



For 2025 Examinations

Year 3 Subject Information Booklet



CONTENTS PAGE

INTRODUCTION	3
IGCSE FIRST LANGUAGE ENGLISH 0500	5
IGCSE LITERATURE IN ENGLISH 0475	7
IGCSE ENGLISH AS A SECOND LANGUAGE 0510	9
IGCSE FIRST AND SECOND LANGUAGES (CHINESE) 0509 & 0523	12
IGCSE FOREIGN LANGUAGES [FRENCH 0520, SPANISH 0530 & MANDARIN AS A FOREIGN LANGUAGE 0547]	14
GCE 'O' LEVEL MOTHER TONGUE LANGUAGES [CHINESE 1160, MALAY 1148, TAMIL 1157, HIGHER CHINESE 1116 & CHINESE SYLLABUS B 1153]	16
IGCSE GEOGRAPHY 0460.....	18
IGCSE HISTORY 0470.....	20
IGCSE BUSINESS STUDIES 0450	23
IGCSE ECONOMICS 0455.....	25
IGCSE GLOBAL PERSPECTIVES 0457	27
IGCSE BIOLOGY 0610.....	30
IGCSE CHEMISTRY 0620.....	33
IGCSE PHYSICS 0625	36
IGCSE MATHEMATICS 0607.....	39
IGCSE ADDITIONAL MATHEMATICS 0606	41
IGCSE ART AND DESIGN 0400	44
IGCSE MUSIC 0410	46
IGCSE DRAMA 0411	48
IGCSE PHYSICAL EDUCATION 0413	50



INTRODUCTION

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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 2025. 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), **PE** (Physical Education – non exam), **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.)

CORE HUMANITIES	CORE SCIENCE	OPTION 1	OPTION 2	OPTION 3
History	Biology	Biology	Business Studies	Biology*
Geography	Chemistry	Chemistry	Economics	Additional Mathematics
Business Studies	Physics	Physics	Additional Mathematics	IGCSE PE
Economics		IGCSE PE	Global Perspectives	English Literature
Global Perspectives		Economics	English Literature	Art
		French Language	Geography	Drama
				Music

- Additional Mathematics entry is dependent on results in Year 2. Students are expected to gain at least a Grade B at the 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.



- ESL is not an open option. Some students may be allocated ESL on the recommendation of the English Department.
- The subject content offered in the core are the same as those offered in subject 1, 2 and 3.
- 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 another language besides English. This may be at beginner level or, in the case of students from China, First Language Chinese.
- The alternative 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 2025. 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,



Gavin Kinch
Principal



Introduction

IGCSE First Language English 0500 offers students 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 listening skills, delivering a presentation, and responding to questions and engaging in conversations. They are encouraged to become appreciative and critical readers, writers, speakers and listeners.

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

Paper 1: Reading	Paper 2: Directed Writing and Composition
Question 1 Comprehension and summary task	Section A Directed Writing
Question 2 Short-answer questions and language task	Section B Composition
Question 3 Extended response to reading	

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with *the Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Students will be encouraged to challenge their thinking about language and global issues.
- **Communication skills**
Students will need to communicate and co-operate as part of their learning.
- **Social skills**
Students will learn collaboratively.
- **Self-Management skills**
Students will require self-management in order to reflect, organise and manage time.
- **Research skills**
Students will research language, text-types and global issues.

Adapted from IBO ATL



Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- **AO1 Reading**
Students will be assessed on their ability to:
 - R1 demonstrate understanding of explicit meanings;
 - R2 demonstrate understanding of implicit meanings and attitudes;
 - R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text;
 - R4 demonstrate understanding of how writers achieve effects and influence readers; and
 - R5 select and use information for specific purposes.
- **AO2 Writing**
Students will be assessed on their ability to:
 - W1 articulate experience and express what is thought, felt and imagined;
 - W2 organise and structure ideas and opinions for deliberate effect;
 - W3 use a range of vocabulary and sentence structures appropriate to context;
 - W4 use register appropriate to context; and
 - W5 make accurate use of spelling, punctuation and grammar.
- **AO3 Speaking and Listening**
Students will be assessed on their ability to:
 - SL1 articulate experience and express what is thought, felt and imagined;
 - SL2 present facts, ideas and opinions in a cohesive order which sustains the audience's interest;
 - SL3 communicate clearly and purposefully using fluent language;
 - SL4 use register appropriate to context; and
 - SL5 listen and respond appropriately in conversation.

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.



Introduction

IGCSE Literature (English) 0486 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.

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

No.	Text
1	Selected Prose Text
2	Selected Drama Text
3	Selected Poetry Anthology

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with *the Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Students will be encouraged to challenge their thinking about Literature and literary elements.
- **Communication skills**
Students will need to communicate and cooperate as part of their learning in studying texts.
- **Social skills**
Students will reflect on contextual cultural issues and learn collaboratively.
- **Self-Management skills**
Students will require self-management in order to reflect, organise and manage time.
- **Research skills**
Students will also have to research texts, contexts and literary techniques.

Adapted from IBO ATL



Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1
Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.
- AO2
Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- AO3
Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.
- AO4
Communicate a sensitive and informed personal response to literary texts.

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.



Introduction

IGCSE English as a Second Language (ESL) 0510 is a two-year course designed to improve students' communicative ability in English and intercultural communication skills in line with the school's guiding statements.

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.

Students will not only develop strong communicative and academic skills but will also engage in authentic topics that will encourage them to take action by exploring a topic further. Students will also learn to develop independent learning skills necessary to create and develop their own answers to conceptual and authentic questions.

Aims

The syllabus aims to:

- develop learners' ability to use English effectively for the purpose of practical communication
- develop learners' awareness of the nature of language and language-learning skills
- develop transferable skills to complement other areas of curriculum
- promote learners' personal development and enjoyment

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

	Topic	Unit Question
Year 3	Cultural Diversity	How are we influenced by cultural diversity?
	Food & Fitness Leisure & Lifestyle	What part does food and fitness play in our health and well-being? How do we ensure a balance between study and leisure?
	Global Issues	What is the impact of "man" on Earth?
	Communication & Media	What are the positive and negative influences of modern communication and media on teenagers?
	Revision	End-of-Year Examination Preparation



Year 4	Travelling & Crossing Borders	Why do we have border controls and why is immigration necessary?
	Science & Technology	How ethical are advances in science and technology?
	Working Life	How do we choose what we want to do?
	International Education	Are there different ways of studying and acquiring knowledge?
	Revision	IGCSE Examination Preparation

Approaches To Teaching And Learning

The IGCSE ESL course aims to help students learn how to become better students. *The Approaches To Teaching and Learning skills* are transferable learning skills and encompass both language-specific skills and general learning skills necessary to succeed in the IGCSE and later in the IB programme.

