

Yew Chung International School of Shanghai

Subject Selection

International General Certificate of Secondary Education
(IGCSE)

☞ For Years 10 and 11 ☞
☞ For study in 2009-2011 ☞

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YCIS Key Stage 4 Secondary School Programme

Introduction

All programmes for students in Key Stage 4 (Years 10 and 11) follow the syllabuses offered by the University of Cambridge International Examinations (CIE). CIE has offered International General Certificate of Secondary Education (IGCSE) subjects as an integral part of its international programme for many years. The qualifications are created ‘with an international audience in mind, making them interesting, valuable and relevant for students around the world.’ (See their website: www.cie.org.uk or the students’ website: www.cambridgestudents.org.uk)

The IGCSE examinations from CIE are firmly established and well-known worldwide. They are the precursor subjects to university entrance programmes. They have wide recognition in such countries as the UK, USA, Canada, Australia and New Zealand. Many universities also indicate that they require satisfactory completion of IGCSE subjects. Usually they require at least five subjects successfully completed at Grade ‘C’ level or above.

IGCSE ‘is internationally recognised as being at least equivalent to the GCSE in the United Kingdom.’ Many universities in the United Kingdom require IGCSE English and Mathematics to have been passed at a ‘C’ Grade level or above for entry into their courses. Two hundred and fifty independent schools, including Eton, Harrow, Winchester and St Paul's, offer IGCSE in subjects such as maths, English and science. The schools state that IGCSE is “more demanding” than GCSE and that offering it demonstrates a “commitment to rigour”.

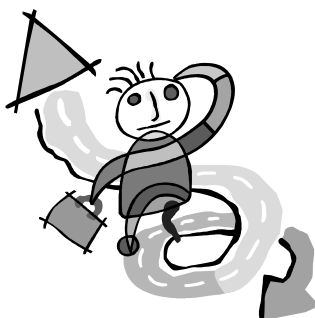
Students and parents need to check the specific requirements for the universities to which they intend applying.

The International Baccalaureate Diploma Programme (IB Dip) is offered in Years 12 and 13. The YCIS-S IB Coordinator can provide students and parents with detailed information of the IB Diploma courses offered in Year 12 which will allow informed decision making when selecting courses in Year 10. The syllabuses provide great flexibility for students as they can design their educational programmes to meet their educational needs and goals.

We require all pupils entered into IGCSE Examinations to complete their course of study. This includes the completion of the examination. In some circumstances however the School reserves the right to exempt a pupil from the examination if the pupil’s performance has not been at an appropriate level.

Some subjects are very popular. Pupils might find that their first choice of electives is no longer available and that they will need to make an alternative choice.

All subjects and courses are offered subject to timetabling and staffing constraints.



YCIS Key Stage 4 Secondary School Programme

The Structure of the IGCSE Programme

The content of each of the IGCSE subjects is covered over two years. Students need to have completed the first year of an IGCSE subject or its equivalent at a satisfactory level, before they can continue with the second year of IGCSE in that subject.

Designing your course

Students will not be able to request a change in subject once the course has begun, so it is very important to think carefully, discuss the options with many people and choose with a view to committing yourself to your choices.

Students in Year 10 normally study seven subjects, four of which are compulsory. However, students must fulfil the prerequisites for any subject they choose.

Students must have:

- completed Year 9 or the equivalent;
- a sufficiently high level of English ability as indicated by:
 - Year 9 English assessments;
 - the English entrance test at our School, OR
 - the IELTS (check with your local British Council) in your country (Level 4 or higher).

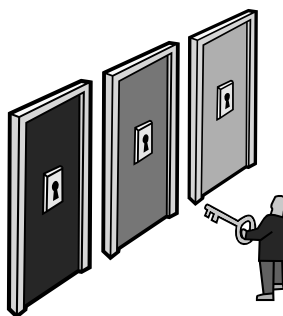
Eligibility for the First Language English, English Literature, Additional Mathematics and the Combined Science programmes will be determined by the relevant department. This is so that students have the opportunity to obtain the highest grades they can.

Subjects are taught through the medium of English (with the exception of Chinese), and at the end of the two-year programme, students will sit for externally assessed and internationally recognised examinations accredited and set by the University of Cambridge International Examinations (CIE).

Students selecting these courses will be required to sit for the examinations in their selected subjects at the end of their Year 11 year.

All courses and subjects are offered subject to timetabling considerations and student numbers.

Students should complete their subject selection forms and return them to their tutors or the IGCSE Coordinator (Room A200) by 5pm on Wednesday, March 11, 2009. Subject selections on forms returned after this date have less chance of being approved.



Overview of IGCSE Subjects

Compulsory Subjects

Students study four compulsory subjects: Periods per week

- English: First Language English **or** English as a Second Language 5
- Chinese: First Language Chinese **or** Foreign Language Chinese (Mandarin)..... 5
- Mathematics 5
- Science: Coordinated Sciences **or**
 Combined Science (4 periods) + English as an Additional Language (3 periods) 7

In English, students will be placed in First Language English or in English as a Second Language, according to their English language experience and ability. The First Language English option includes an English Literature examination and therefore counts as two IGCSE subjects. Students taking English as a Second Language may be selected to study English Literature.

Students may be invited to take Additional Mathematics.

Optional Subjects

Optional subjects, taken four periods a week, are chosen from three groups. Students must choose one subject from each group:

Group 1	Group 2	Group 3
Art and Design	Art and Design	Drama
Business Studies	Economics	Business Studies
Design and Technology	History	Information and Com. Technology
Geography	Geography	History
Music	Music	Physical Education

We advise students to choose at least one subject from the IB Individuals & Societies group (Geography, History, Business Studies or Economics). If no IB Individuals & Societies subject is chosen, choices at IB level (Years 12 and 13) will be limited and students may not be best prepared for the IB Diploma.

In addition, all students study one period a week of Personal & Social Education. The total number of periods per week is thirty-five.

