



2019

# Year 3 IGCSE Subject Information Booklet



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Dear Parents and Students,

This IGCSE Information booklet has been collated to help families make the best possible subject choices for Years 3 and 4. This is a very important phase of a student's educational programme and the choices made now will affect subsequent academic choices as well as, ultimately, future jobs and careers pathways.

Students will need to consider each option carefully in discussion with their teachers and parents before making the final selection. Once chosen, students are expected to commit themselves to the courses and to see themselves through to examination in 2020. Option changes, once the courses begin, will not be permitted unless there are exceptional circumstances.

There are two elements to the Option Form: a compulsory component and a component enabling you to make some choices. Students are required to study 7 or 8 subjects. Please see the points to note below when considering which subjects to take.

In making their choices, students must consider their strengths and weaknesses, their interests and possible future plans. Choosing a particular subject because someone else in the family or circle of friends thinks it is a good idea is unwise. Students should spend time reading the course requirements and outlines in this booklet carefully, discussing them with their teachers and also their parents. In some cases, subject teachers will advise against a particular subject if the student has not demonstrated an ability to succeed in that subject.

Points to note:

- All students will study English Language (or English as a Second Language for non-native speakers), Mathematics, a Second Language (which they are currently studying in Year 2), a core Science, a core Humanities subject and another three subjects from Options 1 to 3. (ESOL students will select two subjects from Options 1 **and** 3.)
- Additional Mathematics entry is dependent on results in Year 2. Students are expected to gain at least a Grade B in end of year 2 Mathematics examinations to be eligible to take additional mathematics in year 3.
- Students opting for triple Science and Additional Mathematics will need to meet the requirements of both the Science and Mathematics faculties.
- Students may not opt for both Economics and Business Studies.
- Students may not opt for both Geography and Global Perspectives.
- ESL is not an open option. Some students may be allocated ESL on the recommendation of the English Department.
- The final decision concerning the option choices is subject to approval by the relevant Heads of Faculty and the Vice Principal based on the past academic performance and the potential of the individual student.
- Students from Pre-IGCSE must choose a language. This may be at beginner level or, in the case of students from China, First Language Chinese.
- The language options in Options 1 and 2 are for complete beginners only and are designed for able language students who are interested in learning another language. These are two-year courses leading to IGCSE examination in November 2021. Students may not choose to study both these languages.

Finally, students are reminded to spend time talking to teachers, researching possible career pathways for recommended subject choices, and making considered choices in conjunction with their parents before submitting their application by the due date.

With best wishes for a successful IGCSE journey.

Yours sincerely,



Rob Burrough  
Principal

# IGCSE FIRST LANGUAGE ENGLISH 0500

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## Aims

The syllabus aims to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- read critically, and use knowledge gained from wide reading to inform and improve their own writing;
- write accurately and effectively, using Standard English appropriately;
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference;
- listen to, understand, and use spoken language effectively; and
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

## Content Overview

Students will be offered the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Students will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

Students will develop both their speaking and their listening skills. This will include responding to questions and engaging in academic discussions.

Students are encouraged to become appreciative and critical readers, writers, speakers and listeners.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Speaking and Listening

## Assessment Format

Candidates take two papers.

### **Paper 1: Reading (80 marks) (50%) (2h)**

Structured and extended writing as well as comprehension questions.

Questions will be based on three reading texts. Externally assessed.

### **Paper 2: Directed Writing and Composition (80 marks) (50%) (2h)**

Extended writing question and a composition task. Externally assessed.

# IGCSE LITERATURE (ENGLISH) 0486

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## Aims

The syllabus aims 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; and
- explore the contribution of literature to an understanding of areas of human concern.

## Content Overview

The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

## Assessment Format

Candidates take three papers.

### **Paper 1: Poetry and Prose (50 marks) (50%) (1h 30mins)**

Two questions on two texts: one Poetry and one Prose. Externally assessed.

### **Paper 3: Drama (Open Text) (25 marks) (25%) (45mins)**

One question on one text. Externally assessed.

### **Paper 4: Unseen (25 marks) (25%) (1h 15mins)**

One question requiring critical commentary. Externally assessed.

# IGCSE ENGLISH AS A SECOND LANGUAGE 0510

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## Aims

The syllabus aims to enable students to:

- develop students' 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 students' awareness of the nature of language and language-learning skills; and
- promote students' personal development.

## Requirements

Students who have a background of English as a second language and who are recommended by their English teacher. This is not a foreign language course and is designed for students who have been studying in the medium of English for most of their secondary education.

## Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Students 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. Students will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Students 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.

The syllabus will enable students to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

## Assessment Format

Candidates take three components.

### **Paper 2: Reading and Writing (Extended) (80 marks) (70%) (2h)**

Six exercises testing a range of reading and writing skills. Externally assessed.

### **Paper 4: Listening (Extended) (40 marks) (30%) (Approximately 50mins)**

Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note-taking.

### **Component 5: Speaking (Approximately 10–15mins)**

Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic. Internally assessed/externally moderated. This component is conducted during a period before the main examination and awarded its own grade (1-5), separate from the IGCSE ESL grade.