- **Thinking skills**
Interpret written and spoken texts, use brainstorming and visual diagrams to generate new ideas and inquiries, learn how to generate their own questions and answer unit questions, create original works and ideas, use existing works and ideas in new ways.
- **Communication skills**
Practise speaking for different audiences and purposes, use appropriate forms of writing for different purposes and audiences, read a variety of sources for information and for pleasure, communicate effectively as a member of a team.
- **Social skills**
Learn to listen and practise empathy, use virtual learning environments and new technology appropriately to build and develop relationships and communicate with peers, learn to work collaboratively.
- **Research skills**
Complete a 1000-word individual Research Essay. Draft their own research question and thesis, research on a variety of sources and consider varied perspectives. Write a research paper using MLA referencing and citation, understand key concepts of academic integrity.
- **Self-management skills**
Learn to complete a task in timed conditions, draft a project proposal and set and follow a timeline, assess one's performance and identify areas for improvement.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more details, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1 Reading
 - R1 demonstrate understanding of specific factual information
 - R2 demonstrate understanding of the connections between ideas, opinions and attitudes
 - R3 identify and select details for a specific purpose
 - R4 demonstrate understanding of implied meaning



- AO2 Writing
 - W2 communicate information, ideas and opinions
 - W3 organise ideas into coherent text using a range of linking devices
 - W4 use a range of appropriate grammatical structures and vocabulary
 - W5 use appropriate register and style/format for the given purpose and audience
- AO3 Listening
 - L1 demonstrate understanding of specific information
 - L2 demonstrate understanding of speakers' ideas, opinions and attitudes
 - L3 demonstrate understanding of the connections between ideas, opinions and attitudes
 - L4 demonstrate understanding of what is implied but not directly stated
- AO4 Speaking
 - S1 communicate a range of ideas, facts and opinions
 - S2 demonstrate control of a range of vocabulary and grammatical structures
 - S3 develop responses and maintain communication
 - S4 demonstrate control of pronunciation and intonation

Assessment Format

All candidates take three components. Candidates will be eligible for grades A* to G.

Paper 1: Reading and Writing (60 marks) (70%) (2 hours)

Candidates respond to six exercises testing a range of reading and writing skills. Structured and essay style questions. Externally assessed.

Paper 2: Listening (40 marks) (30%) (Approximately 50mins)

Candidates listen to five short extracts and longer texts. Multiple-choice style questions. Externally assessed.

Paper 3: Speaking (40 marks) (Approximately 10-15mins) Separately endorsed

Candidates take part in an interview, short talk and discussion. Internally assessed and externally moderated. This component is conducted during a period before the main IGCSE examination and awarded its own grade (1-5), separate from the IGCSE ESL grade.



Introduction

IGCSE First and Second Languages (Chinese) are designed for non-Singaporean intermediate and native Chinese students, in order for them to be able to communicate clearly, accurately and effectively when using their chosen language. They will serve as a good foundation for further studies in IBDP Languages A and B courses respectively.

The Chinese courses offered are Chinese as First Language 0509 and Chinese as Second Language 0523.

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 (*for First Language*); and
- deepen understanding and appreciation of Chinese culture and classical texts (*for First Language*).

Content Overview

Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing. They 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. They will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

First Language students will also have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture. They will be encouraged to become appreciative and critical readers and writers of Chinese.

Approaches To Learning

- **Thinking skills**
Comprehension passages analysis, Problem solving, understanding context and forming argumentative points of view
- **Communication skills**
Comprehending class instructions, working in groups, putting in place linguistic expression in text and verbal presentation
- **Social skills**
Peer teaching and collaborative learning
- **Self-management skills**
Organisation and time-management
- **Research skills**
Group projects and presentations, newspaper articles discussions

Adapted from IBO ATL



Resources

Textbooks and Workbooks

Cambridge IGCSE Chinese as a First Language Coursebook

Cambridge IGCSE Chinese as a First Language Workbook

Cambridge IGCSE Chinese as a Second Language Coursebook

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

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

Assessment Format

First Language candidates take four components.

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.

Second Language 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 FOREIGN LANGUAGES [FRENCH 0520, SPANISH 0530 & MANDARIN AS A FOREIGN LANGUAGE 0547]

Introduction

IGCSE Foreign Languages are designed to provide students with the ability to use a foreign language as a means of practical communications, as well as gaining insight into the culture and civilisation of countries where the language is spoken. They will serve as a good foundation for further studies in IBDP Languages B courses.

Foreign Languages offered are French 0520, Spanish 0530 and Mandarin as a Foreign Language 0547.

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

Approaches To Learning

- **Thinking skills**
Comprehension passages analysis, Problem solving, understanding context
- **Communication skills**
Comprehending class instructions, working in groups, putting in place linguistic expression in text and verbal presentation
- **Social skills**
Peer teaching and collaborative learning
- **Self-management skills**
Organisation and time-management
- **Research skills**
Group projects and presentations



Resources

Textbooks

Chinese Made Easy (Mandarin)

Encore Tricolore (French)

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

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

Assessment Format

Candidates take four components.

Paper 1: Listening (25%) (Approximately 45mins)

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

Paper 2: Reading (25%) (1h)

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

Paper 3: Speaking (25%) (Approximately 15mins)

Candidates complete one role play, and conversations on two topics. Internally assessed/externally moderated.

Paper 4: Writing (25%) (1h)

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



GCE 'O' LEVEL MOTHER TONGUE LANGUAGES [CHINESE 1160, MALAY 1148, TAMIL 1157, HIGHER CHINESE 1116 & CHINESE SYLLABUS B 1153]

Introduction

The GCE 'O' Level Mother Tongue curriculum is designed to prepare the students for GCE 'O' Level Mother Tongue Examination. The curriculum covers the four important aspects of language learning in speaking, writing, listening and reading. The course also helps to prepare students for further studies in respective languages in IBDP Languages B courses.

