




St. Stephen's International School

"Where East meets West"

IGCSE Options Booklet

Year 9

St. Stephen's International School
"Where East meets West"

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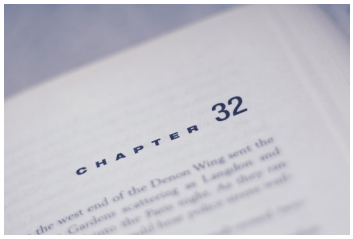


ENGLISH

OUTLINE

All students will take Cambridge IGCSE courses for English. Depending on their level of ability, students will take one of three options: (1) First Language English and English Literature, (2) First Language English and (3) Second Language English.

Year 10

Students will be introduced to analysing a range of both fiction and non-fiction writing. Those following the literature course will also study at least two of the set texts covering poetry, prose and drama. Depending on their level of English, students not taking the literature examination will follow either the CIE First Language English or the CIE Second Language English courses. The Second Language English IGCSE examination is usually taken at the end of Year 10.

Year 11

Students will further develop their reading and writing skills and, if appropriate, study their third and fourth set text and prepare for the literature examination. The final examinations will be taken in May or June of Year 11, while the coursework will be submitted earlier in the academic year.

Possible careers

Students can use the communication and analytical skills they develop studying English in a range of careers including: advertising, acting, digital copywriting, web content management, publishing, teaching, librarianship, public relations, publishing, journalism, the legal professions, management consultancy and finance.

SKILLS

IGCSE English learners develop the ability to communicate clearly, accurately and effectively. English Literature enables learners to read, interpret and evaluate texts through the study of texts in English. All students of English should develop an understanding of literal meaning and of the deeper themes or attitudes that may be expressed in a piece of writing. 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.

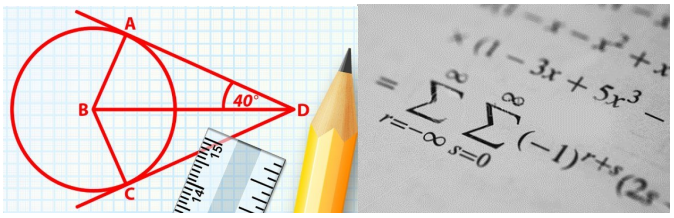
ASSESSMENT

Work will be marked through a variety of teacher assessment, self and peer assessment. The majority of written work will be marked diagnostically with comments and targets written in books. Regular verbal feedback in class will also be given. Details about the formal assessment required by CIE are available from the English Department.

"The limits of my language are the limits of my world."

Ludwig Wittgenstein

MATHEMATICS



OUTLINE

Students follow the CAIE IGCSE (0580) syllabus. We have two pathways for students to progress through the syllabus: standard and accelerated. Our standard curriculum allows for students to study all material from the core and extended curriculum. Students who follow the accelerated curriculum will take the IGCSE examination at the end of Year 10 and then move onto AS Level Mathematics in Year 11.

Year 10

Standard Curriculum — Depending on their ability students will study range of topics including number, algebra and graphs, geometry, mensuration, co-ordinate geometry, and trigonometry at the core and/or the extended level.

Accelerated Curriculum— Students will study a range of topics including number, algebra and graphs, geometry, mensuration, co-ordinate geometry, trigonometry and transformations, probability, and statistics at the extended level.

Year 11

Standard Curriculum — Depending on their ability students will study topics including and transformations, probability, and statistics at the core and/or the extended level.

Accelerated Curriculum—Students will study for the CAIE AS Level Mathematics (9709) learning topics from the Pure Mathematics 1 and Statistics 1 units. They will take the examination at the end of the year.

Possible careers

94 percent of all workers use some sort of Mathematics in their jobs. Here are some careers that involve a lot of Mathematics:

Engineering, Biomedical and health services business, Economics Insurance, Actuarial Science, Medical device manufacturing, Finance, etc.

SKILLS

- Development of mathematical knowledge.
- Develop confidence in a feel for numbers, patterns and relationships.
- Ability to consider and solve problems and present and interpret results.
- Hone skills in communication and reasoning using mathematical concepts.
- Gather a solid foundation of skills for further mathematical study.

ASSESSMENT

Standard Curriculum

- Mock paper in January of Year 11.
- Two IGCSE examination papers at the end of Year 11 (Core or Extended).

Accelerated Curriculum

- Mock IGCSE paper in January of Year 10
- Two external IGCSE examination papers at the end of Year 10.
- Pure Mathematics 1 and Statistics AS Level Mathematics examinations at the end of Year 11.