# IGCSE CHINESE AS A FIRST LANGUAGE 0509

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## Aims

The syllabus aims to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write accurately and effectively using appropriate standard language;
- work with information and ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference;
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions; and
- deepen understanding and appreciation of Chinese culture and classical texts.

## Content Overview

Students will be offered the opportunity to respond knowledgeably to a range of reading passages. Students will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Students will have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture.

Students will be encouraged to become appreciative and critical readers and writers of Chinese.

## Assessment Objectives

- AO1: Reading
- AO2: Writing

## Assessment Format

Candidates take two papers.

### **Paper 1: Reading, Directed Writing and Classical Chinese (60 marks) (50%) (2h 15mins)**

Questions will be based on syllabus content. Externally assessed.

### **Paper 2: Writing (50 marks) (50%) (2h)**

Questions will be based on syllabus content. Externally assessed.

# IGCSE CHINESE AS A SECOND LANGUAGE 0523

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## Aims

The syllabus aims to enable students to:

- develop the ability to use Chinese effectively for the purpose of practical communication;
- form a sound foundation for the skills required for further study or employment using Chinese as the medium;
- develop an awareness of the nature of language and language-learning skills; and
- promote students' personal development.

## Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Students 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. Students will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, students will be able to respond to factual information as well as abstract ideas. Students will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

The syllabus will enable students to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Listening
- AO4: Speaking

## Assessment Format

Candidates take three components.

### **Paper 1: Reading and Writing (60 marks) (60%) (2h)**

Written examination consisting of five exercises that test a range of reading and writing skills. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing. Externally assessed.

### **Paper 2: Listening (30 marks) (20%) (Approximately 35–45mins)**

Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening material is recorded in Mandarin Chinese. Externally assessed.

### **Component 3: Speaking (60 marks) (20%) (Approximately 10–13mins)**

The Speaking Test consists of three parts. Candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics. Internally assessed and externally moderated.

# IGCSE MANDARIN CHINESE AS A FOREIGN LANGUAGE 0547

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## Aims

The syllabus aims to enable students to:

- develop the ability to communicate effectively using the target language;
- offer insights into the culture and society of countries where the language is spoken;
- 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; and
- 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.

## Content Overview

No.	Topic
1	Everyday activities
2	Personal and social life
3	The world around us
4	The world of work
5	The international world

## References/Resources

- *Chinese Made Easy*
- *Hanyu Pinyin Elementary*

## Assessment Objectives

- AO1: Listening
- AO2: Reading
- AO3: Speaking
- AO4: Writing

## Assessment Format

Candidates take four components.

### **Paper 1: Listening (30 marks) (25%) (Approximately 35mins)**

Candidates listen to a number of recordings and answer questions testing comprehension. Externally assessed.

### **Paper 2: Reading (36 marks) (25%) (1h 15mins)**

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

### **Paper 3: Speaking\* (100 marks) (25%) (Approximately 15mins)**

Candidates complete two role plays, a topic presentation/conversation and a general conversation. Internally assessed/externally moderated.

### **Paper 4: Writing (45 marks) (25%) (1h 15mins)**

Candidates respond in the target language to three tasks. Externally assessed.

# GCE 'O' LEVEL HIGHER CHINESE 1116

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## Aims

The syllabus aims to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language;
- write accurately and effectively using appropriate standard language;
- work with information and ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference;
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions; and
- deepen understanding and appreciation of Chinese culture and literary texts.

## Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

The course covers a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Students will be encouraged to become appreciative and critical readers and writers of Chinese.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Listening
- AO4: Speaking

## Assessment Format

Candidates take three components.

### **Paper 1: Email and Essay Writing (40%) (2h)**

Email: Candidates to answer one out of two questions, with word count 220 and above.

Essay Writing: Candidates to answer one out of three questions, with word count 500 and above. It can be narrative, expository or argumentative writing.

### **Paper 2: Comprehension (40%) (1h 45mins)**

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

### **Paper 3: Oral (20%) (Approximately 30mins)**

Candidates present a two-minute oral presentation incorporating information given from the video clip, with question and answer session with the examiner.

# GCE 'O' LEVEL EXPRESS CHINESE 1160

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## Aims

The syllabus aims to enable students to:

- understand factual reading in Chinese in narrative, expository and argumentative form;
- able to communicate effectively with others on various topics; and
- able to read and write various forms of writing, and beginning to produce simple literary works.

## Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

The course covers a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Listening
- AO4: Speaking

## Assessment Format

Candidates take three components.

### **Paper 1: Email and Essay Writing (30%) (2h)**

Email: Candidates to answer one out of two questions, with word count 150 and above.

Essay Writing: Candidates to answer one out of three questions, with word count 300 and above. It can be narrative, expository or argumentative writing.

### **Paper 2: Comprehension (35%) (1h 30mins)**

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

### **Paper 3: Oral (25%) (Approximately 10mins) and Listening Comprehension (10%) (Approximately 10mins)**

Oral: Candidates read aloud a passage and engage in a question and answer session with the examiner based on a video clip.

Listening: Candidates listen to a number of recordings and answer questions testing comprehension.

# GCE 'O' LEVEL CHINESE SYLLABUS B 1153

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## Aims

The syllabus aims to enable students to:

- able to understand and talk about common topics, and communicate with others effectively; and
- able to read and write factual writing.

