



**Australian  
International  
School**

# **IGCSE Course Guide**

**Year 9 and Year 10**



**UNIVERSITY of CAMBRIDGE**  
**International Examinations**

Cambridge International School



## Introduction

The Australian International School aims to provide a well-rounded program of instruction appropriate to the diverse needs of its international student body. For Year 9 students, the School offers a broad and balanced program delivered mainly through the Cambridge IGCSE curriculum.

To ensure the personal, social and emotional development of our Year 9 students they will be required to take school based courses in:

- Physical Education / Sport
- Health Education
- PGD (Personal Growth and Development) as part of the Welfare program.

In addition there will be school based courses in:

- EAL Support (English as an additional language) for students requiring additional support in English
- Additional Studies for students requiring Learning Support
- Indonesian Beginners for students who have not been exposed to a second language.

The Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It attracts almost 500,000 entries from 144 different countries every year. The IGCSE is designed to be taught as a two-year course beginning in Year 9 and culminating in external examinations in Year 10. In some subjects there is a choice between core and extended curricula, making the IGCSE suitable for a wide range of abilities. Students can enter examinations for the level that is most appropriate for them and this need not be the same across all subjects. The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G. The extended curriculum is more challenging and designed for students who are expected to achieve grades A\* to C. This is in line with the School's focus on differentiation and students can choose either stream according to their ability. Students will generally make that choice in Year 10 after consultation with their parents and teachers.

The IGCSE offers a flexible course of study that gives candidates the freedom to choose subjects that are right for them, while providing them with a broad knowledge base and lifelong skills. It develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to familiar and new situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

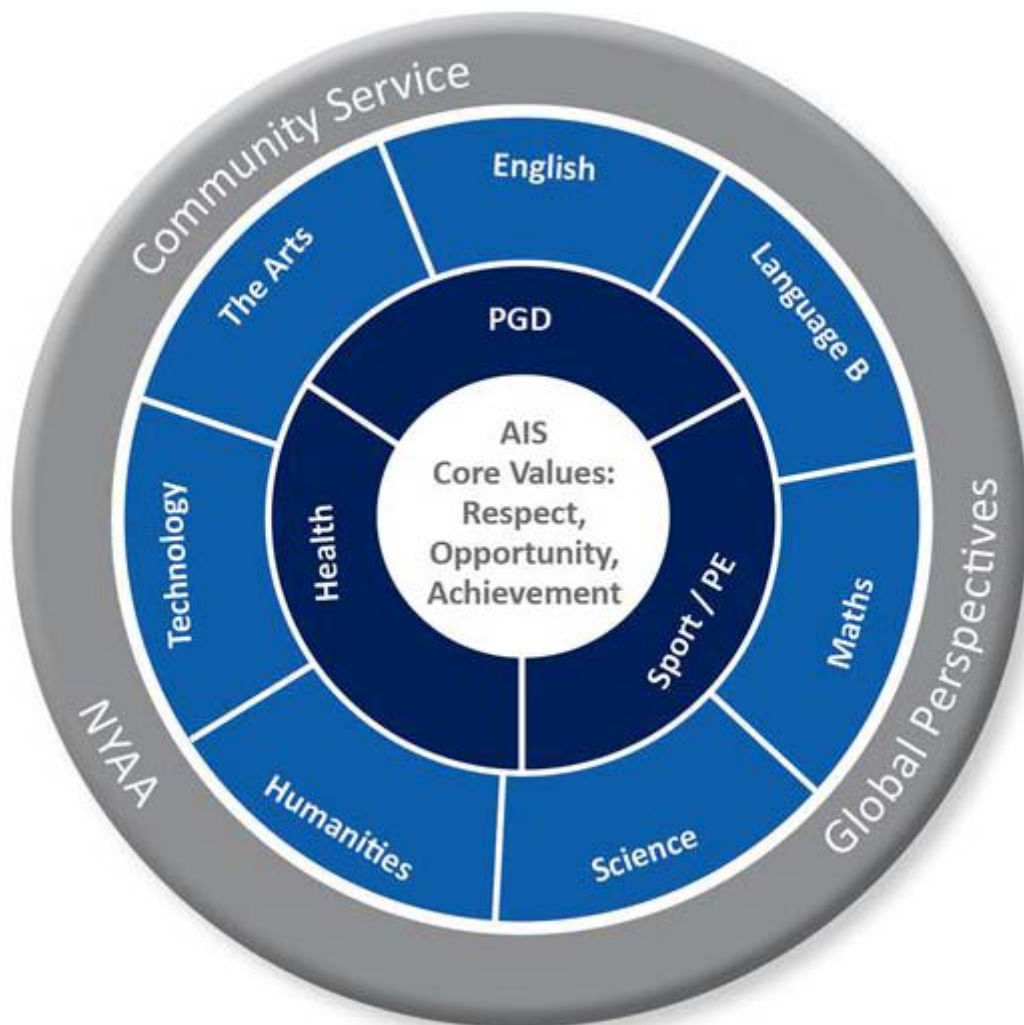
The IGCSE provides the perfect springboard to the International Baccalaureate Diploma Programme and the Higher School Certificate in Years 11 and 12.

## IGCSE Program Objectives

- To provide a rigorous, stimulating and diverse academic program that promotes high achievement and prepares students for the next step in their education
- To improve learners' performance
- To refine knowledge and understanding by stimulating students to develop their critical thinking, enquiry and problem solving skills



- To provide a variety of course offerings that accommodates a range of student interest and abilities
- To encourage students to explore global, intellectual and ethical issues and to make responsible decisions in solving problems
- To reinforce attitudes and actions that promote the development of an appropriate sense of individual responsibility, self-reliance, and self-discipline
- To provide opportunities for students to develop cultural, aesthetic, creative, technical and physical abilities
- To offer a range of activities and opportunities that encourages social interaction, cooperation, and leadership
- To create a warm, caring, and supportive ambience that shows respect for the individual
- To encourage participation in service projects within the School and in the wider community
- To foster an appreciation for and maintenance of the natural environment
- To promote an ideal of life-long learning in an atmosphere of openness and critical inquiry
- To enable students to develop global awareness through the celebration of cultural diversity
- To promote an understanding of the rich traditions of a culturally diverse student body.



## Advice on Course Selection

It is important that students and their parents have a full understanding of the syllabi and course requirements as students will be studying the subjects they choose for a two-year period. There will be a limited window during which they will be able to change courses, if deemed necessary.

These are some criteria that you can use in making your course selections:

- Check previous reports to see the progress the student has made in the courses they are choosing
- Discuss what the student's strengths and weaknesses are
- Is their interest in the subject strong enough to want to study it for two years?
- What are their career goals? Does this career have any subject requirement?
- Try not to make a course selection simply because the student likes a teacher or the student's friend is doing the course
- Assessment patterns differ slightly from course to course so please read the subject description in this booklet before making your choice
- Students in the English as a Second Language Course (0510) and who are currently studying a mother tongue course privately are recommended to continue with these private arrangements especially if they want to continue with it in the HSC or IBDP.



# Core Subject Groups

*Students will need to choose one course from each of the Core Subject Groups*

## **Coordinated Science (0654)**

*All students will be timetabled for Coordinated Science*

## **English**

- English as a First Language (0500)
- English as a Second Language (0510)

*Please choose one from this selection.*

## **Global Perspectives (0457)**

This is a groundbreaking new course that is cross-curricular, stretching across traditional subject boundaries and which embodies the School's Mission, Vision and Values.

*All students will be timetabled for this course.*

## **Humanities**

- Business Studies (0450)
- Economics (0455)
- Geography (0460)
- History (0470)

*Please choose one from this selection.*

## **Language B**

- Chinese as a First Language (0509)
- Korean as a First Language (0521)
- Mandarin Chinese as a Foreign Language (0547)
- French as a Foreign Language (0520)
- Indonesian as a Foreign Language (0545)
  - Indonesian Beginners (School based course)

*Please choose one from this selection.*

## **Mathematics**

- International Mathematics (0607)
  - Core
  - Extended
- International Mathematics (0607) and Additional Mathematics (0606)

*Students will be invited to join the Additional Mathematics class at the end of Year 8. This decision will be based on performance throughout Year 8 on internal assessments as well as external testing.*



## The Elective Groups

*Students will need to choose two subjects from the Elective Groups.*

The Electives include Humanities, Technology, Physical Education and The Arts. *The school will advise students if they need EAL support or Additional Studies and in this case students will only be able to choose one additional elective.*

To establish a well-rounded and balanced curriculum there are a few restrictions on subject selection:

- Students may only choose **one** Humanities subject in the Elective Group, in addition to their selection in the Core Group. *(In addition, please note that students may not choose both Business Studies and Economics from the Core and Elective Groups)*
- Students may only choose **one** option from Art and Design and Art and Design – Photography
- Students may only choose **one** option from Design Technology – either Graphic Products, Resistant Material or System Control

### Humanities

- Business Studies (0450)
- Economics (0455)
- Geography (0460)
- History (0470)

### Technology

- Computer Science (0478)
- Design Technology (0445)
  - Graphic Products
  - Resistant Materials
- Information and Communication Technology (0417)
- Food and Nutrition (0648)
- *Fashion and Textile (6130) – Offered at GCE 'O' Level*

### Physical Education (0413)

### The Arts

- Drama (0411)
- Music (0410)
- *Art and Design (5AD02) – Offered at GCSE Level \**
- *Art and Design – Photography – Lens and Light-Based Media (5PY02) – Offered at GCSE Level \**

*\* Please note that the School's adoption of the Art and Design (GCSE) (5AD02) and Art and Design – Photography – Lens and Light-Based Media (5PY02) syllabus is subject to satisfactory completion of the registration process which is still under negotiation at the time of printing.*



## CORE SUBJECTS – SCIENCES

### Coordinated Science (0654)

#### What is this course about?

Coordinated Sciences gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. It is a double award, earning two grades. 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. The syllabus provides an ideal foundation for further study of Science at HSC or DP level. Students 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.

Link to the IGCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=885](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=885)

#### Who should do this subject?

All students are required to take this subject.

#### Aims

The aims of the syllabus below are not listed in order of priority:

1. Provide a worthwhile educational experience for all candidates, through well-designed studies of experimental and practical science, whether or not they go on to study science beyond this level. In particular, candidates' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences so that they may:
  - become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance
  - recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life
  - be suitably prepared for studies beyond Cambridge IGCSE in pure science, in applied sciences or in science-dependent vocational courses.
2. Develop abilities and skills that:
  - are relevant to the study and practice of science
  - are useful in everyday life
  - encourage safe practice
  - encourage effective communication.
3. Stimulate:
  - curiosity, interest and enjoyment in science and its methods of enquiry
  - interest in, and care for, the environment.
4. Promote an awareness that:
  - the study and practice of science are cooperative and cumulative activities subject to social, economic, technological, ethical and cultural influences and limitations
  - the applications of science may be both beneficial and detrimental to the individual, the community and the environment
  - the concepts of science are of a developing and sometimes transient nature
  - science transcends national boundaries and that the language of science is universal

In addition to these general aims, Cambridge IGCSE Coordinated Sciences seeks to:



5. Emphasise that some principles and concepts are common to all science, while others are more particular to the separate sciences of biology, chemistry and physics
6. Promote interdisciplinary enquiry through practical investigations and through the coordination of the subject matter of the three separate sciences.

