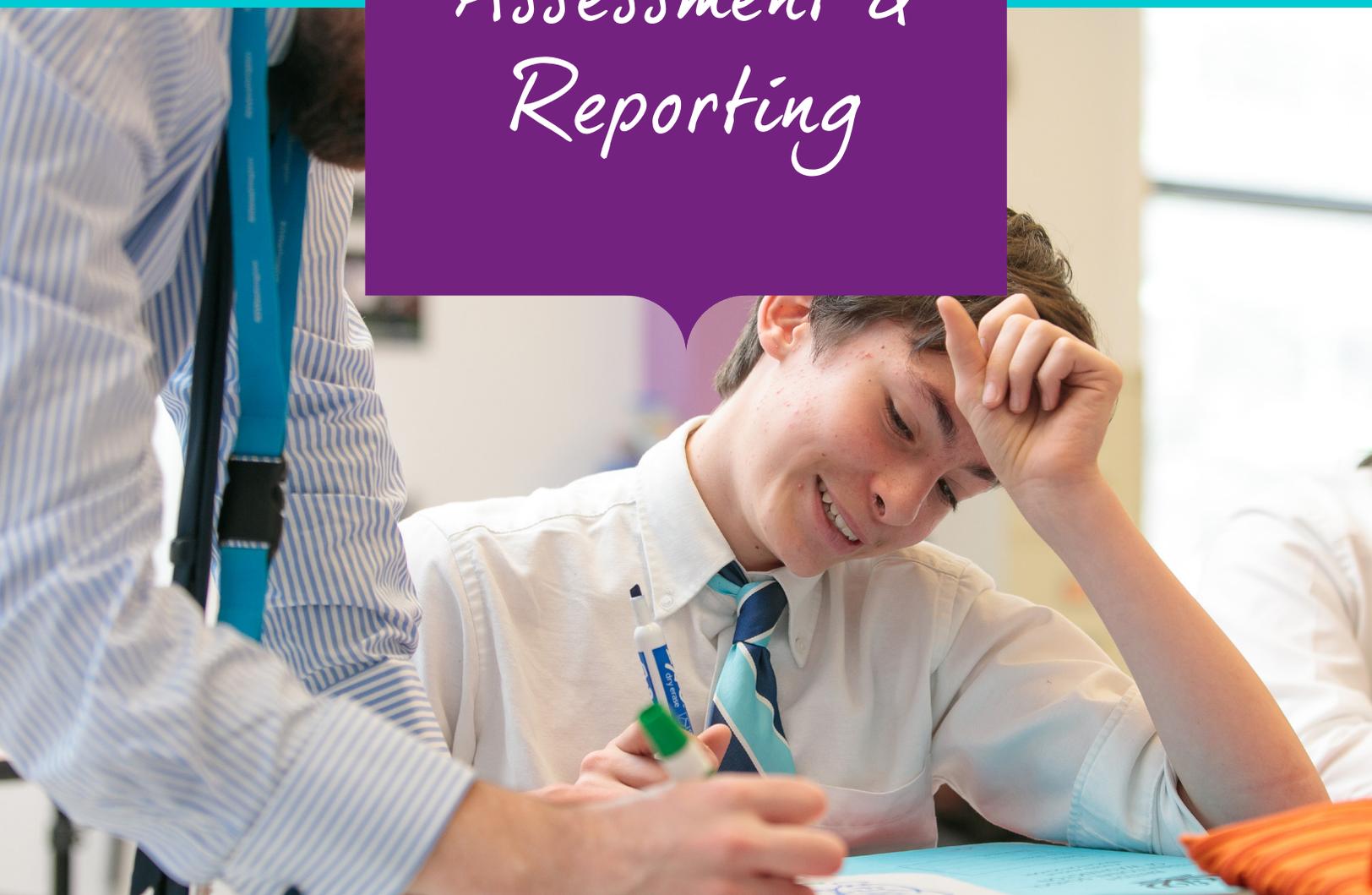
At BISW, we believe we have a commitment to our students to equip them for life beyond their academic achievements. The BISW Health & Well Being curriculum is delivered by teachers that feel strongly in each area with external support from the parent community and beyond to ensure students apply their learning to real-life situations. The aim of our program is to better prepare students for their ongoing lives as members of society but also to develop the life skills needed to not only succeed but to flourish as they become more independent young adults. The program explores a variety of relevant, practical and engaging topics through five core themes:

Health	Life Skills	Relationships	Thinking Skills	Citizenship
<ul style="list-style-type: none"><li>• Mental Health</li><li>• Fitness</li><li>• Drugs and Alcohol</li><li>• Gender Identity</li><li>• Sleep</li></ul>	<ul style="list-style-type: none"><li>• Careers</li><li>• Time Management</li><li>• Finance</li><li>• Internet Safety</li></ul>	<ul style="list-style-type: none"><li>• Consent/ coercion</li><li>• Family loss and bereavment</li><li>• Bullying</li><li>• Friendships</li><li>• Parenthood</li><li>• Sexual Health</li></ul>	<ul style="list-style-type: none"><li>• Emotional Intelligence</li><li>• Coaching</li><li>• Cooperation</li><li>• Organization</li><li>• Identity</li></ul>	<ul style="list-style-type: none"><li>• Media</li><li>• Current Affairs</li><li>• Politics</li><li>• Law</li><li>• Diversity</li><li>• Helping Others</li></ul>

Most topic areas will be covered in specific Health & well being lessons whereas others will be addressed through relevant academic subjects.

# 3

## *Assessment & Reporting*



## 3. Assessment & Reporting

### 3.1 Assessment

Each subject specifies the Assessment Objectives (AO's) that students will be assessed on during the course.

At the end of this two-year period, students are assessed through rigorous exams; IGCSE exams are standardized and marked by examining boards based in the UK. Our non-IGCSE subjects are marked and moderated internally by BISW teachers. Subject assessments are carried out through a combination of written exams, coursework submissions and practical work. Science and Mathematics have two tiers: Core and Extended. Grades range from A\* – G and U (unclassified). A\*-C grades are viewed as strong passes.

Students are not class ranked and credits and grade point averages are not calculated. The school year is divided into three terms of approximately equal length.

### 3.2 Progress and Reports

Several times throughout the year, students will receive a school report which includes an indication as to their Overall Learning Approach and a grade which reports their current level of work. Upper Secondary (Years 10-11) students are assessed against external IGCSE rubric or an internal system closely following Cambridge IGCSE criteria. Cambridge IGCSE subjects are graded from high to fail (A\*, A, B, C, D, E, F, G & U). Teachers arrive at this grade for each student using a variety of assessments methods. Grades awarded in the December, April and June reports will go on the student's academic transcript.

Additionally, students will be given a potential IGCSE Grade. This is the best grade that a subject teacher believes a student could attain in their IGCSE examination at the end of Year 11. This is a stretch target to challenge and motivate students, therefore not all students will ultimately achieve this grade. This potential IGCSE grade does not go onto any academic transcript.