"Mathematics is a place where you can do things which you can't do in the real world."
Marcus du Sautoy



THAI

OUTLINE

The IGCSE First Language Thai course develops students' ability to communicate accurately, appropriately and effectively. Using a variety of classroom activities and multimedia, students will build up their competence in the four language domains: listening, speaking, reading and writing. Students will be encouraged to read widely, to use relevant vocabulary, to employ correct grammar, spelling and punctuation and to display a sense of style and audience. The syllabus will help students to understand and respond appropriately to what they see, hear and experience, giving valuable and varied learning opportunities within their first language studies.

Year 10

Students will develop their skills in listening, speaking, reading and writing. They have opportunities to learn the uses of Thai language in order to build a strong fundamental understanding of the Thai language from reading and analysing award winning Thai literature. To develop their writing skills, students will write academic articles and essays. Students will encounter a wide variety of learning experiences with emphasis upon the development of independent learning. They will work individually or in groups to carry out assignments; they will research topics and give presentations. Many of these learning experiences will equip students for life in higher education.

Year 11

Students will read a wide range of print and non-print texts to build an understanding of Thai and international cultures. Among these texts are fiction, nonfiction, classic and contemporary works. Students will learn about human experiences, all over the world. They will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. In writing, they will be expected to use different writing process elements in order to communicate with diverse audiences for a variety of purposes.

Possible careers

Translator, Proofreader, Tour guide, Teacher, Lawyer, Judge, Archaeologist, Television News Anchors (Newsreader), Master of Ceremonies, Writer, Account Executive, Script Writer, etc.

SKILLS

Students will encounter a wide variety of learning experiences with emphasis upon the development of independent learning, They will work individually or in groups to carry out assignments and will develop their research and presentation skills. Many of these learning experiences will equip students for life in further education.

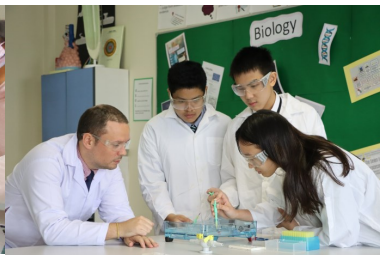
ASSESSMENT

Students are regularly assessed throughout the course. The final IGCSE grade is assessed based on two components: coursework (50%) and 2 IGCSE written examinations (50%).

""A warm smile is the universal language of kindness."

William Arthur Ward

BIOLOGY

OUTLINE

With an emphasis on human biology, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live, as well as take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies.

Year 10

Students build on the subject knowledge developed in Year 9 and continue their study of biology by learning about important biological molecules, enzymes, transport in animals and plants as well as disease and the immune response. As they progress, learners understand how science is studied and practiced. We achieve this through a range of methods, including lots of practical work. Students will have the opportunity to plan their own experiments to help them to develop their skills as scientists.

Year 11

Students further enhance their subject knowledge through learning about some of the traditional biological topics such as reproduction, inheritance, variation and selection. Towards the end of the year, students learn about some of the more recent developments in biology, including biotechnology and genetic engineering. They discover a range of applications in this area of science, ranging from bread and cheese production to the genetic engineering of insulin for the treatment of diabetes. Students finish the course by studying the local and international effects that humans have on ecosystems, with a focus on food supply, habitat destruction, pollution and conservation. Towards the end of the year, there is a strong focus on exam technique to help prepare students for their final exams.

Possible careers

Medicine, Conservation, Marine biology, Biochemistry, Pharmacy, Biotechnology, Veterinary Science, etc.

SKILLS

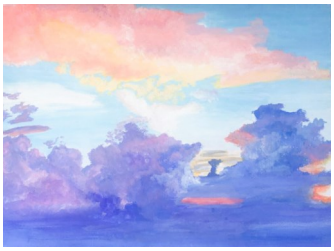
Students are required to have a comprehensive understanding of what it means to work scientifically. At St. Stephen's, we aim to develop the skills in every year group, but it is particularly important that Year 11 students can understand how to do this for the alternative to practical paper. By the end of the year, students must know how to plan an investigation that produces reliable data, how to represent the data in a range of formats, as well as how to evaluate the investigation and suggest improvements.