### Assessment Objective

The three assessment objectives in Coordinated Sciences are:

#### A. Knowledge with understanding

Students should be able to demonstrate knowledge and understanding in relation to:

- Scientific phenomena, facts, laws, definitions, concepts and theories
- Scientific vocabulary, terminology and conventions (including symbols, quantities and units)
- Scientific instruments and apparatus, including techniques of operation and aspects of safety
- Scientific quantities and their determination
- Scientific and technological applications with their social, economic and environmental implications.

The curriculum content defines the factual material that candidates may be required to recall and explain. Questions testing this will often begin with one of the following words: *define, state, describe, explain or outline*.

#### B. Handling information and problem solving

Students should be able, using words or other written forms of presentation (i.e. symbolic, graphical and numerical), to:

- Locate, select, organise and present information from a variety of sources
- Translate information from one form to another
- Manipulate numerical and other data
- Use information to identify patterns, report trends and draw inferences
- Present reasoned explanations for phenomena, patterns and relationships
- Make predictions and hypotheses
- Solve problems.

These skills cannot be precisely specified in the curriculum content, because questions testing such skills are often based on information which is unfamiliar to the candidate. In answering such questions, candidates are required to use principles and concepts in the syllabus and apply them in a logical, deductive manner to a new situation. Questions testing these skills will often begin with one of the following words: *discuss, predict, suggest, calculate or determine*.

#### C. Experimental skills and investigations

Students should be able to:

- Use techniques, apparatus and materials (including the following of a sequence of instructions where appropriate)
- Make and record observations, measurements and estimates
- Interpret and evaluate experimental observations and data
- Plan investigations and/or evaluate methods, and suggest possible improvements (including the selection of techniques, apparatus and materials).

All candidates must enter for **three** papers.

|   |   |
|---|---|
| <b>Candidates take:</b>   |   |
| <b>Paper 1 (30% of total marks)</b> (45 minutes)<br>A multiple-choice paper consisting of 40 items of the four-choice type.<br>The questions will be based on the core curriculum, will be of a difficulty appropriate to grades C to G, and will test skills mainly in Assessment Objectives A and B.  |   |
| <b>and either:</b>  | <b>or:</b>  |
| <b>Paper 2 (50% of total marks)</b> (2 hours)<br><i>Core curriculum – Grades C to G available</i><br>Core theory paper consisting of short-answer and structured questions, based on the core curriculum.<br>The questions will be of a difficulty appropriate to grades C to G and will test skills mainly in Assessment Objectives A and B.<br><b>120 marks</b> | <b>Paper 3 (50% of total marks)</b> (2 hours)<br><i>Extended curriculum – Grades A* to G available</i><br>Extended theory paper consisting of short-answer and structured questions. The questions will be based on all of the material, both from the core and supplement, and will allow candidates to demonstrate their knowledge and understanding.<br>The questions will be of a difficulty appropriate to the higher grades and will test skills mainly in Assessment Objectives A and B.<br><b>120 marks</b> |
| <b>and:</b>   |   |
| <b>Paper 6 Alternative to Practical</b> (1 hour)<br>– a written paper designed to test familiarity with laboratory based procedures   |   |

**For further discussion: Robert Slider**



## CORE SUBJECTS – ENGLISH

### English as a First Language (0500)

#### What is this course about?

First Language English is designed for learners whose first language is English. Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. 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 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.

Link to the IGCSE Syllabus

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=852](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=852)

#### Who should do this subject?

All Language A English Students.

#### Aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination. They are not listed in order of priority.

- 1 Enable students to communicate accurately, appropriately and effectively in speech and writing
- 2 Enable students to understand and respond appropriately to what they hear, read and experience
- 3 Encourage students to enjoy and appreciate a variety of language
- 4 Complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- 5 Promote students' personal development and an understanding of themselves and others.

#### Assessment Objective

Cambridge IGCSE First Language English has three Assessment Objectives (AOs).

##### AO1: Reading

Candidates will be assessed on their ability to:

R1: Understand and collate explicit meanings

R2: Understand, explain and collate implicit meanings and attitudes

R3: Select, analyse and evaluate what is relevant to specific purposes

R4: Understand how writers achieve effects.

##### AO2: Writing

Candidates will be assessed on their ability to:

W1: Articulate experience and express what is thought, felt and imagined

W2: Order and present facts, ideas and opinions

W3: Understand and use a range of appropriate vocabulary

W4: Use language and register appropriate to audience and context

W5: Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.



### AO3: Speaking and listening

Candidates will be assessed on their ability to:

- S1: Understand, order and present facts, ideas and opinions
- S2: Articulate experience and express what is thought, felt and imagined
- S3: Communicate clearly and fluently
- S4: Use language and register appropriate to audience and context
- S5: Listen to and respond appropriately to the contributions of others.

### Assessment at a glance

Cambridge IGCSE English as a Second Language candidates study:

|   |  |
|---|--|
| <b>Paper 2: Reading Passages (Extended)</b><br>2 hours<br>Candidates answer three questions on two passages of 600–700 words each, linked by a common theme.<br>Eligible for Grades A–E on this component.<br>50% of total marks. | <b>Component 4: Coursework Portfolio</b><br>Candidates submit three assignments, each of 500–800 words.<br>Eligible for Grades A–G on this component.<br>50% of total marks. |
| <b>Component 5: Speaking and Listening (Optional)</b><br>Approx. 10–12 minutes<br>Individual Task and Discussion.<br>Separately endorsed.   |  |

**For further discussion: Melissa Kennedy**



## CORE SUBJECTS – GLOBAL PERSPECTIVES

### Global Perspectives (0457)

#### What is this course about?

Meeting government ministers, organising a local river clean-up project and writing to the United Nations about climate change, are just some of the activities learners are pursuing through the Cambridge IGCSE Global Perspectives course. Cambridge IGCSE Global Perspectives is a ground-breaking new course that is cross-curricular, stretching across traditional subject boundaries. It taps into the way learners of today enjoy learning, including group work, seminars, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. It is an excellent pre-cursor to the DP Theory of Knowledge course.

Link to the IGSCSE Syllabus:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=998](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=998)

#### Who should do this subject?

All students are required to take this course.

#### Aims

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/national and global perspective, and could include almost any discipline, from the literary to the scientific, but should include a cross-cultural perspective.

Cambridge IGCSE Global Perspectives aims to develop learners who:

1. Are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
2. Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
3. Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
4. Can communicate sensitively with people from a variety of backgrounds
5. Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
6. Consider important issues from personal, local/national and global perspectives and understand the links between them
7. Critically assess the information available to them and make judgements
8. Can support judgements with lines of reasoning
9. Have a sense of their own, active place in the world
10. Can empathise with the needs and rights of others

## Assessment Objective

Throughout the course, candidates gather, analyse and present information about a range of global issues, researching different perspectives.

|     |  |
|-----|--|
| AO1 | Research, understand and present global issues from different perspectives, including personal, local/national and global, as well as cross-cultural perspectives.                         |
| AO2 | Analyse and evaluate issues and sources. Explore the current situation, the causes and effects, and suggest possible consequences and courses of action.                                   |
| AO3 | Explore and reflect on personal perspectives and on the perspectives of others on a variety of global issues. Develop a line of reasoning to support a view, decision or course of action. |
| AO4 | Collaborate with others to plan and carry out a project leading to a clear outcome. Evaluate the project, personal contributions to the project and learning from the project.             |

The quality of communication is not assessed separately, but the ability to communicate accurately, appropriately, concisely and effectively should be encouraged. Where work is predominantly written, it should be in continuous prose. Where other media are used, it should be supported by written work in continuous prose.

## Assessment at a glance

The assessment has two components, Paper 1: Multiple choice and Paper 2: Structured questions. Candidates must take both papers. Candidates receive grades from A\* to G.

| Component   | Weighting | Raw Mark | Nature of Assessment                           |
|---|-----------|----------|--|
| 1 <b>Individual Research</b><br>Candidates carry out research based on <b>two</b> topic areas and submit an Individual Research report on <b>each</b> topic.  | 40%       | 80       | <b>Internal</b><br>Individual                  |
| 2 <b>Group Project</b><br>The Group Project comprises two elements.<br><b>Group Element</b><br>Candidates collaborate to produce a plan and carry out a group project based on research into <b>one</b> topic area. The topic area must be different from the topics studied for the Individual Research.<br><b>Individual Element</b><br>Candidates evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations. | 30%       | 60       | <b>Internal</b><br>Group 33%<br>Individual 67% |
| 3 <b>Written Paper 1 hour 15 minutes</b><br>The Written Paper consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives.  | 30%       | 60       | <b>External</b><br>Individual                  |

**For further discussion: Gregory Verdon**



## CORE SUBJECTS – HUMANITIES

### Business Studies (0450)

#### What is this course about?

The Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at HSC or DP level and an ideal preparation for the world of work.

Link to the IGSCCE Syllabus:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=839](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=839)

#### Who should do this subject?

There is no requirement for prior knowledge; however, students should have knowledge of, and interest in, the business world around them.

#### Aims

The aims, which are not listed in order of priority, are to enable candidates to:

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

Teachers should note that not all of the above aims are necessarily subject to formal assessment.

#### Assessment Objective

The four assessment objectives in Business Studies are:

##### AO1: Knowledge with understanding

Candidates should be able to:

1. Demonstrate knowledge and understanding of facts, terms, concepts and conventions appropriate to the syllabus;
2. Demonstrate knowledge and understanding of theories and techniques commonly applied to or used as part of business behaviour.

### AO2: Application

Candidates should be able to:

3. Apply their knowledge and understanding of facts, terms, concepts and conventions to business problems and issues;
4. Apply their knowledge and understanding of theories and techniques to business problems and issues.

### AO3: Analysis

Candidates should be able to:

5. Distinguish between evidence and opinion in a business context;
6. Order, analyse and interpret information, in narrative, numerical and graphical forms, using appropriate techniques.

### AO4: Evaluation

Candidates should be able to:

7. Present reasoned explanations, develop arguments, understand implications and draw inferences;
8. Make judgements, recommendations and decisions.

### Assessment at a glance

Candidates must take both papers.

|  |                          |
|--|--------------------------|
| <b>Paper 1</b>   | <b>1 hour 45 minutes</b> |
| Short-answer questions and structured/data response questions.<br>There will be no choice of questions.<br>50% of total marks. |                          |
| <b>Paper 2</b>   | <b>1 hour 45 minutes</b> |
| Questions arising from a given case-study (not pre-released).<br>There will be no choice of questions.<br>50% of total marks.  |                          |

### For further discussion: Gregory Verdon





## CORE SUBJECTS – HUMANITIES

### Economics (0455)

#### What is this course about?

The Economics syllabus develops an understanding of economic terminology and principles and of basic economic theory. Learners study the economics of developed and developing nations and how these interrelate. They also learn to handle simple data and undertake economic analysis, evaluate information and discriminate between facts and value judgements in economic issues. A foundation for further study at HSC or DP level, the syllabus also encourages a better understanding of the world in which learners live, and helps them play an active part in the decision-making process, whether as consumers, producers or citizens of the local, national and international community.