### 3.3 Student Support

The form tutor has the increasingly important role of guide and mentor for the Upper School years. The role of form tutor allows the student and tutor to develop a sound working relationship, feeling able to discuss problems, whether academic or social, with that tutor.

The tutor will also play a pivotal role in helping the student organize and plan for the rigors of meeting deadlines and preparing for external examinations. At the Learning Review Conferences, the student and parents will have the opportunity to discuss their progress with their form tutor as well as subject specialists. These will take place in the Autumn, Winter and Spring term of year 10 and the Autumn and Winter term of year 11.

## 3. Assessment & Reporting

### 3.4 Grade Descriptors

The generic grade descriptors which we have mapped against IB grades as well are as follows:

IB Grade	IGCSE Grade	Descriptors
7	A*	<ul style="list-style-type: none"><li>• Produces high-quality, frequently innovative work.</li><li>• Communicates comprehensive, nuanced understanding of concepts and contexts.</li><li>• Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.</li></ul>
6	A	<ul style="list-style-type: none"><li>• Produces high-quality, occasionally innovative work.</li><li>• Communicates extensive understanding of concepts and contexts.</li><li>• Demonstrates critical and creative thinking, frequently with sophistication.</li><li>• Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.</li></ul>
5	B	<ul style="list-style-type: none"><li>• Produces generally high-quality work.</li><li>• Communicates secure understanding of concepts and contexts.</li><li>• Demonstrates critical and creative thinking, sometimes with sophistication.</li><li>• Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.</li></ul>
4	C	<ul style="list-style-type: none"><li>• Produces good quality work.</li><li>• Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps.</li><li>• Often demonstrates basic critical and creative thinking.</li><li>• Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.</li></ul>
3	D-E	<ul style="list-style-type: none"><li>• Produces work of an acceptable quality with some minor misunderstandings.</li><li>• Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps.</li><li>• Begins to demonstrate some basic critical and creative thinking.</li><li>• Often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.</li></ul>
2	F	<ul style="list-style-type: none"><li>• Produces work of limited quality.</li><li>• Expresses misunderstandings or significant gaps in understanding for many concepts and contexts.</li><li>• Infrequently demonstrates critical or creative thinking.</li><li>• Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.</li></ul>
1	G	<ul style="list-style-type: none"><li>• Produces work of very limited quality.</li><li>• Conveys many significant misunderstandings or lacks understanding of most concepts and skills.</li><li>• Very rarely demonstrates critical or creative thinking.</li><li>• Very inflexible, rarely using knowledge or skills.</li></ul>

## 3. Assessment & Reporting

### 3.5 Grade Equivalency at BISW

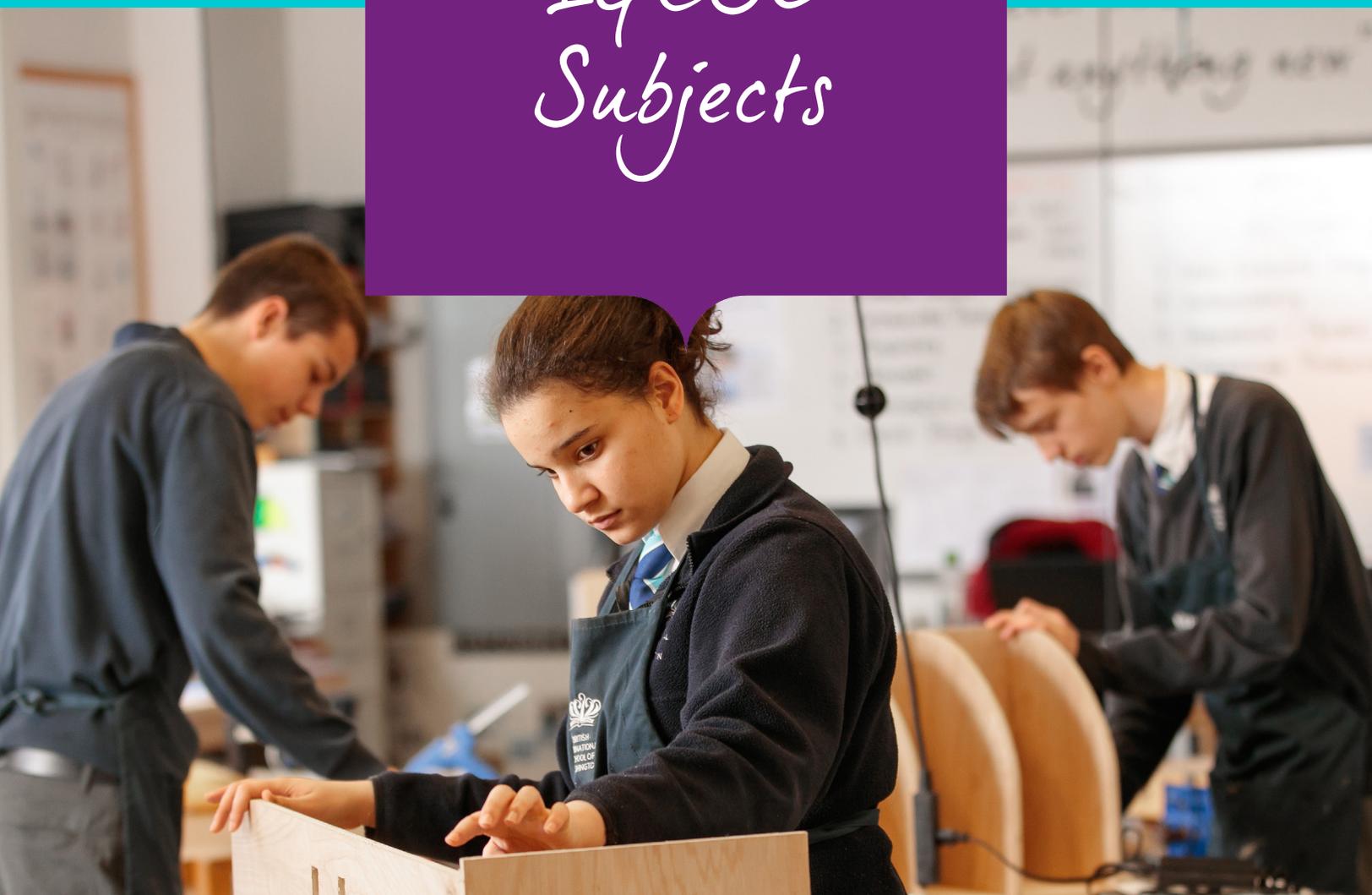
The chart below shows approximate grade equivalencies for the IGCSE and IB Diploma in relation to the A to F scale commonly used in the American High School system:

IGCSE attainment (US Honors Level Course)	USA grade equivalents (US Honors Level Course)
A*	A+
A	A+/A
B	A-/B+
C	B/B-
D	C+/C
E	D+/D
F/G	D-
U	Fail

IB attainment (US Honors Level Course)	USA grade equivalents (US Honors Level Course)
7	A+
6	A/A-
5	B+/B
4	B-/C+
3	C/C-
2	D+/D
1	D-
0	Fail

4

*IGCSE  
Subjects*



## 4. IGCSE Subjects

### 4.1 Compulsory Subjects

At BISW, we believe that students need to study a compulsory core of subjects to develop prior learning and to prepare them for the rigors of the IB Diploma Programme in years 12 & 13.