ASSESSMENT

Students are assessed constantly through their participation in lessons, classwork and homework. Our main requirement in the biology department is that students try hard and come to class with enthusiasm. Throughout the year, there are regular formal assessments at the end of each topic. The IGCSE Biology final examination requires students to complete three exam papers: a multiple choice paper, structured question paper, and an alternative to practical paper.

"Nothing in Biology makes sense except in the light of evolution."

Theodosius Dobzhansky



ART

OUTLINE

Students will develop key skills and techniques though a variety of projects, learning about key figures and movements in modern art and throughout art history. Students will then embark on their own personal coursework and exam project to complete their Art and Design IGCSE.

Year 10

Students focus on Bangkok's unique architecture, and learn to create technical and architectural drawings and paintings and use proportion and perspective effectively. Students visit galleries and exhibitions in Bangkok to explore and interact with real life artwork. After this, students then start their own IGCSE coursework project, which accounts for 50% of the Art and Design IGCSE. Students will begin their coursework project by recording from direct observation and developing their own individual theme.

Year 11

Students will create a portfolio of preparatory artwork for their coursework project by studying various artists and producing their own artwork in response. They will learn about the cultural and historical context of their chosen theme, and annotate their work accordingly. They will create developments using a variety of appropriate materials and processes. They will complete this coursework project at the end of Term 1 with an eight hour final piece. In Term 2, they will receive their IGCSE examination paper, and choose a question on which to base another, smaller portfolio. The examination also accounts for 50% of the Art & Design IGCSE grade, and follows the same structure as the coursework project. This will be concluded with an eight hour exam at the end of Term 2.

Possible careers

Artist, Animator, Architect, Cartoonist, Fashion Designer, Film Producer, Furniture Designer, Graphic Designer, Game Designer, Illustrator, Interior Designer, Museum Curator, Photographer, etc.

SKILLS

Students will develop a range of artistic skills including drawing and painting, composition, tone, shading, highlighting, proportion, perspective, photography, film, illustration, collage, graphic communication, architectural and technical drawings, mono and lino printing, still life drawing, embroidery and textiles. Students will also develop holistic skills such as reflective writing, critical thinking, selection, and analytical skills.

ASSESSMENT

Students are assessed in a variety of ways in the art department, the main assessment practice being that of one to one tutorials for each student every lesson where students are guided on an individual basis. Students are also frequently formally assessed in relation to the CIE assessment objectives in preparation for their IGCSE. Students also engage in peer and self assessments, through class discussion and reflective evaluation.

"Every child is an artist."

Pablo Picasso

CHEMISTRY

OUTLINE

Students study the Cambridge IGCSE Chemistry syllabus. As well as a subject focus, the syllabus enables learners to better understand the technological world, with an informed interest in scientific matters; develop an interest in, and care for, the environment; better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.

Year 10

Students will start by briefly reviewing the basic IGCSE topics studied in Year 9. They then study the following topics.

1: Experimental techniques review. 2: The particulate nature of matter review. 3: Atoms, elements and compounds (chemical bonding and types of structures). 4: The Periodic table (Groups and their properties). 5: Acids, bases and salts (Titration). 6: Stoichiometry (Writing balanced equations, mole calculations, reacting masses and volumes). 7: Chemical energetics (Energy changes in reactions). 8: Chemical reactions (Equilibrium). 9: Air and water. 10: Introduction to Qualitative Analysis (Practical).

Year 11

Students will continue studying the rest of the syllabus and revision will intensify in anticipation of the mock and final exams by working through past paper questions. The following topics will be covered during the first two terms of Year 11.

1: Air and water review. 2: Metals. 3: Electricity and Chemistry. 4: Sulphur. 5: Carbonates.
6: Organic Chemistry. 7: Qualitative analysis. 8: Revision for final exams.

Possible careers

Analytical Chemist, Chemical Engineer, Chemistry Teacher, Forensic Scientist, Geochemist, Hazardous Waste Chemist, Materials Scientist, Pharmacologist, Doctor, Civil Engineer.

SKILLS

Throughout the two years there is a major focus on practical skills and on organic and inorganic analysis. Students develop an understanding of the scientific skills essential for both further study and everyday life. They develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They gain a better level of understanding of how the world around them works, and why certain materials behave as they do.

ASSESSMENT

Students are assessed throughout the two years, having a test after each major topic. In Year 11 there is an internal assessment in January on all the topics learnt until then. The assessments are from past papers and students are taught examination techniques throughout the two years. They are also taught how to answer the Alternative to Practical paper, which brings in and sums up all the practical knowledge they will have learnt in Chemistry.