Factors to Consider in Selecting Optional Subjects

The **ICE Award** gives students recognition of a broad education. If possible, you should try to select subjects that will give you eligibility for ICE. See pages 29 and 30 for more details.

In making decisions about selection of subjects, parents and students should take the following into account.

The main factors are:

- interest in the subject;
- enjoyment of the subject;
- willingness to apply oneself to the study of the subject;
- ability in the subject.

Students should ask teachers and parents for information and advice about subjects. They should not choose a subject because a friend does. They need to think of their own goals, interests, and abilities. **Students will *not* be able to request a change of subject once the course has begun.**

Section A: Compulsory Subjects

All students must take all four of these subjects.

English

Chinese

Mathematics

Science

English

Subject Title and Code: First Language English and Literature 0500 and 0486	Periods Per Week: 5
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<p>Subject Content</p> <ul style="list-style-type: none"> • Reading Passages: Students will develop skills in understanding, presenting, evaluating and analysing information, opinions and experience, and in communicating perceptions accurately, appropriately and effectively. • Directed Writing and Composition: Students will learn to accurately and effectively present and order facts, ideas, and opinions, and articulate experiences. • Usage: Students will learn to use grammatical structures accurately, including paragraphing, sentence structure, punctuation and spelling. They will use formal and/or informal language and other features of register appropriate to their audience. • Oral and Aural Communication: Students will develop skills in expressing information, opinions, ideas and perceptions accurately orally, and in evaluating others' use of language. Students will learn to recognize implicit and explicit meaning and to respond effectively.

<p>Assessment</p> <p>Student achievement and progress will be assessed in a variety of ways during the programme, including debates and other oral presentations, essays, written commentaries and so on. The entire course will be assessed externally at the end of Year 11, through a series of examination papers. Exactly which papers each student will write depends on individual progress. Students may sit for Core or Extension papers for the language component and will receive ongoing advice about their options in this regard.</p> <p>The final examination at the end of Year 11 for the literature component will be in the form of a two and a quarter hour paper. In this paper students will be required to answer either passage-based, essay or empathic questions on the poetry, prose and drama texts studied during the course. Students will also complete an external paper on an unseen literature text. In this paper there will be a choice of either a poem or a prose text. These types of questions will be extensively practiced throughout the programme.</p>

<p>Resources and Texts (2010 examinations)</p> <p>Students' main texts will be <i>Hodder English 4</i> (ed. S. Hackman) and <i>English as a First Language for IGCSE</i> (by Lucantoni), which they will use to explore language in a variety of genres. These texts will be supplemented by a range of other texts, such as novels, plays and poems, which will be chosen according to the needs and interests of the students and the prescribed texts, set by the University of Cambridge Local Examinations Syndicate. A thematic approach may be adopted to allow students to explore genres around a central topic.</p> <p>Possible DRAMA texts:</p> <p>Shakespeare..... <i>Much Ado about Nothing</i> Arthur Miller..... <i>The Crucible</i> R. C. Sheriff..... <i>Journey's End</i> (continued)</p>

Resources and Texts *(continued)*

Possible PROSE texts:

University of Cambridge.....*Stories of Ourselves: Anthology of Short Stories*
Jane Austen *Pride and Prejudice*
Anita Desai.....*Games at Twilight, and Other Stories*

Possible POETRY:

University of Cambridge..... *Songs of Ourselves: Anthology of Poetry*
John Keats.....*Various Poems*

Additional Comments

The IGCSE English First Language and Literature programme provides the opportunity for students to develop a broad range of language skills through Years 10 and 11. Students will analyze and evaluate texts in a wide range of genres, including literary works of prose, poetry and drama. They will develop their understanding of effective and accurate language usage and be perceptive of audience, intention, point of view and opinion. In addition to appreciating the skills of others in articulating their ideas effectively, students will develop their own skills in expressing their ideas and communicating their experience correctly and with precision. This will require the expanding of their range of vocabulary and increasing their skills in structuring their written work accurately.

Furthermore, students will explore a range of literary texts, identifying the skills and methods the writers use to construct meaning. These texts will be analyzed and interpreted according to a range of criteria, and students will express their insights and opinions in accurate and effective writing and speech. Students will explore themes, discuss the social and other implications of the works studied and be able to compare the different criteria of various genres investigated. Students will analyze plot and characterization and be able to explain how writers achieve their effects. The texts studied will include novels, short stories, poetry and drama.

The programme is designed for students who wish to be considered for the IB English A1 Programme, which is an intensive literature-based course of study. Many schools and universities require successful achievement in First Language English as a prerequisite for studying English, and sometimes other subjects, at more advanced levels. It is important students realize the significance of these requirements and set their goals accordingly from the **start** of their IGCSE studies. The achievement of high grades will require consistent and determined effort from the start of students' IGCSE programmes.



English

Subject Title and Code: English as a Second Language 0510	Periods Per Week: 5
Subject Content Students will study a range of text types, including newspaper reports, travel brochures, information pamphlets and magazine articles. They will develop skills in comprehension, sentence construction and extended writing. Extensive practice in the four skill areas of reading, writing, speaking and listening will form the basis of the students' studies.	
Assessment Student achievement and progress will be assessed in a variety of ways during the course. The final exam at the end of Year 11 will be in the form of several examination papers. Students will be able to enter for Core or Extension assessment. Teachers will discuss students' options and progress with them on an ongoing basis.	
Resources and Texts The main text will be <i>English as a Second Language for IGCSE</i> by Lucantoni. A variety of supplementary texts will be used to expand students' exposure to English language usage in many situations.	
Additional Comments The IGCSE English Second Language programme aims to enable students to develop the ability to use English to communicate effectively in a variety of situations. The subject matter will reflect an international perspective. Topics selected will support the interests and needs of the candidates in using English as a Second Language, such as education, the world of work, current affairs and travel. However, students will be expected to read widely. Furthermore, students will be expected to participate in a variety of oral activities and to contribute to classroom activities. Students will develop an awareness of the structure of language and extend skills required for further study or employment using English as the medium. The programme is designed for students of English as a Second Language who wish to be considered for the IB English B Programme and will give students the opportunity to use English in education and employment in the international sphere in the future. Therefore, many of the topics and texts used will reflect this perspective.	