Link to the IGSCSE Syllabus:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=851](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=851)

#### Who should do this subject?

This can be studied without any prior knowledge but students should have an interest in national and global economic issues

- Good written skills
- Good numeracy skills.

#### Aims

The aims below describe the educational purposes of a course in economics for the Cambridge IGCSE exam.

1. Develop candidates' knowledge and understanding of economic terminology, principles and theories
2. Develop candidates' basic economic numeracy and literacy and their ability to handle simple data including graphs and diagrams
3. Develop candidates' ability to use the tools of economic analysis in particular situations
4. Show candidates how to identify and discriminate between differing sources of information and how to distinguish between facts and value judgements in economic issues
5. Develop candidates' ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which they live
6. Develop candidates' understanding of the economies of developed and developing nations and of the relationships between them; and to develop their appreciation of these relationships from the perspective of both developed and developing.

#### Assessment Objective

The three assessment objectives are:

##### AO1: Knowledge with understanding

Candidates should be able to:

- Show knowledge and understanding of economic facts, definitions, concepts, principles and theories
- Use economic vocabulary and terminology

##### AO2: Analysis

Candidates should be able to:

- Select, organise and interpret data
- Apply economic knowledge and understanding in written, numerical, diagrammatic and graphical form
- Use economic data, to recognise patterns in such data, and to deduce relationships



### AO3: Critical evaluation and decision-making

Candidates should be able to:

- Distinguish between evidence and opinion, make reasoned judgements and communicate those judgements in an accurate and logical manner
- Recognise that economic theory has various limits and uncertainties
- Evaluate the social and environmental implications of particular courses of economic action
- Draw conclusions from economic information and critically evaluate economic data
- Communicate conclusions in a logical and clear manner.

### Assessment at a glance

The assessment has two components, Paper 1: Multiple choice and Paper 2: Structured questions. Candidates must take both papers. Candidates receive grades from A\* to G.

|   |                           |
|---|---------------------------|
| <b>Paper 1 Multiple choice</b>  | <b>45 minutes</b>         |
| Candidates answer 30 multiple choice questions.<br>Weighted at 30% of total available marks.  |                           |
| <b>Paper 2 Structured questions</b>   | <b>2 hours 15 minutes</b> |
| Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.<br>Weighted at 70% of total available marks. |                           |

**For further discussion: Gregory Verdon**



## CORE SUBJECTS – HUMANITIES

### Geography (0460)

#### What is this course about?

Through the Cambridge 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.

Link to the IGCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=859](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=859)

#### Who should do this subject?

There is no requirement for prior knowledge; however, a good general knowledge, particularly of places in the world and a MYP grade of 4 and above.

#### Aims

The syllabus aims are to encourage candidates to develop:

- A sense of place and an understanding of relative location on a local, regional and global scale;
- An awareness of the characteristics and distribution of a selection of contrasting physical and human environments;
- An understanding of some of the processes affecting the development of such environments;
- An understanding of the spatial effects of the ways in which people interact with each other and with their environments;
- An understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

#### Assessment Objective

The assessment objectives (AOs) in Geography are:

##### AO1: Knowledge with understanding

Candidates should be able to demonstrate knowledge and understanding of:

1. The wide range of processes, including human actions, contributing to the development of
  - (a) physical, economic, social, political and cultural environments and their associated effects on the landscape;
  - (b) spatial patterns and interactions which are important within these environments;
2. The inter-relationships between people's activities and the total environment and an ability to seek explanations for them;
3. The importance of scale (whether local, regional or global) and the time at which spatial distributions and the working of systems are considered;
4. The changes which occur through time in places, landscapes and spatial distribution.

##### AO2: Analysis

Candidates should be able to:

5. Analyse and interpret geographical data;
6. Use and apply geographical knowledge and understanding to maps and in verbal, numerical, diagrammatic, pictorial, photographic and graphical form;
7. Use geographical data to recognise patterns in such data and to deduce relationships;
8. Select and show understanding of techniques for observing and collecting data;
9. Select and use techniques for organising and presenting data.



### AO3: Critical evaluation and decision-making

Through their geographical training candidates should be able to:

10. Reason, make judgements (including evaluation and conclusions) which demonstrate, where appropriate:
  - (a) a sensitivity to, and a concern for, landscape, the environment and the need for sustainable development;
  - (b) an aesthetic appreciation of the earth including its people, places, landscapes, natural processes and phenomena;
  - (c) an appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have a geographical dimension;
  - (d) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions;
  - (e) a willingness to review their own attitudes in the light of new knowledge and experiences;
  
11. Recognise the role of decision making within a geographical context as affected by
  - (a) the physical and human contexts in which decisions are made;
  - (b) the values and perceptions of groups or individuals;
  - (c) the choices available to decision makers and the influences and constraints within which they operate;
  - (d) the increasing level of global interdependence.

### Assessment at a glance

The assessment has two components, Paper 1: Multiple choice and Paper 2: Structured questions.

Candidates must take both papers. Candidates receive grades from A\* to G.

| All candidates take   |   |
|---|---|
| <p><b>Paper 1</b> <span style="float: right;"><b>1 hour 45 minutes</b></span></p> <p>Candidates answer any three questions out of six. There are two questions set on each of three themes. Questions are structured with gradients of difficulty and are resource-based, involving problem solving and free response writing. (75 marks, weighted to 100 marks)</p> <p><b>45% of total marks</b></p>   | <p><b>Paper 2</b> <span style="float: right;"><b>1 hour 30 minutes</b></span></p> <p>Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information and on the application of graphical and other techniques as appropriate. The questions will not require specific information of place. One question is based on a 1:25 000 or 1:50 000 topographical map of a tropical area such as Zimbabwe, the Caribbean or Mauritius. (60 marks)</p> <p><b>27.5% of total marks</b></p> |
| <p><b>Paper 4</b> <span style="float: right;"><b>1 hour 30 minutes</b></span></p> <p><b>Alternative to Coursework</b></p> <p>Candidates answer two compulsory questions, completing a series of written tasks based on the three themes (see section 4). The questions involve an appreciation of a range of techniques used in fieldwork studies. Questions test the methodology of questionnaires, observation, counts, measurement techniques, and may involve developing hypotheses appropriate to specific topics. The processing, presentation and analysis of data will be tested. (60 marks)</p> <p><b>27.5% of total marks</b></p> |   |

- Candidates are **not** allowed to use atlases for the written papers;
- All measurements on the written papers will be metric;
- The twenty-four hour clock only will be quoted on the written papers.

### For further discussion: Gregory Verdon



## CORE SUBJECTS – HUMANITIES

### History (0470)

#### What is this course about?

The History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available. AIS is currently developing an in depth study option on Australian History.

Link to the IGSCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=864](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=864)

#### Who should do this subject?

There is no requirement for prior knowledge; however, an understanding of the past and its interrelationship with the present and future is advisable and a MYP grade of 4 and above.

#### Aims

These are set out below and describe the educational purposes of a course in History for the Cambridge IGCSE Certificate. They are not listed in order of priority.

1. Stimulate interest in and enthusiasm about the past
2. Promote the acquisition of knowledge and understanding of human activity in the past
3. Ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence
4. Promote an understanding of the nature of cause and consequence, continuity and change, and similarity and difference
5. Provide a sound basis for further study and the pursuit of personal interest
6. Encourage international understanding
7. Encourage the development of linguistic and communication skills.

#### Assessment Objective

To pass Cambridge IGCSE History, candidates must demonstrate the following:

**AO1:** An ability to recall, select, organise and deploy knowledge of the syllabus content

**AO2:** An understanding of:

- change and continuity, cause and consequence, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past

**AO3:** An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.



## Assessment at a glance

Candidates must take Paper 1, Paper 2 and Paper 3 (Coursework).

|   |
|---|
| <b>Paper 1</b>  |
| <b>Section A</b><br>Candidates answer <b>two</b> questions on the Core Content (selected from the 19 <sup>th</sup> century and 20 <sup>th</sup> century Core topics)  |
| <b>Section B</b><br>Candidates answer <b>one</b> question on a Depth Study (selected from questions on all eight Depth Studies)   |
| <b>40% of total marks</b>   |
| <b>Paper 2</b>  |
| Candidates answer a series of questions on <b>one</b> Prescribed Topic.<br>The Prescribed Topics include one 19 <sup>th</sup> century topic and one 20 <sup>th</sup> century topic, taken from the Core Content For the examination in 2014 the topics will be:<br>19 <sup>th</sup> century core: Why was there a civil war in the United States? ( <i>May/June examination</i> )<br><b>or</b> Were the revolutions of 1848 important? ( <i>November examination</i> )<br>20 <sup>th</sup> century core: How effectively did the USA contain the spread of Communism? ( <i>May/June examination</i> )<br><b>or</b> Why had international peace collapsed by 1939? ( <i>November examination</i> ) |
| <b>33% of total marks</b>   |
| <b>Paper 3</b>  |
| <b>Coursework (Centre-based assessment)</b><br>Candidates produce <b>two</b> pieces of Coursework based on one or two Depth Studies (or on Depth Studies devised by the Centre).<br>Coursework totalling around 1500 words  |
| <b>27% of total marks</b>   |

**For further discussion: Gregory Verdon**



## CORE SUBJECTS – LANGUAGE

### English as a Second Language (0510)

#### What is this course about?

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 academic or professional career. The qualification reflects the widespread use of English in education and commerce, and also in entertainment. 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. In Syllabus 0510, marks for the oral component do not contribute to the overall grade candidates receive for the written components.

Link to the IGSCCE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=1087](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=1087)

#### Who should do this subject?

All students who studied English Language B in Semester 2, 2012.

#### Aims

The syllabus assesses candidates' ability to use English as a medium of practical communication, and is designed for students for whom English is not a first language/mother tongue but for whom it is a *lingua franca* or language of study.

The aims are to:

1. Develop the ability to use English effectively for the purpose of practical communication;
2. Form a sound base for the skills required for further study or employment using English as the medium;
3. Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
4. Promote students' personal development.

#### Assessment Objective

Candidates must demonstrate ability in the following areas:

##### AO1: Reading

R1: Understand and respond to information presented in a variety of forms

R2: Select and organise material relevant to specific purposes

R3: Recognise, understand and distinguish between facts, ideas and opinions

R4: Infer information from texts [*Extended tier only*]

##### AO2: Writing

W1: Communicate clearly, accurately and appropriately

W2: Convey information and express opinions effectively

W3: Employ and control a variety of grammatical structures

W4: Demonstrate knowledge and understanding of a range of appropriate vocabulary

W5: Observe conventions of paragraphing, punctuation and spelling

W6: Employ appropriate register/style

##### AO3: Listening

L1: Understand and respond to information presented in a variety of forms

L2: Recognise, understand and distinguish between facts, ideas and opinions

L3: Select and organise material relevant to specific purposes

L4: Infer information from texts [*Extended tier only*]



## AO4: Speaking

- S1: Communicate clearly, accurately and appropriately
- S2: Convey information and express opinions effectively
- S3: Employ and control a variety of grammatical structures
- S4: Demonstrate knowledge of a range of appropriate vocabulary
- S5: Engage in and influence the direction of conversation
- S6: Employ suitable pronunciation and stress patterns.

