

# IGCSE Courses 2023 - 2025

A group of seven students, four girls and three boys, are posing for a photo. They are all wearing blue short-sleeved t-shirts with the BISS logo on the left chest. The students are smiling and looking towards the camera. The background is a plain, light-colored wall.

**Get  
Future  
Ready**

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# Welcome to your IGCSE Booklet

## Your future starts here!

Welcome to the Options Booklet for Key Stage 4! This is an exciting milestone in your educational development. A time you begin to think about what you want from your future and what subjects you need to study to help you on your journey.

Moving to Key Stage 4 is a big transition, whether you are crossing that threshold here at BISS or at another school. There is an ever increasing expectation from teachers of a more mature approach to study and a more organised and independent attitude to learning. That is why it's vital to begin this stage of education with a good understanding of what makes a successful IGCSE student. Our expectations are high but we believe that you can and will reach and exceed your potential with the right support, attitude and work ethic.

This Booklet is your guide to choosing your IGCSE's. Here you will find information about all the IGCSE subjects which can be studied at the BISS, as well as get a flavour of the full breadth of the curriculum for Years 10 and 11. Choosing the best options is not an easy process and we hope that you find this booklet, together with guidance and advice from our teachers, useful in helping you to make the right choices.

## What is the IGCSE

Students at The British School of Stockholm follow International General Certificate of Secondary Education (IGCSE) examination programmes of study through Cambridge Assessment International Education (CAIE). The IGCSE is designed for 14–16 year olds and provides a common assessment system suitable for students of a wide range of abilities.

IGCSEs provide a broad and academically rigorous study programme across a wide range of subject areas. Within the curriculum there is a balanced mix of practical experience and theoretical knowledge. The IGCSE courses we offer allow teaching to be placed in a local context, making it relevant to our particular region. The programmes are also designed to be suitable for students whose first language may not be English and this is acknowledged throughout the examination process.

For all the subjects examined at IGCSE, the level of attainment will be measured on a scale from A\* to G. However, many subjects offer a choice of core and extended papers; this means a restricted range of grades is made available ensuring the courses are suitable for students with different levels of academic ability. Many IGCSE subjects have a coursework component, which contributes between 25% and 70% to the total mark. It is therefore very important to keep up to date with coursework and meet deadlines.





## What to expect from Years 10 & 11

### The Curriculum in Years 10 and 11

At Key Stage 3 (Years 7-9), all students follow the same curriculum in a wide range of subjects and disciplines. When students reach Year 10, they are in a more informed position, ready to make decisions and to choose subjects based on their individual skills, talents and interests. The IGCSE Key Stage 4 (Years 10 and 11) curriculum, and its options programme, is designed to provide students with a broad and balanced range of courses whilst, at the same time, allowing some choice in the programme of IGCSE subjects studied. Accordingly, there is a core of subjects, which everyone takes, as well as a number of options.

The curriculum has been carefully chosen to prepare students for the demands and rigours of Key Stage 5 (Years 12 and 13) and beyond, whilst opening their eyes to new possibilities. Normally, BISS students study for between 8 and 10 IGCSE examinations. There is no need to take more than this number for entry into pre-university studies such as the International Baccalaureate Diploma Programme, A Levels, etc.

Through the various elements of our curriculum, our broad Key Stage 4 programme encourages students to:

- Learn through enquiry and develop subject knowledge, skills and understanding
- Apply skills, knowledge and understanding to new situations
- Develop oral and practical skills
- Develop an investigative approach
- Use initiative to solve problems
- Think critically about information
- Become more effective as independent learners
- Be flexible and responsive to change
- Be culturally aware
- Influence outcomes
- Actively demonstrate all aspects of the school learner profile

The Key Stage 4 curriculum consists of four main components: core IGCSE subjects; optional IGCSE subjects; non-examined subjects; and Swedish. Information about all IGCSE subjects can be found later in this booklet.



# What are your IGCSE options?

## Core IGCSE Subjects

All students in Key Stage 4 will study the following IGCSE courses:

- English Language and English Literature (2 IGCSEs)\*
- Mathematics
- Coordinated Science which includes Biology, Chemistry and Physics (2 IGCSEs)\*\*

\* EAL (English as an Additional Language) students will follow the English IGCSE programme where appropriate, however, there will be the opportunity for some to sit IGCSE English as a Second Language if this is not accessible to them.

\*\* It is possible to take the triple Science award by using the option in Block 3 (see below).

## IGCSE Options

Four additional subjects are chosen from the following option blocks. These are arranged to ensure a breadth of curriculum which caters for the range of study at IB Diploma level.

**Block 1** Languages: French or Spanish

**Block 2** Humanities: Geography, History, Global Perspectives

**Block 3** Sciences: Design and Technology, Computer Science, Business Studies, Food and Nutrition, Triple Science Award\*

**Block 4** Arts and Electives: Art and Design, Economics, Enterprise, Drama, Geography or History, Music, PE

\*For details of the triple award, please refer to the separate outlines for Biology, Chemistry and Physics on pages 49-54.

