



**A Parents' and Pupils'
Guide to Selecting
Cambridge IGCSE
Options**

GCSEs

GCSEs are the main qualification taken by 14 to 16-year-olds, but are available to anyone of any age. You can take GCSEs in a wide range of academic and 'applied' or work-related subjects.

What GCSEs are

GCSE stands for General Certificate of Secondary Education. They are highly valued by schools, colleges and employers.

The qualification mainly involves studying the theory of a subject, together with some investigative work, while some subjects also involve practical work. They are usually studied full-time at school or college, taking five terms to complete.

GCSEs are available in more than 60 subjects and vocational areas.

How you are assessed

With GCSEs, you are assessed mainly on written exams and elements you complete throughout the course, such as:

- projects
- fieldwork
- artwork
- experiments
- investigations

Different forms of assessment

Not all GCSEs are assessed in the same way:

- art and design, for example, have more coursework and fewer exams
- some GCSE courses are made up of units where you take exams at the end of each unit
- other GCSEs involve exams at the end of course

Years 10 (and 11) at EBIS

The pupils of Endaze British International School have a uniquely flexible opportunity to achieve an excellent set of results in Years 10 and 11 and beyond.

The Stages through the Secondary School

Key Stage 4 is an important stage in your child's education. It is the start of a two-year programme of study that will culminate in examinations that are set and marked by the Cambridge International Examinations Board in the UK. During these two years your son or daughter will be studying a range of subjects, some of which are optional and some of which are compulsory.

It is usual in the British educational system to offer some choice to pupils in Years 10 and 11 in order for them to begin to specialise and build a deeper understanding in specific areas.

Although IGCSE's are typically two years in length and normally conclude at the end of Year 11, some may have started in Year 9 and others may be examined at the end of Year 10.

Why is there a Choice of Subjects?

The IGCSE course is the first stage in the process of specialisation which makes a British education so highly valued by institutions of Higher Education around the globe.

The value of choice at IGCSE is that it allows pupils to build upon strengths, reduce weaknesses and focus on areas of interest.

Within this booklet there is a form with the choices listed. These subjects in columns are carefully and deliberately designed to allow an element of choice whilst at the same time ensuring that later career opportunities are not jeopardised.

The IGCSE System and Promotion into Year 12

To conclude an IGCSE course it is typical to take one or a series of examinations. The result of these examinations proves a pupil has successfully completed this stage of compulsory education after following a curriculum of world-wide value, recognition and repute.

IGCSE grades are issued on an 8-point scale as shown in the table below, with U being 'Ungraded':

IGCSE Grade
A*- High Grade PASS
A
B
C - Low Grade PASS
D
E
F
G
U - Ungraded

In order to successfully complete Year 11 and meet the entrance requirements of Year 12, pupils must:

When entering the British System (AS/A-Levels):

...achieve at least 5 [five] IGCSE pass grades between A*-C, excluding English and Spanish as a Foreign/Second Language.

It is expected that pupils achieve at least a 'B' grade at IGCSE in each subject they intend to choose at AS-Level.

In the case of those pupils that take validation subjects, each pupil is expected to pass Lengua Española and Ciencias Sociales with a 5.0 or higher.

The Curriculum

Year Groups	Curriculum	Compulsory Cambridge International subjects	Optional CIE courses	Compulsory Spanish	Optional Spanish courses
Years 7 - 9 (Key Stage 3)	Key Stage 3 curriculum	English Maths Science History Geography Music PE Art and Design PSHE/Citizenship Computer Studies		Lengua Española/ Spanish Ciencias Sociales/ Citizenship	
Years 10 - 11 (Key Stage 4)	IGCSEs	English – Language and literature Maths Science – combined PE* PSHE/Citizenship*	History Geography Music PE Art and Design Drama Computer studies	Lengua Española/ Spanish Ciencias Sociales/ Geography	To be set

*All students must participate in these subject areas but it is not a requirement for them to sit them as an IGCSE.

How to Choose the Subjects

The curriculum is designed to ensure pupils keep as many doors open as possible. All pupils will be given an interview in the first two weeks of March to ensure they reach informed decisions.

Advice for Pupils:

- Choose subjects you are good at and, preferably, *enjoy*. Remember that this should be based upon **subjects** and not upon teachers or what your friends have chosen.
- Think about the future A Level subjects you may wish to take in Year 12. At AS Level you will study 5 subjects. You need a good grade (B or above) at IGCSE to study any subject at AS Level. However, some AS Levels can be taken without an IGCSE in that subject.
- Try to get a balance of different types of subject, but this may depend on very definite career choices you already have.
- In general we recommend that you study at least one humanities subject (Geography, Drama, History or Economics) that requires essay style written assignments in English.