Mother Tongue Languages offered are Chinese 1160, Malay 1148, Tamil 1157, Higher Chinese 1116 and Chinese Syllabus B 1153.

Aims

The syllabus aims to enable students to:

- listen to understand narrative, descriptive, argumentative and functional text types of appropriate standard;
- speak to express their views and feelings according to various topics, and conduct an effective conversation with others;
- read narrative, descriptive, argumentative and functional text types of appropriate standard, and appreciate literary texts; and
- write narrative, descriptive, argumentative and functional text types, and create simple literary works.

Content Overview

We follow the MOE published textbooks and workbooks, as well as other materials like newspaper articles, reviews, essays, etc. to allow students to explore a wide range of related contents. Students will be offered the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Approaches To Learning

- **Thinking skills**
Comprehension passages analysis, Problem solving, understanding context and forming argumentative points of view
- **Communication skills**
Comprehending class instructions, working in groups, putting in place linguistic expression in text and verbal presentation
- **Social skills**
Peer teaching and collaborative learning
- **Self-management skills**
Organization and time-management
- **Research skills**
Group projects and presentations, newspaper articles discussions

Resources

Textbooks and Workbooks

MOE Published Mother Tongue Textbooks and Workbooks



Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

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

Assessment Format

Express Stream 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.

Higher Chinese 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.

Chinese Syllabus B candidates takes 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.



Introduction

IGCSE Geography 0406 is designed to enable students to develop an understanding of the processes affecting physical and human environments, an understanding of locations at varying scales, and how communities around the world are impacted by different environments.

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

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with *the Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Interpreting both primary and secondary data and linking it to geography concepts, theories and models.
- **Communication skills**
Participating in class discussions and presentations.
- **Social skills**
Working as a group member for coursework data collection, and group activities in class.
- **Self-management skills**
Sticking to the submission deadline, course work completion
- **Research skills**
Researching on case studies

Adapted from IBO ATL

Resources

Textbook

Cambridge IGCSE Geography. Publisher: Hodder education.

Others

OS Maps



Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- **AO1: Knowledge with understanding**
Students should be able to demonstrate knowledge and understanding of:
 - a wide range of processes, including human actions contributing to the development of physical, economic and social environment and their effects on landscape and spatial patterns;
 - the relationship between human activity and the environment;
 - the importance of scale; and
 - the changes which occur through time in places, landscape and spatial distribution.
- **AO2: Skills and Analysis**
Students should be able to:
 - interpret and analyse data;
 - select and show understanding of techniques for observing and collecting data;
 - use geographical data to recognise patterns in such data and to deduce relationships;
 - select and show understanding of techniques for observing and collecting data; and
 - select and use techniques for organising and presenting data.
- **AO3: Judgement and Decision Making (Conclusion and Evaluation)**
Through their geographical training, students should be able to:
 - reason and make judgements and decisions; and
 - make judgements and decisions and recognise how these are made within a geographical context.

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 3: Coursework (60 marks) (27.5%)

Teachers set one centre-based assignment of up to 2,000 words. Centre-based assessment.



Introduction

IGCSE History 0470 is a rigorous two-year programme designed to immerse students in the study of critical global historical developments in the 20th century. It encourages students to raise questions and to develop and deploy historical knowledge and skills in order to provide persuasive arguments. They will explore history from a diversity of perspectives, including social, economical, cultural, and political. Students are given the opportunity to develop research skills and to explore main historical concepts such as cause and consequence, change and continuity, and similarity and difference. Important skills, such as conveying structured and reasoned arguments in writing, and verbal discussion and debate, are developed.

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 students' 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,

Content Overview/Topics

Students 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	Was the Treaty of Versailles fair?
2	To what extent was the League of Nations a success?
3	How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 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?

In addition, students 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	The Second World War in Europe and the Asia–Pacific, 1939–c.1945



Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with *the Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Develop arguments and perspectives in addition to a range of interpretations of historical events. Develop skills in using evidence to support arguments, as well as for account for discrepancies in historical accounts and perspectives.
- **Communication skills**
Develop confidence and skill in communicating themes, arguments, and explanations both verbally and in essay writing. The skill of presenting different arguments; presentation of evidence; and expressing one's ideas persuasively is emphasised.
- **Social skills**
Being able to collaborate with others when analysing historical perspectives, arguments, and evidence. Develop social and cultural empathy when studying past events and societies which may belong to a different context and culture to what the student is used to is nurtured.
- **Self-management skills**
Develop the ability to manage sharing of ideas, and research by oneself, as well as in a group, when it comes to collaborative learning.
- **Research skills**
Develop skills in researching a range of primary and secondary sources in order to develop a deeper understanding, as well as of different perspectives, of the topic being studied.

Adapted from IBO ATL

Resources

Textbooks

Walsh, B., and Harrison, B. (2022) *Cambridge IGCSE and O Level History Option B: The 20th Century* (3rd edition). Hodder Education.

Grey, P., Little R., Macpherson R., Ety J., and Goodlad, G. (2018) *Cambridge IGCSE and O Level History Option B: The 20th Century Coursebook* (2nd edition). Cambridge University Press.

Others

Assigned readings, worksheets, and learning activities.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- 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; and
 - 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 five 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 split into two parts, (a) and (b) on a Depth Study. Externally assessed.



Introduction

IGCSE Business Studies 0450 is a rigorous two-year course designed to prepare the students for further studies in business and associated subjects. In particular, the curriculum covers advanced business concepts, techniques and skills essential to pursue the IB Diploma Business Management at Higher/Standard Level.

Aims

The aims of the syllabus are to enable students 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
- develop an awareness of the nature and significance of innovation and change within the context of business activities
- acquire a foundation for further study of business or other subjects.

Content Overview/Topics

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

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Develop ability to analyse business problems, devise problem solving strategies, and evaluate the diverse ways the problem may be solved. Students learn how to make informed and reasoned decisions and construct evidence-based arguments.
- **Communication skills**
Support arguments with reasons by using appropriate terminology, group presentation of real world business issues and presentation of business data using tables, graphs, etc.



- **Social skills**
Carry out collaborative group work and presentations.
- **Self-management skills**
Develop perseverance and time management while answering lengthy exam papers.
- **Research skills**
Research on practices of business organisations and how external factors impacts those practices.

