IGCSE Handbook

International General Certificate of Secondary Education

Verdala International School

Programme of Studies

Grades 9 and 10

Class: 2014 - 2016

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Introduction:

This handbook will hopefully serve to introduce the student and parent community to several fundamental and important aspects of Verdala's High School, in particular the ones affecting ninth and tenth graders.

Verdala International School is a college-preparatory school with the aim of providing all of its students with the necessary experiences, abilities and knowledge which will give them confidence and success as they grow into young adults.

At VIS we offer an American High School diploma to all students who meet the minimum academic, attendance and behavioural requirements as established by the administration and graduation requirements of the school. The curriculum at VIS stresses English, Mathematics, Science, Social Studies, Foreign Languages and the fine arts and is based upon the educational standards and practices of the International General Certificate of Secondary Education (IGCSE) in ninth and tenth grade, and the International Baccalaureate (IB) in eleventh and twelfth grade.

Students whose native language is not English and who have not reached the requisite level of English language knowledge for success in the regular curricular programme are scheduled into the English as a second language programme (ESL). Upon successful completion of this ESL programme, the students are mainstreamed into the standard curriculum.

This high school programme offers our students the opportunities to prepare themselves for post-secondary education in most countries around the world. It also provides an experience for growth in an international community.

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Mr Weber	Ms Gili
High School Principal	IGCSE Coordinator

What is the IGCSE?

During the ninth and tenth grade years, the curriculum at VIS is based primarily on two-year courses which meet the externally monitored criteria of the International General Certificate of Secondary Education (IGCSE).

The IGCSE is a wide international curriculum specifically tailored to international needs, with an assessment system appropriate for students of all abilities. The programme leads to a certificate which is internationally recognised as equivalent in standard to the British GCSE and International GCE 'O' level examinations.

The aims of the IGCSE are:

- To support modern curriculum development
- To promote international understanding
- To encourage good teaching practice
- To set widely recognised standards

In addition to providing a foundation for our higher level programmes in eleventh and twelfth grades, the IGCSE provides students with the opportunity to measure their academic skills against a similar age group from around the world, and to gain experience in taking external examinations.

The IGCSE is administered by the University of Cambridge Local Examinations Syndicates (UCLES) but it is not tied to the British or any other national system.

Our High School Principal, IGCSE coordinator and IGCSE subject teachers will be able to answer specific questions about the programme, but the general course summaries that follow will give you a taste of IGCSE.

IGCSE subject groups and syllabi offered at VIS

Group I: Languages	English (First language) English (Second language) French (Foreign language) Spanish (Foreign language) Italian (Foreign Language)
Group II: Social Sciences & Humanities	Geography History
Group III: Sciences	Co-ordinated Science
Group IV: Mathematics	International Mathematics
Group V: Creative, Technical & Vocational	Art & Design Drama Information& Communication Technology (ICT)

The International Certificate in Education (ICE certificate)

(*CIE*. Issue brief. N.p., n.d. Web. 13 Mar. 2013)

'The Cambridge ICE certificate is a group award. It is awarded to candidates who enter and sit for a minimum of seven subjects selected from the five IGCSE curriculum areas namely:

Group I - Languages
Group II - Humanities and Social Sciences
Group III - Sciences
Group IV - Mathematics
Group V - Business, Creative, Technical and Vocational
**As per page 6*

Cambridge ICE is awarded to candidates who pass in at least seven Cambridge IGCSE subjects, including two from Group I and one from each of Groups II to V. The seventh subject may be chosen from any of the syllabus groups. An important benefit that Cambridge ICE offers is that candidates can demonstrate competence across a wide range of subjects and skills. Candidates who qualify for the Cambridge ICE award will be placed in one of three categories:

Distinction	Grade A or better in five subjects and grade C or better in two subjects.
Merit	Grade C or better in five subjects and grade F or better in two subjects.
Pass	Grade G or better in seven subjects.'

The Grading System

IGCSE

The IGCSE offers a wide range of assessment techniques appropriate to different skills and attributes in various subjects. These techniques include oral and listening tests, practicals, projects and course work as well as the conventional written examinations of various kinds. IGCSE examination papers are sent to Cambridge to be marked by experienced international examiners.