## Content Overview

Students will be offered the opportunity to develop good conversational skills, and basic reading and writing skills.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Listening
- AO4: Speaking

## Assessment Format

Candidates take three components.

### **Paper 1: Pictorial Composition or email writing (20%) (50mins)**

Candidates to choose either writing pictorial composition or email, with a word count of 150 and above. This is to be completed on computer with Hanyu Pinyin input.

### **Paper 2: MCQ: Comprehension and Vocabulary (30%) (1h)**

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

### **Paper 3: Oral (30%) (Approximately 10mins) and Listening Comprehension (20%) (Approximately 30mins)**

Oral: Candidates read aloud a passage and engage in a question and answer session with the examiner based on a video clip.

Listening: Candidates listen to a number of recordings and answer questions testing comprehension.

There is only merit, pass or fail grade for Chinese Syllabus B. It cannot be considered as a subject for entry into IBDP or 'A' Level.

# GCE 'O' LEVEL MALAY 1148

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## Aims

The syllabus aims to:

- understand factual reading in Malay in narrative, expository and argumentative form;
- able to communicate effectively with others on various topics; and
- able to read and write various forms of writing, and beginning to produce simple literary works.

## Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

The course covers a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Listening
- AO4: Speaking

## Assessment Format

Candidates take three components.

### **Paper 1: Email and Essay Writing (30%) (2h)**

Email: Candidates to answer one out of two questions, with word count 120 and above.

Essay Writing: Candidates to answer one out of three questions, with word count 240 and above. It can be narrative, expository or argumentative writing.

### **Paper 2: Comprehension (35%) (1h 30mins)**

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

### **Paper 3: Oral (25%) (Approximately 10mins) and Listening Comprehension (10%) (Approximately 10mins)**

Oral: Candidates read aloud a passage and engage in a question and answer session with the examiner based on a video clip.

Listening: Candidates listen to a number of recordings and answer questions testing comprehension.

# GCE 'O' LEVEL TAMIL 1157

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## Aims

The syllabus aims to:

- understand factual reading in Tamil in narrative, expository and argumentative form;
- able to communicate effectively with others on various topics; and
- able to read and write various forms of writing, and beginning to produce simple literary works.

## Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

The course covers a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

## Assessment Objectives

- AO1: Reading
- AO2: Writing
- AO3: Listening
- AO4: Speaking

## Assessment Format

Candidates take three components.

### **Paper 1: Email and Essay Writing (30%) (2h)**

Email: Candidates to answer one out of two questions, with word count 110 and above.

Essay Writing: Candidates to answer one out of three questions, with word count 200 and above. It can be narrative, expository or argumentative writing.

### **Paper 2: Comprehension (35%) (1h 30mins)**

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

### **Paper 3: Oral (25%) (Approximately 10mins) and Listening Comprehension (10%) (Approximately 10mins)**

Oral: Candidates read aloud a passage and engage in a question and answer session with the examiner based on a video clip.

Listening: Candidates listen to a number of recordings and answer questions testing comprehension.

# IGCSE FRENCH 0520

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## Aims

The syllabus aims to:

- develop the ability to communicate effectively using the target language;
- offer insights into the culture and society of countries where the language is spoken;
- 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; and
- 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.

## Content Overview/Topics

No.	Topic
1	Everyday activities
2	Personal and social life
3	The world around us
4	The world of work
5	The international world

## Assessment Objectives

- AO1: Listening
- AO2: Reading
- AO3: Speaking
- AO4: Writing

## Assessment Format

Candidates take four papers.

### **Paper 1: Listening (45 marks) (25%) (Approximately 45mins)**

Candidates listen to a number of recordings and answer questions testing comprehension. Externally assessed.

### **Paper 2: Reading (45 marks) (25%) (1h)**

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

### **Paper 3: Speaking (100 marks) (25%) (Approximately 15mins)**

Candidates complete two role plays, a topic presentation/conversation and a general conversation. Internally assessed/externally moderated.

### **Paper 4: Writing (50 marks) (25%) (1h)**

Candidates respond in the target language to three tasks. Externally assessed.

# IGCSE SPANISH 0530

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## Aims

The syllabus aims to:

- develop the ability to communicate effectively using the target language;
- offer insights into the culture and society of countries where the language is spoken;
- 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; and
- 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.

## Content Overview/Topics

No.	Topic
1	Everyday activities
2	Personal and social life
3	The world around us
4	The world of work
5	The international world

## Assessment Objectives

- AO1: Listening
- AO2: Reading
- AO3: Speaking
- AO4: Writing

## Assessment Format

Candidates take four papers.

### **Paper 1: Listening (45 marks) (25%) (Approximately 45mins)**

Candidates listen to a number of recordings and answer questions testing comprehension. Externally assessed.

### **Paper 2: Reading (45 marks) (25%) (1h)**

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

### **Paper 3: Speaking (100 marks) (25%) (Approximately 15mins)**

Candidates complete two role plays, a topic presentation/conversation and a general conversation. Internally assessed/externally moderated.

### **Paper 4: Writing (50 marks) (25%) (1h)**

Candidates respond in the target language to three tasks. Externally assessed.