Adapted from IBO ATL

Resources

Textbook

Cambridge IGCSE and O Level Business Studies (5th edition) by Karen Borrington and Peter Stimpson.
Publisher: Hodder Education.

Workbook

Cambridge IGCSE and O Level Business Studies (2nd edition) by Karen Borrington and Peter Stimpson.
Publisher: Hodder Education.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1: Knowledge and understanding
 - Demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories and techniques commonly applied to or used as part of business behaviour.
- AO2: Application
 - Apply knowledge and understanding of facts, terms, concepts, conventions, theories and techniques.
- AO3: Analysis
 - Distinguish between evidence and opinion in a business context; and
 - Order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.
- AO4: Evaluation
 - Present reasoned explanations, develop arguments, understand implications and draw inferences; and
 - Make judgements, recommendations and decisions.

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.



Introduction

IGCSE Economics 0455 is a rigorous two-year course designed to prepare the students for further studies in Economics and associated subjects. In particular, the curriculum covers economic concepts, techniques and skills essential to pursue the IB Diploma Economics at Higher Level/Standard Level.

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.	Topics
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

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Develop ability to analyse micro- and macro-economic problems, devise problem solving strategies, and evaluate the diverse ways the problem may be solved. Students learn how to make informed and reasoned decisions and construct evidence-based arguments.
- **Communication skills**
Support arguments with reasons by using appropriate terminology, group presentation of economic issues and presentation of economic data using tables, graphs, etc.
- **Social skills**
Carry out collaborative group work and presentations.
- **Self-management skills**
Develop perseverance and time management while answering lengthy exam papers.
- **Research skills**
Research on economic issues and exploring how consumer, producer and government are affected by the issues.

Adapted from IBO ATL



Resources

Textbook

Complete Economics for Cambridge IGCSE & O Level (3rd edition) by Brian Titley. Publisher: Oxford University Press.

Workbook

Complete Economics for Cambridge IGCSE & O Level Workbook (3rd edition) by Brian Titley. Publisher: Oxford University Press.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1: Knowledge with understanding
Students should be able to:
 - show knowledge and understanding of economic definitions, formulas, concepts and theories; and
 - use economic terminology.
- AO2: Analysis
Students should be able to:
 - select, organise and interpret data;
 - use economic information and data to recognise patterns and to deduce relationships;
 - apply economic analysis to written, numerical, diagrammatic and graphical data; and
 - analyse economic issues and situations, identifying and developing links.
- AO3: Evaluation
Students should be able to:
 - evaluate economic information and data;
 - distinguish between economic analysis and unreasoned statements;
 - recognise the uncertainties of the outcomes of economic decisions and events; and
 - communicate economic thinking in a logical manner.

Adapted from Cambridge IGCSE Economics 0455 syllabus for 2020, 2021 and 2022

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.



IGCSE GLOBAL PERSPECTIVES 0457

Introduction

IGCSE Global Perspectives 0457 provides opportunities for inquiry into, and reflection on, key global issues from different perspectives, namely the personal, local, or national and global.

This course encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration among students as well as interaction with the community. The course is not about getting everybody to think identically; rather it is a matter of opening the minds to the complexity of the world and of human thought and encouraging empathy for the diversity of human experience and feeling. It encourages students to cultivate an understanding and appreciation of the differences that exist on a variety of issues.

By taking the IGCSE Global Perspectives course, students will have opportunities to acquire and develop a set of transferable skills in research, analysis, evaluation, communication, collaboration, and reflection. It encourages learners to construct arguments, present views, work collaboratively, research, and reason and reflect on their place in a connected world. These transferable skills will support student learning across all of their studies.

Aims

The aims are to enable students to:

- become independent and confident about taking their place in a changing, information-rich and connected world
- develop an analytical and evaluative grasp of global issues and their causes and consequences, leading to the suggestion of possible evidence-based courses of action
- consider the concept of sustainability when analysing issues and proposing courses of action
- engage with and reflect on issues, both independently and in collaboration with others and from a variety of different perspectives
- work independently as well as part of a team, showing responsibility for much of their own learning including using diverse and varied sources to support reasoning
- consider important issues from a variety of perspectives and reflect on the links between these
- critically assess information available to them and support judgements with lines of reasoning in order to communicate to others effectively and appropriately.

Content Overview/Topics

Arts in society	Law and criminality
Change in culture and communities	Media and communication
Climate change, energy and resources	Migration and urbanisation
Conflict and peace	Political power and action
Development, trade and aid	Poverty and inequality
Digital World	Social identity and inclusion
Education for all	Sport and recreation
Employment	Technology, industry and innovation
Environment, pollution and conservation	Transport, travel and tourism
Globalisation	Values and beliefs
Health and wellbeing	Water, food and agriculture



The topic list is for all components. The topics in the list are intentionally broad. Students with their teachers choose topics that are most relevant to them. Students are not expected to have experience of each topic.

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the Approaches To Learning and apply them to their learning as they work through the course material.

- **Thinking skills**
Critical thinking of causes and consequences of issues. Presenting an argument to support the point of view with possible courses of action and evaluation of the information.
- **Communication skills**
Communicating ideas in the team projects, discussion of concepts in pairs/groups and application of thinking skills in solving real-life world issues. Presentation skills and debating skills to present various perspectives of an issue.
- **Social skills**
Peer teaching and collaborative learning. Developing empathy for others.
- **Self-management skills**
Persistence with creating solutions for global issues, organisation and time-management to delivery of assessment objectives.
- **Research skills**
Formulating a focused research question based on individual report themes. Gathering and evaluating information and data through primary and secondary methods.

Adapted from IBO ATL

Resources

Textbook

Lally, Jo. (2016) Complete Global Perspectives For Cambridge IGCSE: Print and Online Student Book Pack (2nd edition). Oxford University Press.

Laycock, Keely. *Cambridge IGCSE (R) and O Level Global Perspectives Coursebook*. Cambridge University Press, 2016.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1 Research, analysis and evaluation

- design, carry out and evaluate research into current global issues, their causes and consequences and possible course(s) of action
- use evidence to support claims, arguments and perspectives
- identify and analyse issues, arguments and perspectives
- analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives
- analyse and evaluate sources and/or processes to support research, arguments and perspectives
- develop a line of reasoning to support an argument, a perspective or course(s) of action.