For the 2019-2021 cohort, the following subjects are compulsory and studied by all students:

- **IGCSE English Language**
- **IGCSE English Literature**
- **IGCSE Mathematics**
- **IGCSE Science\* (Triple or Double award)**
- **IGCSE English as a Second Language**
- **IGCSE**
- **Health & Well Being (inc Duke of Edinburgh)**
- **Physical Education**

\*All students will start on the triple science award and then at the end of year 10 students will either follow the double award or continue with the triple science award.

### Languages

We believe that learning additional languages greatly contributes to the holistic development of students. These courses aim to encourage students to develop a respect for, and an understanding of, other languages and cultures, and are equally designed to equip the student with a skills base to pursue further language learning at IB level.

Students must also choose one of the following languages:

- **IGCSE French**
- **IGCSE Spanish**
- **IGCSE English as an Additional Language**
- **IGCSE Other Language\*\***

Please note: French is not available for beginners. To take French, students must have prior experience of learning the language. \*\*If a student wishes to take a language other than those stated above, the cost of a tutor will be in addition to school fees. Parents may be responsible for finding a tutor. Tutoring for an additional language can take place during the school day.

## 4. IGCSE Subjects

### 4.2 Electives

#### Humanities and Social Science Electives

The skills that students acquire by studying subjects in the Humanities and Social Sciences are ones which are valuable to them across their other subjects and, indeed, will be of use to them when they move onto study the IB Diploma Programme and enter the world of work. Critical enquiry, research, analysis, written and oral argument, discussion, debate and negotiation are skills which underpin all of the subjects in this faculty, and help the young people we teach become independent, well-informed and capable learners.

Students must choose two of the following subjects:

- **IGCSE History**
- **IGCSE Enterprise\*\*\***
- **IGCSE Geography**
- **IGCSE Global Perspectives\*\*\***

\*\*\*To achieve the Cambridge International Certificate of Education, students must take either Global Perspectives or Enterprise.

#### Creative, Digital and Technical Electives

At BISW, we strongly believe in developing the skills needed for our students to lead meaningful, positive and impactful lives. The Creative, Digital and Technical electives provide students with the opportunity to take ideas from inception to realization, producing tangible outcomes that respond to the needs of the world we live in. Where possible, we will explore opportunities for students to collaborate and work across those three disciplines.

Through one of the three creative, digital and technical subjects (Performing Arts, Art & Design, or Integrated Technology, Engineering and Manufacture (ITEM)), students will be offered experiential, project-based learning and real-world engagement. Within dedicated learning environments, students are challenged to become autonomous collaborators within their chosen field of study.

Students must choose one of the following subjects:

- **BISW Performing Arts**
- **BISW Art & Design**
- **BISW Integrated Technology, Engineering and Manufacture (ITEM)**

*This section continues on the next page.*

## 4. IGCSE Subjects

### Selecting Electives

#### 1. Which elective courses should students choose?

In choosing an elective course, students should consider the following questions:

- I have the potential to make significant progress in this subject?
- Does my previous attainment indicate that I can study it at the depth required to gain the qualification to which it leads?
- Do I enjoy this subject?
- Does this subject reflect my interests and personal qualities?
- Do the methods of assessment reflect my skills?
- Is this subject a possibility for further study at either IB level or at university/college?

Students should also consider:

- The style of learning it requires
- Its method of assessment
- Whether this suits their learning preference
- The amount of coursework it involves

Courses have different modes of assessment, and tutors can help identify which is more likely to bring students success.

#### 2. Why should students not choose some courses?

- They like the teacher, or reject courses because they don't like him/her – the teacher could be different next year.
- Their friends are choosing them – they are different from them and have different strengths and interests.

#### 3. Can students change their subject choices?

Students will have time to speak with their tutors and teachers and discuss their options with their parents to ensure they start on the courses that are suitable and appropriate for them. However, we are aware that sometimes students want to alter their elective subjects. This will be done in consultation with the Assistant Head of Upper Secondary, Head of Department, parents and the student. All changes need to be made within the first 4 weeks of the Autumn term.

#### 4. What else should students consider?

- Do they have a clear idea about doing particular work-based training or a specific job? Find out the most appropriate courses for it.
- Do they have a general idea of the broad area of work they'd like to go into? Find out whether they can do any courses which would start them on the way without stopping them from doing other things if they change their mind.

#### 5. What if a student joins BISW part way through the IGCSE course?

When students start the IGCSE part way through the course (for example, at the start of year 11), a discussion is had with the student, parents and Assistant Head of Upper Secondary about the best course of study and whether or not it will be feasible for the student to take the final IGCSE exams and therefore achieve the official qualifications. If a student isn't entered for the external exams, they will still be required to sit an internal subject exam. These grades are essential for their transcript during year 10-13. Questions? Please email [Mr. Rob Taylor](#) (Asst. Head of Upper Secondary).

# 5

## *Subject Summaries*



## 5. Subject Summaries

### 5.1 IGCSE First Language English & IGCSE Literature in English

At BISW, both the First Language English and World Literature courses are taught together as one class within the timetable and, in line with practice at most independent schools, both are compulsory.

Our IGCSE course creates students who are skilled at analyzing the meaning and effects of language through both fiction and non-fiction texts. Critical essay writing and strong oral skills are also developed, alongside appreciation of the viewpoints of others and exploring meaning in different cultural, social and historical contexts. Creative and empathic writing goes alongside essay writing, and composition of written and spoken texts helps students to become intellectually and socially engaged.

This course complements both the IB in English Language and Literature and the IB English Literature courses and prepares students for further literary study, in addition to introducing academic discipline and innovative thinking around a range of topics.

For more information, please contact Mrs Laura Williams – [laura.williams@biswashington.org](mailto:laura.williams@biswashington.org).

### IGCSE First Language English

**Syllabus Code: Cambridge IGCSE First Language English 0500**

IGCSE First Language English encourages students to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. It also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively. The development of reading and writing skills through the study of fiction and non-fiction texts will also be examined. Through studying texts, students will learn about the conventions of different forms and styles of writing and can use these as models for their own writing. This approach has the added benefit of helping students prepare for their final exams, as they are assessed on both analysis of texts and their own original writing.