## Notes

To ensure a breadth of curriculum, students should choose a maximum of one from Business Studies, Economics and Enterprise.

For those students who would benefit from a reduced programme of IGCSE courses, one or more options can be replaced by study periods. These are a mixture of teacher supported and independent study sessions. Where appropriate, additional support is provided and such needs should be discussed with the Head of IN.

We will aim to provide students with their preferred options, but this may not be possible in all cases. Provision of IGCSEs in Option Blocks 3 and 4 is subject to a sufficient number of students selecting each option. If there is limited interest in an option then the subject may be withdrawn.

Geography and History appear in two blocks to enable requested combinations.

Students may also have the opportunity, if requested, to sit an IGCSE language exam in their mother tongue, where available. Tuition for this, however, cannot be provided by the school, during the normal curriculum time.



## Also part of Year 10 & 11

### Non-examined subjects

All students in Key Stage 4 will follow non-examined courses in the following:

- Physical Education (PE)
- Personal, Social and Health Education (PSHE)

Elements of service, theory of knowledge and extended writing will be covered in Global Perspectives lessons.

### Swedish

All students will study Swedish. Formal Swedish students will be provided with a Swedish Year 9 (equivalent to our Year 11) slutbetyg (final grade), either in Svenska or Svenska som andraspråk (Swedish as a second language). Full details regarding Formal Swedish can be found on pages 61 and 62 of this booklet.

All other students will continue Intermediate and Conversational Swedish as in Key Stage 3.

### Study periods

Some students will have one study period per week. In Year 11, these may be used for time to catch up on work or work on coursework. The exception to this would be students studying Formal Swedish or Swedish as a second language as well as a subject in each Options Block; they would then have a full timetable.

Further details regarding non-examined subjects and Swedish can be found on pages 58 to 61 of this booklet.

### The Year 10 residential trip

In year 10 the school take the students on an overseas residential to Iceland. They spend the week there enjoying a huge variety of sights and activities such as; journeying deep into a lava tunnel, bathing in the Secret Lagoon, watching a geyser erupt, walking on a glacier, visiting the black sandy beach of Vík, looking round a geothermal power station, and visiting more amazing waterfalls than you could shake a travel guide book at. All this while experiencing the most extreme changeable weather imaginable (sometimes including horizontal hail!).





## Choosing your subjects

### How do I know which subjects to choose?

We understand that making choices is not always easy, especially when they are important ones such as which IGCSE subjects to choose. It is, therefore, very important that students and parents think carefully about the choice of IGCSE subjects. There are many factors which need to be taken into account including those outlined below.

### Good reasons for choosing a subject

- You are doing well in the subject; it is an area of strength (CAT predicted grades indicate you have a strength in that subject).
- You have enjoyed the subject over a number of years, particularly throughout Key Stage 3.
- You are interested in a particular subject.
- You have considered the next stage of education, IB Diploma, A Level, gymnasium, etc., and how your choices support that. However most programmes will look favourably on a broad range of qualifications that leave your options open.
- You have considered potential career/university paths and subjects that may be useful (but remember to give yourself flexibility and breadth) for the future.
- You have researched the syllabus and found out what a course entails.
- The structure of the course – coursework, exams, etc. Which are your strengths?
- Advice from your teachers (or other students currently taking the IGCSE courses).

### Poor reasons for choosing a subject

- Your friends have done so.
- It is a rushed decision.
- You like the teachers – they may change.
- Your parents want you to – though do consider their advice.

### Who can I ask for help?

It is important to make informed decisions and some of these people may help:

Subject  
Teachers

Parents/  
Relatives

College  
Counselor

Older  
Brothers/  
Sisters

Form  
Tutor

Principal

Older  
Students

**Having listened to the advice, THE FINAL CHOICE IS YOURS!**



## Can you change your mind?

### **Once I have chosen an option, can I change my mind?**

Changes of subject are permitted (before courses commence), subject to availability and with the full agreement of parents and the Head of Secondary. There may also be cases when a student, after a few lessons, has realised they have made a mistake in their option choices. If there is space, a student may change courses up until four weeks after the start of the course.

In such a case, the student must first discuss it with the teacher of their current subject, then with their parents and then with the Principal. If deemed appropriate, and there is space in the alternate course, the student should discuss a possible move with the teacher whose course they would like to join. Only if all are in agreement, will the move be possible.

If all agree it is in the best interests of the student, then the move shall be sanctioned.





# Assessment, examinations & coursework

We recognise the need to prepare students thoroughly for their final IGCSE examinations and this is reflected throughout Years 10 and 11. There are regular assessments throughout the course which are taken in class and the grades are used by teachers to track progress. In addition, by the time students sit their final examinations at the end of Year 11, they will have had two opportunities to sit examinations under formal conditions as well as to receive feedback and guidance from their teachers. Additionally, curriculum time in the second half of Term 2 of Year 11 focuses on revision and past papers.