AO2 Reflection

- consider different perspectives objectively and with empathy
- justify personal perspective(s) using evidence and reasoning
- consider how research, engagement with different perspectives and working as part of a team have influenced personal learning.



AO3 Communication and collaboration

- select and present relevant arguments, evidence and perspectives clearly and with structure
- present research and include citations and references
- contribute to the Team Project.

Assessment Format

Candidates take three components.

Component 1: Written Examination (70 marks) (35%) (1h 25mins)

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 design and carry out a collaborative project from the topic list and identifies a relevant local issue. Candidates submit work for two elements: team and personal.



Introduction

IGCSE Biology 0610 is designed as a two-year course for students who are interested in the learning of Biology. It develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Students develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Aims

The syllabus aims to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students. In particular, it enables students to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study.

It also acts as a good foundation for pupils who intend to pursue the IB programme in their further studies.

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	Human influences on ecosystems
10	Diseases and immunity	21	Biotechnology and genetic engineering
11	Gas exchange in humans		



Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively on their own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1: Knowledge with understanding (50%)
Students should be able to demonstrate knowledge and understanding of:
 - scientific phenomena, facts, laws, definitions, concepts and theories;
 - scientific vocabulary, terminology and conventions (including symbols, quantities and units);
 - scientific instruments and apparatus, including techniques of operation and aspects of safety; and
 - scientific and technological applications with their social, economic and environmental implications.

Syllabus content defines the factual material that candidates may be required to recall and explain. Students will also be asked questions which require them to apply this material to unfamiliar contexts and to apply knowledge from one area of the syllabus to another. Questions testing this objective will often begin with one of the following words: *define, state, describe, explain (using your knowledge and understanding)* or *outline* (see the Glossary of Terms used in science papers).

- AO2: Handling information and Problem solving (30%)
Students should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:
 - locate, select, organise and present information from a variety of sources;
 - translate information from one form to another;
 - manipulate numerical and other data;
 - use information to identify patterns, report trends and form conclusions;
 - present reasoned explanations for phenomena, patterns and relationships;
 - make predictions based on relationships and patterns
 - solve problems, including some of a quantitative nature.

Questions testing these skills may be based on information that is unfamiliar to students, requiring them to apply the principles and concepts from the syllabus to a new situation, in a logical, deductive way. Questions will often begin with one of the following words: *predict, suggest, calculate* or *determine*.



- A03: Experimental skills and investigations (20%)
Students should be able to:
 - demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate);
 - plan experiments and investigations;
 - make and record observations, measurements and estimates;
 - interpret and evaluate experimental observations and data; and
 - evaluate methods and suggest possible improvements.

Assessment Format

Candidates take three papers.

Core candidates: Those who have studied the Core subject content, or who are expected to achieve a grade D or below; eligible for grades C to G.

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

Forty items of the four-choice type. Externally assessed.

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

Short-answer and structured questions. Externally assessed.

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

Questions will be based on experimental skills. Externally assessed.

Extended candidates: Those who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above; eligible for grades A* to G.

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

Forty items of the four-choice type. Externally assessed.

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

Short-answer and structured questions. Externally assessed.

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

Questions will be based on experimental skills. Externally assessed.

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



Introduction

IGCSE Chemistry 0620 is designed as a two-year course for students who are interested in the learning of Chemistry. It develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Students develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Aims

The syllabus aims to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students. In particular, it enables students to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study.

It also acts as a good foundation for pupils who intend to pursue the IB programme in their further studies.

Content Overview/Topics

No.	Topic	No.	Topic
1	States of matter	7	Acids, bases and salts
2	Atoms, elements and compounds	8	The Periodic Table
3	Stoichiometry	9	Metals
4	Electrochemistry	10	Chemistry of the environment
5	Chemical energetics	11	Organic chemistry
6	Chemical reactions	12	Experimental techniques and chemical analysis



Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively on their own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1: Knowledge with understanding (50%)
Students should be able to demonstrate knowledge and understanding of:
 - scientific phenomena, facts, laws, definitions, concepts and theories;
 - scientific vocabulary, terminology and conventions (including symbols, quantities and units);
 - scientific instruments and apparatus, including techniques of operation and aspects of safety; and
 - scientific and technological applications with their social, economic and environmental implications.

Syllabus content defines the factual material that candidates may be required to recall and explain. Students will also be asked questions which require them to apply this material to unfamiliar contexts and to apply knowledge from one area of the syllabus to another. Questions testing this objective will often begin with one of the following words: *define, state, describe, explain (using your knowledge and understanding) or outline* (see the Glossary of Terms used in science papers).
- AO2: Handling information and Problem solving (30%)
Students should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:
 - locate, select, organise and present information from a variety of sources;
 - translate information from one form to another;
 - manipulate numerical and other data;
 - use information to identify patterns, report trends and form conclusions;
 - present reasoned explanations for phenomena, patterns and relationships;
 - make predictions based on relationships and patterns
 - solve problems, including some of a quantitative nature.

Questions testing these skills may be based on information that is unfamiliar to students, requiring them to apply the principles and concepts from the syllabus to a new situation, in a logical, deductive way. Questions will often begin with one of the following words: *predict, suggest, calculate* or *determine*.



- AO3: Experimental skills and investigations (20%)
Students should be able to:
 - demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate);
 - plan experiments and investigations;
 - make and record observations, measurements and estimates;
 - interpret and evaluate experimental observations and data; and
 - evaluate methods and suggest possible improvements.

Assessment Format

Candidates take three papers.

Core candidates: Those who have studied the Core subject content, or who are expected to achieve a grade D or below; eligible for grades C to G.

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

Forty items of the four-choice type. Externally assessed.

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

Short-answer and structured questions. Externally assessed.

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

Questions will be based on experimental skills. Externally assessed.

Extended candidates: Those who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above; eligible for grades A* to G.

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

Forty items of the four-choice type. Externally assessed.

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

Short-answer and structured questions. Externally assessed.

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

Questions will be based on experimental skills. Externally assessed.

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



Introduction

IGCSE Physics 0625 is designed as a two-year course for students who are interested in the learning of Physics. It develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Students develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

Aims

The syllabus aims to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students. In particular, it enables students to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study.

It also acts as a good foundation for pupils who intend to pursue the IB programme in their further studies.