"Chemistry is necessarily an experimental science: its conclusions are drawn from data, and its principles supported by evidence from facts."

Michael Faraday

BUSINESS

OUTLINE

Students will learn about how businesses are organised and run. We look at the smallest of businesses right up to the largest businesses in the world. There is an emphasis on developing students' ability to apply their knowledge to real world situations and to analyse and evaluate effectively. We take a case study based approach and often discuss current news stories. Providing students with practical business experience is also a key factor of the course.

Year 10

Following an introductory enterprise task that helps give a broad overview of content from the entire course and tests students' current understanding of business, students are introduced to business studies and why business activity is important to the world. The first unit includes topics such as legal structures of business, methods of growth, enterprise and the concept of adding value. The course then takes a systematic look at each functional area of a business and in Year 10, students study the functions of marketing and human resources. Students have the practical experience of setting up their own business, by creating and selling products in Term 1. Organising the school disco in term 3 gives students the experience of establishing an events.

Year 11

In Year 11, students continue to study the different departments of a big organisation. Students begin the year studying accounting and finance before examining the role of the production department. Towards the end of the course, students study the external environment that business operates in and we look at the influence government and law have on business activity. We also look at international aspects, which examines how world trade works and its advantages and problems. Throughout the course, students are also encouraged and give regular opportunities to develop their presentation skills and also put their knowledge into practice with various entrepreneurship challenges.

Possible careers

Accountancy, Management, Marketing, Investment, Consultancy, Analyst, etc.

SKILLS

The four skills examined are knowledge, application, analysis and evaluation. We take a skills based approach to our studies and work hard to encourage students to recognise their development of these skills throughout the course in all work they complete.

Business students are also encouraged to develop skills that increase their employability such as, communication, teamwork, adaptability and leadership.

ASSESSMENT

IGCSE - Two examination papers.

Paper 1 - 1hr 30 minutes, 4 short answer questions. Students must complete all questions.

Paper 2 - 1hr 30 minutes, case study, 4 long answer questions. Student must complete all questions.

In addition, throughout the course students are assessed regularly through both formative and summative assessments such as question and answer, unit tests, peer and self assessment.

"Great things in business are never done by one person. They're done by a team of people."

Steve Jobs

ECONOMICS

OUTLINE

Most people think economics is the study of money. This is partly true but it is more accurate to say that economics is the study of people and their reactions to changes or incentives. Economics is concerned with the production (making) and consumption (use) of goods and services and the choices we make as a result of scarcity. Money is important because of the decisions it allows us to make but it is only a tool and not the focus of economics as a subject.

Year 10

Students are introduced to the subject by discovering the necessity to make choices and that economists study and try to predict the effects of these choices. We then continue by looking at behaviour in different economic systems. This is a big section and includes concepts such as supply and demand and market failure. The next unit looks at spending, saving and borrowing patterns in addition to an introduction to stock markets and other financial institutions. We end the year with a unit that is very much business focused and in which we investigate legal structures of business, types of cost, revenue and profit and also discuss the benefits and drawbacks of growth.

Year 11

In Year 11, students focus more on macroeconomics. We look at the role of the government in an economy and discuss the policies governments use to intervene in the market. We examine economic indicators used to measure the 'health' of an economy before moving on to look at developed and developing economies and international trade. These last two units of economics have strong links to geography and so these subjects compliment each other nicely.

Possible careers

Lawyer, Financial Analyst, Consultant, Economic consultant, Policy, Politics, etc.

SKILLS

The three skills examined are knowledge, analysis and evaluation. We take a skills based approach to our studies and work hard to encourage students to recognise their development of these skills throughout the course in all work they complete.

Additionally, economics students are encouraged to develop skills that increase their employability such as, critical thinking, problem solving and communication.

ASSESSMENT

IGCSE - Two examination papers.

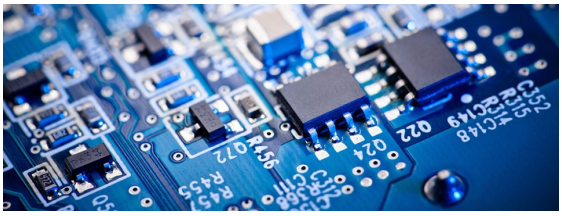
Paper 1 - 45 minutes, multiple choice questions. Students must complete all 30 questions.

Paper 2 - 2hrs 15 minutes, Part A - data response, Part B - choose 3 questions from 4.