## Final assessments and grades

Final assessment for the IGCSEs usually takes place at the end of the two-year course and includes written and oral tests, coursework and practical assessment. In some subjects there is only one tier of entry. For these subjects, passing grades for IGCSE exams range from A\* to G, with A\* being the highest. In other subjects candidates sit a different set of papers depending on their tier of entry. For these subjects there are two tiers of entry – CORE and EXTENDED, with the extended tier being more demanding. In all cases, the teacher will carefully review the appropriate level to enter the students for the final examinations, taking continuous assessment data and the results of practice mock examinations into account. (Please note that the maximum grade attainable at core level is C, whereas for extended level it is A\*).

## Coursework

Coursework refers to any component specified by a syllabus that is assessed in the school by the school's teachers or other local teachers and moderated by Cambridge. Coursework may include work for which the theme, experiment or parameters of a project have been set by the teacher, or specified in the syllabus, or chosen by the students themselves.

Some subjects have a coursework component which will form a certain percentage of their final overall mark. Coursework for IGCSE examinations is usually marked internally and moderated externally. The amount of coursework varies from course to course. Not all of the IGCSE courses do coursework. Some subjects have alternatives to coursework in the form of an extra examination paper. The subject teachers will decide if the coursework option is suitable or not for our students.

Coursework is a challenge but can be very rewarding, both in terms of the resulting sense of achievement of a job well done, and in terms of grades. To get the most out of coursework students need to be organised, and possess a great deal of determination, perseverance and self-initiative.

## Examples of types of coursework

projects	written portfolios	field work	art portfolios
design projects	internally set and assessed speaking tests	practical work	course assignments and experiments



## What next?

### Why IGCSE's are the right choice for your future

Cambridge IGCSEs are academically rigorous and highly regarded qualifications which are recognised around the world. They are an excellent preparation for post-16 studies and can help with university placement. It is important to realise that results obtained at IGCSE really can have a big impact on students' future lives

### The International Baccalaureate Diploma Programme

At BISS, after your IGCSE's, you can study the International Baccalaureate Diploma Programme (IBDP) or a selection of IB courses in Years 12 and 13.

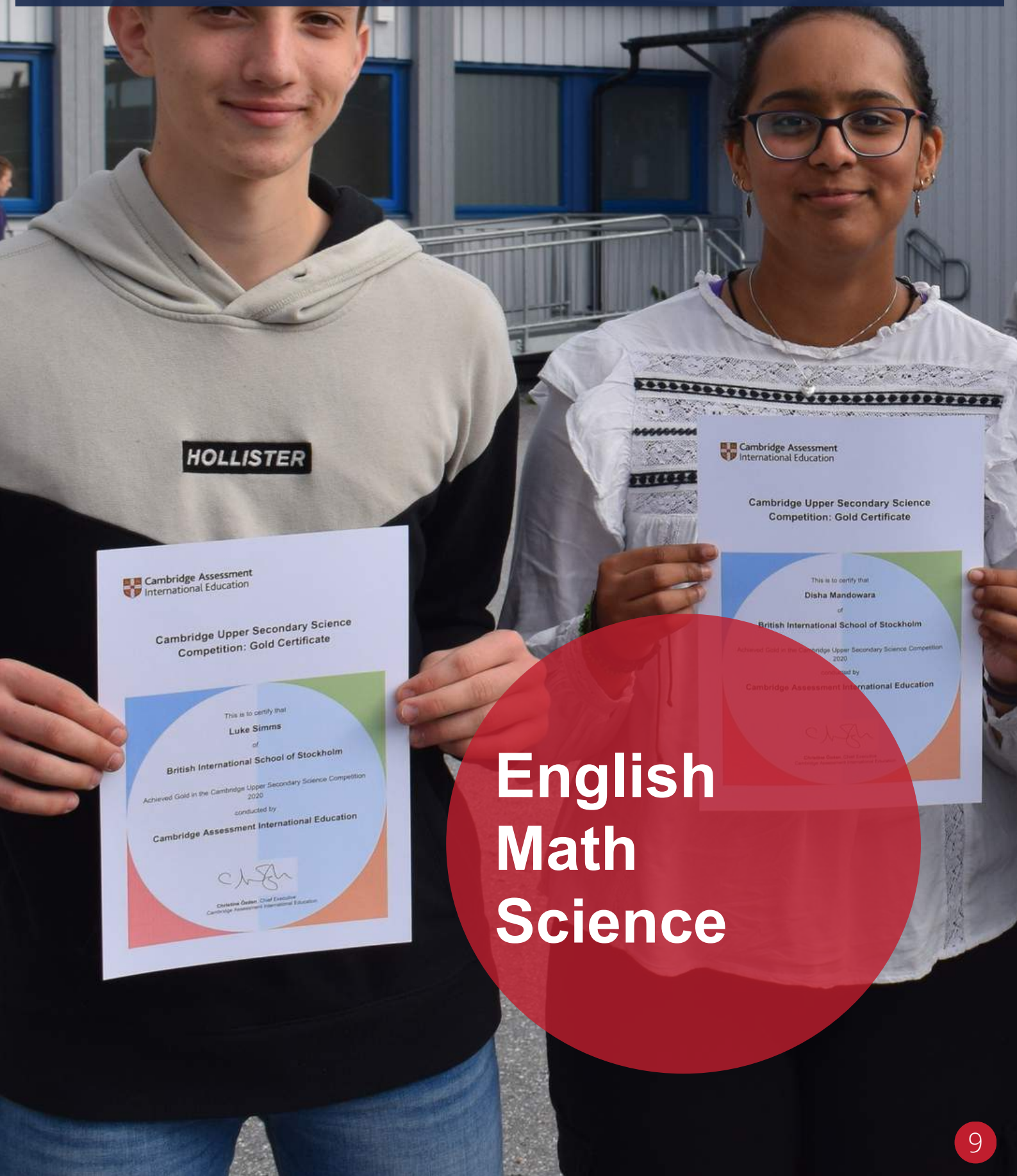
In the IBDP you will follow a broad and balanced curriculum studying six subjects, one each from: Studies in Language and Literature; Language Acquisition; Individuals and Societies; Science and Mathematics; and the sixth either from art or an additional subject from one of the other groups. There is also a core consisting of Theory of Knowledge, the Extended Essay and Creativity, Activity and Service (CAS).