Important Information Regarding Assessment

For most subjects, pupils are entered for their final IGCSE examinations at the end of Year 11. Some subjects however have controlled assessments, oral aspects or practical assessments which take place at different points throughout Year 10 and Year 11. All these areas directly contribute to the final IGCSE grade. In some cases they could account for 60% or more of the grade that is awarded.

If pupils are absent and miss these activities then it is highly unlikely the examination board will allow them to attempt them at a later date. It is essential that pupils do their best to attend school at all times, but particularly when these activities have been organised. It is important to understand that during examinations, including the Trial Examinations held in January of Year 11, absence must be justified with a doctor's certificate. With this document it is possible for us to apply to the examination board for special consideration.

Please bear in mind that it is unlikely that the examination boards will still award a grade if a candidate has missed an exam – but without a doctor's note, translated into English, it is impossible to even apply for that consideration.

It is important to remember that the examination boards set the date and time of the examinations and we are unable to change those dates.

SUBJECTS

Compulsory Subjects

ENGLISH

The aim of these courses is to build on and develop your English skills to a high level whilst firing your enthusiasm for hugely rewarding and thought provoking subjects.

English work is divided into two separate IGCSEs: Language and Literature.

English Language

Learners are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.

Candidates may follow either the Core Curriculum only or the Extended Curriculum, which includes both the Core and Extended content.

Candidates aiming for grades A* to B must follow the Extended Curriculum.

Students are examined on the following key:

Assessment objective 1: Reading

Assessment objective 2: Writing

Assessment objective 3: Speaking and Listening

English Literature

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Content:

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

English as a Second Language

Cambridge IGCSE English as a Second Language is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their education or career. Through their studies, learners will improve their ability to understand and use English in a range of situations.

The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study. This IGCSE can be sat whilst in Year 10 if the student's level of English is considered to be good.

MATHEMATICS

An essential subject for all pupils, IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study.

The aims are to enable candidates to:

1. Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment
2. Read mathematics, and write and talk about the subject in a variety of ways
3. Develop a feel for number, carry out calculations and understand the significance of the results obtained
4. Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them
5. Solve problems, present the solutions clearly, check and interpret the results
6. Develop an understanding of mathematical principles
7. Recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem
8. Use mathematics as a means of communication with emphasis on the use of clear expression
9. develop an ability to apply mathematics in other subjects, particularly science and technology
10. Develop the abilities to reason logically, to classify, to generalise and to prove
11. Appreciate patterns and relationships in mathematics
12. Produce and appreciate imaginative and creative work arising from mathematical ideas
13. Develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind.
14. Appreciate the interdependence of different branches of mathematics
15. Acquire a foundation appropriate to their further study of mathematics and of other disciplines.

A Mathematics qualification is a requirement in a large number of jobs and higher education institutions and it is applicable in a large range of careers.

Candidates may follow either the Core curriculum or the Extended curriculum. Candidates aiming for grades A* to C should follow the Extended curriculum.

All candidates will study the following topics:

1. Number
2. Algebra and graphs
3. Geometry
4. Mensuration
5. Co-ordinate geometry
6. Trigonometry
7. Matrices and transformations
8. Probability
9. Statistics

COMBINED SCIENCE

IGCSE Combined Sciences gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a single award qualification, earning one grade. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

They learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

The syllabus content that follows is divided into three sections: Biology (B1–B12), Chemistry (C1–C12) and Physics (P1–P6). Candidates must study all three sections. Candidates can either follow the Core syllabus only, or they can follow the Extended syllabus which includes both the Core and the Supplement. Candidates aiming for grades A* to C should follow the Extended syllabus.

Biology

- B1. Characteristics of living organisms
- B2. Cells
- B3. Biological molecules
- B4. Enzymes
- B5. Plant nutrition
- B6. Animal nutrition
- B7. Transport
- B8. Gas exchange and respiration
- B9. Coordination and response
- B10. Reproduction
- B11. Organisms and their environment
- B12. Human influences on ecosystems

Chemistry

- C1. The particulate nature of matter
- C2. Experimental techniques
- C3. Atoms, elements and compounds
- C4. Stoichiometry
- C5. Electricity and chemistry
- C6. Energy changes in chemical reactions
- C7. Chemical reactions
- C8. Acids, bases and salts
- C9. The Periodic Table
- C10. Metals
- C11. Air and water
- C12. Organic chemistry Syllabus overview

Physics

- P1. Motion
- P2. Work, energy and power
- P3. Thermal Physics
- P4. Properties of waves, including light and sound
- P5. Electrical quantities
- P6. Electric circuits

SPANISH

(for non-native speakers)

This syllabus is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

This syllabus aims to:

- develop the ability to communicate effectively using the target language
- offer insights into the culture and society of countries where the language is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

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

(for native speakers)

For native Spanish speakers this exam can be sat in year 10 as an additional IGCS.