Content Overview/Topics

No.	Topic	No.	Topic
1	Motion, forces and energy 1.1 Physical quantities and measurement techniques 1.2 Motion 1.3 Mass and weight 1.4 Density 1.5 Forces 1.6 Momentum 1.7 Energy, work and power 1.8 Pressure	4	Electricity and magnetism 4.1 Simple phenomena of magnetism 4.2 Electrical quantities 4.3 Electric circuits 4.4 Electrical safety 4.5 Electromagnetic effects
2	Thermal physics 2.1 Kinetic particle model of matter 2.2 Thermal properties and temperature 2.3 Transfer of thermal energy	5	Nuclear physics 5.1 The nuclear model of the atom 5.2 Radioactivity
3	Waves 3.1 General properties of waves 3.2 Light 3.3 Electromagnetic spectrum 3.4 Sound	6	Space physics 6.1 Earth and the Solar System 6.2 Stars and the Universe



Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.
- **Social skills**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1: Knowledge with understanding (50%)
Students should be able to demonstrate knowledge and understanding of:
 - scientific phenomena, facts, laws, definitions, concepts and theories;
 - scientific vocabulary, terminology and conventions (including symbols, quantities and units);
 - scientific instruments and apparatus, including techniques of operation and aspects of safety; and
 - scientific and technological applications with their social, economic and environmental implications.

Syllabus content defines the factual material that candidates may be required to recall and explain. Students will also be asked questions which require them to apply this material to unfamiliar contexts and to apply knowledge from one area of the syllabus to another. Questions testing this objective will often begin with one of the following words: *define, state, describe, explain (using your knowledge and understanding)* or *outline* (see the Glossary of Terms used in science papers).

- AO2: Handling information and Problem solving (30%)
Students should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:
 - locate, select, organise and present information from a variety of sources;
 - translate information from one form to another;
 - manipulate numerical and other data;
 - use information to identify patterns, report trends and form conclusions;
 - present reasoned explanations for phenomena, patterns and relationships;
 - make predictions based on relationships and patterns
 - solve problems, including some of a quantitative nature.

Questions testing these skills may be based on information that is unfamiliar to students, requiring them to apply the principles and concepts from the syllabus to a new situation, in a logical, deductive way. Questions will often begin with one of the following words: *predict, suggest, calculate* or *determine*.



- AO3: Experimental skills and investigations (20%)
Students should be able to:
 - demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate);
 - plan experiments and investigations;
 - make and record observations, measurements and estimates;
 - interpret and evaluate experimental observations and data; and
 - evaluate methods and suggest possible improvements.

Assessment Format

Candidates take three papers.

Core candidates: Those who have studied the Core subject content, or who are expected to achieve a grade D or below; eligible for grades C to G.

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

Forty items of the four-choice type. Externally assessed.

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

Short-answer and structured questions. Externally assessed.

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

Questions will be based on experimental skills. Externally assessed.

Extended candidates: Those who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above; eligible for grades A* to G.

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

Forty items of the four-choice type. Externally assessed.

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

Short-answer and structured questions. Externally assessed.

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

Questions will be based on experimental skills. Externally assessed.

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



Introduction

IGCSE Mathematics 0607 is designed as a two-year course. It supports students in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course provides a foundation of mathematical knowledge both for students studying mathematics at a higher level and those who will require mathematics to support skills in other subjects.

Aims

The syllabus aims to enable students to:

- develop a positive attitude towards mathematics in a way that encourages enjoyment, establishes confidence and promotes enquiry and further learning
- develop a feel for number and understand the significance of the results obtained
- apply their mathematical knowledge and skills to their own lives and the world around them
- use creativity and resilience to analyse and solve problems
- interpret a situation or problem, and use an investigative approach or mathematical model to explore it
- communicate mathematics clearly
- develop the ability to reason logically, make inferences and draw conclusions
- develop fluency so that they can appreciate the interdependence of, and connections between, different areas of mathematics
- appreciate how use of technology supports understanding and offers opportunities to explore mathematics
- acquire a foundation for further study in mathematics and other subjects.

Content Overview/Topics

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

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the Approaches To Learning and apply them to their learning as they work through the course material.

- **Thinking skills**
Recalling formula and recognition of patterns, Interpreting and classifying, problem solving and application, evaluation and generalisation.
- **Communication skills**
Mathematical communication using appropriate notation and terminology, presentation using table, graphs, etc. as required, discussion of concepts in pairs / groups and application of mathematics to solve real-life problems using relevant explanation and technology.
- **Social skills**
Peer teaching and collaborative learning.
- **Self-management skills**
Persistence with problem solving, organisation and time-management.
- **Research skills**
Formulating conjectures, developing novel methods to find solutions to familiar/unfamiliar problems and making connections with different areas of mathematics.

Adapted from IBO ATL



Resources

Textbook

Cambridge IGCSE™ International Mathematics Coursebook by Jasmine et. Al.
Publisher: Cambridge University Press

Others

The use of a graphic display calculator is required. [Calculator model: TI-Nspire CX II non-CAS]

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1	Knowledge and understanding of mathematical techniques
	<p>Students should be able to:</p> <ul style="list-style-type: none">• recall and apply mathematical knowledge and techniques• carry out routine procedures in mathematical and everyday situations• understand and use mathematical notation and terminology• perform calculations with and without a calculator• organise, process, present and understand information in written form, tables, graphs and diagrams, including with a graphic display calculator• estimate, approximate and work to degrees of accuracy appropriate to the context and convert between equivalent numerical forms• understand and use measurement systems in everyday use• measure and draw using geometrical instruments to an appropriate degree of accuracy• recognise and use spatial relationships in two and three dimensions.
AO2	Analyse, interpret and communicate mathematically
	<p>Students should be able to:</p> <ul style="list-style-type: none">• analyse a problem and identify a suitable strategy to solve it, including using a combination of processes where appropriate• make connections between different areas of mathematics• recognise patterns in a variety of situations and make and justify generalisations• make logical inferences and draw conclusions from mathematical data or results• communicate methods and results in a clear and logical form• interpret information in different forms and change from one form of representation to another• use mathematical models to describe a real-life situation and draw conclusions• test conjectures and mathematical models for validity• use methods of investigation to analyse, generalise and solve problems• use a graphic display calculator to interpret properties of functions and to solve problems.

Assessment Format

Candidates take three papers.

Paper 2: (Extended) (75 marks) (40%) (1 h 30mins)

Structured and unstructured questions. Use of calculator is not allowed. Externally assessed.