Our broad programme of IGCSEs helps facilitate a smooth transition into an IB Diploma, especially as students may only be allowed onto the Higher Level Options if they have previously studied that subject as an IGCSE.

In the same way the IGCSE prepares you for the IB, one of the many reasons BISS chose the IBDP for our Year 12 and 13 students is because we believe it is the best possible pathway to university studies and a future of lifelong learning.



# IGCSE CORE SUBJECTS



English  
Math  
Science





# English First Language and English Literature

## IGCSE English First Language and English Literature (Compulsory)

**Course Codes  
0500 and 0475**

### Who will study IGCSE English First Language and English Literature?

Although assessed as two separate IGCSE subjects, resulting in two separate qualifications, the teaching of Language and Literature is integrated at BISS, in order to highlight the important connections between the two disciplines. Most students will take a final examination for both qualifications.

### Why are these qualifications so important?

Not only do students need to be able to use English effectively to access all areas of the curriculum at IGCSE, but the study of language and literature will also help develop the reading, writing and speaking skills students need for success at IB Diploma level. Studying language and literature at IGCSE will ensure that students develop the life skills that enable them to communicate their ideas effectively and understand, analyse and evaluate the ideas of others.

## Course Breakdown

### IGCSE English First Language Course Outline

Students taking IGCSE English First Language will be offered opportunities to develop their speaking and listening skills by taking part in researched and planned activities, such as formal debates, and discussions arising from the material being studied in class

### Reading

The English First Language IGCSE encourages students to read a range of high-quality, challenging literature and non-fiction texts from a range of genres and types. Students will develop their ability to read for explicit and implicit meanings, select and synthesise a text's relevant, key ideas, as well as evaluate and develop facts, ideas and opinions that are stated or implied. They will also learn to recognise and appreciate the way writers construct and convey meaning through their choice of language and style.



# English First Language and English Literature

## Writing

The English First Language IGCSE will have a focus on clear and effective writing for different purposes, in good Standard English. There will be an emphasis on style, accuracy, register, precision, use of vocabulary, sentences and organisation. In preparation for assessments, students will produce a portfolio of writing tasks, each approximately 500–800 words, based on:

- writing to discuss, argue or persuade in response to a text
- writing to describe
- writing to narrate

## IGCSE English Literature Course Outline

IGCSE English Literature will give students the opportunity to develop the ability to read, understand and respond to a wide range of types of literary texts; to develop an awareness of the social, historical and cultural contexts and influences in the study of literature; to recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects; and to communicate sensitive and informed personal responses to the literary texts they study. Students study a range of literature, covering a variety of periods and will be encouraged to develop their independent reading skills.

IGCSE English Literature requires the study of set texts which can be divided into three key areas including: a wide selection of poetry and prose and a drama text. Wider reading is however essential to fully appreciate and evaluate both a writer's craft and a text's context. Students will be expected to read and prepare material for discussion in class; to plan and draft responses to texts in detail; and be prepared to evaluate their own written work.