Cambridge IGCSE First Language Spanish is designed for learners whose first language is Spanish. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

Cambridge IGCSE First Language Spanish has three assessment objectives:

Reading

Candidates will be assessed on their ability to:

- demonstrate understanding of explicit meanings
- demonstrate understanding of implicit meanings and attitudes
- analyse, evaluate and develop facts, ideas and opinions
- demonstrate understanding of how writers achieve effects
- select for specific purposes.

Writing

Candidates will be assessed on their ability to:

- articulate experience and express what is thought, felt and imagined
- sequence facts, ideas and opinions
- use a range of appropriate vocabulary
- use register appropriate to audience and context
- make accurate use of spelling, punctuation and grammar.

Speaking and listening (for candidates taking the Speaking and Listening Test only)

Candidates will be assessed on their ability to:

- articulate experience and express what is thought, felt and imagined
- present facts, ideas and opinions in a sustained, cohesive order
- communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers
- use register appropriate to audience and context
- listen to and respond appropriately to the contributions of others.

PHYSICAL EDUCATION

The syllabus provides learners with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

The aims are to enable candidates to:

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

Candidates will study all of the following topics:

- 1: Anatomy and physiology
- 2: Health, fitness and training
- 3: Skill acquisition and psychology
- 4: Social, cultural and ethical influences

The assessment objectives (AOs) are:

Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport.

Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance.

Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.

Optional Subjects

ART AND DESIGN

The IGCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Pupils gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. Pupils also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, IGCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

The course is similar in time and requirements to other subjects at this level (including 2 - 3 hours homework per week). Progress, interest, skill and inventiveness is strictly examined in three practical papers, and coursework is continuously assessed, graded and discussed before being sent with the examination work.

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetic ideas and feelings.

DRAMA

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment. This exciting course will entail a time commitment outside of the usual curriculum in order to rehearse and perform adequately.

The syllabus aims to:

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

Assessment objectives

Understanding repertoire

Candidates will be assessed on their ability to demonstrate knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

Devising

Candidates will be assessed on their ability to devise dramatic material and reflect on its effectiveness.

Acting skills

Candidates will be assessed on their acting skills and their ability to communicate effectively to an audience.

GEOGRAPHY

IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Aims

The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority.

The aims are to develop:

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

Content

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

- 1 Population and settlement
- 2 The natural environment
- 3 Economic development

GERMAN

This syllabus is designed for learners who are learning German as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where German is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Greater numbers of university courses now allow for the combination of a language with a separate field of study, such as Business, Economics or Finance. Increasingly, employers within the EU are seeking to employ candidates who have a range of international language skills.

This syllabus aims to:

- develop the ability to communicate effectively using the target language
- offer insights into the culture and society of countries where the language is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum

- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

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

HISTORY

Cambridge IGCSE History offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political.

The aims are to:

- stimulate an interest in and enthusiasm for learning about the past
 - promote the acquisition of knowledge and understanding of individuals, people and societies in the past
 - ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
 - promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
 - provide a sound basis for further study and the pursuit of personal interest
 - encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

All candidates study all the Core Content in either:

The 19th century: The Development of Modern Nation States, 1848–1914

or

The 20th century: International Relations since 1919

And one of the following:

- The First World War, 1914–18
- Germany, 1918–45
- Russia, 1905–41
- The USA, 1919–41
- China, c.1930–c.1990
- South Africa, c.1940–c.1994
- Israelis and Palestinians since 1945

History has most obvious links to careers in **law, journalism and education** but the knowledge, skills and understanding are highly valued in the **business** world.

COMPUTER SCIENCE

Learners following the Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

IGCSE Computer Science helps learners develop an interest in computing and gain confidence in computational thinking.

The aims are to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

MUSIC

When studying the Cambridge IGCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

Learners study music of all styles; each style is placed in its historical and cultural context, and they are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

The aims of the syllabus are to:

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

The three assessment objectives are:

Listening

Performing

Composing