In addition, throughout the course students are assessed regularly through formative both and summative assessments such as unit tests, question and answer sessions and peer and self assessment.

"Economics is everywhere, and understanding economics can help you make better decisions and lead a happier life."

Tyler Cowen



COMPUTER SCIENCE

OUTLINE

Computer science teaches students the principles and practices of computing and helps them to gain confidence in computational thinking and programming. They learn to program by writing computer code in a high-level language and they develop their understanding of the main principles of problem solving using computers. They learn to recognise the ethical issues and potential risks when using computers.

Year 10

Students begin by learning the core concepts of programming: iteration, selection and repetition. They apply these ideas to specific programming challenges in the high-level programming language Python. Students look at the hardware components of computer systems with a particular emphasis on the central processing unit and how the individual components are involved in the fetch-decode-execute cycle. Students also study computer networks and how computers can communicate both over short distances and globally to form the Internet. Students also look at data representation particularly binary representation of numbers.

Year 11

Students study design of logic circuits from first principles using basic logic gates as components. They examine computer security in detail including discussions of encryption methods and prevention of computer misuse. Students look at ethical computing and consider how those employed in technology should behave and work for the larger community. In programming, students build on their previous experience and study complex data structures to improve program efficiency in terms of execution speed and memory use.

Possible careers

Software Engineer (programmer), Game Designer, Computer Hardware Engineer, Network Engineer, Information Security Analyst, Project Manager, Forensic Computer Analyst, etc.

SKILLS

The course is designed to develop creative technological approaches to problem-solving with an emphasis on using an organised, systematic or algorithmic methodology. Design skills are accentuated throughout with students being asked to consider the look and functionality of their product along with the intended audience. Critical thinking and research skills are developed through evaluation tasks and projects.

ASSESSMENT

The final examination in computer science comprises two papers:

Paper 1: Written theory paper of 1 hour 45 minutes

Paper 2: Written programming paper of 1 hour 45 minutes based on a pre-released case study.

"Whether you want to uncover the secrets of the universe, or you want to pursue a career in the 21st century, basic computer programming is an essential skill to learn."

Stephen Hawking

GEOGRAPHY

OUTLINE

The IGCSE Geography syllabus is divided into three main themes: Population and Settlement, The Natural Environment and Economic Development. This provides students with a solid foundation in both Physical and Human Geography. Students will study both natural and human environments in a wide variety of places at a local, regional and global scale. They will learn about the characteristics, distributions and processes in these environments. They will study how people interact with each other and their environment and also how our environment can provide us with both opportunities and challenges. Geography at IGCSE develops an appreciation of the earth, including its people, places, landscapes, natural processes and phenomena.

Year 10

We begin the course with the study of Theme 1: Population and Settlement. Our students will study how and why our population is changing; migration causes, patterns and effects and finally where people live and why. In Term 2, we begin studying Theme 2: The Natural Environment, which covers rivers tectonics, coasts and weather, and climate and vegetation.

Year 11

We begin Year 11, with the study of Theme 3, Economic Development. Students learn about development, globalisation, food production, industry, tourism, energy, water and the environmental risks associated with economic development. In the final weeks of the course we will begin revision of the geographical skills and fieldwork skills embedded in each topic along with the main concepts in preparation for the IGCSE examinations in May/June.

Possible careers

Geography will enable you to embark on a career in a range of fields, including those in education, commerce, industry, transport, tourism and the public sector. You'll also have many transferable skills, attracting employers from the business, law and the finance sectors. Plus, if you want to make a difference to the world, studying Geography is a good place to start. Geography offers opportunities to develop solutions to some of the most pressing issues of modern society, including climate change, natural disasters, overpopulation, urban expansion and multicultural integration.

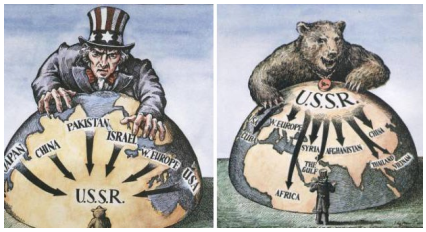
SKILLS

Our students develop a wide variety of skills throughout the course and are assessed on many of these in the Paper 2 examination. As part of this examination our students need to be able to construct, interpret, analyse and evaluate a variety of graphs, diagrams, photographs and written sources. There is a significant focus on cartographic skills, both by hand and using technology. The Geography IGCSE will also enable our students to develop their research, written and oral communication, literacy, numeracy and technological skills.