Throughout the course, students will continue to develop their core skills in all three areas of English assessment: reading, writing and speaking and listening while exploring, analysing and evaluating a wide variety of increasingly challenging texts



# English First Language and English Literature

## Whole Course Overview

Year 10	Year 11
Term 1	
<ul style="list-style-type: none"><li>• Language: writing to describe</li><li>• Reading skills (explicit and implicit meaning, writing a text summary)</li><li>• Literature: novel</li></ul>	<ul style="list-style-type: none"><li>• Writing to discuss, argue, persuade in response to a text</li><li>• Literature: unseen texts and poetry</li><li>• Language paper practice</li><li>• Mock exams</li></ul>
Term 2 (before Easter break)	
<ul style="list-style-type: none"><li>• Literature: drama and some poetry</li><li>• Language: writing to narrate</li><li>• Reading skills (effects of writer's choice)</li></ul>	<ul style="list-style-type: none"><li>• Literature revision</li><li>• Language revision</li></ul>
Term 2 (after Easter break)	
<ul style="list-style-type: none"><li>• Reading skills (analysing and developing facts, ideas and opinions, based on a text)</li><li>• Literature revision</li><li>• Mock exams</li></ul>	<ul style="list-style-type: none"><li>• Final exams</li></ul>

## What skills are needed to study English?

Students will need to have a solid level of English and the ability to understand and explain both explicit and implicit meanings. A wide and varied vocabulary will be useful, as well as the ability to use paragraphs, grammar, punctuation and spelling accurately and effectively. For the literature element, students will need a willingness to read texts in detail and explore them for deeper meaning as well as an awareness of ideas and attitudes. They will learn how to recognise, appreciate and comment on the way's writers use language, structure and form to create and shape meaning and effects.





# English First Language and English Literature

## Assessment

Language	Literature
<p><b>Reading</b>  <b>Paper 1</b>  Reading Passage <b>2 hours</b>  <b>Weighting 50%</b></p>	<p><b>Component 1</b>  <b>1 hour 30 minutes</b>  Poetry and prose  Closed book exam  Choice of two questions  - one passage-based and one essay  Answer one question on each text  <b>Weighting 50%</b></p>
<p><b>Writing</b>  <b>Either</b>  <b>Paper 1</b>  Written exam <b>2 hours</b>  <b>Weighting 50%</b></p> <p><b>Or</b>  <b>Coursework Portfolio</b>  The entry for this is decided upon student attainment by teaching staff, allowing the student to be viewed in the best light.  <b>Weighting 50%</b></p>	<p><b>Component 3</b>  <b>45 minutes</b>  Drama  Open book exam. Choice of questions - one passage-based and one essay. Answer one on one text.  <b>Weighting 25%</b></p> <p><b>Component 4</b>  <b>1 hour and 15 minutes</b>  Unseen poetry or prose examination. Choice of two questions, one based on prose and one on a poem or extract from a poem.  <b>Weighting 25%</b></p>



# English First Language and English Literature

## What do these subjects lead to?

English is the key to professional and personal success in an increasingly competitive global market. As such, it is central to our core provision at Key Stage 4. In order to gain entry to colleges and universities worldwide and progress onwards in such esteemed professions as law, business, education, medicine and the new media technologies, high levels of proficiency and confidence in all aspects of English are essential.

English Literature, when taught alongside English as a First Language, allows students to benefit from a range of perspectives, strategies and key transferable skills; all of which can enhance performance and progress across the range of subjects selected.

As a vital subject at IGCSE, Literature effectively combines creativity with an appreciation of research, analysis and context. Indeed, students are actively enabled and encouraged to research and review a text's impact and significance on history, culture and the wider world. Ultimately, Literature is the key to becoming a successful and independent lifelong learner.

## Course Information: English First Language

**Syllabus Code:** 0500

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-first-language-0500/>

## Course Information: Literature in English

**Syllabus Code:** 0475

**Specification:** CAIE IGCSE

**Website:** <http://www.cambridgeinternational.org/programmes-and-qualifications/english-literature-0475/>



# English As A Second Language (Count-in speaking)

## IGCSE English as a Second Language (Count-in speaking) (Compulsory for students not taking English First Language)

**Course Code**  
**0510**

### English as a Second Language (Count-in Speaking)

Cambridge IGCSE English as a Second Language develops skills for understanding and communicating in a range of situations in English.

It offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking equally.

The students will have the opportunity to read a variety of texts that will build up their skills in reading and writing. They will improve in their understanding of written and spoken texts, and be able to select relevant information from them. The students will listen to a range of spoken material, including talks and conversations, to develop listening skills.

They will also engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

This exam will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

#### Assessment overview

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

All candidates take:

Paper 1: (2 hours)

Reading and Writing 50%

### Course Information: English as a Second Language (Count-in speaking)

**Syllabus Code:** 0510

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-second-language-oral-endorsement-0510/>





## English As A Second Language (Count-in speaking)

### Assessment

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

<b>Paper 1</b>	<b>Reading &amp; Writing</b> (2 hours, 50% of the total mark)	60 marks
<b>Paper 2</b>	<b>Listening</b> (50 minutes, 25% of the total mark)	40 marks
<b>Paper 3</b>	<b>Speaking</b> (10 - 15 minutes, 25% of the total mark)	40 marks

### Course Information: English as a Second Language (Count-in speaking)

**Syllabus Code:** 0510

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-english-second-language-oral-endorsement-0510/>



# Mathematics

## IGCSE Mathematics (Compulsory)

**Course Code**  
**0580**

### Aims of the course

Mathematics is a compulsory subject at IGCSE level and is an essential subject for all learners, which has many applications in other areas of study. Cambridge IGCSE Mathematics encourages the development of Mathematical knowledge as a key life skill and as a basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop a feel for numbers, patterns, and relationships, and places a strong emphasis on solving problems and presenting and interpreting results.