### Assessment at a glance

Cambridge IGCSE English as a Second Language candidates study:

| Assessment objective 1: Reading  |   |
|--|---|
| <b>Core: All candidates should be able to</b>  | <b>Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to</b>   |
| <ul style="list-style-type: none"><li>* Demonstrate the ability to recognise public notices and signs (including timetables and advertisements).</li><li>• Demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds.</li><li>* Scan for particular information, organise the relevant information and present it in a logical manner/given format.</li></ul> | <ul style="list-style-type: none"><li>* Demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people.</li><li>• Demonstrate the ability to identify the important points or themes within an extended piece of writing.</li><li>* Draw conclusions from and see relations within an extended text.</li></ul> |
| Assessment objective 2: Writing  |   |
| <b>Core: All candidates should be able to</b>  | <b>Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to</b>   |
| <ul style="list-style-type: none"><li>• Carry out simple writing tasks, such as completing forms, writing postcards or short letters in an appropriate and accurate form of English in response to a written stimulus.</li><li>• Demonstrate the ability to describe, report, give personal information.</li><li>• Identify, organise and present given material in a particular form.</li></ul>   | <ul style="list-style-type: none"><li>• Carry out longer writing tasks on a wider range of topics in response to a written stimulus.</li></ul>  |
| Assessment objective 3: Listening  |   |
| <b>Core: All candidates should be able to</b>  | <b>Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to</b>   |
| <ul style="list-style-type: none"><li>• Demonstrate understanding of specific details, information and semi-formal announcements e.g. news, weather, travel, and in interviews, dialogues and telephone conversations.</li><li>• Demonstrate general comprehension of the speaker's intentions where appropriate.</li></ul>  | <ul style="list-style-type: none"><li>• Identify the important points or themes of the material they hear, including attitudes.</li><li>• Draw conclusions from and identify the relationships between ideas within the material they hear.</li><li>• Show awareness of major variations in register.</li><li>• Take notes from material they have heard.</li></ul>                                       |
| Assessment objective 4: Speaking   |   |
| <b>Core: All candidates should be able to</b>  | <b>Extended: In addition to what is required for the Core, candidates taking Extended tier papers should be able to</b>   |
| <ul style="list-style-type: none"><li>• Demonstrate competence in a range of speech activities e.g. respond to questions on topics within a defined range such as past and present schooling, future plans, and current affairs.</li><li>• Conduct a sustained conversation.</li></ul>   | <ul style="list-style-type: none"><li>• Demonstrate greater flexibility in dealing with new, topical ideas.</li><li>• Show a sense of audience.</li></ul>   |

For further discussion : Tim Hudson





## CORE SUBJECTS – LANGUAGE B

### Chinese as a First Language (0509)

#### What is this course about?

First Language Chinese syllabus is designed for learners whose first language is Chinese. The 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.

Link to the IGSCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=842](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=842)

#### Who should do this subject?

Students studying Chinese as a mother tongue.

#### Aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the Cambridge IGCSE examination. They are not listed in order of priority.

1. Enable students to communicate accurately, appropriately and effectively in writing;
2. Enable students to understand and respond appropriately to what they read;
3. Encourage students to enjoy and appreciate the variety of language;
4. Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. Promote the students' personal development and an understanding of themselves and others.

#### Assessment Objective

##### Reading

Candidates are assessed on their ability to:

R1: Understand and collate explicit meanings

R2: Understand, explain and collate implicit meanings and attitudes

R3: Select, analyse and evaluate what is relevant to specific purposes

R4: Understand how writers achieve effects.

##### Writing

Candidates are assessed on their ability to:

W1: Articulate experience and express what is thought, felt and imagined

W2: Order and present facts, ideas and opinions

W3: Understand and use a range of appropriate vocabulary

W4: Use language and register appropriate to audience and context

W5: Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.



## Assessment at a glance

Cambridge IGCSE First Language Chinese comprises two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A\* to G.

|  |
|--|
| <b>Paper 1: Reading 2 hours</b>  |
| Candidates answer two questions:<br><b>Question 1 – 25 marks</b><br>Candidates answer a series of comprehension questions based on Passage 1.<br><b>Question 2 – 25 marks</b><br>Candidates write a summary based on Passages 1 and 2. |
| <b>Paper 1: Writing 1 hour 15 minutes</b>  |
| Candidates write one composition of 400–600 characters.  |

For further discussion: [David Schneer](#)



## CORE SUBJECTS – LANGUAGE B

### Korean as a First Language (0521)

#### What is this course about?

First Language Korean is designed for learners whose first language is Korean. 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.

Link to the IGSCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=952](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=952)

#### Who should do this subject?

Students studying Korean as a mother tongue.

#### Aims

The aims of the syllabus are the same for all students. The aims are set out below and describe the educational purposes of a course in a First Language for the Cambridge IGCSE examination. They are not listed in order of priority.

1. Enable students to communicate accurately, appropriately and effectively in writing;
2. Enable students to understand and respond appropriately to what they read;
3. Encourage students to enjoy and appreciate the variety of language;
4. Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. Promote the students' personal development and an understanding of themselves and others.

#### Assessment Objective

##### Reading

Candidates are assessed on their ability to:

- R1: Understand and collate explicit meanings
- R2: Understand, explain and collate implicit meanings and attitudes
- R3: Select, analyse and evaluate what is relevant to specific purposes
- R4: Understand how writers achieve effects.

##### Writing

Candidates are assessed on their ability to:

- W1: Articulate experience and express what is thought, felt and imagined
- W2: Order and present facts, ideas and opinions
- W3: Understand and use a range of appropriate vocabulary
- W4: Use language and register appropriate to audience and context
- W5: Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.



### Assessment at a glance

Cambridge IGCSE First Language Chinese comprises two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A\* to G.

|  |
|--|
| <b>Paper 1: Reading 2 hours</b>  |
| Candidates answer two questions:<br><b>Question 1 – 25 marks</b><br>Candidates answer a series of comprehension questions based on Passage 1.<br><b>Question 2 – 25 marks</b><br>Candidates write a summary based on Passages 1 and 2. |
| <b>Paper 1: Writing 2 hours</b>  |
| Candidates write two compositions of 350-500 words each.   |

For further discussion: [David Schneer](#)



## CORE SUBJECTS – LANGUAGE B

### Mandarin Chinese (0547)

#### What is this course about?

This syllabus is designed for learners who are learning Mandarin Chinese 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 Mandarin Chinese is spoken, encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Link to the IGCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=843](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=843)

#### Who should do this subject?

Students need to have two to three years of the language before starting the IGCSE course and they need to have their teacher's recommendation and HoD's approval.

#### Aims

The aims of the syllabus are the same for all candidates and describe the educational purposes of a course in a foreign language for the Cambridge IGCSE examination. They are not listed in order of priority.

1. Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
2. Form a sound base of the skills, language and attitudes required for further study, work and leisure
3. Offer insights into the culture and civilisation of countries where the language is spoken
4. Encourage fuller integration into the local community, where relevant
5. Develop a fuller awareness of the nature of language and language learning
6. Encourage positive attitudes toward language learning and towards speakers of other languages and a Sympathetic approach to other cultures and civilisations
7. Provide enjoyment and intellectual stimulation
8. Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising and drawing of inferences).

#### Assessment Objective

Candidates will be assessed on their ability to:

**AO1:** Understand and respond to spoken language

**AO2:** Understand and respond to written language

**AO3:** Communicate in speech, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately

**AO4:** Communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately.



### Assessment at a glance

All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for **Core Curriculum** candidates and **Extended Curriculum** candidates:

| <b>Core curriculum</b><br>Grades available: C, D, E, F, G                    | <b>Extended curriculum (Core + Supplement)</b><br>Grades available: A*, A, B, C, D, E, F, G |
|--|---|
| <b>Paper 1</b> Listening<br>35 minutes: Sections 1, 2 and 3                  | <b>Paper 1</b> Listening<br>35 minutes: Sections 1, 2 and 3                                 |
| <b>Paper 2</b> Reading and Directed Writing<br>1½ hours: Sections 1, 2 and 3 | <b>Paper 2</b> Reading and Directed Writing<br>1½ hours: Sections 1, 2 and 3                |
| <b>Paper 3*</b> Speaking<br>15 minutes                                       | <b>Paper 3*</b> Speaking<br>15 minutes  |
|  | <b>Paper 4</b> Continuous Writing<br>1½ hours   |

**Papers 1, 2 and 3 are common to both routes, but candidates cannot achieve higher than a grade C without taking Paper 4.**

All Extended Curriculum candidates will be graded twice: once on their performance on the Core Curriculum Papers (1, 2 and 3) and once on their performance on the Extended Curriculum Papers (1, 2, 3 and 4).

Candidates are awarded the higher of the two grades they achieve.

*\* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.*

**For further discussion: Valerie Cattetz**



## CORE SUBJECTS - LANGUAGE B

### French (0520)

#### What is this course about?

World Literature encourages learners to explore literature from different countries and cultures. Through study of great novelists, poets and dramatists from around the world, learners acquire lifelong skills in interpreting and evaluating texts. They learn how to develop and communicate an informed personal response to literature. The syllabus has been designed to be flexible: schools and teachers can choose texts relevant to their learners' circumstances and teachers' own specialist interests. The aims of the syllabus are to develop learners' ability to enjoy, understand and respond to literature written in English or in English translation from different countries and cultures.

Link to the IGSCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=857](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=857)

#### Who should do this subject?

Students need to have two to three years of the language before starting the IGCSE course and they need to have their teacher's recommendation and HoD's approval.

#### Aims

The aims of the syllabus are the same for all candidates and describe the educational purposes of a course in a foreign language for the Cambridge IGCSE examination. They are not listed in order of priority.

1. Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
2. Form a sound base of the skills, language and attitudes required for further study, work and leisure
3. Offer insights into the culture and civilisation of countries where the language is spoken
4. Encourage fuller integration into the local community, where relevant
5. Develop a fuller awareness of the nature of language and language learning
6. Encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
7. Provide enjoyment and intellectual stimulation
8. Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising and drawing of inferences).

#### Assessment Objective

Candidates will be assessed on their ability to:

**AO1:** Understand and respond to spoken language

**AO2:** Understand and respond to written language

**AO3:** Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

**AO4:** Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.



### Assessment at a glance

All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for **Core Curriculum** candidates and **Extended Curriculum** candidates:

| <b>Core curriculum</b><br>Grades available: C, D, E, F, G                    | <b>Extended curriculum (Core + Supplement)</b><br>Grades available: A*, A, B, C, D, E, F, G |
|--|---|
| <b>Paper 1</b> Listening<br>45 minutes: Sections 1, 2 and 3                  | <b>Paper 1</b> Listening<br>45 minutes: Sections 1, 2 and 3                                 |
| <b>Paper 2</b> Reading and Directed Writing<br>1½ hours: Sections 1, 2 and 3 | <b>Paper 2</b> Reading and Directed Writing<br>1½ hours: Sections 1, 2 and 3                |
| <b>Paper 3*</b> Speaking<br>15 minutes                                       | <b>Paper 3*</b> Speaking<br>15 minutes  |
|  | <b>Paper 4</b> Continuous Writing<br>1¼ hours   |

**Papers 1, 2 and 3 are common to both routes, but candidates cannot achieve higher than a grade C without taking Paper 4.**

All Extended Curriculum candidates will be graded twice: once on their performance on the Core Curriculum Papers (1, 2 and 3) and once on their performance on the Extended Curriculum Papers (1, 2, 3 and 4).