ASSESSMENT

Understanding of the course content is assessed through the Paper 1 examination. This is an hour and 45 minutes long and accounts for 45% of the final grade. Geographical skills are assessed through the Paper 2 examination, which is an hour and 30 minutes and accounts for 27.5% of the final grade. Fieldwork skills are assessed through the Paper 4 examination, which is an hour and 30 minutes and accounts for 27.5% of the final grade.

"If Geography is prose, maps are iconography."
Lennart Meri

HISTORY

OUTLINE

When you take IGCSE History, you are asking big questions in order to help yourself make sense of the world you live in. The key people and events we study during our course helped to shape the world today. How much do you know about these momentous occurrences? Why did they take place? What changed as a result of these events and are their effects still influencing the world around us today? In this way you will develop and expand your knowledge and understanding of key events, periods and societies. History at IGCSE is a fascinating and challenging course that is a worthwhile choice of subject for students who want to develop important skills for further study and future employment.

Year 10

Students will complete the breadth study part of their IGCSE course. They will study the changing relations between world powers across the course of the twentieth century including the peace treaties after World War One, the attempts to build a better world after the war through the League of Nations, the road to World War Two, and the Cold War.

Year 11

The focus this year will be on the depth study section of the course. Students will take a much deeper look at events in Germany from 1919 until 1945. They assess how Germany moved from constitutional monarchy, to democracy, to dictatorship. Students look at how historic resentment, societal tensions and economic downturns can lead to chaos and extremism. Issues that are just as relevant today as they have ever been.

Possible careers

Lawyer, Journalist, Civil Servant, Business person, Banker, Museum Curator, Archaeologist, Communications Officer, Archivist, Public Relations Officer, etc.

SKILLS

Students will develop a range of skills including:

- Research skills and how to select evidence
- Problem solving
- Communication and writing skills
- How to handle and analyse data
- How to organise information to construct an argument
- The ability to assess the reliability of information
- and much more…

ASSESSMENT

Students will regularly practise examination technique and will complete assessments at the end of each topic.

Their formal exams at the end of Year 11 are:

- Paper 1—2hrs, 40% of final grade. A short answer and essay paper.
- Paper 2—2hrs, 33% of final grade. A source based paper.
- Paper 4—1hr, 27% of final grade. A single essay.

"We are not makers of history. We are made by history."

Martin Luther King Jr.

ICT

OUTLINE

ICT is the study of how people use technology. It involves considering why and how software applications are used to solve problems in society and understanding the social, economic and ethical implications of their use. Students will analyse, design, implement, test and evaluate ICT systems in terms of both hardware and software and ensure that they are fit for purpose.

Year 10

The first year of the IGCSE course sees students initially studying computer hardware and development looking at why and how technology has changed over the past few years and analysing how it may change the world in the future. Students will use word processing and presentation graphics to present information in challenging and complex scenarios. They will investigate web design and graphic design in depth to develop, implement, test and evaluate websites for personal and business use. Students will analyse data by creating data models using spreadsheet software including various business models.

Year 11

Students will evaluate the use of ICT applications and technology in: education, leisure, banking, retail, government, manufacturing and medicine. They will consider how working practices and employment has changed through the introduction of computers. Students will look at emerging technologies and evaluate their current and possible future uses. Software development is studied in both theory and practice . Data handling is the major practical topic with an in-depth study of database management systems.

Possible careers

Chief Information Officer, IT Manager, Systems Analyst, Business Analyst, Motion Graphics Design, Web Designers, Multimedia Animator, etc.

SKILLS

Functional skills are developed in using spreadsheets, graphic design, web design, database systems, word processing and presentation graphics. Problem solving skills are developed in selecting and using applications to analyse, design, implement, test and evaluate solutions to real life challenges. Critical thinking and research skills are developed through evaluation tasks and projects.

ASSESSMENT

The final examination in ICT comprises 3 separate papers:

Paper 1: Written theory paper of 2 hours

Paper 2: Practical paper on document production, database systems and presentations of 2.5 hours

Paper 3: Practical paper on data analysis and web design of 2.5 hours

"Information technology and business are becoming inextricably interwoven. I don't think anybody can talk meaningfully about one without talking about the other."

Bill Gates

MANDARIN

OUTLINE

The course aims to promote understanding and appreciation of the Chinese language, culture and history. Students will be building on work studied in Key Stage 3 and improve the practical use of listening, speaking, reading and writing skills in Mandarin.