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

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed
- demonstrate an understanding of explicit and implied meanings and attitudes
- analyze, evaluate and develop facts, ideas and opinions
- organize and structure ideas for deliberate effect
- recognize and respond to linguistic devices, figurative language and imagery

*This subject continues on the next page.*

## 5. Subject Summaries

### IGCSE First Language English (continued)

The teaching topics covered are:

- Comprehension and summary writing
- Responses to reading a range of 20th and 21st century fiction and non-fiction texts
- Directed writing and composition of a range of text types and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive
- Writer's intentions and how effects and influence are achieved through use of fact, ideas, perspectives, opinions and bias

### Assessment

#### **Paper 1 – Reading 2 hours [80 marks] 50% overall grade**

Questions in response to 3 unseen texts:

- 1 comprehension and summary task [30 marks]
- 1 short answer question [10 marks]
- 1 language task [15 marks]
- 1 extended response to reading [25 marks]

#### **Component 3 – Coursework Portfolio [80 marks] 50% overall grade**

- 1 directed extended writing piece in response to a text [15 marks]
- 1 descriptive extended writing piece and commentary [15 marks]
- 1 narrative extended writing piece [10 marks for content and structure and 15 marks for style and accuracy]

### IGCSE Literature in English

**Syllabus Code: Cambridge IGCSE 0475**

Cambridge IGCSE Literature in English offers learners the opportunity to read, interpret, evaluate and respond to a range of literature. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. The course will stimulate learners to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world.

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

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

*This subject continues on the next page.*

## 5. Subject Summaries

### IGCSE Literature in English (continued)

#### Assessment

Assessment is through a written portfolio of two pieces and two end-of-course examinations. The assessment portfolio will use one text studied for the exams and one additional text.

#### **Coursework Portfolio [50 marks] 25% overall grade**

- 1 essay [25 marks] of 600-1200 words
- 1 empathic response [25 marks] of 600-1200 words

#### **Paper 1 – Poetry and Prose 1 hour 30 minutes 50% overall grade**

- Candidates answer one question from a choice of two on a studied prose text.
- Candidates answer one question from a choice of two on studied poetry.
- Closed book exam

#### **Paper 3 – Drama 45 minutes 25% overall grade**

- Candidates answer one question from a choice of two on a studied play.
- Open book exam (but no personal notes or annotations).

For more information, please contact Mrs Laura Williams – [laura.williams@biswashington.org](mailto:laura.williams@biswashington.org).

## 5. Subject Summaries

### 5.2 English as a Second Language (EAL)

Syllabus Code: Cambridge IGCSE (0510)

This course is especially suitable for international students. English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including a better communicative ability in English, an improved ability to understand English in a range of everyday situations and in a variety of social registers and styles, and to gain a wider international perspective.

#### Course Aims

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

#### Assessment and Progression

##### Two papers

Assess listening, reading and writing skills plus a spoken examination focusing on oral fluency. The papers are offered on two levels: the core level for less advanced students, and the extended level for those with greater proficiency.

- Core paper graded C to G
- Extended paper graded A\* to G

##### Oral paper graded Levels 1 – 5

Marks are awarded positively and are allocated mostly for “communication” in the target language

Progression to the International Baccalaureate program.

#### Lessons

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

For more information, please contact Ms. Rose Beale – [Rose.Beale@biswashington.org](mailto:Rose.Beale@biswashington.org).

## 5. Subject Summaries

### 5.3 Mathematics

Syllabus Code: Cambridge IGCSE International Mathematics (0607)

#### Course Aims

Cambridge IGCSE International Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. The combination of conceptual understanding with application of techniques and approaches in Cambridge IGCSE International Mathematics, such as investigation and modelling, gives learners a solid foundation for further study.

The aims are to enable students to:

- develop mathematical skills and apply them to other subjects and to the real world
- develop methods of problem-solving
- interpret mathematical results and understand their significance
- develop patience and persistence in solving problems
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning
- appreciate the elegance of mathematics
- appreciate the difference between mathematical proof and pattern spotting
- appreciate the interdependence of different branches of mathematics and the links with other disciplines
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world
- read mathematics and communicate the subject in a variety of ways
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

#### Exam Requirements – No Coursework

##### Core Papers (Grades available: C – G)

- Paper 1 (45 minutes) – Short answer questions, non-calculator paper.
- Paper 3 (1 hour 45 minutes) – Structured questions, use of a graphics display calculator required.
- Paper 5 (1 hour 10 minutes) – Investigation task, use of a graphics display calculator required.

##### Extended Papers (Grades available: A\* – E)

- Paper 2 (45 minutes) – Short answer questions, non-calculator paper.
- Paper 4 (2 hour 15 minutes) – Structured questions, use of a graphics display calculator required.
- Paper 6 (1 hour 40 minutes) – One investigation task and one modelling task, use of a graphics display calculator required.

*This subject continues on the next page.*

## 5. Subject Summaries

### 5.3 Mathematics (continued)

#### Assessment Objectives

The assessment is split into two objectives – AO1 and AO2.

##### **Assessment Objective 1 – Demonstrate knowledge and understanding of mathematical techniques**

Candidates should be able to recall and apply mathematical knowledge, terminology, and definitions to carry out routine procedures or straightforward tasks requiring single or multi-step solutions in mathematical or everyday situations, including:

- organising, interpreting and presenting information accurately in written, tabular, graphical and diagrammatic forms
- using and interpreting mathematical notation, terminology, diagrams and graphs correctly
- performing calculations and procedures by suitable methods, including using a calculator
- understanding and using measurement systems in everyday use
- estimating, approximating and working to degrees of accuracy appropriate to the context and converting between equivalent numerical forms
- recognising patterns and structures
- using mathematical instruments to draw and measure to an acceptable degree of accuracy
- using technology, including a graphic display calculator.

##### **Assessment Objective 2 – Reason, interpret and communicate mathematically when solving problems**

Candidates should be able to analyse a problem, select a suitable strategy and apply appropriate techniques to obtain its solution, including:

- drawing logical conclusions from information and demonstrating the significance of mathematical or statistical results
- recognising patterns and structures in a variety of situations and forming generalisations
- communicating methods and results in a clear and logical form, using appropriate terminology, symbols, tables, diagrams and graphs
- solving unstructured problems by putting them into a structured form involving a series of processes
- applying combinations of mathematical skills and techniques to solve a problem
- solving a problem by investigation, analysis, the use of deductive skills and the application of an appropriate strategy
- using spatial awareness in solving problems
- using the concepts of mathematical modelling to describe a real-life situation and draw conclusions
- using statistical techniques to explore relationships in the real world
- using a graphic display calculator to interpret properties of functions and to solve problems
- using appropriate strategies in dealing with an investigative and a modelling task
- testing conjectures and determining their validity
- testing a mathematical model for validity and fitness for purpose

For more information, please contact Ms Eleanor Bram – [eleanor.bram@biswashington.org](mailto:eleanor.bram@biswashington.org).

## 5. Subject Summaries

### 5.4 Co-ordinated (Double) Science

Syllabus Code: Cambridge IGCSE 0654

Cambridge IGCSE Co-ordinated Sciences course gives students the opportunity to study Biology, Chemistry and Physics. It is a double award qualification where students earn two IGCSE grades.

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

They learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

Students can either follow the Core or Extended syllabus; the Extended syllabus includes both the Core and the Supplement material.