Candidates are awarded the higher of the two grades they achieve.

*\* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.*

**For further discussion: Valerie Cattetz**





## CORE SUBJECTS - LANGUAGE B

### Indonesian (0545)

#### What is this course about?

This syllabus is designed for learners who are learning Indonesian 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 Indonesia, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Link to the IGSCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=865](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=865)

#### Who should do this subject?

Students need to have two to three years of the language before starting the IGCSE course and they need to have their teacher's recommendation and HoD's approval.

#### Aims

The aims of the syllabus are the same for all candidates and describe the educational purposes of a course in a foreign language for the Cambridge IGCSE examination. They are not listed in order of priority.

1. Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
2. Form a sound base of the skills, language and attitudes required for further study, work and leisure
3. Offer insights into the culture and civilisation of countries where the language is spoken
4. Encourage fuller integration into the local community, where relevant
5. Develop a fuller awareness of the nature of language and language learning
6. Encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
7. Provide enjoyment and intellectual stimulation
8. Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising and drawing of inferences).

#### Assessment Objective

Candidates will be assessed on their ability to:

**AO1:** Understand and respond to spoken language

**AO2:** Understand and respond to written language

**AO3:** Communicate in speech, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately

**AO4:** Communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the target language accurately.



### Assessment at a glance

All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for **Core Curriculum** candidates and **Extended Curriculum** candidates:

| <b>Core curriculum</b><br>Grades available: C, D, E, F, G                    | <b>Extended curriculum (Core + Supplement)</b><br>Grades available: A*, A, B, C, D, E, F, G |
|--|---|
| <b>Paper 2</b> Reading and Directed Writing<br>1½ hours: Sections 1, 2 and 3 | <b>Paper 2</b> Reading and Directed Writing<br>1½ hours: Sections 1, 2 and 3                |
| <b>Paper 3*</b> Speaking<br>15 minutes                                       | <b>Paper 3*</b> Speaking<br>15 minutes  |
|  | <b>Paper 4</b> Continuous Writing<br>1¼ hours   |

**Papers 2 and 3 are common to both routes, but candidates cannot achieve higher than a grade C without taking Paper 4.**

All Extended Curriculum candidates will be graded twice: once on their performance on the Core Curriculum Papers (2 and 3) and once on their performance on the Extended Curriculum Papers (2, 3 and 4).

Candidates are awarded the higher of the two grades they achieve.

*\* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.*

**For further discussion: Valerie Cattetz**



## CORE SUBJECTS - MATHEMATICS

### International Mathematics (0607)

#### What is this course about?

International Mathematics has been developed for schools offering an international curriculum. Cambridge International Mathematics reflects the way today's learners like to learn: they will acquire a solid foundation of mathematical skills and learn how to develop strategies for solving open-ended problems. The course also allows learners to develop and sharpen their investigation and modelling skills, and introduces them to the use of graphical calculators - a necessary part of the DP.

Link to the IGCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=999](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=999)

#### Who should do this subject?

##### International Mathematics Core

This course will prepare students to study at a Standard Level of Mathematics in Senior Years (e.g. HSC General Mathematics, DP Mathematics Studies).

Students who achieve MYP grade 1 – 4 should consider this course.

##### International Mathematics Extended

This course will prepare students to study at an Intermediate Level of Mathematics in Senior Years (e.g. HSC Mathematics, DP Standard Level Mathematics).

Students who achieve an MYP grade of 5 and above should consider this course.

#### Aims

Cambridge International Mathematics (IGCSE) syllabus is designed as a two-year course for examination at age 16-plus. The aims of this syllabus should enable students to:

1. Acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics;
2. Develop a foundation of mathematical skills and apply them to other subjects and to the real world;
3. Develop methods of problem solving;
4. Interpret mathematical results and understand their significance;
5. Develop patience and persistence in solving problems;
6. Develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning;
7. Appreciate the beauty and power of mathematics;
8. Appreciate the difference between mathematical proof and pattern spotting;
9. Appreciate the interdependence of different branches of mathematics and the links with other disciplines;
10. Appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world;
11. Read mathematics and communicate the subject in a variety of ways.

#### Assessment Objective

The examination will test the ability of candidates to:

1. Know and apply concepts from all the aspects of mathematics listed in the specification;
2. Apply combinations of mathematical skills and techniques to solve a problem;
3. Solve a problem by investigation, analysis, the use of deductive skills and the application of an appropriate strategy;
4. Recognise patterns and structures and so form generalisations;



5. Draw logical conclusions from information and understand the significance of mathematical or statistical results;
6. Use spatial relationships in solving problems;
7. Use the concepts of mathematical modelling to describe a real-life situation and draw conclusions;
8. Organise, interpret and present information in written, tabular, graphical and diagrammatic forms;
9. Use statistical techniques to explore relationships in the real world;
10. Communicate mathematical work using the correct mathematical notation and terminology, logical argument, diagrams and graphs;
11. Make effective use of technology;
12. Estimate and work to appropriate degrees of accuracy.

### Assessment at a glance

Candidates may follow either the Core Curriculum or the Extended Curriculum. Candidates should attempt to answer all questions on each paper. All papers must be taken in the same examination series at the end of the course.

| Core curriculum  | Extended curriculum  |
|--|--|
| <p><b>Paper 1</b> <span style="float: right;"><b>45 minutes</b></span><br/>           10–12 short response questions.<br/>           No calculators are permitted.<br/>           Designed to assess knowledge and use of basic skills and methods.<br/>           Any part of the syllabus content may be present in this paper but questions will focus on concepts which can be assessed without access to a calculator.<br/> <b>40 marks: 25% of assessment</b></p>  | <p><b>Paper 2</b> <span style="float: right;"><b>45 minutes</b></span><br/>           10–12 short response questions.<br/>           No calculators are permitted.<br/>           Designed to assess knowledge and use of basic skills and methods.<br/>           Any part of the syllabus content may be present in this paper but questions will focus on concepts which can be assessed without access to a calculator.<br/> <b>40 marks: 20% of assessment</b></p>  |
| <p><b>Paper 3 1 hour 45 minutes</b><br/>           11–15 medium to extended response questions.<br/>           A graphics calculator is required.<br/>           Any area of the syllabus may be assessed.<br/>           Some of the questions will particularly assess the use of the graphics calculator.<br/> <b>96 marks: 60% of assessment</b></p>   | <p><b>Paper 4 2 hours 15 minutes</b><br/>           11–15 medium to extended response questions.<br/>           A graphics calculator is required.<br/>           Any area of the syllabus may be assessed.<br/>           Some of the questions will particularly assess the use of the graphics calculator.<br/> <b>120 marks: 60% of assessment</b></p>   |
| <p><b>Paper 5</b> <span style="float: right;"><b>1 hour</b></span><br/>           One investigation question.<br/>           A graphics calculator is required.<br/>           Any area of the syllabus may be assessed.<br/>           Candidates are assessed on their ability to investigate and solve a more open-ended problem.<br/>           Clear communication and full reasoning are especially important and mark schemes reflect this.<br/>           An extended time allowance is given for this paper to allow students to explore and communicate their ideas fully.<br/> <b>24 marks: 15% of assessment</b></p> | <p><b>Paper 6</b> <span style="float: right;"><b>1 hour 30 minutes</b></span><br/>           One investigation and one modelling question.<br/>           A graphics calculator is required.<br/>           Any area of the syllabus may be assessed.<br/>           Candidates are assessed on their ability to investigate, model, and solve more open-ended problems.<br/>           Clear communication and full reasoning are especially important and mark schemes reflect this.<br/>           An extended time allowance is given for this paper to allow students to explore and communicate their ideas fully.<br/> <b>40 marks: 20% of assessment</b></p> |
| <p><b>Total marks: 160 marks: 100% of assessment</b></p>   | <p><b>Total marks: 200 marks: 100% of assessment</b></p>   |

For further discussion: Janet Harris



## CORE SUBJECTS - MATHEMATICS

### Additional Mathematics (0606)

#### What is this course about?

This syllabus is intended for high ability learners who have achieved, or are likely to achieve, grade A\*, A or B in the Cambridge IGCSE Mathematics examination. Cambridge IGCSE Additional Mathematics enables learners to extend the mathematical skills, knowledge and understanding developed in the Cambridge IGCSE Mathematics course and use skills in the context of more advanced techniques. The syllabus has a Pure Mathematics only content which enables learners to acquire a suitable foundation in mathematics for further study in the subject. Knowledge of the content of the Cambridge IGCSE Mathematics syllabus (or an equivalent syllabus) is assumed.

Link to the IGCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=873](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=873)

#### Who should do this subject?

This course will prepare students to study at a Higher Level of Mathematics in Senior Years (e.g. HSC Extension Mathematics, DP Higher Level Mathematics). Students who achieve an MYP grade of 7 should consider this course.

#### Aims

The aims are to enable candidates to:

1. Consolidate and extend their elementary mathematical skills, and use these in the context of more advanced techniques
2. Further develop their knowledge of mathematical concepts and principles, using this knowledge for problem solving
3. Appreciate the interconnectedness of mathematical knowledge
4. Acquire a suitable foundation in mathematics for further study in the subject or in mathematics related subjects
5. Devise mathematical arguments and use and present them precisely and logically
6. Integrate information technology (IT) to enhance the mathematical experience
7. Develop the confidence to apply their mathematical skills and knowledge in appropriate situations
8. Develop creativity and perseverance in the approach to problem solving
9. Derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics.

#### Assessment Objective

The examination will test the ability of candidates to:

- Recall and use manipulative technique
- Interpret and use mathematical data, symbols and terminology
- Comprehend numerical, algebraic and spatial concepts and relationships
- Recognise the appropriate mathematical procedure for a given situation
- Formulate problems into mathematical terms and select and apply appropriate techniques of solution.

Any of the above objectives can be assessed in any question in Papers 1 and 2.



### Assessment at a glance

All candidates will take two written papers.

The syllabus content will be assessed by Paper 1 and Paper 2.

| Paper  | Duration | Marks |
|--|----------|-------|
| <b>Paper 1</b><br>10–12 questions of various lengths<br>No choice of question. | 2 hours  | 80    |
| <b>Paper 2</b><br>10–12 questions of various lengths<br>No choice of question. | 2 hours  | 80    |

### Paper Duration Marks

Grades A\* to E will be available for candidates who achieve the required standards. Since there is no Core Curriculum for this syllabus, Grades F and G will not be available. Therefore, candidates who do not achieve the minimum mark for Grade E will be unclassified.

**For further discussion: Janet Harris**



## ELECTIVES – HUMANITIES

### Business Studies (0450)

#### What is this course about?

The Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at HSC or DP and an ideal preparation for the world of work.