Learners will study how to apply Mathematics to everyday situations and develop an understanding of the part which Mathematics plays in the world around them. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

### Course Content

There are six key areas of study:

**Number**

**Algebra**

**Ratio,  
proportion  
and  
rates of  
change**

**Geometry  
and  
measures**

**Probability**

**Statistics**

Each of the topics is revisited in a spiral manner. With each visit, there is an increased level of sophistication.

### What skills are needed to study mathematics?

Pupils will need commitment and the determination to solve complex problems. As this is a compulsory subject, pupils will have been studying the necessary material in previous years at BISS in order to develop the required skills.



# Mathematics

## Assessment

Paper 1 (Core) 1 Hour	Paper 2 (Extended) 1 Hour 30 minutes	Paper 3 (Core) 2 Hours	Paper 4 (Extended) 2 Hours 30 minutes
Short answer questions based on the core curriculum	Short answer questions based on the extended curriculum	Structured questions based on the core curriculum	Structured questions based on the extended curriculum

## What does this subject lead to?

Mathematics is seen as an essential qualification by most employers and for university entrance. Competence in Mathematics is fundamental for life, and the skills and knowledge obtained are necessary tools used by many subjects in the International Baccalaureate Diploma Programme or other post-16 courses.

Higher education courses or careers that either require mathematics or are strongly related include accountancy, architecture, design, economics, medicine, engineering, teaching, psychology, environmental studies, computing and information and communication technology.

## Course information: Mathematics

**Syllabus Code:** 0580

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-mathematics-0580/>





# Coordinated Sciences (Biology, Chemistry and Physics)

## IGCSE Co-ordinated Sciences (Double Award) (Compulsory)

**Course Code**  
**0654**

### Aims of the course

IGCSE Co-ordinated Sciences gives learners the opportunity to study biology, chemistry and physics within a scientifically coherent syllabus and is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the co-ordinated sciences syllabus enables learners to:

- Better understand the technological world, with an informed interest in scientific matters
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life

### Course Content

IGCSE Co-ordinated Sciences include content taken from all three sciences: biology, chemistry and physics. The course is delivered in a way that reflects the distinctive nature of each separate science. Practical and investigational skills are assessed throughout the two year programme of study. This compulsory course leads to an award equivalent to two IGCSEs of study.

### What skills are needed to study mathematics?

Learners will need to have a positive attitude towards science and a curiosity to explore the phenomena we see around us. There is an expectation that students show a commitment and willingness to conduct practical investigative work safely and accurately. They should also be able to demonstrate the ability to be an analytical and imaginative problem solver.



# Coordinated Sciences (Biology, Chemistry and Physics)

## Assessment

Throughout Year 10 and Year 11, students complete assessments in each area which are based on the IGCSE requirements and reflect the style of assessment that should be expected from the final examination

### Coordinated Sciences - Double Award (0654)

Three examinations	Multiple choice paper	30%
	Short-answer and structured questions paper	50%
	A test based on experimental skills	20%

## What does this subject lead to?

Cambridge IGCSE Co-ordinated Sciences can be used for higher studies such as at AS and A Levels in sciences, or IB Diploma programmes in sciences.

Continuing to study sciences at a higher level can lead to a vast range of career opportunities in areas such as astronomy, marine biology, environmental conservation, medicine, dentistry, microbiology, chemical engineering, pharmacy, pharmacology, engineering and genetic engineering to name but a few.

## Course information: Coordinated Sciences (Double Awards)

**Syllabus Code:** 0654

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-sciences-co-ordinated-double-0654/>

## Additional Note

For details of the triple award, please refer to the separate outlines for Biology, Chemistry and Physics on pages 50 - 55 of this booklet.

# IGCSE OPTIONAL SUBJECTS

**Block 1**  
MFL French  
MFL Spanish

**Block 4**  
Art and Design  
Economics  
Enterprise  
Drama  
Geography or History  
Music  
Physical Education

**Block 3**  
Biology (Triple)  
Chemistry (Triple)  
Physics (Triple)  
Design and Technology  
Food and Nutrition  
Computer Science  
Business Studies

**Block 2**  
Geography  
History  
Global Perspectives





# Art and Design

## IGCSE Art and Design (Option)

**Course Code**  
**0400**

### Aims of the course

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. A course in Art and Design will encourage students to:

- Develop creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in art and design.
- Become confident in taking risks and learning from their mistakes when exploring ideas, materials, tools, techniques and technology.
- Develop investigative, analytical, experimental and interpretative capabilities; aesthetic understanding; and critical and reflective skills.
- Show an understanding of codes and conventions of art and design, and awareness of contexts in which they operate.
- Demonstrate knowledge and understanding of art and design in contemporary societies and other times and cultures.