- Candidates who have studied the Core syllabus content will be eligible for grades CC to GG.
- Candidates who have studied the Extended syllabus content (Core and Supplement) will be eligible for grades A\*A\* to GG.

All the below topics are covered to different extents in the core and the extended.

#### Overview of the Double Award Science

Biology	Chemistry	Physics
<ul style="list-style-type: none"><li>• Characteristics of living organisms</li><li>• Cells</li><li>• Biological molecules</li><li>• Enzymes</li><li>• Plant nutrition</li><li>• Animal nutrition</li><li>• Transport</li><li>• Gas exchange and respiration</li><li>• Coordination and response</li><li>• Reproduction</li><li>• Inheritance</li><li>• Organisms and their environment</li><li>• Human influences on ecosystems</li></ul>	<ul style="list-style-type: none"><li>• The particulate nature of matter</li><li>• Experimental techniques</li><li>• Atoms, elements and compounds</li><li>• Stoichiometry</li><li>• Electricity and chemistry</li><li>• Energy changes in chemical reactions</li><li>• Chemical reactions</li><li>• Acids, bases and salts</li><li>• The Periodic Table</li><li>• Metals</li><li>• Air and water</li><li>• Sulfur</li><li>• Carbonates</li><li>• Organic chemistry</li></ul>	<ul style="list-style-type: none"><li>• Motion</li><li>• Work, energy and power</li><li>• Thermal physics</li><li>• Properties of waves, including light and sound</li><li>• Electricity and magnetism</li><li>• Electric circuits</li><li>• Electromagnetic effects</li><li>• Atomic physics</li></ul>

*This subject continues on the next page.*

## 5. Subject Summaries

### 5.4 Co-ordinated (Double) Science (continued)

#### Assessment

Core Candidates - Both Papers		Extended Candidates - Both Papers	
<b>Paper 1 - 30%</b> <ul style="list-style-type: none"><li>• 45 minutes.</li><li>• A multiple choice paper consisting of 40 items of the four-choice type.</li><li>• (This paper will test assessment objectives AO1 and AO 2.) Questions will be based on the Core syllabus content.</li><li>• 40 marks.</li><li>• Externally assessed.</li></ul>		<b>Paper 2 - 30%</b> <ul style="list-style-type: none"><li>• 45 minutes.</li><li>• A multiple-choice paper consisting of 40 items of the four-choice type.</li><li>• (This paper will test assessment objectives AO2 and AO2.) Questions will be based on the Extended syllabus content (Core and Supplement).</li><li>• 40 marks.</li><li>• Externally assessed.</li></ul>	
<b>Paper 3 - 50%</b> <ul style="list-style-type: none"><li>• 2 hours.</li><li>• A written paper consisting of short-answer and structured questions.</li><li>• (This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Core syllabus content.</li><li>• 120 marks.</li><li>• Externally assessed.</li></ul>		<b>Paper 4 - 50%</b> <ul style="list-style-type: none"><li>• 2 hours.</li><li>• A written paper consisting of short-answer and structured questions.</li><li>• (This paper will test assessment objectives AO2 and AO2.) Questions will be based on the Extended syllabus content (Core and Supplement).</li><li>• 120 marks.</li><li>• Externally assessed.</li></ul>	
All Candidates - Either Paper			
<b>Paper 5 - 20%</b> <ul style="list-style-type: none"><li>• 2 hours.</li><li>• Practical test.</li><li>• This paper will test assessment objective AO3.</li><li>• Questions will be based on the experimental skills in Section 6.</li><li>• 60 marks.</li><li>• Externally assessed.</li></ul>		<b>Paper 6 - 20%</b> <ul style="list-style-type: none"><li>• 1 hour 30 minutes.</li><li>• Alternative to Practical.</li><li>• This paper will test assessment objective AO3.</li><li>• Questions will be based on the experimental skills in Section 6.</li><li>• 60 marks.</li><li>• Externally assessed.</li></ul>	

For more information, please contact Ms. Sarah Dench – [Sarah.Dench@biswashington.org](mailto:Sarah.Dench@biswashington.org).

## 5. Subject Summaries

### 5.5 Chemistry, IGCSE Physics (Triple Science)

Syllabus Code:: IGCSE Biology (0610), IGCSE Chemistry (0620), IGCSE Physics (0625)

Students receive three separate IGCSE Qualifications: IGCSE Biology, IGCSE Chemistry and IGCSE Physics.

Students who demonstrate exceptional abilities across all three Science subjects will be selected to complete this course. They will complete the following three papers for each of their subjects – nine in total.

Students learn and apply some of the same knowledge, skills and understanding as those studying double award along with deeper knowledge, skills and understanding in each section of the course content for each of the different sciences.

The Biology, Chemistry and Physics courses hope to enable learners to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters and be suitably prepared for scientific studies beyond Cambridge IGCSE.

The three courses will allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method whilst developing skills that are relevant to the study and practice of all three sciences.

A systematic approach to problem solving through the language of science is encouraged.

Only the extended version of this syllabus is offered.

All Candidates - All 3 Papers		
<b>Paper 2 - Multiple Choice - 30%</b> <ul style="list-style-type: none"><li>• 45 minutes.</li><li>• 40 four-choice multiple-choice questions.</li><li>• Questions will be based on the Extended subject content (Core and Supplement).</li><li>• Assessing grades A*-G.</li><li>• Externally assessed.</li></ul>	<b>Paper 4 - Theory - 50%</b> <ul style="list-style-type: none"><li>• 1 hour 15 minutes.</li><li>• 80 marks.</li><li>• Short-answer and structured questions.</li><li>• Questions will be based on the Extended subject content (Core and Supplement).</li><li>• Assessing grades A*-G.</li><li>• Externally assessed.</li></ul>	<b>Paper 6 - Theory - 20%</b> <ul style="list-style-type: none"><li>• 1 hour.</li><li>• 40 marks.</li><li>• Questions will be based on the experimental skills in Section 4.</li><li>• Assessing grades A*-G.</li><li>• Externally assessed.</li></ul>

For more information, please contact Ms. Sarah Dench – [Sarah.Dench@biswashington.org](mailto:Sarah.Dench@biswashington.org).

## 5. Subject Summaries

### 5.6 French

Syllabus Code: Cambridge IGCSE French (0520)

The IGCSE in French rewards practical communication skills in speaking, listening, reading and writing. The IGCSE is a natural progression from the work done by students in years 7-9 and prepares them for further study at IB.

#### Course Aims

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

#### Assessment Objectives (AO)

- **AO1 Listening** – Understand and respond to spoken language.
- **AO2 Reading** – Understand and respond to written language.
- **AO3 Speaking** – Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.
- **AO4 Writing** – Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Each Assessment Objective is weighted as 25% of the final course grade.

#### Assessments

Three exam papers which assess listening, reading and writing skills, plus a spoken examination focusing on oral competency. Assessments are graded A\* to G. Marks are awarded positively and are allocated mostly for “communication” in the target language.

For more information, please contact Ms. Kat Wagner – [Kat.Wagner@biswashington.org](mailto:Kat.Wagner@biswashington.org).