The examination has a 7-point scale of grades: A, B, C, D, E, F and G (A is the highest). Candidates who perform extremely well are awarded an A* grade.

To take account of differing abilities, there is a choice in most subjects between core and extended curriculum papers. The core curriculum is within the ability range of most students and provides an overview of the subject. The extended curriculum has been designed for the more academically included and is targeted at those students who intend taking a subject at a higher level.

VIS

While studying for IGCSE, students in Grades 9 and 10 are also working towards achieving their High School diploma. In all high school courses teachers use the following grade scale:

Grade	Description	Grade Point
A	excellent, outstanding	4
B	very good or above average	3
C	average	2
D	passing but below average	1
F	failing	0

To qualify for a High School diploma, students must achieve 24 credits in grades 9-12. For an Honours diploma, 28 credits are required. A credit is defined as successful completion of one year's study of a subject. Credits are awarded on the basis of passing grades, each successful completion of a full year's study in a subject equaling one credit.

The Accademic Structure of High School

Our High School programs are divided into two parts:

- the IGCSE programme for Grades 9 and 10
- the IB programme for Grades 11 and 12.

A summary of the subjects of these two programmes is given below.

Subject	Grades 9 & 10	Grades 11 & 12
English	IGCSE English First Language IGCSE English Literature IGCSE English as a Second Language - ESL	IB English Literature A1 IB English language and Literature A1
Foriegn Languages	IGCSE French IGCSE Spanish IGCSE Italian	IB French B (SL/HL) IB French Ab Initio IB Spanish B (SL/HL) IB Spanish Ab Initio IB Italian Ab Initio Language A1 self-taught
Social Studies	IGCSE History IGCSE Geography	IB History IB Psychology IB Business and Management
Sciences	IGCSE Co-ordinated Science	IB Physics IB Biology IB Chemistry
Mathematics	IGCSE International Mathematics Core IGCSE International Mathematics Extended	IB Mathematical Studies IB Mathematics HL IB Mathematics SL
Electives	IGCSE Drama IGCSE Art IGCSE Information Technology Physical Education Community Service Health PSHE	IB Art IB Theatre Arts IB Computer Science Physical Education CAS Theory of Knowledge Extended Essay

Note: All courses leading to IGCSE are two-year programs lasting through 9th and 10th grade. Students joining VIS in 10th grade may **not be able** to take the external examinations or join certain courses, depending on previous background and teacher recommendation.

IGCSE Subject Summaries

First Language English (0500)

Aims

- Enable students to communicate accurately, appropriately and effectively in speech and writing.
- Enable students to understand and respond appropriately to what they hear, read and experience
- Encourage students to enjoy and appreciate variety of language
- Complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote students' personal development and an understanding of Reading

Skills:

Reading

- Understand and collate explicit meanings
- Understand, explain and collate implicit meanings and attitudes
- Select, analyse and evaluate what is relevant to specific purposes
- Understand how writers achieve effects

Writing

- Articulate experience and express what is thought, felt and imagined
- Order and present facts, ideas and opinions
- Understand and use a range of appropriate vocabulary
- Use language and register appropriate to audience and context
- Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Curriculum

- Unit 1: Developing reading skills
- Unit 2: Developing writing skills
- Unit 3: Writing summaries
- Unit 4: Responding to reading
- Unit 5: Selecting, analysing and using information
- Unit 6: Directed writing
- Unit 7: Composition writing
- Unit 8: Planning, drafting, editing and checking

External assessment:

Candidates must take two components:

- one of Paper 1 (core) or Paper 2(extended) and
- Paper three.

Paper 1 – (Core) 1 hour 45 minutes 50 marks

Candidates answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long. This component is eligible for grades C–G and is worth 50% of the total marks.

OR

Paper 2 Reading Passages (Extended) 2 hours 50 marks

Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long. This component is eligible for grades A–E and is worth 50% of the total marks.*

AND

Paper 3 Directed Writing and Composition (Core and Extended) 2 hours 50 marks

Candidates answer one question on a passage or passages totaling 650–750 words, and complete a composition task from a choice of four titles. This component is eligible for grades A–G and is worth 50% of the total marks.*

English as a Second Language (0510)

The syllabus is designed for students for whom English is not a first language/mother tongue but for whom it is a lingua franca or language of study. The syllabus may be taken at *core* or *extended* level subject to the level of the student.