Paper 4: (Extended) (75 marks) (40%) (1h 30mins)

Structured and unstructured questions. A graphic display calculator is required. Externally assessed.

Paper 6: (Extended) (50 marks) (20%) (1h 30mins)

One investigative task and one modelling task based on the Extended curriculum. A graphic display calculator is required. Externally assessed.



Introduction

IGCSE Additional Mathematics 0606 is designed as a two-year course to enrich learners' understanding of connections within mathematics, refining their reasoning and analytical skills. This course reinforces learners' competency, confidence, and fluency in their use of techniques with and without a calculator, strengthening mathematical understanding and communication skills. It requires a fluent and confident ability to solve problems in abstract mathematics. It is designed to stretch the more able candidates and provides a smooth transition to mathematical courses in high school.

Aims

The syllabus aims to enable students to:

- engage in mathematics in a way that builds on their existing mathematical knowledge and enhances their enjoyment of the subject
- develop their instinct for mathematical enquiry and use it flexibly to suit the requirements of a situation
- reinforce and extend mathematical skills and apply them to complex problems
- use creativity and resilience to analyse and solve problems
- reinforce their competency, confidence, and fluency in their use of techniques with and without a calculator, strengthening mathematical understanding and communication skills
- justify their reasoning using structured arguments
- extend their ability to reason logically, make inferences and draw conclusions
- enrich their understanding of interdependence of, and connections between, different areas of mathematics
- acquire a solid foundation for advanced study of mathematics or highly numerate subjects.

Content Overview/Topics

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

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
Recalling formula and recognition of patterns, Interpreting and classifying, problem solving and application, evaluation and generalisation.
- **Communication skills**
Mathematical communication using appropriate notation and terminology, presentation using table, graphs, etc. as required, discussion of concepts in pairs / groups and application of mathematics to solve real-life problems using relevant explanation and technology.
- **Social skills**
Peer teaching and collaborative learning.



- **Self-management skills**
Persistence with problem solving, organisation and time-management.
- **Research skills**
Formulating conjectures, developing novel methods to find solutions to familiar/unfamiliar problems and making connections with different areas of mathematics.

Adapted from IBO ATL

Resources

Textbook

Cambridge IGCSE™ and O Level Additional Mathematics coursebook (0606) (3rd edition) by Sue Pemberton.

Publisher: Cambridge University Press.

Others

The use of a scientific calculator is required. [Calculator model: **CASIO FX991ES PLUS** (2nd edition)]

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more details, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1	Knowledge and understanding of mathematical techniques
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • recall and apply mathematical knowledge and techniques • carry out routine procedures in mathematical and abstract situations • understand and use mathematical notation and terminology • perform calculations with and without a calculator • organise, process, present and understand information in written form, tables, graphs and diagrams • work to degrees of accuracy appropriate to the context • recognise and use spatial relationships in two and three dimensions.
AO2	Analyse, interpret and communicate mathematically
	<p>Students should be able to:</p> <ul style="list-style-type: none"> • analyse a problem and identify a suitable strategy to solve it, including using a combination of processes where appropriate • make connections between different areas of mathematics • recognise patterns in a variety of situations and make and justify generalisations • make logical inferences and draw conclusions from mathematical data or results • communicate methods and results in a clear and logical form • interpret information in different forms and change from one form of representation to another



Assessment Format

Candidates take two papers.

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

Candidates answer all questions. Structured and unstructured questions. Use of a calculator is **not** allowed. Externally assessed.

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

Candidates answer all questions. Structured and unstructured questions. A scientific calculator is required. Externally assessed.



IGCSE ART AND DESIGN 0400

Introduction

IGCSE Art and Design 0400 is a rigorous two-year course designed to prepare students for further studies in a broad range of arts-related subjects. The course provides opportunities for learners to develop a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art. It also encourages personal and independent perspective of the learner in their engagement with the arts.

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/ Areas of study

No.	Topic
1	Painting and related media
2	Photography
3	Other areas of study such as Graphic Communication & three-dimensional design (depending on students' needs)

Approaches To Learning

This course is designed around inquiry-based units. Students are expected to become familiar with the Approaches To Learning and apply them to their learning as they work through the course material.

- **Thinking skills**
Making works of art and design encourages the development of creative and critical thinking skills, as well as skills of reflection. Students must explore a broad range of ideas and are required to constantly reflect on what they do, in order to improve.
- **Communication skills**
Art and design is a visual language. Students learn to communicate ideas visually, while also communicating effectively with peers regarding research and works in progress.
- **Social skills**
Art and design is made in a community of students, where learning is collaborative.
- **Self-management skills**
Students undertake personalised projects developing skills in problem solving, learning how to self-manage their individual assignments; managing time effectively to meet project deadlines.



- **Research skills**

Students learn how to find relevant sources through adopting effective online search and filtering methods, evaluating sources, and then researching further. They also learn to research an artist or a specific art work, and the cultural context in which these works were made.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1: Record

Record ideas, observations and insights relevant to intentions as work progresses

AO2: Explore

Explore and select appropriate resources, media, materials, techniques and processes

AO3: Develop

Develop ideas through investigation, demonstrating critical understanding

AO4: Present

Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Assessment Format

Candidates take two components.

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

Candidates can choose to work in any of the areas of study and should explore a theme, producing a **portfolio** of work (max 4 sheets of A2 both sides) that leads to a resolved **final outcome**. Internally set, externally assessed.

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

Candidates can choose to work in any of the areas of study and should explore one starting point set by Cambridge International. Candidates produce their supporting studies during the preparation period, after receipt of the paper before the supervised test (8 hours).

Candidates may, but do not have to, explore the same area of study for Component 1. The work produced for this component must relate to the questions on the question paper. Candidates should avoid choosing a question from the question paper that is the same/ similar to the theme they have already covered in Component 1: Coursework, in order to avoid overlap.

The supporting studies must be taken into the supervised test in order to inform the final outcome. They should show how the candidates have worked through artistic processes towards the assessment objectives. The final outcome should show the results of this process. Externally assessed.

From Cambridge IGCSE Art & Design 0400 syllabus for 2025



Introduction

IGCSE Music 0410 is a rigorous two-year course designed to prepare music students for further studies in Music. In particular, the curriculum covers advanced musical concepts, techniques and skills essential to pursue the IB Diploma music at the Higher and Standard Level or other relevant subjects.