# IGCSE JAPANESE 0519

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## Aims

The syllabus aims to:

- develop the ability to communicate effectively using the target language;
- offer insights into the culture and society of countries where the language is spoken;
- 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; and
- 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.

## Content Overview/Topics

No.	Topic
1	Everyday activities
2	Personal and social life
3	The world around us
4	The world of work
5	The international world

## Assessment Objectives

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

## Assessment Format

Candidates take three components.

### **Paper 2: Reading (45 marks) (Approximately 33%) (1h 15mins)**

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

### **Paper 3: Speaking (100 marks) (Approximately 33%) (Approximately 15 mins)**

Candidates complete two role plays, a topic presentation/conversation and a general conversation. Internally assessed/externally moderated.

### **Paper 4: Writing (45 marks) (Approximately 33%) (1h 15 mins)**

Candidates respond in the target language to three tasks. Externally assessed.

# IGCSE GEOGRAPHY 0406

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## Aims

The aims of the syllabus are to develop:

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

## Content Overview/Topics

The syllabus is divided into three themes which have been designed to develop an understanding of both the natural and the human environment:

No.	Topic
1	Population and settlement
2	The natural environment
3	Economic development

## Assessment Objectives

- AO1: Knowledge with understanding
- AO2: Skills and Analysis
- AO3: Judgement and Decision making (conclusion and evaluation)

## Assessment Format

Candidates take three papers.

### **Paper 1: Geographical Themes (75 marks, weighted to 100 marks) (45%) (1h 45mins)**

Candidates answer three questions, each worth 25 marks. Candidates must answer one question from each section. Externally assessed.

### **Paper 2: Geographical Skills (60 marks) (27.5%) (1h 30mins)**

Candidates answer all the questions Externally assessed.

### **Paper 4: Alternative to Coursework (60 marks) (27.5%) (1h 30mins)**

Candidates answer two compulsory questions, completing a series of written tasks. Externally assessed.

# IGCSE HISTORY 0470

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## Aims

The aims of the syllabus are to:

- 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 interests;
- encourage international understanding; and
- develop historical skills, including enquiry-based investigation, analysis, evaluation and communication skills.

## Content Overview/Topics

Candidates study all the Core Content in Option B: The 20th century: International Relations since 1919.

The content focuses on the following Key Questions:

No.	Key Question
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 United States 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?

In addition, candidates must also study at least one of the following Depth Studies:

No.	Depth Studies
1	The First World War, 1914–18
2	Germany, 1918–45
3	Russia, 1905–41
4	The United States, 1919–41
5	China, c.1930–c.1990
6	South Africa, c.1940–c.1994
7	Israelis and Palestinians since 1945

## Assessment Objectives

- 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

## Assessment Format

Candidates take three papers.

### Paper 1: Written Paper (Core) (60 marks) (40%) (2h)

Candidates answer **two** questions from Section A (Core Content) and **one** question from Section B (Depth Studies). All questions are in the form of structured essays, split into three parts: (a), (b) and (c). Externally assessed.

### Paper 2: Written Paper (Source Based Questions) (50 marks) (33%) (2h)

Candidates answer **six** questions on **one** prescribed topic taken from the Core Content. There is a range of source material relating to each prescribed topic. The prescribed topic changes in each examination session. Externally assessed.

### Paper 4: Written Paper (Depth Studies) (40 marks) (27%) (1h)

Candidates answer **one** question on a Depth Study. Externally assessed.

# IGCSE BUSINESS STUDIES 0450

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## Aims

The aims of the syllabus are to enable candidates to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts;
- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business;
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise;
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities;
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation; and
- develop an awareness of the nature and significance of innovation and change within the context of business activities.

## Content Overview/Topics

No.	Key Question
1	Understanding business activity
2	People in business
3	Marketing
4	Operations management
5	Financial information and decisions
6	External influences on business activity

## Assessment Objectives

- AO1: Knowledge and understanding
- AO2: Application
- AO3: Analysis
- AO4: Evaluation

## Assessment Format

Candidates take two papers.

### **Paper 1: Written Paper (Short Answer and Data Response) (80 marks) (50%) (1h 30mins)**

Four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions. Externally assessed.

### **Paper 2: Written Paper (Case Study) (50%) (80 marks) (1h 30mins)**

Four questions based on a case study, provided as an insert with the paper. Candidates answer all questions. Externally assessed.

# IGCSE ECONOMICS 0455

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## Aims

The aims of the syllabus are to enable students to:

- know and understand economic terminology, concepts and theories;
- use basic economic numeracy and interpret economic data;
- use the tools of economic analysis;
- express economic ideas logically and clearly in a written form; and
- apply economic understanding to current economic issues.

## Content Overview/Topics

No.	Key Question
1	Basic economic problem
2	The allocation of resources
3	Micro economic decision makers
4	Government and the macro economy
5	Economic development
6	International trade and globalisation

## Assessment Objectives

- AO1: Knowledge with understanding
- AO2: Analysis
- AO3: Evaluation

## Assessment Format

Candidates take two papers.

### **Paper 1: Multiple Choice (30%) (45mins)**

Candidates answer all 30 questions. Externally assessed.