## 5. Subject Summaries

### 5.7 Spanish

Syllabus Code: Cambridge IGCSE (0530)

Students who opt for Spanish have an unusual opportunity to study a language that is in constant use around them and to experience it as a living language. The IGCSE in Spanish rewards practical communication skills in speaking, listening, reading and writing. The IGCSE is a natural progression from the work done by students in years 7-9 and prepares them for further study at IB.

#### Course Aims

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

#### Assessment Objectives (AO)

- AO1 Listening – Understand and respond to spoken language.
- AO2 Reading – Understand and respond to written language.
- AO3 Speaking – Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.
- AO4 Writing – Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Each Assessment Objective is weighted as 25% of the final course grade.

#### Assessments

Three exam papers which assess listening, reading and writing skills, plus a spoken examination focusing on oral competency. Assessments are graded A\* to G. Marks are awarded positively and are allocated mostly for “communication” in the target language.

For more information, please contact Ms. Kat Wagner – [Kat.Wagner@biswashington.org](mailto:Kat.Wagner@biswashington.org).

## 5. Subject Summaries

### 5.8 History

Syllabus Code: Cambridge IGCSE History (0470)

#### Why Study History?

Studying History is about much more than just learning about the events of the past; it is vital in understanding the world in which we live today. In IGCSE History, we focus on the main dramatic events of the twentieth century – the consequences of the First World War, the rise of Hitler and the Cold War – that have shaped our present-day reality. Think of the major issues facing the world today; war, peace, international conflict, peacekeeping, extremism, human rights and the struggle for democracy. They are on your TV screens and in your newspapers every day. Understanding them in their proper historical context will allow you to understand them more fully.

Studying History, of course, is also about more than just the content. It teaches students important skills that will be of use to them across the range of their subjects and, indeed, into adulthood. They learn about bias and reliability – an especially important skill in a world where people often present information on the basis of incomplete or conflicting evidence – as well as causation and consequence, how to identify trends and parallels, how to deploy evidence, the use of historiography as well as how to construct a strong written argument and reach supported judgements.

*“In history, a great volume is unrolled for our instruction, drawing the materials of future wisdom from the past errors and infirmities of mankind.” ~ Edmund Burke*

#### Course Aims

- Stimulate an interest in and enthusiasm for learning about the past
- Promote the acquisition of knowledge and understanding of individuals, people and societies in the past • ensure that learners’ knowledge is rooted in an understanding of the nature and use of historical evidence
- Promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- Provide a sound basis for further study and the pursuit of personal interest
- Encourage international understanding
- Encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

#### Assessment Objectives (AO)

- AO1: An ability to recall, select, organise and deploy knowledge of the syllabus content.
- AO2: An ability to construct historical explanations using an understanding of: • cause and consequence, change and continuity, similarity and difference • the motives, emotions, intentions and beliefs of people in the past.
- AO3: An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

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## 5. Subject Summaries

### 5.8 History (continued)

#### Assessment

Students complete a piece of coursework and two 2-hour exams at the end of Year 11. There are no foundation or higher tiers; all students sit the same exams.

#### **Paper 1 (40%): Core Content and Depth Study**

- Core Content Option B – The twentieth century: international relations since 1919
- A Depth Study – e.g. The United States: 1919-41, Germany: 1918-45, The First World War: 1914-18

#### **Paper 2 (33%): Core Content**

Core Content Option B – The twentieth century: international relations since 1919

#### **Coursework (27%): One piece of extended writing based on the Depth Study**

For more information, please contact Ms. Laura Anson – [laura.anson@biswashington.org](mailto:laura.anson@biswashington.org).

## 5. Subject Summaries

### 5.9 Geography

Syllabus Code: Cambridge IGCSE Geography (0460)

#### Overview

Through the IGCSE Geography syllabus, students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Students will examine a range of natural and man-made environments and learn about some of the processes which affected their development. They will also look at the ways in which people interact with their environment and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world. All work covered will be related to current trends and events and enables students to bring their own experiences and background to the subject whenever possible.

Areas studied are varied but the main themes are Population and Settlement; the Natural Environment and Economic Development. Within these topics, students study a range of topics such as population growth and change, migration, settlement, rivers and coasts, plate tectonics, weather and climate, rainforest and deserts, globalization, food production, industry and tourism. For each of the themes, students will be expected to have a given number of case studies, as outlined by the syllabus.

#### Assessment

Three examinations papers are taken at the end of Year 11. There is no option for higher and foundation levels: all students will take the same examination paper. Please note that the papers taken in the examination are Paper 1, Paper 2 and Paper 4. Students at BISW are not entered for Paper 3 which is the coursework assessment option and is undertaken by some centers instead of Paper 4.

Each of the papers is assessed using the three Assessment Objectives (AO):

- AO1: Knowledge with understanding
- AO2: Skills and Analysis
- AO3: Judgement and decision-making

#### **Paper 1: Geographical Themes (1 hour 45 minutes – 45% weighting)**

This paper consists of six questions; candidates are required to answer three, each worth 25 marks. One question must be taken from each of three themes – Population and Settlement; the Natural Environment and Economic Development. The questions are structured with gradients of difficulty and are often resource based, involving problem solving and free response writing.

#### **Paper 2: Geographical Skills (1 hour 30 minutes – 27.5% weighting)**

All questions on this paper are compulsory. Question one is a map skills question is based on a 1:25 000 or 1:50 000 topographical map. The remaining questions are based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other appropriate geographical techniques, all relating to the three main themes. This paper is worth a total of 60 marks.

*This subject continues on the next page.*

## 5. Subject Summaries

### 5.9 Geography (continued)

#### **Paper 4: Alternative to Coursework (1 hour 30 minutes – 27.5% weighting)**

Both questions on this paper are also compulsory with students completing a series of written tasks based on the three themes; one question is based around physical geography and the other human geography. The questions involve an appreciation of a range of techniques used in fieldwork studies. Questions test the methodology of questionnaires, observation, counts, measurement techniques and may involve developing hypotheses appropriate to specific topics. The processing, presentation and analysis of data will be tested. Completing this examination paper, as opposed to completing coursework, gives the students a greater range of understanding of the difficulties and complexities of fieldwork techniques by allowing them access to a more varied curriculum.

For more information, please contact Ms. Laura Anson – [laura.anson@biswashington.org](mailto:laura.anson@biswashington.org).

## 5. Subject Summaries

### 5.10 Global Perspectives

Syllabus Code: Cambridge IGCSE Global Perspectives (0457)

This course is designed, firstly, to engage students with the world around them and, secondly, to develop their thinking and analytical skills, their ability to construct extended pieces of writing and their ability to learn independently. All of this will benefit students across all of their other IGCSE subjects and, ultimately, prepare them for the IB.

#### Example Topics & Projects

From a broad list of topics, students have the opportunity to investigate a wide range of global issues and consider their own perspective on them as well as the perspectives of others at various levels; personal, local, national and global.