### Course Content

The Art and Design course is divided into theme based units. During Year 10, pupils have the opportunity to develop their artistic skills with a series of workshops; these are based on a theme looking at artists and a variety of approaches, studying: drawing, painting, printing, photography, collage, mixed media and sculpture. Much work is completed in class and supported by homework tasks that are set weekly. It is essential that research and practical work are completed at home where first hand resourcing and research is vital to the course. Students are encouraged to experiment with ideas and explore differing media in the development of work towards outcomes. Pupils begin their coursework component in Year 10 which is then completed before the externally set exam in the January of Year 11.

### What skills are needed to study Art and Design?

Cambridge IGCSE Art and Design will appeal to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and who are interested in studying the work of other artists. They need to enjoy art and be committed to working hard.

### Assessment

#### Externally Set Assignment – 50% of overall grade

In the January of Year 11, the exam board sets a series of starting points for students to work from. Students prepare two A2 pages (4 sides) of preparation studies within a set period of time from January through to the beginning of April. The final exam piece is then produced in an 8 hour controlled test.



# Art and Design

## Coursework Component – 50% of overall grade

This is based on a supporting portfolio built up over the course of up to four A2 pages (8 sides) of preparation studies and a final outcome.

## Assessment Objectives

**Cambridge IGCSE Art and Design has four assessment objectives, which apply to all components:**

### **A01 Record ideas, observations and insights relevant to intentions as work progresses**

- Investigate and research a variety of appropriate sources
- Record and analyse information from direct observations and/or other sources and personal experience

### **A02 Explore and select appropriate resources, media, materials, techniques and processes**

- Explore a range of visual and /or other ideas by manipulating images
- Show a development of ideas through appropriate processes
- Show exploration and experimentation with appropriate materials

### **A03 Develop ideas through investigation, demonstrating critical understanding**

- Organise and use visual and/or other forms effectively to express ideas
- Make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms
- Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions

### **A04 Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language**

- Show personal vision and commitment through an interpretive and creative response
- Present an informed response through personal evaluation, reflection and critical thinking

## What does this subject lead to?

Students who successfully complete this course have the option of undertaking further study in Art and Design at A Level. In the IB Diploma programme, students can opt for Higher Level (HL) or Standard Level (SL). It is usually recommended that students wishing to study Art, or design at university should opt for the Higher Level.

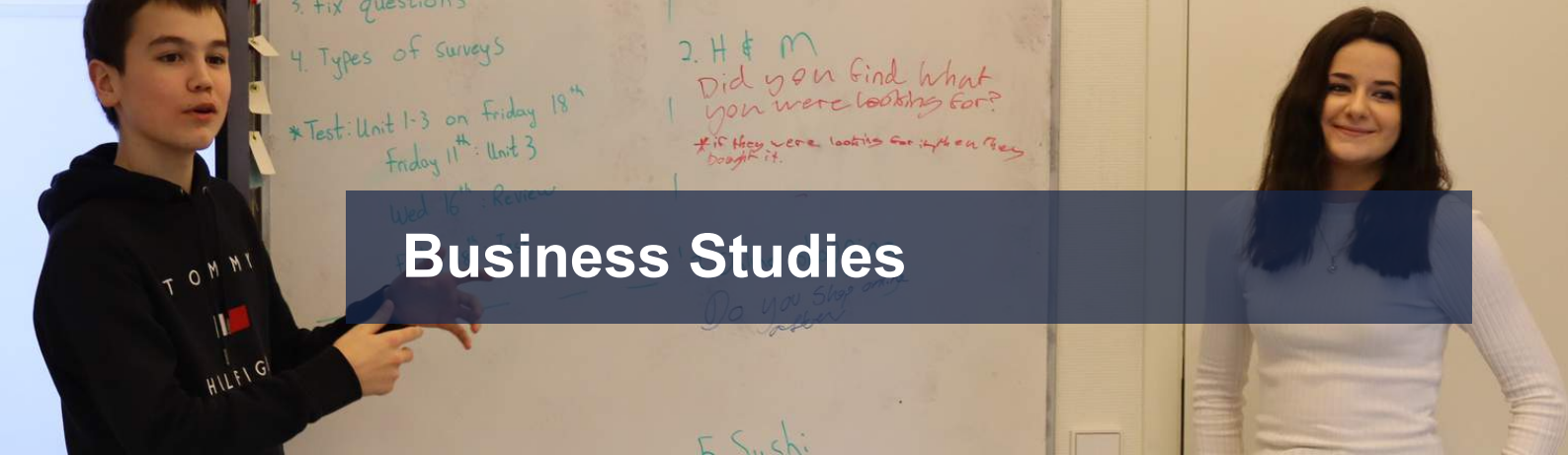
Art is an important subject to study when you are interested in the general areas of advertising, animation (film), architecture and interiors, design crafts, illustration, fashion and textiles, film and TV production, fine art, graphic design, journalism, photography, product design and education.

## Course information: Art and Design

**Syllabus Code:** 0400

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-art-and-design-0400/>



# Business Studies

## IGCSE Business Studies (Option)

**Course Code**  
**0450**

### Aims of the course

The Cambridge IGCSE Business Studies syllabus develops learner's understanding of business activity in the public and private sectors, as well as the importance of innovation and change. Students learn 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.