Link to the IGSCS Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=839](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=839)

For further information please see page 14 of this Course Guide.

### Economics (0455)

#### What is this course about?

The Economics syllabus develops an understanding of economic terminology and principles and of basic economic theory. Learners study the economics of developed and developing nations and how these interrelate. They also learn to handle simple data and undertake economic analysis, evaluate information and discriminate between facts and value judgements in economic issues. A foundation for further study at HSC or DP the syllabus also encourages a better understanding of the world in which learners live, and helps them play an active part in the decision-making process, whether as consumers, producers or citizens of the local, national and international community.

Link to the IGSCS Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=851](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=851)

For further information please see page 16 of this Course Guide.

### Geography (0460)

#### What is this course about?

Through the Cambridge IGSCS 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.

Link to the IGSCS Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=859](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=859)

For further information please see page 18 of this Course Guide.



## History (0470)

### What is this course about?

The History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available. AIS is currently developing an in depth study option on Australian History.

Link to the IGSCCE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=864](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=864)

For further information, please see page 20 of this Course Guide.





## ELECTIVES - TECHNOLOGY

### Computer Science (0478)

#### What is this course about?

By following the Computer Studies syllabus, learners develop an interest in, enjoyment of, and confidence in the use of computing. They develop an appreciation of the range and power of computer applications and solve problems using computing; their studies include systems analysis, algorithm design and programming concepts. Cambridge IGCSE Computer Studies learners consider a broad range of computer applications, to develop an understanding of the power and versatility of the computer and the benefits of its use, but also its limitations and potential disadvantages. Cambridge IGCSE Computer Studies is an ideal foundation for further study, and the skills learnt can also be used in other areas of study and in everyday life.

Link to the IGSCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=844](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=844)

#### Who should do this subject?

Those who are interested in developing a sound understanding of how computer systems and computer software are developed and successfully implemented. Students will learn correct system and problem analysis techniques and sound software development skills. This course is project based where theory and practical skills are used to create a variety of software products. They will learn to write computer code in a variety of computer languages.

Students undertaking this course will have a firm background for the currently offered NSW HSC courses *in Software Design and Development* and *Information Processing and Technology* and the DP courses of *Computer Science* and *Information Technology in a Global Society* when they are offered by AIS in the near future.

#### Aims

The aims of the Cambridge IGCSE Computer Studies syllabus are to enable candidates to:

1. Develop an appreciation of the range and power of computer applications
2. Foster an interest in, enjoyment of, and confidence in the use of computing
3. Develop the ability to solve problems using computing techniques
4. Develop an awareness of the place of computing in society and issues computing raises in society
5. Gain a firm understanding of the basic techniques and knowledge required for computing applications
6. Develop a desire to use computers within other interests

#### Assessment Objective

There are three assessment objectives in Cambridge IGCSE Computer Studies:

##### A) Knowledge and understanding

Candidates should be able to demonstrate knowledge and understanding of computing, in relation to:

- The range and scope of information processing applications
- The effects of the use of computers, both practical and social
- The range of equipment, tools and techniques used to solve problems
- The functions of the main hardware and software components of information-processing systems
- Appropriate terminology

##### B) Problem-solving and realisation

Candidates should be able to:

- Identify problems within the field of information processing
- Analyse problems by considering relevant functional, practical, human and economic factors



- Draw up specifications for the computer-based solutions of problems
- Select from a range of resources those which are most suitable for solving problems
- Develop solutions using appropriate methods
- Implement solutions using equipment, tools and techniques sensibly
- Test, evaluate and refine solutions systematically
- Document solutions to problems

### C) Communication

Candidates should be able to:

- Interpret and organise information
- Recognise and present information in a variety of forms
- Communicate in appropriate ways information about applications of computers, problems and their solutions

### Assessment at a glance

Candidates take Paper 1, and either Paper 2 or Paper 3. Candidates must be entered for one of the following options:

Option 1: Paper 1 and Paper 2

Option 2: Paper 1 and Paper 3

| Candidates take:   |   |
|--|---|
| <b>Paper 1: Theoretical paper</b><br><br>This written paper contains short-answer and structured questions. There is no choice of questions.<br><br><b>75% of total marks</b>  |   |
| And either:  | Or:   |
| <b>Paper 2:</b> Coursework (school-based assessment)<br><br>This is a single piece of coursework of a complex nature, which involves the use of a computer to solve a specific problem. Candidates do the coursework over an extended period. The coursework enables candidates to use their skills and experience gained during the course to analyse, design, implement, test and evaluate the solution to a problem.<br><br><b>25% of total marks</b> | <b>Paper 3:</b> Alternative to coursework 1 hour 30 minutes<br>This written paper contains short-answer and structured questions. There is no choice of questions.<br><br><b>25% of total marks</b> |

**For further discussion: Steven Harrow**



## ELECTIVES - TECHNOLOGY

### Design and Technology (0445)

#### What is this course about?

Design and Technology syllabus enables learners to identify, consider and solve problems through creative thinking, planning and design and by working with different media, materials and tools. As a result, learners gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation. Cambridge IGCSE Design and Technology provides an ideal basis for further study, and prepares learners for their future within a rapidly changing technological society.

Link to the IGCSE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=846](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=846)

#### Who should do this subject?

**Graphic Products** – This option would be good for the practically minded student, who enjoys using graphic materials (such as card/paper/foam-board) and software to manufacture both functional and conceptual products. A typical project could be an advertising and marketing campaign for a music festival for example.

**Resistant Materials** – This option would be good for the practically minded student, who enjoys using resistant materials (such as timber/plastics/metals) to manufacture functional products. A typical project could be a contemporary piece of furniture for example.

**Systems & Control** – This option would be good for the practically minded student, who enjoys using electronics, mechanisms and structures to solve problems. A typical project could be a mechanical toy for example.

Please note students can only choose one of the above specialisms at the start of the course. This will be the area they will focus on for the duration of Design and Technology.

#### Aims

The aims of the Cambridge IGCSE Design and Technology syllabus are to enable candidates to develop:

1. Awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with media, materials and tools
2. The ability to solve practical and technological problems using processes of analysis, synthesis and realisation
3. A range of communication skills which are central to design, making and evaluation
4. A range of making skills
5. The desire to relate their work to their personal interests and abilities by learning and experimenting with materials in practical areas
6. Greater curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination
7. Improved technological awareness, attitudes of co-operation and social responsibility and abilities to enhance the quality of the environment
8. The ability to make value judgements of an aesthetic, technical, economic and moral nature



## Assessment Objective

There are four assessment objectives in Cambridge IGCSE Design and Technology:

### A) Knowledge with understanding

Candidates should be able to:

- Demonstrate the ability to state facts, recall and name items, recall and describe processes
- Demonstrate the ability to apply and relate knowledge to designing and making
- Make reasoned arguments and anticipate consequences about the outcomes of the Design and Technology process
- Demonstrate a crucial awareness of the interrelationship between Design and the needs of society

### B) Problem solving

Candidates should be able to:

- Recognise problems, clearly identify from the problem situation a specific need which requires a solution and compose a design brief
- Analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design factors and draw up a design specification
- Investigate, research, collect and record relevant data and information
- Generate a range of outline solutions to a design problem, giving consideration to the constraints of time, cost, skill and resources
- Develop, refine, test and evaluate the effectiveness of design solutions

### C) Communication

Candidates should be able to:

- Recognise information in one form and where necessary change it into a more applicable form
- Produce or interpret data in a variety of forms such as charts, diagrams, graphs and flow charts
- Propose and communicate ideas graphically using a range of media
- Develop ideas and represent details of form, shape, construction, movement, size and structure through graphical representation and three dimensional modelling

### D) Realisation

Candidates should be able to:

- Plan and organise the work procedures for the realisation of a solution
- Select, from a range, the appropriate resources for the realisation of the product
- Demonstrate appropriate manipulative skills by showing an understanding of materials and their characteristics in relation to their use
- Evaluate the process and product in terms of aesthetic, functional and technical quality



**Assessment at a glance**

Candidates must take Paper 1, one of Papers 2–4 and Paper 5, which is a Project. When Centres enter candidates they must indicate which optional paper (Papers 2–4) each candidate is going to take.

Candidates take Paper 1 and the optional Paper 2, 3 or 4 together, in one session of 2 hours and 15 minutes.

Candidates will receive grades from A\* to G.

|   |   |   |
|---|---|---|
| <b>Candidate take:</b>  |   |   |
| <b>Paper 1</b>  |   | <b>1 hour 15 minutes</b>  |
| <p><b>Design</b></p> <p>This is a compulsory paper. It tests design drawing, and 50 marks are available.</p> <p><b>25% of total marks</b></p>   |   |   |
| <b>and one of:</b>  |   |   |
| <p><b>Paper 2</b></p> <p><b>Graphic products</b>                      <b>1 hour</b></p> <p>This is an optional graphics paper. 50 marks are available.</p> <p><b>25% of total marks</b></p> | <p><b>Paper 3</b></p> <p><b>Resistant materials</b>                      <b>1 hour</b></p> <p>This is an optional written paper. 50 marks are available.</p> <p>This is an optional written paper. 50 marks are available.</p> <p><b>25% of total marks</b></p> | <p><b>Paper 4</b></p> <p><b>Systems and control</b>                      <b>1 hour</b></p> <p>This is an optional written paper. 50 marks are available.</p> <p>This is an optional written paper. 50 marks are available.</p> <p><b>25% of total marks</b></p> |
| <b>and:</b>   |   |   |
| <p><b>Paper 5 Project 2 terms</b></p> <p>The Project is compulsory and is a school-based assessment. 100 marks are available for the project.</p> <p><b>50% of total marks</b></p>          |   |   |

**For further discussion: Steven Harrow**



## ELECTIVES - TECHNOLOGY

### Information and Communication Technology (0417)

#### What is this course about?

The Information Communication Technology syllabus combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design. Learners will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. The skills learnt will be useful to them in their work across the curriculum, and will prepare them for future employment. Assessment of the practical tests is hardware and software independent. Any hardware platform, operating system, and applications packages can be used, providing that learners have the opportunity to demonstrate the full range of skills in the syllabus.

Link to the IGSCCE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=969](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=969)

#### Who should do this subject?

This course is suited to **all** students especially those who feel that they need to better understand how to effectively use and enhance their ICT skills in all their subjects and their everyday learning. As this course provides exposure to the many important aspects of using computers and ICT related software, the skills developed will be lifelong and will be of benefit now and in the future.

As this course is heavily practical and project based, students undertaking this will gain an in-depth knowledge of all the major software applications and how they can be applied in different situations.

Students undertaking this course will have a firm background for the currently offered NSW HSC courses *in Software Design and Development* and *Information Processing and Technology* and the DP courses of *Computer Science* and *Information Technology in a Global Society* when they are offered by AIS in the near future.