Subject Title and Code: English as a Second Language and Literature 0510 and 0486	Periods Per Week: 5
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Subject Content

Students will study a range of text types, including newspaper reports, travel brochures, information pamphlets and magazine articles. They will develop skills in comprehension, sentence construction and extended writing. Extensive practice in the four skill areas of reading, writing, speaking and listening will form the basis of the students' studies.

- **Reading Passages:**
Students will develop skills in understanding, presenting, evaluating and analysing information, opinions and experience, and in communicating perceptions accurately, appropriately and effectively.
- **Directed Writing and Composition:**
Students will learn to accurately and effectively present and order facts, ideas, and opinions, and articulate experiences.
- **Usage:**
Students will learn to use grammatical structures accurately, including paragraphing, sentence structure, punctuation and spelling. They will use formal and/or informal language and other features of register appropriate to their audience.
- **Oral and Aural Communication:**
Students will develop skills in expressing information, opinions, ideas and perceptions accurately orally, and in evaluating others' use of language. Students will learn to recognize implicit and explicit meaning and to respond effectively.

Resources and Texts (2010 examinations)

Students' main texts will be *Hodder English 4* (ed. S. Hackman) and *English as a First Language for IGCSE* (by Lucantoni), which they will use to explore language in a variety of genres. These texts will be supplemented by a range of other texts, such as novels, plays and poems, which will be chosen according to the needs and interests of the students and the prescribed texts, set by the University of Cambridge Local Examinations Syndicate. A thematic approach may be adopted to allow students to explore genres around a central topic.

Possible DRAMA texts:

Shakespeare..... *Much Ado about Nothing*
 Arthur Miller *The Crucible*
 R. C. Sheriff *Journey's End*

(continued)



Shakespeare

English

English as a Second Language and Literature (*continued*):

Resources and Texts

Possible PROSE texts:

University of Cambridge.....*Stories of Ourselves: Anthology of Short Stories*

Jane Austen..... *Pride and Prejudice*

Anita Desai.....*Games at Twilight, and Other Stories*

Possible POETRY:

University of Cambridge..... *Songs of Ourselves: Anthology of Poetry*

John Keats.....*Various Poems*

Additional Comments

The IGCSE English Second Language and Literature programme aims to enable students to develop the ability to use English to communicate effectively in a variety of situations. The subject matter will reflect an international perspective. Topics selected will support the interests and needs of the candidates in using English as a Second Language, such as education, the world of work, current affairs and travel. However, students will be expected to read widely. Furthermore, students will be expected to participate in a variety of oral activities and to contribute to classroom activities. Students will develop an awareness of the structure of language and extend skills required for further study or employment using English as the medium.

Furthermore, students will explore a range of literary texts, identifying the skills and methods the writers use to construct meaning. These texts will be analyzed and interpreted according to a range of criteria, and students will express their insights and opinions in accurate and effective writing and speech. Students will explore themes, discuss the social and other implications of the works studied and be able to compare the different criteria of various genres investigated. Students will analyze plot and characterization and be able to explain how writers achieve their effects. The texts studied will include novels, short stories, poetry and drama.

The programme is designed for students who wish to be considered for the IB English A2 Programme, which is a combined intensive literature-based and language course of study. Many schools and universities require successful achievement in English as a prerequisite for many programmes at advanced levels. It is important students realize the significance of these requirements and set their goals accordingly from the **start** of their IGCSE studies. The achievement of high grades will require consistent and determined effort from the start of students' IGCSE programmes.



Subject Title and Code: First Language Chinese 0509		Periods Per Week: 5
Subject Content		
grammatical structures modern prose classical prose		modern argumentative classical argumentative poetry
Skills:		
Reading and Directed Writing: Students should be able to		
<ol style="list-style-type: none"> 1. understand and convey information; 2. understand, order and present facts, ideas and opinions; 3. evaluate information and select what is relevant to specific purposes; 4. articulate experience and express what is felt and what is imagined; 5. recognise implicit meaning and attitudes; 6. communicate effectively and appropriately. 		
Continuous Writing: Students should be able to:		
<ol style="list-style-type: none"> 7. articulate experience and express what is felt and what is imagined; 8. order and present facts, ideas and opinions; 9. organise arguments to prove the standpoint in their writing no less than 550 Chinese characters with effectiveness and appropriateness. 		
Usage: Students should be able to:		
<ol style="list-style-type: none"> 10. exercise control of appropriate grammatical structures; 11. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation; 12. understand and employ a range of apt vocabulary; 13. show a sense of audience and an awareness of register and style in both formal and informal situations. 		
Assessment	Paper	Weighting: Extended
	2 (Reading and Directed Writing)	60%
	3 (Continuous Writing)	40%
Resources and Texts		
<p>《中國語文》第九、十冊 (上海耀中中學自編教材)</p> <p><i>Love in Fallen City</i>, Zhang Ai Ling (《傾城之戀》張愛玲)</p> <p>《羅密歐與朱麗葉》莎士比亞</p> <p>《讀者人文讀本》彭長城 (主編) 甘肅人民出版社</p> <p>《巴金散文》巴金 浙江文藝</p> <p>《杏林子作品精選》杏林子 宣道</p> <p>《假如給我三天的光明》海倫.凱勒 華文出版社</p> <p>《外國散文百年精華》陶夏華 (主編) 人民文學</p> <p>《散文隨筆》龍應臺 (主編) 上海科學院</p> <p>《豐子愷散文》豐子愷 浙江文藝</p> <p>《夏友散文》郜元寶 上海科學院</p>		
Additional Comments		
<ul style="list-style-type: none"> Students in Y10 who have completed CFL-9 (Chinese as a First Language Level 9) course are all required to attend this course. All candidates take Paper 2 and Paper 3 and are eligible for the award of grade A* to G. The papers are as follows: Paper 2 (2.25 hours) Reading and Directed Writing and Paper 3 (1.25 hours) Continuous Writing 		