### **Paper 2: Structured Questions (70%) (2h 15mins)**

Candidates answer one compulsory question and three questions from a choice of four. Externally assessed.

# GLOBAL PERSPECTIVES 0457

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## Aims

By taking the IGCSE Global Perspectives course, candidates will have opportunities to acquire and apply a range of skills to support them, including:

- researching, analysing and evaluating information;
- developing and justifying a line of reasoning;
- reflecting on processes and outcomes;
- communicating information and reasoning; and
- collaborating to achieve a common outcome.

Candidates explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Cambridge IGCSE Global Perspectives emphasizes the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

## Content Overview/Topics

No.	Component	Topic	
1	Written Examination	Demographic change	Globalisation
		Education for all	Law and criminality
		Employment	Migration
		Fuel and energy	Transport systems
2	Individual Report	Belief systems	Family
		Biodiversity and ecosystem loss	Humans and other species
		Changing communities	Sustainable living
		Digital world	Trade and aid
3	Team Project	Conflict and peace	Poverty and inequality
		Disease and health	Sport and recreation
		Human rights	Tradition, culture and identity
		Language and communication	Water, food and agriculture

## Assessment Objectives

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

## Assessment Format

Candidates take three components.

### Component 1: Written Examination (70 marks) (35%) (1h 15mins)

Candidates answer four compulsory questions based on source material.

### Component 2: Individual Report (60 marks) (30%)

With the guidance of their teacher, candidates choose from one of the specified topic areas and devise a global research question. Candidates use this question as the title for their report. The report must be between 1500 and 2000 words.

### Component 3: Team Project (70 marks) (35%)

Candidates devise and develop a collaborative project into an aspect of one topic from a choice of eight. Candidates submit work for two elements: team and personal.

# IGCSE BIOLOGY 0610

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## Aims

The syllabus aims to:

- provide an enjoyable and worthwhile educational experience for all students, whether or not they go on to study science beyond this level;
- enable students to acquire sufficient knowledge and understanding to:
  - ⇒ become confident citizens in a technological world and develop an informed interest in scientific matters;
  - ⇒ be suitably prepared for studies beyond Cambridge IGCSE;
- allow students to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method;
- develop skills that:
  - ⇒ are relevant to the study and practice of biology;
  - ⇒ are useful in everyday life;
  - ⇒ encourage a systematic approach to problem solving;
  - ⇒ encourage efficient and safe practice;
  - ⇒ encourage effective communication through the language of science;
- develop attitudes relevant to biology such as:
  - ⇒ concern for accuracy and precision;
  - ⇒ objectivity;
  - ⇒ integrity;
  - ⇒ enquiry;
  - ⇒ initiative;
  - ⇒ inventiveness;
- enable students to appreciate that:
  - ⇒ science is subject to social, economic, technological, ethical and cultural influences and limitations; and
  - ⇒ the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## Content Overview/Topics

No.	Topic	No.	Topic
1	Characteristics and classification of living organisms	12	Respiration
2	Organisation of the organism	13	Excretion in humans
3	Movement in and out of cells	14	Coordination and response
4	Biological molecules	15	Drugs
5	Enzymes	16	Reproduction
6	Plant nutrition	17	Inheritance
7	Human nutrition	18	Variation and selection
8	Transport in plants	19	Organisms and their environment
9	Transport in animals	20	Biotechnology and genetic engineering
10	Diseases and immunity	21	Human influences on ecosystems
11	Gas exchange in humans		

## Assessment Objectives

- AO1: Knowledge with understanding
- AO2: Handling information and problem solving
- AO3: Experimental skills and investigations

## **Assessment Format**

Candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A\* to G.

### ***Core candidates***

#### **Paper 1: Multiple Choice (40 marks) (30%) (45mins)**

Forty items of the four-choice type. Questions will be based on the Core syllabus content.

#### **Paper 3: Theory (80 marks) (50%) (1h 15mins)**

Short-answer and structured questions. Questions will be based on the Core syllabus content. Externally assessed.

#### **Paper 6: Alternative to Practical Paper (40 marks) (20%) (1h)**

Questions will be based on the experimental skills. Externally assessed.

### ***Extended candidates***

#### **Paper 2: Multiple Choice (Extended) (40 marks) (30%) (45mins)**

Forty items of the four-choice type. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

#### **Paper 4: Theory (Extended) (80 marks) (50%) (1h 15mins)**

Short-answer and structured questions. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

#### **Paper 6: Alternative to Practical Paper (40 marks) (20%) (1h)**

Questions will be based on the experimental skills. Externally assessed.