#### Aims

The aims, which are not listed in order of priority, are to:

1. Help candidates to develop and consolidate their knowledge, skills and understanding in ICT and be aware of new and emerging technologies;
2. Encourage candidates to develop further as autonomous users of ICT;
3. Encourage candidates to continue to develop their ICT skills in order to enhance their work in a variety of subject areas;
4. Provide opportunities for candidates to analyse, design, implement, test and evaluate ICT systems;
5. Encourage candidates to consider the impact of new technologies on methods of working in the outside world and on social, economic, ethical and moral issues;
6. Help candidates to improve their skills and increase their awareness of the ways in which ICT is used in practical and work-related situations.

The practical skills contained in the syllabus are directly applicable to the study of other subjects; centres are encouraged to provide opportunities for their candidates to apply their ICT skills to a range of contexts.



## Assessment Objective

The two assessment objectives an ICT are:

### AO1 Practical skills

Candidates should be able to demonstrate their ability to use a range of software packages in practical and work-related contexts.

### AO2 Knowledge and understanding

Candidates should be able to demonstrate their knowledge and understanding of the structure of ICT systems, the roles of these systems in organisations and their impact on society.

### Assessment at a glance

| Candidate take:  |
|--|
| <p>Paper 1 2 hours<br/>Written paper testing sections 1–8 of the syllabus and assessing the skills in Assessment objective AO2. It may also assess knowledge and understanding from sections 9–16 of the syllabus.<br/>All questions compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses<br/>100 marks weighted at 40% of total</p> |
| <p>Paper 2 2½ hours<br/>Practical test assessing knowledge, skills and understanding of sections 9–16 of the syllabus. It may also assess some core knowledge and understanding from sections 1–8 of the syllabus.<br/>80 marks weighted at 30% of total</p>   |
| <p>Paper 3 2½ hours<br/>Practical test assessing knowledge, skills and understanding of sections 9–16 of the syllabus. It may also assess some core knowledge and understanding from sections 1–8 of the syllabus.<br/>80 marks weighted at 30% of total</p>   |

### Practical tests

The two practical tests will each comprise a number of tasks to be taken under controlled conditions. The practical tests focus on the candidate's ability to carry out practical tasks. Candidates are assessed on their ability to complete these tasks.

The tasks should be completed and sent to Cambridge as specified by the timetable.

### Hardware and software requirements

**Assessment of the practical tests is software independent. Any hardware platform, operating system and applications packages can be used by candidates in the practical examinations**, providing that they have the facilities to enable the candidates to fully demonstrate all of the skills, performance criteria and assessment objectives.

It is recommended that for the website authoring section of the syllabus, that candidates have a working knowledge of HTML code. There is no requirement for them to complete all of the practical test requirements by writing new code. They may use suitable web editing software to assist them, but they may be required to edit the code generated by such a package.

### For further discussion: Steven Harrow



## ELECTIVES - TECHNOLOGY

### Food and Nutrition (0648)

#### What is this course about?

Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, learners study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when learners put their knowledge into practice in order to produce creative and enjoyable dishes.

Link to the IGSCSE Syllabus

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=856](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=856)

#### Who should do this subject?

This would be suitable for the practically minded student, who wants to know more about what we eat and what goes into our food. Some prior cooking experience would be beneficial.

#### Aims

The aims of this syllabus describe the educational purposes of a course in food and nutrition for the Cambridge IGCSE exam.

1. Develop candidates' understanding of nutrition and health problems associated with diet;
2. Develop candidates' understanding of eating patterns and dietary needs both for people of different ages and for differing groups within society;
3. Develop candidates' interest in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation;
4. Develop candidates' understanding and awareness of how socio-economic factors affect diet;
5. Encourage candidates to develop aesthetic and social sensitivity to dietary patterns;
6. Develop candidates' food-related knowledge and skills so that they can organise and manage family resources effectively according to the needs and lifestyles of family members;
7. Develop candidates' ability to make informed judgements and choices about the use of food available to the family unit in everyday life;
8. Develop candidates' awareness of how the consumer situation differs in developed and underdeveloped economies and how to assess the effectiveness and validity of claims made by advertisers;
9. Develop candidates' awareness of relevant mandatory and other necessary safety and hygiene requirements.

#### Assessment Objective

##### AO1 Knowledge with understanding

Candidates are expected to:

- Use scientific and technological vocabulary and terminology correctly;
- Show their understanding of how diet and nutritional requirements are affected by social, economic and environmental factors;
- Show their understanding of scientific principles, definitions and theories;
- Choose suitable equipment and tools and use them correctly;
- Show their understanding of safety and hygiene rules and regulations;
- Show their understanding of basic quantities and methods and of the importance of accurate measurement.



## AO2 Handling information and solving problems

Candidates are expected to:

- Read and interpret information;
- Translate information from one form to another;
- Follow and give instructions;
- Make use of numerical and other data;
- Organise and manage time, money, energy/effort, materials, equipment and tools and interests according to the stated criteria for a given situation;
- Estimate and measure accurately area, shape, size, capacity, quantity, amount, weight, time and temperature.

## AO3 Experimental skills and investigations

Candidates are expected to:

- Identify problems;
- Follow and give instructions;
- Test and compare methods, materials and equipment used in food preparation;
- Find and interpret evidence for making judgements and choices;
- Give reasons for judgements and choices in the light of the evidence;
- Identify priorities;
- Assess and evaluate the effectiveness of the course of action;
- Observe and record observations.

### Assessment at a glance

For the Cambridge IGCSE Food and Nutrition, candidates take two compulsory components: Paper 1 Theory and Paper 2 Practical Test.

|   |  |
|---|--|
| <b>Paper 1 Theory</b>   | <b>2 hours</b>   |
| Written paper consisting of short-answer questions, structured questions and open-ended essay questions.<br>100 marks<br><b>50% of total marks</b>  |  |
| <b>Paper 2 Practical Test</b>   | <b>2 hours 30 minutes with Planning Session of 1 hour 30 minutes</b> |
| Candidates have a Planning Session of 1 hour 30 minutes one week before the Practical Test of 2 hours and 30 minutes.<br>At the start of the Planning Session, candidates are given their allocated test question (as detailed in the Confidential Instructions) and three preparation sheets. At the end of the Planning Session, all three preparation sheets are returned to the Practical Examiner.<br>At the start of the Practical Test the preparation sheets are returned to the candidate.<br>100 marks<br><b>50% of total marks</b> |  |

**For further discussion: Steven Harrow**



## ELECTIVES - TECHNOLOGY

### Fashion and Textile (6130)

#### What is this course about?

By following this theoretical and practical syllabus, learners cover a range of topics including use of textiles, style and choice of clothing, use of patterns, fitting and assembling garments, and how to care for clothing. The aim is to develop learners' creative and aesthetic awareness, stimulating an enjoyment in the creative use of textiles. Learners develop the practical skills essential for further study, which will also last a lifetime. Through their studies, learners also develop a discriminating and informed approach to the marketing of clothes, learning how to assess suitability and recognise quality, in the context of fashion and textiles.

Link to the IGSCCE Syllabus:

[http://www.cie.org.uk/qualifications/academic/middlesec/olevel/subject?asdef\\_id=1090](http://www.cie.org.uk/qualifications/academic/middlesec/olevel/subject?asdef_id=1090)

#### Who should do this subject?

This would be suitable for the practically minded student, who has an interest in fashion and likes the idea of solving problems by making a product using textiles and fabrics. A typical project could be making a new uniform for an airline company for example.

#### Aims

1. Encourage creative, aesthetic, technical, economic, environmental, ethical, cultural, moral and social awareness.
2. Develop qualities of organisation, of both self and resources.
3. Develop skills useful for further study and for the creative use of leisure time.
4. Encourage an appreciation of, and an enquiring approach to, textiles in everyday life.
5. Encourage a discriminating and informed approach to the consumer society through the consideration of choice, suitability, cost and recognition of quality, in the context of fashion and textiles.
6. Stimulate and sustain an interest in and enjoyment of the creative use of fashion and textiles.

#### Assessment Objective

Candidates should be able to:

- Identify the varying human needs and factors in situations involving the use of fashion and textiles.
- Recall, interpret, select and apply knowledge relevant to the areas of study identified in the syllabus.
- Identify and justify priorities within a given situation, and communicate ideas accurately, systematically, and use specialist knowledge.
- Interpret written and visual instructions.
- Demonstrate manipulative skills in machine and hand work, using appropriate equipment and working safely.
- Plan and organise an area of study, using time/resources appropriately.
- Carry out the planned study, using appropriate materials, processes and skills.
- Design and make quality products.
- Develop decision making and creative skills, including sketching.
- Develop critical analysis and evaluation skills.



### Assessment at a glance

For the Cambridge O Level in fashion and textiles, candidates take **two** compulsory components: Written Paper and Coursework. Candidates are eligible for grades A\* to E.

| Paper 1 Written   | 2 hours |
|---|---------|
| <p>The written paper is divided into <b>two</b> sections.<br/>Some of the questions are based on source material provided in the paper.</p> <p><b>Section A</b> consists of a range of short-answer questions based on the source material provided in the paper. Candidates answer <b>all</b> the questions in this section in the spaces provided on the paper.</p> <p><b>Section B</b> consists of structured questions, some of which are based on the source material provided in the paper. Candidates answer <b>three</b> questions.</p> |         |
| Paper 2 Coursework (for Non-Ministry Centres Only)  |         |
| <p>Candidates submit <b>two</b> fashion items and accompanying folders containing a range of supporting evidence.</p> <p><b>Item 1</b><br/>Candidates submit <b>one</b> fashion garment and accompanying folder.</p> <p><b>Item 2</b><br/>Candidates submit <b>one</b> fashion accessory and accompanying folder.</p>   |         |

**For further discussion: Steven Harrow**



## ELECTIVES – PHYSICAL EDUCATION

### Physical Education (0413)

#### What is this course about?

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. It provides an excellent foundation for the study of PDHPE in the HSC.

Link to the IGSCCE Syllabus :

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=877](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=877)

#### Who should do this subject?

Students should choose this subject if they have an enthusiasm and curiosity regarding learning about a wide range of topics in Physical Education and Sports Science. This course consists of both theoretical and practical units. In particular, students would learn about; factors affecting performance, health, safety and training and reasons and opportunities for participation in physical activity. Students would also engage in a variety of physical activities, aiming to improve and excel in four sporting areas.

#### Aims

Candidates should, through the knowledge they gain, develop an understanding of effective and safe physical performance. Candidates should be encouraged to improve:

1. Their ability to plan, perform, analyse and improve, and evaluate physical activities;
2. Their knowledge, skills and understanding of a range of relevant physical activities.

#### Assessment Objective

To pass Cambridge IGCSE Physical Education, candidates are assessed under the following objectives:

**AO1:** Physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity.

**AO2:** An ability to analyse and improve their own and others' performance.

**AO3:** Knowledge and understanding of:

- the factors affecting performance;
- the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques;
- the reasons for participating in physical activity.



### Assessment at a glance

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.