Year 10

Students will consolidate the basic language skills of Mandarin. They will spend time improving their vocabulary and primarily focus on the listening, speaking, reading and writing skills required for their IGCSE examinations.

Year 11

Students will focus on honing the skills they have developed in Year 10. They will regularly complete examination practice and develop their understanding of the examination requirements to support them in passing the IGCSE examinations.

Possible careers

Translator, Ambassador/Diplomatic officer, Teachers, Businessman, Politician, Foreign Trader and all jobs relate to China.

SKILLS

Improved the practical use of listening, speaking, reading and writing skills. Strengthen ability to learn and communicate in Mandarin.

ASSESSMENT

Students are regularly assessed through their performance in class, homework, practical tests and their final IGSCE examinations. Students will complete 4 external examinations at the end of the course:

- Listening (25%)
- Speaking (25%)
- Reading (25%)
- Writing (25%)

"To handle a language skillfully is to practice a kind of evocative sorcery."

Charles Baudelaire

MUSIC

OUTLINE

IGCSE Music develops three skills; Listening and appraising, Performing and Composing. The listening component introduces both world music and western traditions (baroque, classical, romantic, and 20th century). Performing develops skills on one instrument or voice in both solo and ensemble contexts. Composing is approached from a western tonal perspective and also introduces pop, jazz, and world music. The Listening component comprises 40% of the total marks, Performing 30% and Composing 30%.

Year 10

For the listening component, the students learn the vocabulary to describe music and compare and contrast pieces of music. To become more active listeners, they deepen their theoretical understanding and historical knowledge. They perform regularly in class to each other and also outside in extra-curricular music ensembles such as The Singers, Orchestra, the Thai Music Club, or Jazz Band. They compose increasingly complex music and complete one or more pieces of composition course work.

Year 11

For the Listening component, the students increase their musical and learn to describe music with increased sophistication. They continue to deepen their theoretical understanding and historical knowledge. They complete their performance (one solo piece and one ensemble piece) and two pieces composition coursework, one in a Western tonal idiom, the other in the genre and style of their choice.

Possible careers

Musician in any genre or tradition (classical, world music, pop, jazz…), composer, conductor, teacher, radio and television broadcasting sound engineer, events manager, producer, DJ, music therapist, music journalist.

SKILLS

As well as developing the specifically musical skills of Listening, Composition and Performance, the students also develop cross-curricular skills such as collaboration, empathy and time-management.

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ASSESSMENT

Listening is assessed through external examination while coursework in Performing and Composing is internally assessed by the SIS music staff and externally moderated by Cambridge.

"Music is life. That's why our hearts have beats."

Cecily Morgan

PE

OUTLINE

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of physical education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance and to understand and appreciate the benefit of physical activity and sport for health, fitness and well-being.

Year 10

Students will develop their knowledge and understanding in anatomy and physiology, health, fitness and training, skill acquisition and psychology and social, cultural and ethical influences. They will also undertake four different physical activities chosen from at least two of the seven categories provided.

Year 11

Students will develop their knowledge and understanding of the factors affecting performance. They will also learn about the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques as well as the reasons for participating in physical activity. They will also undertake four different physical activities chosen from at least two of the seven categories provided.

Possible careers

Teacher, Sports coach, Personal trainer, Nutritionist/Dietician, Physiotherapist, Sports journalism, Sports TV producer, Sports psychologist, Fitness instructor, Event coordinator, Doctor of osteopathy, Biomechanist, etc.

SKILLS

The following skills will be developed during the course:

- Plan, perform, analyse and improve, and evaluate physical activities.

• Develop knowledge, skills and understanding of a range of relevant physical activities.

• Understand and appreciate safe practice in physical activity and sport.

• To be responsible for themselves, responsive to and respectful of others.

• To be reflective as learners, developing their ability to learn.

ASSESSMENT

The assessment objectives (AOs) are:

AO1 - Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity/sport (Exam Paper 1 - 25%).

AO2 - Apply knowledge and understanding of the theoretical principles to a variety of physical activities/sports, including the analysis and evaluation of performance (Exam Paper 1 - 25%).

AO3 - Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities (Coursework Filmed Coursework - 50%)

""I can accept failure, everyone fails at something, but what I can't accept is not trying."

Michael Jordan

PHYSICS



OUTLINE

Students who choose to study physics will have a better understanding of the technological world. They will also be able to recognise the usefulness of the scientific method and how to apply this to other disciplines. Students will also be able to develop a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.