**Most students are enrolled into the extended\* curriculum unless otherwise identified in the final year.**

# IGCSE CHEMISTRY 0620

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## Aims

The syllabus aims to:

- provide an enjoyable and worthwhile educational experience for all students, whether or not they go on to study science beyond this level;
- enable students to acquire sufficient knowledge and understanding to:
  - ⇒ become confident citizens in a technological world and develop an informed interest in scientific matters;
  - ⇒ be suitably prepared for studies beyond Cambridge IGCSE;
- allow students to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method;
- develop skills that:
  - ⇒ are relevant to the study and practice of chemistry;
  - ⇒ are useful in everyday life;
  - ⇒ encourage a systematic approach to problem solving;
  - ⇒ encourage efficient and safe practice;
  - ⇒ encourage effective communication through the language of science;
- develop attitudes relevant to chemistry such as:
  - ⇒ concern for accuracy and precision;
  - ⇒ objectivity;
  - ⇒ integrity;
  - ⇒ enquiry;
  - ⇒ initiative;
  - ⇒ inventiveness;
- enable students to appreciate that:
  - ⇒ science is subject to social, economic, technological, ethical and cultural influences and limitations; and
  - ⇒ the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## Content Overview/Topics

No.	Topic	No.	Topic
1	The particulate nature of matter	8	Acids, bases and salts
2	Experimental techniques	9	The Periodic Table
3	Atoms, elements and compounds	10	Metals
4	Stoichiometry (Mole Concept)	11	Air and water
5	Electricity and chemistry	12	Sulfur
6	Chemical energetics	13	Carbonates
7	Chemical reactions	14	Organic chemistry

## Assessment Objectives

- AO1: Knowledge with understanding
- AO2: Handling information and problem solving
- AO3: Experimental skills and investigations

## **Assessment Format**

Candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A\* to G.

### ***Core candidates***

#### **Paper 1: Multiple Choice (40 marks) (30%) (45mins)**

Forty items of the four-choice type. Questions will be based on the Core syllabus content.

#### **Paper 3: Theory (80 marks) (50%) (1h 15mins)**

Short-answer and structured questions. Questions will be based on the Core syllabus content. Externally assessed.

#### **Paper 6: Alternative to Practical Paper (40 marks) (20%) (1h)**

Questions will be based on the experimental skills. Externally assessed.

### ***Extended candidates***

#### **Paper 2: Multiple Choice (Extended) (40 marks) (30%) (45mins)**

Forty items of the four-choice type. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

#### **Paper 4: Theory (Extended) (80 marks) (50%) (1h 15mins)**

Short-answer and structured questions. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

#### **Paper 6: Alternative to Practical Paper (40 marks) (20%) (1h)**

Questions will be based on the experimental skills. Externally assessed.

**Most students are enrolled into the extended\* curriculum unless otherwise identified in the final year.**

# IGCSE PHYSICS 0625

## Aims

The syllabus aims to:

- provide an enjoyable and worthwhile educational experience for all students, whether or not they go on to study science beyond this level;
- enable students to acquire sufficient knowledge and understanding to:
  - ⇒ become confident citizens in a technological world and develop an informed interest in scientific matters;
  - ⇒ be suitably prepared for studies beyond Cambridge IGCSE;
- allow students to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method;
- develop skills that:
  - ⇒ are relevant to the study and practice of physics;
  - ⇒ are useful in everyday life;
  - ⇒ encourage a systematic approach to problem solving;
  - ⇒ encourage efficient and safe practice;
  - ⇒ encourage effective communication through the language of science;
- develop attitudes relevant to physics such as:
  - ⇒ concern for accuracy and precision;
  - ⇒ objectivity;
  - ⇒ integrity;
  - ⇒ enquiry;
  - ⇒ initiative;
  - ⇒ inventiveness;
- enable students to appreciate that:
  - ⇒ science is subject to social, economic, technological, ethical and cultural influences and limitations; and
  - ⇒ the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## Content Overview/Topics

No.	Topic	No.	Topic
1	<b>General physics</b> 1.1 Length and time 1.2 Motion 1.3 Mass and weight 1.4 Density 1.5 Forces 1.6 Momentum (Extended candidates only) 1.7 Energy, work and power 1.8 Pressure	4	<b>Electricity and magnetism</b> 4.1 Simple phenomena of magnetism 4.2 Electrical quantities 4.3 Electric circuits 4.4 Digital electronics (Extended candidates only) 4.5 Dangers of electricity 4.6 Electromagnetic effects
2	<b>Thermal physics</b> 2.1 Simple kinetic molecular model of matter 2.2 Thermal properties and temperature 2.3 Thermal processes	5	<b>Atomic physics</b> 5.1 The nuclear atom 5.2 Radioactivity
3	<b>Properties of waves, including Light and Sound</b> 3.1 General wave properties 3.2 Light 3.3 Electromagnetic spectrum 3.4 Sound		

## Assessment Objectives

- AO1: Knowledge with understanding
- AO2: Handling information and problem solving
- AO3: Experimental skills and investigations

## **Assessment Format**

Candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A\* to G.

### ***Core candidates***

#### **Paper 1: Multiple Choice (40 marks) (30%) (45mins)**

Forty items of the four-choice type. Questions will be based on the Core syllabus content.

#### **Paper 3: Theory (80 marks) (50%) (1h 15mins)**

Short-answer and structured questions. Questions will be based on the Core syllabus content. Externally assessed.

#### **Paper 6: Alternative to Practical Paper (40 marks) (20%) (1h)**

Questions will be based on the experimental skills. Externally assessed.