All candidates take:

| Component 1  |                     | Component 2  |                                |
|--|---------------------|--|--------------------------------|
| <b>Paper 1</b>   | <b>1 hour 45min</b> | <b>Coursework</b>  | <b>Centre-based assessment</b> |
| <b>Section A:</b><br>Candidates answer short answer questions on the three units they have studied: <i>Factors affecting performance, Health, safety and training, Reasons and opportunities for participation in physical activity.</i> |                     | Candidates choose to undertake <b>four</b> practical activities from at least <b>two</b> of the seven categories listed (50% of total marks).<br>Candidates must show the ability to analyse and improve practical performance in <b>one</b> of their four chosen practical activities (10% of marks). |                                |
| <b>Section B:</b><br>Candidates answer three structured questions, one from each of the three units they have studied.   |                     | <b>60% of total marks</b>  |                                |
| <b>40% of total marks</b>  |                     |  |                                |

For further discussion: [Murray Higgs](#)



## ELECTIVES – THE ARTS

### Drama (0411)

#### What is this course about?

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.

Link to the IGSCCE Syllabus:

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef\\_id=848](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=848)

#### Who should choose Drama?

- Students who are looking for an academic and physical challenges and enjoy interpreting ideas and text
- Students who want to improve their research and writing skills; skills that are used in a wide range of University courses and careers
- Students who enjoy exploring ways to connect with the world intellectually, culturally and socially through performance, design and a relationship with an audience
- Students who are keen to develop creativity, confidence and the skills of negotiation and collaboration
- Students who are considering pursuing a career in theatre or the Performing Arts beyond performing in areas such as Stage Management, Set Design, Technical Support and Marketing
- Students who are considering pursuing careers in Law, Media and Communications, Sales and Marketing, Public Relations and Teaching

#### Aims

The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability to:

1. To develop candidates' understanding of Drama through practical and theoretical study.
2. To enable candidates to realise the performance possibilities of text and other stimuli.
3. To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.
4. To help candidates to acquire and develop skills in Drama, both individually and in groups.
5. To develop understanding of the processes leading to performance and the elements involved in creating a performance; to be able to evaluate the various stages of performance work.
6. To encourage enjoyment of drama.

#### Assessment Objective

There are four assessment objectives (AOs). Candidates are assessed on their ability to demonstrate:

##### A Understanding

Candidates will be assessed on their ability to demonstrate understanding of:

- The performance possibilities of text and other stimuli, and
- The differing roles of actor, director, stage manager and technician in its realisation.

##### B Devising

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

##### C Performing skills

Candidates will be assessed on their performing skills in Drama.



### Assessment at a glance

All candidates take Paper 1 (Written Examination) and Paper 2 (Coursework) and are eligible for the award of grades A\* to G.

| Paper 1: Written examination   | 2½ hours |
|--|----------|
| <p>Candidates answer questions relating to a pre-release text and three stimuli.</p> <ul style="list-style-type: none"><li>• <b>Section A (30 marks)</b> 8 to 10 short-answer questions on all of the pre-release material. Answer all questions.</li><li>• <b>Section B (25 marks)</b> Answer <b>one</b> from three longer-answer questions on the pre-release extract.</li><li>• <b>Section C (25 marks)</b> Answer <b>one</b> from three longer-answer questions on the three stimuli.</li></ul> <p><b>Weighting: 40%</b></p> |          |
| Paper 2: Coursework  |          |
| <p>Internally assessed and externally moderated.</p> <p>Candidates submit three pieces of practical work:</p> <ul style="list-style-type: none"><li>• <b>One individual piece (max 5 mins):</b> either original devised work or a performance of an extract from a piece of repertoire.</li><li>• <b>Two group pieces (max 15 mins each):</b> one original devised piece <b>and</b> one performance of an extract from a piece of repertoire.</li></ul> <p><b>Weighting: 60%</b></p>   |          |

*This syllabus contains a compulsory coursework component. Centres must provide written evidence in advance to Cambridge that a member of staff is competent to set and mark the coursework, and that the Centre has facilities to record coursework for external moderation. See the Cambridge Administrative Guide for details.*

**For further discussion: Samantha Kosky**



## ELECTIVES – THE ARTS

### Music (0410)

#### What is this course about?

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.

Link to the IGCSE Syllabus

[http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef\\_id=875](http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?asdef_id=875)

#### Who should do this subject?

Students must be actively involved in all classroom music-making activities. They should be able to manage their own learning and engage in activities that reflect the real world practice of performers, composers and audiences. It is an expectation that students will learn an instrument, as this is a crucial component of any successful practical Music course. The School has many ensembles in which elective Music students are expected to participate and perform. There is also a private instrumental and vocal lesson tuition program to assist students.

An ability to read and write traditional music notation is an advantage in order to access listening and score reading activities as well as creating original compositions. Over the duration of the course, students will build music literacy whilst learning about the rudiments of music theory and how the elements of music are treated in various styles and genres across the Western Art Music tradition and music of non-Western cultures.

#### Aims

The aims of the syllabus are to:

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

#### Assessment Objective

The three assessment objectives are:

The examination rewards candidates for positive achievement in the following areas:

#### A Listening

- Aural awareness, perception and discrimination in relation to Western music of the baroque, classical, romantic and 20th-century periods.
- Identifying and commenting on a range of music from cultures in different countries.
- Knowledge and understanding of one Western Prescribed Work and one Prescribed Focus from a non-Western culture.





### **B Performing**

- Technical competence on one or more instruments.
- Interpretative understanding of the music performed.

### **C Composing**

- Discrimination and imagination in free composition.
- Notation, using staff notation and, if appropriate, other suitable systems.

### **Assessment at a glance**

Cambridge IGCSE Music candidates take three components:

| Component    | Weighting | Duration          |
|--------------|-----------|-------------------|
| 1 Listening  | 40%       | 1 hour 15 minutes |
| 2 Performing | 30%       | Coursework        |
| 3 Composing  | 30%       | Coursework        |

**For further discussion: Simon Hughes**



## ELECTIVES – THE ARTS

### Art and Design (GCSE) (5AD02)

#### What is this course about?

Art and Design is a subject that develops creative visual solutions and invested risk taking. The making of art, combined with the study of art provides a unique learning experience in an alternative learning situation. Students will visit a variety of contexts including virtual environments and physical art galleries to view and to examine the role of the artwork, curator, and the audiences.

Art and Design provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Art and Design enables students to become informed about, understand and write about their contemporary world.

#### Who should do this subject?

Students need imagination, concentration and a genuine interest in Visual Art. Being ‘a good drawer’ is not essential as many skills are there to be learnt. Students considering this option should be able to work independently and have visual imagination. They need to be flexible in their approach and work to deadlines.

Please note that students cannot elect to study Art and Design **and** Photography – Lens and Light-Based Media.

#### Aims

To provide career options related to Art and Design include:

Architecture, independent artist, advertising, illustration, interior design, art directing, furniture design, historian, critic, journalism, curator, computer graphics, Art teaching, town planning, animation, photography, fashion design, drama and production fields, and many more.

#### Assessment Objective

For the Edexcel GCSE in Art and Design, students need to complete a personal portfolio of work with supporting studies and personal responses. Unit 1 covers work produced from activities, theme(s) or projects set by the teacher. The work submitted for assessment will be produced under controlled conditions and is weighted at **60%** of the overall assessment. Unit 2 represents the other **40%** of assessment with an Externally Set Assignment (ESA) represents the culmination of the course. The assignment consists of one externally set,

broad based thematic starting point, requiring students to develop through a portfolio of work, supporting studies, and personal responses presented for the final assessment.

Students need imagination, concentration and a genuine interest in Art and Design, through visiting galleries and partaking in art in their own time. Being ‘a good drawer’ is not essential as many skills are there to be learnt, but definitely gives the students a head start. Students considering this option should be able to work independently and have visual imagination. They need to be flexible in their approach and work to deadlines. Evidence of working in at least **two** disciplines (e.g. painting and drawing, printmaking, sculpture, ceramics, etc.) in this field should be presented for assessment.



### Assessment at a glance

Unit 1 is set by the teacher and assessed. Unit 2 is externally set and internally assessed, but externally moderated.

| Criterion | Assessment  | Marks | Weighting |
|-----------|---|-------|-----------|
| AO1       | <b>Develop</b> their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding   | 20    | 25%       |
| AO2       | <b>Refine</b> their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes   | 20    | 25%       |
| AO3       | <b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms  | 20    | 25%       |
| AO4       | <b>Present</b> a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements. | 20    | 25%       |

**Limited** (1-4) **Basic** (5-8) **Competent** (9-12) **Confident** (13-16) **Fluent** (17-20)

An overall grade between A\* - G is determined by the levels achieved in these objectives.

**For further discussion: Nick Coulter**



## ELECTIVES – THE ARTS

### Art and Design (GCSE) - Photography – Lens and Light-Based Media (5PY02)

#### What is this course about?

Photography – Lens and Light-Based Media provides students with practical and theoretical understandings of digital media and filmmaking in an alternative learning situation. Students will employ photographic and digital technologies as tools for the creation of artworks which go beyond observation and recording. Students will explore historical and contemporary digital media artists and investigate how art practice has evolved over the last century. The examination of artist practice and the social developments that have occurred as a result help students value the contributions that the arts have to our society.

Photography – Lens and Light-Based Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photography – Lens and Light-Based Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media of the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

#### Who should do this subject?

Students require a fundamental working knowledge of computers. Students considering this option should be able to work independently and have visual imagination. They need to be flexible in their approach and work to deadlines.

It is advisable that students have access to a digital camera with a minimum of 15mp resolution.

Please note that students cannot elect to study Art and Design **and** Photography – Lens and Light-Based Media.

#### Aims

To provide career options related to Photography – Lens and Light-Based Media include: Architecture, advertising, illustration, interior design, art directing, furniture design, computer graphics, film production, Art teaching, town planning, director, photographer, graphic designer, animation, drama fields and many more.

#### Assessment Objective

For the Edexcel GCSE in Art and Design, students need to complete a personal portfolio of work with supporting studies and personal responses. Unit 1 will cover work produced from activities, theme(s) or projects set by the teacher. The work submitted for assessment will be produced under controlled conditions and is weighted at **60%** of the overall assessment. Unit 2 represents the other **40%** of assessment with an Externally Set Assignment (ESA) represents the culmination of the course. The assignment consists of one externally set, broad based thematic starting point, requiring students to develop through a portfolio of work, supporting studies, and personal responses presented for the final assessment.

Students require a fundamental working knowledge of computers and an interest in photography. Students considering this option should be able to work independently and have visual imagination. They need to be flexible in their approach and work to deadlines. Evidence of working in at least **two** disciplines (still and moving) in this field should be presented for assessment.



## Assessment at a glance

Unit 1 is set by the teacher and assessed. Unit 2 is externally set and internally assessed, but externally moderated.

| Criterion | Assessment  | Marks | Weighting |
|-----------|---|-------|-----------|
| AO1       | <b>Develop</b> their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding   | 20    | 25%       |
| AO2       | <b>Refine</b> their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes   | 20    | 25%       |
| AO3       | <b>Record</b> ideas, observations and insights relevant to their intentions in visual and/or other forms  | 20    | 25%       |
| AO4       | <b>Present</b> a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements. | 20    | 25%       |

**Limited** (1-4) **Basic** (5-8) **Competent** (9-12) **Confident** (13-16) **Fluent** (17-20)

An overall grade between A\* - G is determined by the levels achieved in these objectives.

**For further discussion: Nick Coulter**



NOTES







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