Aims:

- To develop the ability to use English effectively for the purpose of practical communication;
- To form a sound base for the skills required for further study or employment using English as the medium;
- To develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- To promote students' personal development.

Skills:

- Speaking: Demonstrate competence and flexibility in a range of speech activities and discussing new topics
- Writing: Carry out adequately long writing tasks which are written in accurate grammar and presented in different formats.
- Reading: Demonstrate that they can extract important information from a text and draw conclusions and see relations within the text.
- Listening: Demonstrate general comprehension and attention to detail which they can extract and draw conclusions from.

Curriculum:

- The course will include extensive exposure to and practice of the four language skills described above.
- Language issues will be addressed according to the students' needs, but accuracy in the productive skills will be the main goal of the course.
- During the two years; there will also be exposure to English Literature. The students will be expected to read regularly, however, novels and poetry will be covered throughout the course.

External assessment:

1. Paper 1 – Core: Reading and writing – candidates will be given 1.5/2 hours to complete 7 different exercises to test their skills – 70%
2. Paper 3 – Core: Listening – candidates will be given a paper with 5 exercises to test their skills – 30%
3. Paper 4 – Extended: Listening – candidates will be given a paper with 5 exercises to test their skills – 30%
4. Paper 5 – Core and Extended: Speaking – an oral exam will be held, to test oral skills – seperately endorsed

English Literature (0486)

Aims:

These describe the educational purposes of a course in Literature for the IGCSE examination. The aims are to encourage and develop students' ability 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.

Assessment Objectives the candidates will be graded on:

1. knowledge of the content of the text – using quotes and reference to detail.
2. understanding of characters, relationships, situations and themes.
3. understanding of writer's intentions and methods – response to the writer's use of language
4. personal response – directly (what do you think...?) or indirectly (explore...?)

External assessment:

Component 1: Poetry and Prose	1 hour 30 minutes	50%

- Candidates answer two questions, one from Section A (Poetry) and one from Section B (Prose).
- All questions carry equal marks.
- There is a choice of two questions on each text.
- This is a closed book session.

Component 3: Drama	45 minutes	25%

- Candidates may take their set texts into the exam room, but these texts must not contain personal annotations, highlighting or underlining.
- Candidates answer one question on one text.
- There is a choice of two questions on each text.
- Relevant passages are printed on the question paper.

Component 4: Unseen	1 hr 15 minutes	25%

- Candidates answer one question from a choice of two.
- Both questions require a critical commentary on and an appreciation of previously unseen literary writing printed in the question paper.
- One question is based on a passage of literary prose (such as an extract from a novel or short story); the other question is based on a poem or extract from a poem.

Foreign Languages:

- **Spanish (0530)**
- **French (0520)**
- **Italian (0535)**

Aims:

The educational purposes of these courses in a foreign language are to:

- develop the ability to use the language effectively for purposes of communication within the countries where the language is spoken
- form a sound base of the skills, language, and attitudes required for further study, work and leisure
- offer insights into the culture and civilization of the countries where the language is spoken
- develop an awareness of the nature of language
- encourage positive attitudes towards foreign language learning and towards speakers of foreign languages
- provide enjoyment and intellectual stimulation

Skills:

The curriculum incorporates the skills of listening, reading, writing, and speaking in the foreign language chosen.

The topic areas cover aspects of everyday life and culture of the target language such as:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

External assessment:

External assessment is carried out by means of three papers at *CORE* level and the same papers plus Paper 4 (writing) at *EXTENDED* level. This includes a listening component, reading and directed writing, an oral component and continuous writing.

Geography (0460)

Aims:

- a sense of place and an understanding of relative location on a local, regional and global scale;
- an awareness of the characteristics and distribution of a selection of contrasting physical and human
- environments;
- an understanding of some of the processes affecting the development of such environments;
- an understanding of the spatial effects of the ways in which people interact with each other and with
- their environments;
- an understanding of different communities and cultures throughout the world and an awareness of the
- contrasting opportunities and constraints presented by different environments.