### ***Extended candidates***

#### **Paper 2: Multiple Choice (Extended) (40 marks) (30%) (45mins)**

Forty items of the four-choice type. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

#### **Paper 4: Theory (Extended) (80 marks) (50%) (1h 15mins)**

Short-answer and structured questions. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

#### **Paper 6: Alternative to Practical Paper (40 marks) (20%) (1h)**

Questions will be based on the experimental skills. Externally assessed.

**Most students are enrolled into the extended\* curriculum unless otherwise identified in the final year.**

# IGCSE MATHEMATICS 0607

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## Aims

The syllabus aims 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; and
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

## Content Overview/Topics

No.	Topic	No.	Topic
1	Number	7	Mensuration
2	Algebra	8	Trigonometry
3	Functions	9	Sets
4	Coordinate geometry	10	Probability
5	Geometry	11	Statistics
6	Vectors and transformations		

The use of a Graphic Display Calculator is required. [Calculator model: **TI-Nspire CX non-CAS**]

## References/Resources

Cambridge IGCSE International Mathematics (0607) 2<sup>nd</sup> Edition by Ric Pimental and Terry Wall (Publisher: Hodder Education).

## Assessment Format

Candidates take three papers.

### **Paper 2: (Extended) (40 marks) (20%) (45mins)**

Short-answer questions based on the Extended curriculum. Calculators are **not** permitted. Externally assessed.

### **Paper 4: (Extended) (120 marks) (60%) (2h 15mins)**

Structured questions based on the Extended curriculum. Graphic display calculators are required. Externally assessed.

### **Paper 6: (Extended) (60 marks) (20%) (1h 40mins)**

One investigative task and one modelling task based on the Extended curriculum. Graphic display calculators are required. Externally assessed.

# IGCSE ADDITIONAL MATHEMATICS 0606

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## Aims

The syllabus aims to enable students to:

- consolidate and extend their mathematical skills, and use these in the context of more advanced techniques;
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving;
- appreciate the interconnectedness of mathematical knowledge;
- acquire a suitable foundation in mathematics for further study in the subject or in mathematics-related subjects;
- devise mathematical arguments and use and present them precisely and logically;
- integrate information technology (IT) to enhance the mathematical experience;
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations;
- develop creativity and perseverance in the approach to problem solving;
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics; and
- provide foundation for IB Diploma Mathematics, AS and A Level, HSC, VCE, AP Calculus and other equivalent courses.

## Content Overview/Topics

No.	Topic	No.	Topic
1	Functions	8	Straight line graphs
2	Quadratic functions	9	Circular measure
3	Equations, inequalities and graphs	10	Trigonometry
4	Indices and surds	11	Permutations and combinations
5	Factors of polynomials	12	Series
6	Simultaneous equations	13	Vectors in two dimensions
7	Logarithmic and exponential functions	14	Differentiation and integration

The use of a scientific calculator is required. [Calculator model: **CASIO FX991ES PLUS**]

## References/Resources

Cambridge IGCSE and O Level Additional Mathematics coursebook (0606) 2<sup>nd</sup> Edition by Sue Pemberton (Publisher: Cambridge University Press).

## Assessment Format

Candidates take two papers.

### **Paper 1 (80 marks) (50%) (2h)**

Candidates answer all questions. Scientific calculators are required. Externally assessed.

### **Paper 2 (80 marks) (50%) (2h)**

Candidates answer all questions. Scientific calculators are required. Externally assessed.

# IGCSE ART AND DESIGN 0400

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## Aims

The syllabus aims to encourage students to develop:

- an ability to record from direct observation and personal experience;
- an ability to identify and solve problems in visual and tactile form;
- creativity, visual awareness, critical and cultural understanding;
- an imaginative, creative and intuitive response;
- confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- growing independence in the refinement and development of ideas and personal outcomes;
- engagement and experimentation with a range of media, materials and techniques including new media where appropriate;
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/ or three dimensions;
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of other practitioners, environments and cultures; and
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

## Content Overview/Topics

No.	Topic
1	Painting and related media
2	Three-dimensional forms
3	Photography, digital and lens-based media

## Assessment Objectives

- AO1: Record
- AO2: Explore
- AO3: Develop
- AO4: Present

## Assessment Format

Candidates take two components.

### Component 1: Coursework (100 marks) (50%)

Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are **two** parts to the coursework: a portfolio (max 4 sheets of A2) **and** a final outcome. Externally assessed.

### Component 2: Externally set assignment (50%) (8h)

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: supporting studies **and** final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed.

# IGCSE MUSIC 0410

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## Aims

The syllabus aims to enable students to:

- acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing;
- develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music;
- recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences;
- provide a foundation for the development of an informed appreciation of music; and
- provide a foundation for further study in music at a higher level.

## Requirements

Students must have **at least Grade 4 Practical** and/or **Grade 4 Theory ABRSM**, or standard equivalent. Students who are interested, without the above-mentioned criteria, are required to sit for an entrance test/audition and/or theory test which will be held before the commencement of the course.

***Students must be currently taking [individual and/or group] lessons and continue taking lessons in their chosen musical instrument (including singing) for IGCSE at their own expense.***

## Content Overview

Students listen to perform and compose music, encouraging aesthetic and emotional development, self-discipline and more importantly, creativity. As a result, they enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment. Students study music of all styles; each style is placed in its historical and cultural context, and students are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

## Assessment Objectives

- AO1: Listening
- AO2: Performing
- AO3: Composing

## Assessment Format

Candidates take three components.