Chinese

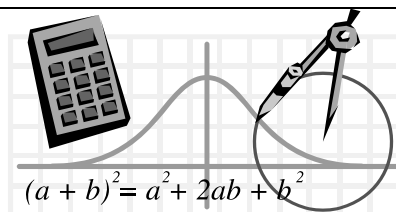
Subject Title and Code: Foreign Language Mandarin Chinese 0547		Periods Per Week: 5	
Subject Content			
Topics:			
<ul style="list-style-type: none"> • Everyday Activities • Personal and Social Life • The World Around Us • The World of Work • The International World 			
Skills:			
Listening and Speaking			
<ul style="list-style-type: none"> • to report, express opinions and respond to questions on a topic • to play a part in discussion • to adapt to the needs of the audience and situation 			
Reading			
<ul style="list-style-type: none"> • to show comprehensive of a wider range of texts • to demonstrate the ability to identify the important point or themes within an extended piece of writing • to draw conclusion from and see relations within an extended text 			
Writing			
<ul style="list-style-type: none"> • to express thoughts, feelings and opinions in order to interest, inform or convince • to demonstrate adequate control of vocabulary, syntax and grammar, punctuation • to be able to produce an article or a story with no less than 150 Chinese characters 			
Assessment	Paper	Weighting: Core	Weighting: Extended
	2 (Reading)	54%	35%
	3 (Internal Assessment)	46%	30%
	4 (Writing)	N/A	35%
Texts and Resources			
<ol style="list-style-type: none"> 1. <i>Liberate The Joy of Learning Chinese Book 3, Book 4 & Book 5</i> 2. <i>Chinese Made Easy Book 5, Yamin Ma & Xinying Li</i> 3. <i>A+ Chinese I & II, Carol Chen</i> 4. <i>New Practical Chinese Reader Text Book 1-4, Liu Xun</i> 5. <i>New Practical Chinese Reader Workbook 1-4, Liu Xun</i> 6. <i>Standard Chinese Course, Zhengcheng Huang</i> 7. <i>Advanced Spoken Chinese, Chen Ru</i> 8. <i>The Learned Chinese, Xiaoqi Li & Yanfeng Zhao</i> 9. <i>Zhongguotong Stage 3 & 4 Senior Secondary</i> 10. <i>A New Chinese Course Book, Zhengcheng Huang</i> 11. <i>40 Lessons for Basic Chinese Course, (Chen Suining & Shen Mengmeng)</i> 12. <i>An Extensive Reading Course of Intermediate Chinese, Xiaobing Zhou & Shi-yuan Zhang</i> 13. <i>HanYu For Intermediate Students, Peter Chang, Alyce Mackerras & Yu Hsiu-Ching</i> 			
Additional Comments			
<ul style="list-style-type: none"> 🚩 Students in Y10 who have completed at least CAL-2 (Chinese as an Additional Language Level 2) course are all required to attend this course. 🚩 Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Core and Extended curriculum and take all the relevant papers are eligible for the award of Grade A* to G. 			

Mathematics

Subject Title and Code: Mathematics without Coursework 0580	Periods Per Week: 5	
Subject Content		
Year	Semester 1	Semester 2
10	Number. Set Notation Squares, roots. Cubes Fractions, percentage % Ordering Standard Form Four Rules Estimation Directed numbers Limits of accuracy Ratio/Proportion Percentages	Measures Time Constructions Algebraic formula Algebra manipulation Indices Equations/Inequalities Geometric terms Trigonometry I Statistics Probability
11	Personal finance Graphs/practical Graphs of functions Functions (Ext) Locus Angle properties Trigonometry II (Ext) Vectors	Matrices (Ext) Transformations Exam Revision
Note: Topics marked with '(Ext)' are covered <i>only</i> in the Extension syllabus. Additionally, all year 11 topics are covered in more depth in the Extension syllabus.		
Assessment		
<p>Internal The students will be assessed regularly at the end of each topic, with a formal or objective examination. There will be on-going evaluation of their ability and application of the concepts being taught.</p> <p>External Candidates who have followed the Core curriculum will take: Paper 1 (1 hour): Short answer questions Paper 3 (2 hours): Structured questions Candidates who have followed the Extended curriculum will take: Paper 2 (1½ hour): Short answer questions Paper 4 (2½ hours): Structured questions</p>		
Resources and Texts		
Text: <i>IGCSE Mathematics 2nd Edition</i> , Ric Pimentel.		
Additional Comments		
In year 11, students will be selected to follow the Core or Extended syllabus according to their progress in Year 10. Satisfactory progress in Year 10 is necessary to do the Extension syllabus in Year 11.		

Mathematics

Subject Title and Code: Additional Mathematics 0606 (admission with approval)		Periods Per Week: 5
Subject Content		
Year 1	Semester 1	Semester 2
	Sets, Venn diagrams, logic Surd Indices Functions 1 st , 2 nd , third degree graphs Simultaneous equations Factors of polynomials	Logarithmic and exponential Functions Circular measure Triangle trigonometry Circle trigonometry
Year 2	Semester 3	Semester 4
	Permutations and combinations Binomial expansions Inverse and Direct Proportion Calculus, differentiation and integration Rates of change, distance-rate-time graphs Matrices	Vectors
Assessment		
Internal		
The students will be assessed regularly – end of topic – with a formal/ objective examination. There will be on-going evaluation of their ability and application of the concepts being taught.		
External		
Paper 1 (2 hours): Short answer questions Weighting of 50%. Paper 2 (2 hours): Structured questions Weighting of 50%.		
Resources and Texts		
Text Additional Mathematics, Pearson Education South Asia Pte Ltd (2006) Various resources are used for this course, including Heinnean <i>Pure Mathematics 1 and 2</i> , New Additional Mathematics, Panpac Education Pte Ltd (2006).		
Additional Comments		
This is a two year course. Students that enter this course will have already completed the IGCSE Core and Extended syllabus in Year 9 through teacher recommendation previously. Only those students enrolled in Year 9 for Advanced Year 9 Mathematics will be considered for the course.		
The course is intended for the high ability candidates who have achieved or are likely to achieve grade A* or A in the IGCSE Extended syllabus.		