Skills:

- analyse and interpret geographical data;
- use and apply geographical knowledge and understanding to maps and in verbal, numerical,
- diagrammatic, pictorial, photographic and graphical form;
- use geographical data to recognise patterns in such data and to deduce relationships;
- select and show understanding of techniques for observing and collecting data;
- select and use techniques for organising and presenting data.

Curriculum:

1. Population Dynamics
2. Settlement
3. Plate tectonics
4. Landforms and landscape processes
5. Weather, climate and natural vegetation
6. Inter-relationships between the natural environment and human activities
7. Agricultural systems
8. Industrial Systems
9. Leisure activities and tourism
10. Energy and water resources
11. Environmental risks and benefits: resource conservation and management

External assessment:

1. Paper 1 – 45% - written paper, 3 sections – must answer one question from each section
2. Paper 2 – 27.5% - written paper, no choice
3. Paper 4 – 27.5% - alternative to coursework – written paper, no choice

History (0470)

Aims:

- Stimulate interest in and enthusiasm about the past;
- Promote the acquisition of knowledge and understanding of human activity in the past;
- Ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence;
- Promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference;
- Provide a sound basis for further study and the pursuit of personal interest;
- Encourage international understanding;
- Encourage the development of linguistic and communication skills.

Skills:

- Be able to recall, select, organise and deploy knowledge of the syllabus content;
- Gain an understanding of change and continuity, cause and consequence, similarity and difference;
- Gain an understanding of the motives, emotions, intentions and beliefs of people in the past;
- Be able to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

Curriculum:

Core Content – 20th Century Option

1. Were the Peace Treaties of 1919-23 fair?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948-c.1989?
7. Why did events in the Gulf matter, c.1970–2000?

Depth Study B: Germany, 1918-45

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. The Nazi regime: how effectively did the Nazis control Germany, 1933-45?
4. The Nazi regime: what was it like to live in Nazi Germany?

External assessment:

1. Paper 1 – 40% - written paper, two questions from Section A (Core Content) and one from Section B (Depth Study).
2. Paper 2 – 33% - written paper, to answer all the questions on the prescribed topic (20^{th} century)
3. Paper 4 – 27% - alternative to coursework – written paper, to answer a whole question on a Depth Study.

Co-ordinated Sciences (0654)

Double Award - this IGCSE is equivalent to two IGCSE grades.

Aims:

1. To acquire understanding and knowledge of concepts, principles and applications of biology, chemistry and physics, and where appropriate, other related sciences so that students may

    i. Become confident citizens in a technological world
    ii. Recognize the usefulness and limitations of the scientific method
    iii. Be suitably prepared for studies beyond IGCSE.

2. To develop abilities and skills that

    i. Are relevant to the study and practice of science
    ii. Are useful in everyday life
    iii. Encourage safe practice
    iv. Encourage effective communication

3. Stimulate
    i. Curiosity, interest and enjoyment in science and its methods of enquiry
    ii. Interest in, and care for, the environment

4. Promote an awareness that
    i. The study and practice of science are co-operative
    ii. Applications of science may be beneficial as well as detrimental to the individual, the community and the environment
    iii. Concepts of science are of a developing and sometimes transient nature
    iv. Science transcends national boundaries and the language of science is universal

5. Emphasize that some principles and concepts are common to all science, while others are particular to the separate sciences

6. Promote interdisciplinary enquiry through practical investigations and through the co-ordination of the subject matter of the three different sciences.

Skills:

- Demonstrate knowledge and understanding in relation to scientific phenomena, facts, laws, definitions, concepts, theories, vocabulary, and applications

- Handle information in various forms (written, symbolic, graphical, numerical) in order to select, organize, present and manipulate data
- Use information to indentify trend, present explanations, make predictions and solve problems
- Use techniques, apparatus and materials to make and record observations and measurements
- Interpret experimental observations and data
- Plan investigations, and evaluate them

Curriculum:

- Cells
- Reproduction & Genetics
- Energy in living Organisms
- Transport & Co-Ordination
- Organisms in their environment
- Atomic Structure & Bonding
- Periodic Table
- Metals & Non-Metals
- Acids, bases & Salts
- Chemical Reactions
- Fuels & Polymers
- Measurement & Motion
- Energy & Work
- Waves
- Heat
- Electricity
- Radioactivity

External assessment:

1. Paper 1 – 30% - written paper, 40 multiple-choice questions
2. Paper 2 – 50% - written paper, no choice (Core) ***OR***
3. Paper 3 – 50% - written paper, no choice (Extended)
4. Paper 6 – 20% - alternative to coursework – written paper, no choice

International Mathematics (0607)

Aims:
The aims of this syllabus should enable students to:

- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics;
- develop a foundation of 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 beauty and power 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.

Skills:
A - Mathematical Skills
Candidates should be able to:

- know and apply concepts from all the aspects of mathematics listed in the specification;
- apply combinations of mathematical skills and techniques to solve a problem;
- solve a problem by investigation, analysis, the use of deductive skills and the application of an appropriate strategy;
- recognise patterns and structures and so form generalisations;
- draw logical conclusions from information and understand the significance of mathematical or statistical results;
- use spatial relationships in solving problems;
- use the concepts of mathematical modelling to describe a real-life situation and draw conclusions;
- organise, interpret and present information in written, tabular, graphical and diagrammatic forms;
- use statistical techniques to explore relationships in the real world;
- communicate mathematical work using the correct mathematical notation and terminology, logical argument, diagrams and graphs;
- make effective use of technology;
- estimate and work to appropriate degrees of accuracy.

B – Graphing Calculator Skills
Candidates should be able to do the following using a graphics calculator:

- sketch a graph;
- produce a table of values for a function;
- find zeros and local maxima or minima of a function;
- find the intersection point of two graphs;
- find mean, median, quartiles;
- find the linear regression equation.

Other existing in-built applications should not be used and will gain no credit.
Calculators with symbolic algebraic logic are not permitted.
Any other applications and programs from external sources are not permitted.

*At VIS we use Texas Instruments graphing calculators (TI-84 Plus).

C – Problem Solving Skills
Candidates should be able to:

- select the mathematics and information to model a situation;
- select the appropriate tools, including ICT, to use in a situation;
- apply appropriate methods and techniques to analyse a situation;
- interpret and communicate the results of the analysis.

Curriculum:

1. NUMBER
Number sets; Primes and composites; Order of operations; Rounding numbers; Absolute value; Fractions; Time; Speed, distance and time; Surds and radicals; Exponents and indices; Exponents and radicals; Standard form; Ratio and proportion; Percentage; Simple interest; Compound interest

2. ALGEBRA
Expansion laws; Factorisation; Algebraic fractions; Linear equations; Simultaneous linear equations; Problem solving using equations; Formulae; Quadratic equations; Power equations; Exponential equations; Direct variation; Inverse variation; Variation modelling; Linear inequalities; Other one-variable inequalities; Number sequences

3. FUNCTIONS
Mappings; Functions; Reciprocal functions; Absolute value function; Quadratic functions; Cubic functions; Exponential functions; Logarithms; Trigonometric functions; Using technology to work with functions; Transforming functions

4. GEOMETRY
Lines and line segments; Symmetry; Angles; Triangles; Polygons; Pythagoras; Congruence; Similarity; Circles; Circle theorems; Theorems involving arcs; Cyclic quadrilaterals; Cyclic quadrilateral theorems

5. TRANSFORMATIONS IN TWO DIMENSIONS
Vectors; Transformations

6. MENSURATION
Units; Length; Area; Surface area; Volume; Capacity; Mass

7. COORDINATE GEOMETRY
The number plane; Distance between two points; Midpoint of a line segment; Gradient; Straight lines; Linear inequality regions

8. TRIGONOMETRY
Right angled triangles; The unit circle; Area of a triangle using sine; The sine rule; The cosine rule; Trigonometric graphs

9. SETS
Venn diagrams

10. PROBABILITY
Experimental probability; Expectation; Sample space; Theoretical probability; Complementary events; Independent events; Dependent events; Mutually exclusive events