- **Law and Criminality:** Does death by lethal injection represent ‘cruel and unusual punishment’?
- **Digital World:** Are young people too reliant on social media?
- **Trade and Aid:** Should the West forgive the debts of the developing world?
- **Belief Systems:** Does ISIS have a warped interpretation of Islam?
- **Family:** Should women in the US have unhindered access to abortion services?
- **Humans and Other Species:** Can bullfighting be justified in modern Spain?
- **Conflict and Peace:** Does the UN have a duty to protect the Rohingya from genocide in Burma?
- **Human Rights:** Should the Australian government be more lenient in accepting refugees?
- **Sport and Recreation:** Should sporting committees allow transgender people to take part in sports?
- **Tradition and Identity:** Does the Brazilian govt have a duty to protect indigenous tribes in the Amazon?

#### Assessment

The course is assessed using three Assessment Objectives (AO):

- **AO1:** Research, analysis and evaluation
- **AO2:** Reflection
- **AO3:** Communication and collaboration

#### 30% - Individual Report

One 2,000-word report from a choice of eight broad topic areas. The structure focuses on assessing different perspectives on an issue and explaining the causes, consequences and possible future scenarios that relate to it.

#### 35% - Team Project

Students work together to carry out an awareness-raising project from eight possible topic areas and, individually, write a reflection that evaluates their work processes and assesses the impact, strengths and weaknesses of their work.

#### 35% - Written Exam

A 75-minute paper that consists of compulsory questions based on a range of sources relating to global issues. Students are asked to distinguish between facts & opinions, identify bias, deconstruct arguments, explain the significance of particular events and properly deploy information to build an effective argument.

For more information, please contact Ms. Laura Anson – [laura.anson@biswashington.org](mailto:laura.anson@biswashington.org).

## 5. Subject Summaries

### 5.11 Enterprise

Syllabus Code: Cambridge IGCSE Enterprise (0454)

Cambridge IGCSE Enterprise brings the world of business to the classroom giving students a clear insight into what it means to think like an entrepreneur. The course combines business management knowledge and the development of entrepreneurial skills to enable students to run a successful business. This is the first IGCSE syllabus which asks learners to adopt the thoughts and actions of entrepreneurs, developing their knowledge and understanding of the practicalities of setting up and running their own new enterprise. Cambridge IGCSE Enterprise equips learners with a range of vital life skills for use in planning and organisation, communication and financial management.

#### Course Aims

- understand and use business terminology effectively
- develop an understanding of what it means to be enterprising, and the skills that requires
- analyse and interpret quantitative and qualitative data
- develop and apply knowledge, understanding and skills to contemporary enterprising issues, in a range of local, national and global contexts
- develop the ability to communicate effectively, in a variety of situations, using a range of techniques.

#### Content

- Economic systems and business ownership in the private, public and third sectors
- The skills, qualities and personal attributes of entrepreneurs
- The external business environment, business opportunities, responsibilities and risk
- Understanding finance including breakeven analysis, cash flow forecast and income statements
- The marketing mix and the 4P's
- Business objectives and business planning
- Help and support for enterprises
- Preparing and undertaking a business negotiation
- Communicating with stakeholders
- Introduction to coursework (identifying gaps in the market and target customers, marketing and financial planning, producing goods and services, working as part of a team and evaluating the enterprise project)

#### Assessment

##### Paper - 50%

100 short-answer, structured, and open-ended questions based on a pre-released case study. Externally assessed.

##### Coursework - 50%

Portfolio of evidence from tasks based on candidate's own enterprise project. Internally assessed and externally moderated.

For more information, please contact Ms. Laura Anson – [laura.anson@biswashington.org](mailto:laura.anson@biswashington.org).

## 5. Subject Summaries

### 5.12 BISW Core Physical Education

Physical Education at Upper Secondary follows National Curriculum requirements through developing knowledge, leadership, skills and understanding in selected sporting activities.

Pupils learn how to develop and apply advanced skills and tactical ideas, and are given a selection of sports from which they choose to participate. The choices change half-termly to ensure that a wide range of skills are covered.

Pupils are also challenged with the task of developing leadership skills. These leadership skills take form in the shape of coaching and umpiring tasks, where they must also develop a fundamental sense of rules and tactics.

Finally, students are taught to develop an understanding and subsequent application of fitness for their sport. Self-determination, motivation and an awareness of health are key skills that are developed to ensure that participation in activity does not merely stop at school but extends to life outside school and into each student's future.

For more information, please contact Mr. Neil Price - [neil.price@biswashington.org](mailto:neil.price@biswashington.org).

## 5. Subject Summaries

### 5.13 BISW Performing Arts

BISW believes strongly in the importance of students engaging with the arts and experiencing the joy and challenge of creativity. This two-year course is designed to offer success for all students through active and experiential learning. It ignites creativity and encourages inquiry, collaboration and reflection.

#### Overview

- Develops skills in all areas of performing arts (Music, Dance & Drama), which are applied to individual and group projects.
- Engages students with live performances throughout the year to complement learning.
- Assesses using the Performing Arts learner ambitions (PALA), developed by Nord Anglia Education and Juilliard.
- Enables students to develop their own interests within a specific Performing Arts discipline.

#### Examples of Topics & Projects

- **Learning from Our Past:** Exploring the work of performing arts practitioners to see how their work can inform our own skills. Throughout this unit, we will explore the performing arts across time and place.
- **Me, Myself and I:** Exploring the idea of 'Identity and Performance', students will focus on their own skills as a performer, highlighting specific areas for growth and progression.
- **Full Scale Production:** Students will be responsible for a full-scale production, including musical score, directing, performing, sound, lighting, set design, and marketing. Throughout the process, students will have the opportunity to speak with professionals working within the performing arts.
- **Finding Joy in the Arts:** Students will embark on a personal project applying the skills they have acquired throughout the course. Students will research the artists who inspire them as performers and work towards a final performance project and presentation.

#### Assessment

Ways of Being	Ways of Doing	Ways of Tinking
<ul style="list-style-type: none"><li>• I can perform sensitively and empathetically towards a shared artistic goal.</li><li>• I can communicate, refine and justify my ideas and demonstrate ways I have been inspired.</li><li>• I can use my knowledge of cultures around the world to develop my performances work.</li></ul>	<ul style="list-style-type: none"><li>• I can use a range of multiple performance features with convincing awareness of all performing attributes and how they are perceived by the audience.</li><li>• I can understand and use all the course vocabulary from the course.</li><li>• I can analyze and evaluate the effect if multiple performance features within a range of performances.</li><li>• I can express in-depth critical perspectives of performance with informed consideration of context.</li></ul>	<ul style="list-style-type: none"><li>• I can improvise using a range of performance techniques from across the performing arts in creative and original ways.</li><li>• I can experience a performance and evaluate it from many perspectives.</li><li>• I can evaluate the processes I went through to create a performance.</li><li>• Able to identify when something is not working and come up with solutions that help improve my own and others work.</li></ul>

## 5. Subject Summaries

### 5.14 BISW Integrated Technology, Engineering and Manufacture (ITEM)

The MIT-inspired Integrated Technology, Engineering and Manufacture (ITEM) Programme is built around the belief that the inventiveness of students is an untapped potential which, when properly motivated, will help to create the next generation of programmers, technologists, innovators, designers, and engineers.