Subject Title and Code: Coordinated Sciences 0654	Periods Per Week: 7
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Subject Content

Biology

Classification, Cellular organisation, Support and movement, Photosynthesis, Gaseous exchange in animals, Transport systems, Respiration, Diet and health, Digestion, Responding to the environment, Homeostasis, Reproduction, Inheritance, Evolution, Cycles

Chemistry

The elements, Classifying the elements, Petrochemicals, Chemicals from plants, Materials and structures, Oxidation and reduction, Ions and electrolytes, Solvents and solutions, Acids and alkalis, Soil, Rocks, Rates of reaction, Fertilisers, Dyes and drugs, Colloids, Fuels, Batteries, Metals and alloys, The periodic table

Physics

The strength of solids, Particles in motion, Motion, Force, Energy transfer, Heat, Electricity, Light and sound, Waves, Kinetic energy and momentum, Gravity, Magnetism and electricity, Communications, Electrons, Radioactivity, Energy resources and distribution, Electronics.

Assessment

Paper	Weighting	Content
1	30%	Multiple Choice
2 or 3	50%	Short answer
6	20%	Experimental Questions

Resources and Texts

The textbooks used are *Balanced Science 1* and *Balanced Science 2*. Various other books are used to support the teaching of the syllabus.

Additional Comments

This course is a ‘double award’ subject, which means that if students are successful with the external examinations, they will receive an award equivalent to two subjects. The course leads onto the International Baccalaureate (IB) Standard and Higher Level courses in Biology, Chemistry, Physics and Design Technology and the Standard level courses offered in Environmental Systems in Years 12 and 13.

The approach taken is integrated between the three sciences. Concepts in one science are connected to concepts and situations in the other two sciences. There is an emphasis on practical work and safety in the laboratory. Students are taught how to problem solve using logical thinking based in scientific principles.

Many schools and universities require achievement in Science as a prerequisite for studying at more advanced levels. Often an A or B grade pass is stipulated; sometimes a C grade will be accepted. It is important students realize the significance of these requirements and set their goals accordingly from the **start** of their IGCSE studies. The achievement of high grades will require consistent and determined effort throughout the two year course.

Science

Subject Title and Code: Combined Science 0653 (admission with approval)	Periods Per Week: 4												
Subject Content Biology Cells, Energy in Living Organisms, Transport and Co-ordination, Organisms in their environment, Reproduction and Genetics. Chemistry Atomic Structure and Bonding, Periodic Table, Formulae, Equations, Metals and Non- Metals, Acids, Bases and Salts, Chemical Reactions, Fuels and Polymers. Physics Measurement and Motion, Energy, Electricity, Heat, Waves, Radioactivity													
Assessment Students will be assessed regularly through end of unit tests, assignments and experiments. At the end of the course the students are assessed as follows: <table border="1" data-bbox="365 875 1190 1016"><thead><tr><th>Paper</th><th>Weighting</th><th>Content</th></tr></thead><tbody><tr><td>1</td><td>30%</td><td>Multiple Choice</td></tr><tr><td>2 or 3</td><td>50%</td><td>Short answer</td></tr><tr><td>6</td><td>20%</td><td>Experimental Questions</td></tr></tbody></table>		Paper	Weighting	Content	1	30%	Multiple Choice	2 or 3	50%	Short answer	6	20%	Experimental Questions
Paper	Weighting	Content											
1	30%	Multiple Choice											
2 or 3	50%	Short answer											
6	20%	Experimental Questions											
Resources and Texts The textbooks used are <i>Balanced Science 1</i> and <i>Balanced Science 2</i> . Various other books are used to support the teaching of the syllabus.													
Additional Comments <p>This course leads onto the International Baccalaureate (IB) Standard Level courses in Biology, Chemistry, Physics, Environmental Systems and Design Technology offered in Years 12 and 13. Entry into Higher Level courses is at the discretion of the Subject Area Leader in Science/Design Technology.</p> <p>The approach taken is integrated between the three sciences. Concepts in one science are connected to concepts and situations in the other two sciences. There is an emphasis on practical work and safety in the laboratory. Students are taught how to problem solve using logical thinking based in scientific principles.</p> <p>Many schools and universities require achievement in Science as a prerequisite for studying at more advanced levels. Often an A or B grade pass is stipulated; sometimes a C grade will be accepted. It is important students realize the significance of these requirements and set their goals accordingly from the start of their IGCSE studies. The achievement of high grades will require consistent and determined effort throughout the two year course.</p>													



Section B: Optional Subjects

Students should choose three subjects from this Section. Please refer to the chart on page 5 to see which combination of options is possible.

Art and Design

Business Studies

Design and Technology

Drama

Economics

Geography

History

Information and Communication Technology

Music

Physical Education

Art and Design

Subject Title and Code: Art and Design 0400	Periods Per Week: 4
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Subject Content

Students will explore the world of visual art through studio practice and investigation of contemporary and historical art and artists. The course will be broken down into the following areas: Observational & Interpretative Studio Work, Painting & Drawing, Design Studies, (Fashion, Graphics, Photography,) 3D Studies, and Historical and Critical Studies.

Students will refine their life drawing and painting skills and add new techniques to the repertoire through a major design project and a public art piece. They will extend their ability to recognise and render form and structure. Students will learn to assess a design problem and arrive at an appropriate solution. They will be encouraged to express ideas visually and respond in an individual and personal way.

Assessment

Assessment is based on the following criteria:

Knowledge with understanding, interpretative and creative response and personal investigation and development.