11 STATISTICS
Variables; Statistical graphs; Census or sample; The distribution of a data set; The centre of a discrete data set; Measuring the spread of discrete data; Frequency tables; Grouped discrete data; Using technology; Continuous data; Correlation; Line of best fit

External assessment:

Core – *Grades Available: C - G*

1. Paper 1 – 25% - 45 min – short response questions – no calculator
2. Paper 3 – 60% - 1 hour 45 min – medium to extended response questions
3. Paper 5 – 15% - 1 hour – one investigation question

Extended - *Grades Available: A*- E*

1. Paper 2 – 20% - 45 min – short response questions – no calculator
2. Paper 4 – 60% - 2 hour 15 min – medium to extended response questions
3. Paper 6 – 20% - 1 hour 30 min – one investigation and one modelling question

Art and Design (0400)

Aims:

- An ability to record from direct observation and personal experience
- An interest in, and critical awareness of, environments and cultures
- Intuitive and imaginative responses showing critical and analytical faculties.
- The ability to organize and relate abstract ideas to practical outcomes
- An ability to identify and solve problems in visual tactile form

Skills:

- How to draw accurately, using a range of techniques
- The technical competence and manipulative skills necessary to form, compose and communicate in 2 and 3 dimensions
- Knowledge of a working vocabulary relevant to the subject
- Experimentation and innovation through the inventive use of materials and techniques
- How to reflect, develop and refine a specific idea visually in a variety of different ways

Curriculum Themes:

1. The natural and manmade environment
2. Still- Life
3. Landscapes
4. Figure Studies
5. Portraits
6. Abstract notions of feelings
7. Personal experiences
8. Visual ideas inspired by literary sources
9. Typography
10. Magazine front cover
11. Repeat Pattern

Students will develop their skills in relation to the above themes

Drawing from observation; Pencil, watercolours, acrylics, graphics pen, colour pencils. Print making; lino Prints, Monoprinting. Textiles; weaving, stitch, print on fabric. Mixed Media; Collage, paper cutting, stencils. Digital Media; Photography, Editing images on Paint.Net

External assessment:

Observational/Interpretive Assignment (Paper 1)

Coursework: 4 x sides of A2 sides of paper filled with research and preparation work exploring your chosen theme.

Exam Paper 1: 8 Hour Practical exam making 1 x Final piece in relation to your coursework.

Design Assignment (Paper 2)

Coursework: 4 x sides of A2 sides of paper filled with research and preparation work exploring your chosen theme.

Exam Paper 1: 8 Hour Practical exam making 1 x Final piece in relation to your coursework.

Drama (0411)

Drama is an integrated subject. Learners study plays, they devise original drama and, most importantly, they take part in performing pieces of drama. In some instances this work takes place individually, at other times it takes place as part of a group.

Aims:

- To develop candidates' understanding of Drama through practical and theoretical study.
- To enable candidates to realise the performance possibilities of text and other stimuli.
- To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.
- To help candidates to acquire and develop skills in Drama, both individually and in groups.
- To develop understanding of the processes leading to performance and the elements involved in creating a performance; to be able to evaluate the various stages of performance work.
- To encourage enjoyment of drama

Skills:

- To understand the performance possibilities of text and other stimuli
- To understand the differing roles of actor, director, stage manager and technician in its realisation.
- To devise dramatic material and reflect on its effectiveness.
- To apply their knowledge in performance.

External assessment: Internally assessed and externally moderated coursework

- Each candidate submits a total of three pieces of practical work: one individual piece and two group pieces.

- Candidates take part in the planning, rehearsal, performance and evaluation of drama and are assessed on their individual practical contributions.

- Candidates are assessed on their skills in working towards performance, their ability to devise performance material and their practical ability in performing to an audience.

Recommended prior knowledge:

While there is no recommended specific prior knowledge or skills required to begin study for Cambridge IGCSE Drama, there are broad social and interpersonal skills which will be developed during the course. These include the ability to work effectively in groups, a problem-solving approach, the ability to be a reflective learner and a grasp of the challenges of performing to others.

External Assessment:

Component 1 - Written examination (2hrs 30 min) weighting 40%

The questions on this paper relate to a pre-release material which is sent to Centres in advance of the examination. The material consists of three stimuli and an extended extract from a lay (or an abridged version of an entire play). Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play. The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer. This paper is externally assessed.