Year 10

Students will cover the first 3 units of the IGCSE in Year 10. The first block covers Newtonian mechanics, energy transfer and energy resources. They will be able to describe linear motion and demonstrate it graphically. They will able to quantify energy transfers and explain the law of conservation. They will learn about the ongoing climate change crisis and alternatives to fossil fuels. The second block covers thermal physics. In this block, students will learn about the three types of heat transfer; conduction, convection and radiation. They will also learn about the various methods of insulation in homes. The third block covers waves. In this block, the students learn about the two types of waves, transverse and longitudinal waves. They will learn about the properties of sound and light waves and the similarities and differences between the two. They will also learn about the electromagnetic spectrum and its uses.

Year 11

Students will cover the 3 units of the IGCSE in Year 11. The fourth block covers Magnetism, Electricity and Electromagnetism. In this block students learn about the origins of magnetism and electricity. Students will learn about Kirchoff's laws of electricity and Faraday's law of Electromagnetic Induction. Students will learn in detail how electricity is produced on a mass level. In block 5 students will learn about the atom and its constituent parts. They will learn about the history of the atom and be able to link it to the scientific process. In the final block, students will learn about our Solar system, the life cycle of stars, the origin of the universe and evidence for the Big Bang Theory.

Possible careers

Physicist, Physics Teacher, Aeronautical Engineer, Civil Engineer, Mechanical Engineer, Electrical Engineer, Astronaut, Rocket Scientist, Computer Programmer, Pilot, Architect, Finance Sector, Accountancy, Academic Research, etc.

SKILLS

Students will be able to demonstrate knowledge of how to use techniques, apparatus and materials safely including following a sequence of instructions where appropriate. They will also be able to plan experiments and investigations, make and record observations, measurements and estimates. They will also be able to interpret and evaluate experimental observations and data and evaluate methods and suggest possible improvements.

ASSESSMENT

Students are assessed constantly through their participation in lessons, classwork and homework. Throughout the year, there are regular formal assessments which include multiple choice questions and long answer questions. At the end of Year 11 students will sit 3 external IGCSE examinations. The multiple choice and long answer examinations will test their subject knowledge and the alternative to practical examination will test their investigative and mathematical skills.

Quantum physics thus reveals a basic oneness of the universe."

Edward Schrodinger

ESL

OUTLINE

Some students for whom English is a second language may need continuing ESL support in order effectively to access the KS4 curriculum. Study at this level makes particular demands on the language and literacy skills of students, as they encounter academic language that is increasingly complex and abstract, and that is often specific to a particular area of study.

ESL Support in the Classroom

At Key Stage 4, students needing ESL support are not withdrawn from lessons, although it is possible for them to join an ESL Option Group. Instead, support is provided within their IGCSE subject lessons by ESL teachers working in collaboration with their subject teachers. The ESL teacher analyses the demands that the lesson will make upon the language and literacy skills of the student, in relation to their current level of proficiency in English. The teacher then prepares materials and strategies that will make the lesson content accessible for the student, and supports their learning and language acquisition in the classroom.

The ESL Option Group

Where there is sufficient need within a year group, the Department also delivers ESL as an option which students can take in place of one of their three IGCSE option subjects. This offers students the opportunity to continue practising English conversation and reading skills in ways similar to those used in withdrawal groups at KS3. Students will benefit from working in a small group where the focus is on their individual language and literacy needs in relation to the subjects they are studying at KS4. As it replaces one of their IGCSE subject choices, this option is most appropriate for students with a level of ESL need that would make it difficult for them to cope with the full range of IGCSE options.

Possible careers

This option block should help instill the confidence to speak English effectively in front of others, which is a key skill that many employers look for.

SKILLS

As at KS3, the four skills of listening, speaking, reading and writing are taught in an integrated way, so that the development of one skill will lead to increased confidence and fluency in another. At this level, there is an emphasis on the increasing literacy demands of IGCSE study, which will include the independent reading of academic English and extended writing in a variety of genres.

ASSESSMENT

The progress of students who are supported in class is closely monitored through ongoing classroom observation and analysis of their written work. Students who take ESL as an option may have the opportunity to take one of a range of internationally recognised examinations that is appropriate for their current level of proficiency. For example, past students have taken the Cambridge First Certificate in English and the IELTS examinations.

"To have another language is to possess a second soul."

Charlemange

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