Assessment at the external level will be based on the two final exams or one exam and a year-long coursework book. The exams are practical and will involve studio practice and advance preparation and research. Each exam is worth 50% of the final mark, which students will sit at the end of Year Eleven.

In school, assessment will be based on the following:

Studio Work: 50%
Sketchbook Assignments (Coursework): 40%
Critique and Research: 10%

Resources and Texts

Selected books, DVD's from school art library, the Internet.
Field trips will be arranged to local galleries.



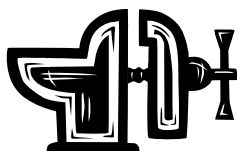
Business Studies

Subject Title and Code: Business Studies 0450	Periods Per Week: 4
Subject Content Business Organisations and Activity Marketing Human Resources Accounting Production External Influences on Business	
Assessment There are 2 written papers both lasting 1 hour 45 minutes: Paper 1 consists of short answer questions. Paper 2 is a case study. The questions will focus on a business problem or situation outlined in the case study and will consist of short and long answer questions.	
Resources and Texts <ul style="list-style-type: none">• <i>IGCSE Business Studies</i> (Karen Borrington and Peter Stimpson);• Current magazine articles from <i>The Economist</i> and other publications;• DVD's• Computers and the Internet for research projects.	
Additional Comments Business Studies is a practical subject which students enjoy. It will draw on many of the student's own business experiences, decisions and thoughts in a way which will develop critical thinking. Fieldwork, visiting speakers, group work and presentations will help bring this dynamic subject to life. Students will develop an understanding of the role and purpose of business activity in the public and private sectors, and the importance of innovation and change. They will learn how the major types of business organisation are set up, financed and operated and how their actions are regulated. The factors which influence business decisions, activities and outputs will also be considered. It is hoped that the Business Studies course will prepare students to meet the world of work with confidence and awareness.	

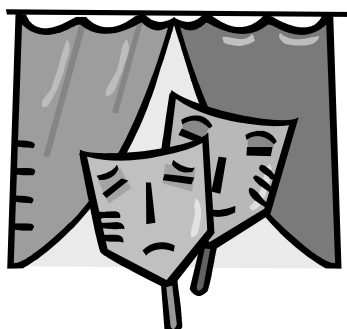


Design and Technology

Subject Title and Code: Design and Technology 0455	Periods Per Week: 4
Subject Content <p>Content includes the design process, health and safety, aesthetics, design in society and energy. You will study drawing and presentation skills such as orthographic drawing which will include planometric, exploded, sectional and free hand drawing.</p> <p>Modelling is a large part of the course in which you will be expected to choose appropriate materials such as card, plastic or wood to model various 3D items.</p> <p>Understanding methods of transmitting motion in simple systems is needed. Different types of fastenings, both permanent and temporary, and control systems in terms of input, processing and output devices are studied.</p> <p>All students take the core component, Design, and then choose between the two other options: Resistant Materials and Graphic Products. All students will do a final project.</p> <p>Resistant Materials is concerned with developing skills used by designers and manufactures. It uses and stresses the importance of designing & manufacturing techniques for best environmental practice. Other topics include: practical applications of materials; setting/marking out; wasting; shaping of materials; special treatments and finishes; joining and assembly of parts.</p> <p>Graphic Products is concerned with developing skills used by designers and the importance of communication techniques.</p>	
Assessment <p>Assessment will be carried through out the two year course with internal tests to help assess your strengths and weaknesses. This will be backed up with end of year and mock exams which are based upon original exams. This will help give a clear indicator of your final grade.</p> <p>The final examination in Year 11 will consist of two written papers, a design portfolio and a fully constructed artefact that meets an identified need.</p> <p>The four main areas for assessment are:</p> <ol style="list-style-type: none">Knowledge with understandingProblem solvingCommunicationRealisation	
Resources and Texts <p>1: <i>Graphic Products to GCSE</i>, Abigail and Philip Buckle, Oxford 2: <i>Resistant Materials to GCSE</i>, Andy Fair and Nick Rose, Oxford 3: <i>Design and Realization - A Manual for GCSE</i>, Adrian Marden, Oxford 4: <i>Design and Technology – Resistant Material GCSE</i>, – Colin Lever – Causeway Press Ltd</p>	
Additional Comments <p>This is an interesting and exciting course that builds upon the work that you have covered in Key Stage 3 in years 7, 8 and 9. The course leads to IB if that is your desire in Year 12. It covers many different areas in design and technology that when combined, produce a well rounded designer, a thinker, a solver of problems. This is a very useful course for those wishing to follow a design career in all aspects of engineering, designing and architecture.</p>	



Subject Title and Code: Drama 0411	Periods Per Week: 4
Subject Content The course is designed to meet the aims and assessment objectives of the IGCSE Drama syllabus and covers the following areas of study which involves students in both practical and theoretical work: <ul style="list-style-type: none">• developing drama skills,• defining the drama space,• performance techniques both group and personal,• style,• genre,• technical skills,• individual and group devised scripts,• text based performance,• responding to given stimulus.	
Assessment 60% coursework. These are videoed dramatic pieces. Each student must submit three pieces of practical work. The performance work is subject to external moderation. 40% external examination. Students must demonstrate an understanding of characterisation, role, pacing, contrast, dynamics, spatial awareness, physicality, tension and other features where appropriate.	
Resources and Texts <i>The Complete IGCSE Drama Course</i> , Mike Gould, and other supplementary texts.	
Additional Comments Drama studies aims to increase confidence and communication skills through the development of practical skills and abilities, ranging from voice production, body control to critical analysis. Students learn to experiment and respond to situations and to take on roles. They are involved in improvising, play building, writing, designing, directing and interpreting. Drama students must be prepared to participate actively and enthusiastically in all class activities.	