Component 2 - Coursework weighting 60%

The candidates submit three pieces of practical work.

- One individual piece (3-5 minutes) – one performance of an extract from a play.
- Two group pieces (maximum 15 minutes each) – one performance of an extract from a play and one original devised piece. This coursework is internally assessed and externally moderated.

Information and Communication Technology (0417)

Aims:

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

Skills:

Practical:

1. Use e-mail and the internet to gather and communicate information;
2. Use word processing facilities to prepare documents;
3. Use database facilities to manipulate data to solve problems and represent data graphically;
4. Integrate data from different sources into a single document or report;
5. Produce digital output in a specified format;
6. Use a spreadsheet to create and test a data model, extracting and summarising data;
7. Create a structured website with style sheets, tables and hyperlinks
8. Create an interactive presentation.

Theoretical skills:

1. Understand the functions of the main hardware and software components of computer systems;
2. The networking of information-processing systems;
3. The ways in which information technology is used and the effects of its use;
4. The stages and methods of system analysis and design;
5. Understand and use computing terminology

Curriculum:

1. Use of computer applications (Microsoft Office and web page design)
2. Components of a Computer System
3. Input and Output Devices
4. Storage Devices and Media
5. Computer Networks
6. Data Types
7. The Effects of Using IT
8. The ways in which IT is used
9. Systems Analysis and Design

External assessment:

1. Paper 1 - Theory exam (2 hours) - 100 marks weighted at 40% of total
2. Paper 2 - Practical exam (2½ hours) - 80 marks weighted at 30% of total
3. Paper 3 - Practical exam (2½ hours) - 80 marks weighted at 30% of total

Non-IGCSE Subjects

Health Education

Aims:

- To inform students on age relevant health related subjects to enable students to take charge of their own wellness.
- Provide students with the knowledge necessary to make healthy life choices.

Skills to be mastered:

- Understand the six components of health.
- Learn the basics of physical fitness and design and follow a personal fitness programme.
- Learn basic First Aid and how to implement it.
- Understand the effects of alcohol on the mind and body, personal life and society.
- Understand basic nutrition and be able to create a healthy diet.
- Understand the health risks related to tobacco and make good choices.
- Understand the different categories of drugs, the nature and effects of commonly abused drugs and the prevention and treatment of drug abuse.

Curriculum:

- The Six Components of health
- First Aid
- Alcohol
- Nutrition
- Tobacco
- Drug Abuse.

Assessment:

- Written work.
- Tests and Quizzes.
- Class Participation.
- Semester Examination.

Physical Education

Aims:

- To develop each student to his/her own level of ability through physical fitness, games, movement and swimming.
- To allow students to develop new skills and explore those skills through re-enforcement and repetition.
- To encourage group participation and sportsmanship.
- To work towards progression of skills.

Skills to be mastered:

- Aerobic fitness, anaerobic fitness, muscular strength, muscular endurance and flexibility.
- Games skills for volleyball, basketball, indoor hockey, soccer, badminton and softball.
- Understanding of basic rules and game strategy.
- Learn stroke technique for front crawl, back crawl, breaststroke, and butterfly, racing dive, swim starts and finishes.

Curriculum:

- Physical fitness exercises
- Games …. Volleyball, Basketball, Indoor Hockey, Soccer, Badminton, Softball.
- Swimming Strokes and Basic Diving.

Assessment:

Continuous assessment based on participation, effort, ability and achievement.

Personal, Social, Health Education (PSHE)

Aims:

PSHE aims at empowering individuals to develop skills that enhance their wellbeing, by identifying and developing their potential, thus enabling them to participate effectively in their social environment.

Skills:

- Effective communication techniques
- Self-awareness and Self-expression
- Dealing with physical and emotional changes
- How to lead a healthy lifestyle
- Teamwork and co-operation
- Decision making and Thinking tools
- Career

Topics:

- Expressing Oneself
- Interpersonal Relationships
- Aspects of Relationships
- Healthy Lifestyle
- Child Development
- Health and Sexuality
- Social Responsibilities
- Citizenship Education
- Management Skills
- Career Education