### **Component 1: Listening (70 marks) (40%) (Approximately 1h 15 mins)**

Written examination based on CD recordings supplied by Cambridge International. Externally assessed.

#### Unprepared Listening

**Extracts/pieces of Sections A, B (World Music) and C** will be tested from a wide range of styles and traditions, i.e. Baroque, Classical, Romantic periods and 20<sup>th</sup> Century Styles and selected world music cultures.

#### Prepared Listening

##### **Section B3: World Focus**

- Candidates study the music of one non-Western culture in greater detail than is possible in the rest of the World Music section.
- World Focus for **2020: Arabic Music**

##### **Section D: Set works**

- Works for **2020: Mozart: Piano Concerto No.21, K467: Movements 1 Or Rossini: William Tell Overture**

### **Component 2: Performing (50 marks) (30%) (Coursework due Aug 2020)**

Two prepared performances, one individual and one ensemble. Internally marked/externally moderated.

### **Component 3: Composing (100 marks scaled to 50 marks) (30%) (Coursework due Jul 2020)**

Two contrasting compositions. Internally marked/externally moderated.

# IGCSE DRAMA 0411

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## Aims

The syllabus aims to enable students to:

- develop understanding of drama through practical and theoretical study;
- understand the role of actor, director and designer in creating a piece of theatre;
- develop acting skills, both individually and in groups;
- develop skills in devising original drama;
- communicate feelings and ideas to an audience;
- foster understanding of the performance process and enable students to evaluate the various stages of that process; and
- encourage enjoyment of drama.

## Content Overview

Through practical and theoretical study, students develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience.

Students work with:

- extended extracts from published plays
- stimuli (short titles, poems, pictures, songs, historical events, stories) for devising dramatic pieces
- their own choice of dramatic repertoire
- dramatic material of their own devising

Students develop their individual and group performance skills, the demonstration of which forms part of the final assessment.

## Assessment Objectives

- AO1: Understanding repertoire
- AO2: Devising
- AO3: Acting skills

## Assessment Format

Candidates take two components.

### **Paper 1: Written examination (80 marks) (40%) (2h 30mins)**

Candidates answer **all** questions in Section A and choose **one** question from Section B and **one** question from Section C. Externally assessed.

### **Component 2: Coursework (120 marks) (60%)**

Candidates submit:

- one individual performance based on an extract from a play
- one group performance based on an extract from a play
- one group performance based on an original devised piece

Internally assessed and externally moderated.

# IGCSE PHYSICAL EDUCATION 0413

## Aims

The syllabus aims to enable students to:

- develop knowledge and understanding of the theory underpinning physical performance in modern world;
- use and apply this knowledge and understanding to improve their performance;
- perform in a range of physical, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas;
- understand and appreciate safe practice in physical activity and sport;
- understand and appreciate the benefits of physical activity and sport for health, fitness and well-being; and
- gain a sound basis for further study in the field of Physical Education.

## Content Overview/Topics

No.	Topic
1	Anatomy and physiology
2	Health, fitness and training
3	Skill acquisition and psychology
4	Social, cultural and ethical influences

## Assessment Objectives

- AO1: Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity/sport (25%)
- AO2: Apply knowledge and understanding of the theoretical principles to a variety of physical activities/sports, including the analysis and evaluation of performance (25%)
- AO3: Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities (50%)

## Assessment Format

Candidates take two compulsory components.

### Paper 1: Theory (50%) (1h 45mins)

Candidates answer all questions 100 marks. Externally assessed.

### Component 2: Coursework (50%)

Candidates undertake **four** physical activities from at least **two** of the seven categories listed. These activities will be internally assessed and then externally moderated. The physical activities are:

Games	Gymnastic Activities	Dance Activities	Athletic Activities	Outdoor and Adventurous Activities	Swimming	Combat Activities
<ul style="list-style-type: none"> <li>• Association Football</li> <li>• Badminton</li> <li>• Baseball, Rounders or Softball</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Golf</li> <li>• Handball</li> <li>• Hockey</li> <li>• Lacrosse</li> <li>• Netball</li> <li>• Rugby League or Rugby Union</li> <li>• Squash</li> <li>• Table Tennis</li> <li>• Tennis</li> <li>• Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>• Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics</li> <li>• Individual Figure Skating</li> <li>• Trampolining</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-Country Running</li> <li>• Cycling</li> <li>• Rowing and Sculling</li> <li>• Track and Field Athletics</li> <li>• Weight Training for Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Canoeing</li> <li>• Hill Walking or Orienteering</li> <li>• Horse Riding</li> <li>• Mountain Biking</li> <li>• Rock Climbing</li> <li>• Sailing</li> <li>• Skiing or Snowboarding</li> <li>• Windsurfing</li> </ul>	<ul style="list-style-type: none"> <li>• Competitive Swimming</li> <li>• Life Saving or Personal Survival</li> <li>• Water Polo</li> </ul>	<ul style="list-style-type: none"> <li>• Judo or Taekwondo</li> </ul>