Economics

Subject Title and Code: Economics 0455	Periods Per Week: 4
Subject Content Year 10: <ul style="list-style-type: none">• Basic Economic Problem – scarcity and exercise of choice• Nature and functions of organizations and institutions in an economy• The private firm as producer and employer• The individual as producer, consumer and borrower• How the market works Year 11: <ul style="list-style-type: none">• Role of government in an economy• Main economic indicators• Developed and Developing economies• International aspects of interdependence and possible conflicts between the aims of individuals, firms and governments.	
Assessment Students will be required to take 3 exam papers at the conclusion of the 2 year program. One paper will be Multiple Choice, one paper will be Structured Questions and one paper will be enquiry based data response questions.	
Resources and Texts Moynihan, D. and Titley, B. <i>Economics: A Complete Course</i>	
Additional Comments Economics is a challenging course that gives students new tools with which to understand the world around them. It combines elements of all social sciences, such as geography, psychology and history to create an interesting discipline in its own right. It is a subject that will develop strong analytical and critical thinking skills. Students will be encouraged to develop an awareness of current events and apply their knowledge of economic theory to them. In doing so, students will learn to broaden their scope of thought to provide multifaceted answers to complicated issues.	



Subject Title and Code: Geography 0460	Periods Per Week: 4
<p>Subject Content</p> <p>The aims of the IGCSE Geography syllabus are:</p> <ul style="list-style-type: none"> • To appreciate a sense of place with an understanding of scale • To acquire an awareness of contrasting human and physical environments • To analyse and interpret the spatial effects of the ways people interact • To form an understanding of different communities and cultures throughout the world <p>Curriculum Content</p> <p>The Geography curriculum is divided into three main themes which are designed to develop an understanding of human, physical and environmental geography.</p> <p>Population and Settlement Population Dynamics and Settlement types</p> <p>The Natural Environment Structure, Landform and Landscape Processes Weather, Climate and the Interrelationships of the Human and Natural Environment</p> <p>Economic Development and the use of Resources Agricultural and Industrial Systems Leisure Activities and Tourism Energy Consumption and Development Environmental Risk and Benefits; Environmental Conservation and Resource Management</p> <p>Skills</p> <p>The IGCSE Geography course is an invaluable option choice at the end of Year 9 as it covers a number of key transferable skills that include:</p> <ul style="list-style-type: none"> • ICT skills – Word Processing, Excel, PowerPoint, Internet, Virtual Field Trips • Role play, debating and discussion • Research – local fieldwork and coursework, investigation, problem solving and decision making • Analysis of graphs, maps with written reports, photos, video and DVD footage • Individual and team work skills • Data collection, interpretation and analysis 	
<p>Assessment objectives</p> <p>1. Knowledge with understanding; 2. Analysis; 3. Judgement and decision making; 4. Investigation – enquiry skills, practical skills and presentation skills</p> <p>Examinations</p> <p>Paper 1 (1h 45m) Candidates will be required to answer three questions (3 x 25 marks). Six questions will be set: two on each of the three themes.</p> <p>Paper 2 (1h 30m) (60 marks) This paper will be taken by all candidates. Candidates must answer all the questions. This paper will be mainly skills-based and will test a candidate's ability to handle various ways of depicting geographical information.</p> <p>Paper 4 Alternative to Coursework (1h 30m) (60 marks)</p>	
<p>Key Text</p> <p><i>The New Wider World.</i> 2nd Edition. David Waugh <i>The New Wider World Coursemate for IGCSE Geography.</i> John Edwards</p>	
<p>Additional Comments:</p> <p>Local fieldwork is conducted to reinforce the theoretical concepts discussed in class.</p>	

History

Subject Title and Code: IGCSE History 0470	Periods Per Week: 4
Subject Content 20 th Century international relations. <i>The End of the Great War, The Treaty of Versailles, The League of Nations, The Causes of World War 2, The Causes of the Cold War, American Containment of Communism, Soviet Expansionism and Collapse, the role of the United Nations.</i>	
Depth studies: As a major part of their IGCSE study students are required to complete two 'Depth Studies'; one on the USA between the World Wars, and the other on Weimar and Nazi Germany.	
Subject Aims <ul style="list-style-type: none">• To stimulate interest in and enthusiasm about the past;• To promote the acquisition of knowledge and understanding of the nature and use of historical evidence;• To promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference;• To provide a sound basis for further study and the pursuit of personal interest;• To encourage international understanding;• To encourage the development of linguistic and communication skills;• To recall, select, organise and deploy knowledge of the topic content;• To demonstrate an understanding of the motives, emotions, intentions and beliefs of the people involved;• To comprehend, interpret, evaluate, and use a range of sources as evidence in their historical context.	
Assessment: Students will undertake a variety of assessment tasks each semester for their school assessment. These will include: Essay tests, practice past IGCSE papers, pop quizzes, case studies, document study and/or comprehension tasks written research assignments, historical debate, objective/short answer tests, visual representations/multimedia poster, full mock exams. In May of Year 11 students sit Paper 1 (2 hours), Paper 2 (2 hours) and Paper 4 (1 hour) for their external IGCSE exam.	
Resources and Texts <ul style="list-style-type: none">• <i>GCSE Modern History</i> (core text)• <i>Revision for IGCSE History</i>• <i>Modern History – A Foundation Course</i> (Support text)• Depth study texts (various)	
Fieldwork Both Year Ten and Year Eleven History students may undertake day trips and fieldwork in support of their studies.	