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 3 Theory ABRSM**, or standard equivalent certifications. Students who are interested, but without the stated criteria, are required to sit for an entrance test/audition, theory test and/or attend an interview to assess their eligibility, which will be held before the commencement of the course.

Students must be currently taking [individual and/or group] Music theory lessons and continue taking external Music 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.

Adapted from IGCSE Syllabus Content Overview

Approaches To Learning

This course is designed around inquiry-based units. Students are expected to become familiar with the basic music theory & structure of up to and not limited to Grade 4 Music, Music score analysis, Western Music History periods and genres, and the World Music cultures; as well as the Approaches To Learning and apply them to their learning as they journey through the course material.

● Thinking skills

Students to think/inquire and explore how they can apply skill to practical/written work. They are encouraged to be reflective as learners, developing their ability to learn. They are required to consider ways in which ideas and feelings can be communicated to an audience. To discover the performance possibilities of plays and other dramatic stimuli.



- **Communication skills**
Students work alone/ pairs/ groups to practise and improve communicative skills. Through assessment of their competence of the skills in question, students apply peer and self-evaluation both verbally and written.
- **Social skills**
Peer teaching and collaborative learning, promoting aesthetic and emotional development.
- **Self-management skills**
Persistence with good use of time-management.
- **Research skills**
Accurate gathering of information on music topics, formulating conjectures and making connections with different areas of Western Music and the World music cultures.

Adapted from IBO ATL

Resources

Textbook

Music: An Appreciation (12th edition) by Roger Kamien. Publisher: McGraw-Hill.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- 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 20th 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 **2024–2025: Chinese Music**

Section D: Set Works

- Works for **2024–2025: Beethoven, *Symphony No.5 in C minor* (Movement 3 and 4)**

Component 2: Performing (50 marks) (30%)

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

Component 3: Composing (100 marks scaled to 50 marks) (30%)

Two contrasting compositions. Internally marked/externally moderated.



Introduction

IGCSE Drama 0411 provides opportunities for students to develop practical skills in performance, both as an individual and within a group. Students will understand the artistic choices made by actors, directors and designers in presenting performances for an audience. They will also learn about theatrical styles and genres. Students will explore how to develop their own ideas in creating original drama.

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 on:

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

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

Approaches To Learning

This course is designed around a process of enquiry in which the students are expected to demonstrate their knowledge of and understanding of the process moving from script to performance and can justify their artistic choices of actor, director or designer. They will demonstrate their ability to devise and evaluate their own original pieces of drama and demonstrate their performance skills and their ability to communicate effectively with an audience.

- **Thinking skills**

Students to think/inquire and explore how they can apply skill to practical/written work. They are encouraged to be reflective as learners, developing their ability to learn. They are required to consider ways in which ideas and feelings can be communicated to an audience. To discover the performance possibilities of plays and other dramatic stimuli.

- **Communication skills**

Students work alone/ pairs/ groups to practise and improve communicative skills. Through assessment of their competence of the skills in question, students apply peer and self-evaluation both verbally and written.



- **Social skills**

Students will negotiate ideas and present them. They will develop confidence in working with information and ideas – their own and those of others. They are encouraged to be innovative and equipped for new and future challenges. They need to engage intellectually and socially, ready to make a difference by developing their performance skills, both individually and in groups.

- **Self-management skills**

Students will self-manage rehearsal schedules; meeting deadlines and completing tasks. They are encouraged to use self-assessment, setting goals and targets. Students need to be responsible for themselves, responsive to and respectful of others.

- **Research skills**

Students will research cultural and historical context of the play – style, genre. They research cultural context of the director/design concepts/costume/ hair/ set design – apply knowledge and understanding to given tasks – (e.g. design costumes for characters – annotated: design set –picture and annotated – explore/experiment and rehearse performance skills. To engage in wider reading and research in preparation for future learning.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- 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 answer both questions 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

Introduction

IGCSE Physical Education 0413 is a two-year course where students develop a range of skills, knowledge and understanding of Physical Education and enjoyment of physical activity; all of which provide an excellent foundation for advanced study in Sport and Exercise Science and associated subjects.

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

Approaches To Learning

This course is designed around inquiry based learning. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning.

Thinking skills

- Students will be challenged to think deeply and exercise initiative and curiosity to approach problems and make reasoned decisions; to develop both their own physical performance and their theoretical knowledge and understanding of the factors that underpin performance.
- Students will advance their ability to reflect on and critically analyse and evaluate performance of both themselves and others, as well as theories, concepts and arguments related to performance and participation in physical activity. They will be required to make connections between theoretical factors that underpin performance and between these and their own physical performance and health.

Communication skills

- Students will develop their ability to communicate in both oral and written form when working in groups and teams during practical and theoretical learning.
- The ability to present information in a variety of written and spoken styles and speak clearly and concisely through a range of production, presentation and leadership tasks will be developed by students.



Social skills

- Students in IGCSE PE is an active and social process, where collaboration is a crucial way of constructing and improving understanding.
- In both practical and theoretical learning, students will improve their ability to communicate with others, actively engage in discussion and exchange of ideas, as well as demonstrate leadership by working in groups and teams. In doing so they will be aided to form and maintain good interpersonal relationships.

Self-management skills

- Students will be enabled to manage their own learning and improve organisation by being encouraged to manage time and tasks effectively.
- Students will be encouraged to be autonomous and apply self-motivation and dedicated personal time in the pursuit of optimum physical performance in practical activities.
- Through feedback and opportunities to improve, students will develop their resilience, perseverance and ability to both learn from mistakes and deal with setbacks and difficulties.

Research skills

- In order aid their learning inquiries of theoretical concepts, students will develop their ability to select and use appropriate and relevant sources and information as well as evaluate information gained, to aid their learning inquiries of theoretical concepts.

Adapted from IBO ATL

Resources

Textbook

Cambridge IGCSE Physical Education Student Book by Leon Fraser, with Gareth Norman and Matthew Brown. Publisher: Collins.

Others

IGCSE PE T-Shirt is required.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

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

As 50% of the assessment in IGCSE PE is based on a student's performance in a competitive sporting environment, it is strongly recommended that students are regular participants in at least 2 competitive sport CCAs (from the table above).

Updated 17 August 2023