Students participating in the program will learn concepts and principles in a real-world, problem/project-based environment. With the fundamental objective of developing intellectual capacity, technological awareness and adaptive expertise, the ITEM programme draws from two content areas: Computing Science and Product Design. Students apply “design thinking” methodology and industry standard manufacturing technologies, using technical systems and control, artefacts and materials to affect innovative control over the man-made environment.

#### Overview

- 2-year course.
- Project based learning prepares students for academic, personal, and career success.
- Core skills will be learnt in both areas of computer science and product design supporting both team and personal projects. With the option to specialize as the course progresses.
- Guest speakers from industry as well as external trips are used to exemplify how theory learned in the class room translates to the real world.
- Assessed using the MIT learner ambitions, developed by Nord Anglia Education and MIT.
- The two-year ITEM programme is a modular course designed to prepare students for the study of Computer Science and Design Technology in the Diploma Programme (DP).

#### Examples of Topics & Projects

- **Animatronics | Emulation, Movement and Control:** Students explore this multi-disciplinary field, developing modelling and fabrication skills through applying knowledge of structural and mechanical systems, and systems of control both computer and human.
- **Product Testing | Testing Engineered Products:** Students explore products and systems from a product test engineer perspective. Designing physical or virtual tests to test materials and components.
- **Elected Project Option | Computer Science – Product Design:** Students explore Biomimicry in engineering and Human centered design in PD. Information systems, and application development in CS. Exploring the morals and ethics inherent in both.
- **Personal Project | Myself as the Designer / Engineer / Programmer / Fabricator:** Students embark on a real-world scenario personal project, applying the skills they have acquired throughout the course and supported to explore project specific skills and knowledge.

*This subject continues on the next page.*

## 5. Subject Summaries

### 5.14 BISW Integrated Technology, Engineering and Manufacture (ITEM) (continued)

#### Assessment

Students will create a design portfolio to record the learning undertaken during the course. This plus their final project submission are used as evidence that they have meet the standard required to have successfully passed the course.

Ways of Being	Ways of Doing	Ways of Tinking
<ul style="list-style-type: none"><li>• I am keen to work with others to solve problems.</li><li>• I have effective ways to communicate and harness the skills of others to improve the overall outcome.</li><li>• I seek out the perspective and expertise of others and proactively include this in my thinking.</li><li>• I am able to persist in findings solutions to problems in spite of setbacks in my learning journey.</li></ul>	<ul style="list-style-type: none"><li>• I can approach problems from a range of perspectives, identities and roles, incorporating skills and ideas from different subjects.</li><li>• I can face real world problems head on and am able to create solutions which have a meaningful impact and cause social change.</li><li>• I enjoy taking a practical, hands on and exploratory approach to problem solving and make effective use of the design process.</li></ul>	<ul style="list-style-type: none"><li>• I am passionate and driven to understand how and why things work.</li><li>• I apply knowledge in new settings and use novel and innovative approaches to come up with ideas and solve problems.</li><li>• I am disciplined in my thinking, making decisions that are clear and rational and informed by evidence.</li><li>• I will systematically test ideas, evidence and outcomes to ensure they are robust.</li></ul>

For more information, please contact Mr. Neil Price - [neil.price@biswashington.org](mailto:neil.price@biswashington.org).

## 5. Subject Summaries

### 5.15 BISW Art & Design

The Art & Design course encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of styles, materials and resources.

The Art & Design course enables students to develop:

- An ability to record from direct observation and personal experience
- Creativity, visual awareness, critical and cultural understanding
- An imaginative, creative and personal response
- Confidence, enthusiasm and a sense of achievement in the practice of art and design
- Engagement and experimentation with a range of media, materials and techniques
- A working vocabulary relevant to the subject and an interest in, with a critical awareness of other practitioners, environments and cultures.
- A personal coherent response effectively communicating visual ideas from concept to realization.
- The ability to work collaboratively with others incorporating analytical, experimental and interpretive, expressive skills to aid effective learning.
- A wide and varied portfolio of work illustrating the research, exploration, development and evaluation of their outcomes.

### Examples of Themes

- Landscapes
- Figure studies/Portraits
- The natural or built environment
- Still-life
- Artefacts
- Personal Experiences
- Visual ideas inspired by literary sources

### Possible areas of study

- Painting and related media
- Print making
- Three-dimensional design
- Photography and digital media
- Graphic communication
- Textiles and fashion

Students will access real-life fieldwork and projects through visits and workshops, allowing them to become immersive and enabling them to apply skills and knowledge easily and directly into their daily inquiry and application of Art & Design.

*This subject continues on the next page.*

## 5. Subject Summaries

### 5.15 BISW Art & Design (continued)

#### Assessment

Those students achieve consistently high grades across the assessment criteria may be deemed a suitable candidate to be considered for a Cambridge IGCSE in Art & Design.

The Cambridge IGCSE Art & Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions.

Students are assessed through 4 specific assessment objectives which all carry a weighting of 25% of their final grade

- **AO1 Record:** Record ideas, observations and insights relevant to intentions as work progresses.
- **AO2 Explore:** Explore and select appropriate resources, media, materials, techniques and processes.
- **AO3 Develop:** Develop ideas through investigation, demonstrating critical understanding.
- **AO4 Present:** Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

For more information, please contact Mrs. Tracey Churchill – [Tracey.Churchill@biswashington.org](mailto:Tracey.Churchill@biswashington.org).

## 6. Contact Information

### Secondary Leadership Team

Principal	Mr. Ian Piper	ian.piper@biswashington.org
Head of Secondary	Mr. Nick Lee	nick.lee@biswashington.org
Assistant Head of Upper Secondary	Mrs. Tracey Churchill	tracey.churchill@biswashington.org
Assistant Head of Lower Secondary	Mrs. Rachel White-Hunt	rachel.white-hunt@biswashington.org
IB Coordinator	Mrs. Catherine Yates	catherine.yates@biswashington.org

### Heads of Department/Faculty

Head of English	Mrs. Laura Williams	laura.williams@biswashington.org
Head of Mathematics	Ms. Eleanor Bram	eleanor.bram@biswashington.org
Head of Science and Technology	Ms. Sarah Nall	sarah.nall@biswashington.org
Director of World Languages	Ms. Kat Wagner	kat.wagner@biswashington.org
Director of PE and Performing Arts	Mr. Neil Price	neil.price@biswashington.org
Head of Humanities (History, Geography, Global Perspectives, Enterprise)	Ms. Laura Anson	laura.anson@biswashington.org
School Counsellor	Ms. Devon DeCataldo	devon.decataldo@biswashington.org

### Admissions

Director of Marketing & Admissions	Ms. Amanda Lewis	amanda.lewis@biswashington.org
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