Information and Communication Technology

Subject Title and Code: Information and Communication Technology 0417	Periods Per Week: 4
Subject Content Theory: <ul style="list-style-type: none"> • Components of a Computer System • Input & Output Devices • Storage Devices & Media • Computer Networks • Data Types • The Effects of Using IT • The ways in which IT is used • Systems Analysis & Design 	Practical: <ul style="list-style-type: none"> • <i>Communication</i>: use e-mail & the Internet to gather & communicate information; • <i>Document Production</i>: use word processing facilities to prepare documents; • <i>Data Manipulation</i>: use database facilities to manipulate data to solve problems & represent data graphically; • <i>Integration</i>: integrate data from different sources into a single document or report; • <i>Output Data</i>: produce output in a specified format; • <i>Data Analysis</i>: use a spreadsheet to create & test a data model, extracting & summarising data; • <i>Website Authoring</i>: create a structured website with style sheets, tables & hyperlinks; • <i>Presentation Authoring</i>: create & control an interactive presentation.
Assessment At the end of Year 11, external student assessment in IGCSE Information and Communication Technology is based on a Cambridge external examination & consists of three papers, one written, worth 40% each & two practical, worth 30% each.	
Resources and Texts In addition to the school network, texts designed specifically to support ICT IGCSE courses are: <i>Information Systems for You</i> , Third Edition, Stephen Doyle <i>Student Handbook for ICT: GCSE</i> , Gareth Williams <i>GCSE ICT The Workbook</i> , CCP <i>Revision Guide</i> , CCP	
Additional Comments A working knowledge of computers & their capabilities is an essential skill in an ever- changing world in which technology is affecting every facet of daily life. This course prepares students to cope with the increased demands that technology is likely to place upon them in their future educational & career pursuits.	



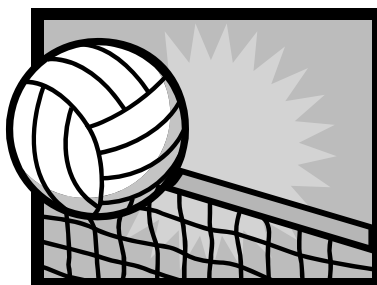
Music

Subject Title and Code: Music 0410	Periods Per Week: 4
Subject Content	
<p>A. Listening (40%) Students will be encouraged to explore and acquire a wide knowledge of different music, both classical and popular, from the West and from around the world. The study of musical literacy (theory) will be a course feature, in order to enhance students' technical understanding of music and to provide a solid basis for composition.</p> <p>B Performing (30%) Upon commencement of the IGCSE Course, students should ideally have already acquired basic competence on an instrument or in formal singing (i.e. approximately ABRSM grade 3 standard). It is, however, possible to begin an instrument at the beginning of the course and reach a passable level by the time of the final examination. All IGCSE music students will be required to take part in regular music After School Activity Programmes.</p> <p>C Composing (30%) Students will explore the area of organising sound – i.e. creative composition, in any classical or popular style, refining and notating their ideas to produce a portfolio of work by the end of the course.</p>	
Resources and Texts	
<i>Music Worldwide</i> Elizabeth Sharma	
Additional Comments	
<p>The IGCSE Music programme provides the opportunity for candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing.</p> <p>The programme also assists candidates to develop a perceptive, sensitive and critical response to the main historical periods and style of Western music and helps candidates to recognise and understand the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences.</p> <p>The programme provides the basis for an informed and lasting love and appreciation of music, a foundation for further study in music for those candidates who wish to pursue their studies at a higher level.</p>	



Physical Education

Subject Title and Code: Physical Education 0413	Periods Per Week: 4
Subject Content	
Coursework	
Students are to have completed four activities from a minimum of two of the following areas:	
a) Games (Soccer, Badminton, Basketball, Golf, Hockey, Netball, Rugby, Squash, Table Tennis, Tennis, Volleyball)	
b) Gymnastic Activities (Artistic, Trampolining, Figure Skating, Rhythmic, Dance)	
c) Athletic Activities (Track and Field, Weight Lifting, Cross Country Running)	
d) Outdoor and Adventurous Activities (Canoeing, Hill Walking and Camp craft, Horse Riding, Sailing, Skiing, Windsurfing, Rock Climbing); Swimming	
Terminal Examination	
<i>Section A</i>	
Short answer questions on Factors Affecting Performance; Health, Safety and Training and Reasons and Opportunities for Participation in physical Activity	
<i>Section B</i>	
Three structured questions, one from each of the three units:	
<ul style="list-style-type: none">• Factors Affecting Performance;• Health, Safety and Training;• Reasons and Opportunities for Participation in Physical Activity.	
Assessment	
Coursework (60%)	
Terminal Examination (40%)	
Section A – 10% Section B – 30%	
Resources and Texts	
<i>The World of Sport Examined, 2nd Edition</i> By Paul Beashel, Andy Sibson, John Taylor	



The ICE Curriculum

ICE (International Certificate of Education) is the Group Award of the International General Certificate of Secondary Education (IGCSE) and requires the study of subjects drawn from the five different IGCSE subject groups. It gives candidates the advantage of showing they have successfully covered 'a broad and balanced curriculum'.

Selection from 5 curriculum areas

Candidates hoping to gain the ICE Group Award must enter and sit for at least seven subjects selected from the five IGCSE curriculum areas. The subjects selected must include two different languages from Group I (i.e., only one of First Language English and English as a Second Language may count towards ICE) and one subject from each of Groups II, III, IV and V. The seventh subject can be taken from any of the five subject groups.

The YCIS subjects for IGCSE and for ICE are grouped as follows¹:

Group I: Languages

First Language Chinese First Language English	Second Language English	Mandarin Chinese
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Group II: Humanities and Social Sciences

Economics	Geography	History	Literature (English)
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Group III: Sciences

Combined Science	Co-ordinated Sciences (Double Award) ²
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Group IV: Mathematics

Mathematics	Additional Mathematics
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Group V: Creative, Technical and Vocational

Art and Design	Business Studies	Design and Technology	
Drama	Information and Communication Technology	Music	Physical Education

¹ These are the subjects available in 2009. Please note that not all subjects are available in both the June and November sessions.

² Coordinated Sciences (Double Award) counts as two subjects for ICE.

Successful candidates for the Award of ICE are placed in one of three categories: Distinction, Merit or Pass.

Distinction: Grade A(a) in five subjects and Grade C(c) or above in two subjects
 Merit: Grade C(c) or above in five subjects and Grade F(f) or above in two subjects.
 Pass: Grade G(g) or above in seven subjects.