### Course Content

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

Learners will be able to:

- Understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- Appreciate the role of people in business success.

They will also gain lifelong skills, including:

- The ability to calculate and interpret business data
- Communication skills needed to support arguments with reasons<sup>4</sup>
- The ability to analyse business situations and reach decisions or judgements.

### What skills are needed to study Business Studies?

Whilst students are not expected to have previously taken Business Studies, they are expected to have an interest in the subject.



# Business Studies

## Assessment

Whilst students are not expected to have previously taken Business Studies, they are expected to have an interest in the subject.

<b>Paper 1</b>	<b>Written Paper</b> (1 hour 30 mins, 50% of the total mark)	Four questions requiring a mixture of short answers and structured data responses
<b>Paper 2</b>	<b>Written Paper</b> (1 hour 30 mins, 50% of the total mark)	Four questions based on a case study, provided as an insert with the paper

## Assessment Objectives

<b>A01</b> Knowledge and understanding	Candidates should be able to: <ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories, and techniques commonly applied to or used as part of business behaviour.</li></ul>
<b>A02</b> Application	Candidates should be able to: <ul style="list-style-type: none"><li>• Apply their knowledge and understanding of facts, terms, concepts, conventions, theories and techniques.</li></ul>
<b>A03</b> Analysis	Candidates should be able to: <ul style="list-style-type: none"><li>• Distinguish between evidence and opinion in a business context.</li><li>• Order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.</li></ul>
<b>A04</b> Evaluation	Candidates should be able to: <ul style="list-style-type: none"><li>• Present reasoned explanations, develop arguments, understand implications and draw inferences.</li><li>• Make judgements, recommendations and decisions.</li></ul>

## What does this subject lead to?

A Business Studies IGCSE can be used for higher studies, such as at A Level, or can support the Business and Management programme at IB Diploma level. It demonstrates an understanding of business concepts and techniques across a range of different types of businesses.

## Course information: Business Studies

**Syllabus Code:** 0450

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-business-studies-0450/>

A photograph of two students, a boy and a girl, sitting at a desk in a computer lab. They are looking at a computer monitor. The boy is on the left, wearing a green hoodie, and the girl is on the right, wearing a light-colored hoodie. The monitor displays a web page with a blue header and some text. The background shows other computer monitors and cables.

# Computer Science

## IGCSE Computer Science (Option)

**Course Code**  
**0478**

### Aims of the course

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

The Computer Science course aims to enable students to develop:

- Computational thinking skills
- An understanding of the main principles of solving problems by using computers
- The skills necessary to solve computer-based problems using a high-level programming language
- An understanding of the internet as a means of communication and its associated risks
- An understanding of the component parts of computer systems and how they interrelate, hardware, communications
- An understanding of the development and use of automated and emerging technologies

### Course Content

Computer Systems	
Section 1	1.1 Data representation – Number Systems; text, sound and images; data storage and compression
	1.2 Data transmission – Types and methods of data transmission methods of error detection; Encryption
	1.3 Hardware – Computer architecture; input and output devices; data storage; network hardware
	1.4 Software – Types of software and interrupts; types of programming language, translators and integrated development environments (IDEs) and development environments (IDEs)
	1.5 The internet and its uses – The internet and the world wide web; Digital currency; Cyber security
	1.6 Automated and emerging technologies – Automated systems; robotics; artificial intelligence
Algorithms, Programming and Logic	
Section 2	2.1 Algorithm design and problem-solving – Standard methods of a solution (searching, sorting, counting), validation, verification, testing, trace tables, pseudocode, flowcharts and program code
	2.2 Programming – Programming concepts; arrays; file handling
	2.3 Databases – Single-table databases, data types, primary keys, and queries
	2.4 Boolean logic – Logic gates, circuits, truth tables and expressions



# Computer Science

## What skills are needed to study Computer Science?

Students who are successful in Computer Science exhibit an enjoyment of problem solving and a desire to program a computer to solve interesting problems. They also demonstrate an inquisitiveness concerning the internal workings of computer systems.

## Assessment

All candidates take two papers:

<b>Paper 1</b>	<b>Written Paper</b> (1 hour 45 mins, Computer Systems 50% of the total mark)	Short-answer and constructed questions. Questions will be based on Topics 1-6 of the subject content. All questions are compulsory, no calculators permitted. Externally assessed.
<b>Paper 2</b>	<b>Written Paper</b> (1 hour 45 mins, Algorithms, Programming and Logic 50% of the total mark)	Short-answer and structured questions and a scenario-based question. Questions will be based on Topics 7-10 of the subject content. All questions are compulsory, no calculators are permitted. Externally assessed.

## What does this subject lead to?

Computer science is available as part of the IB diploma as well as at A Level. This qualification will help learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers. IGCSE Computer Science is an ideal foundation for further study in Computer Science. Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life. A formal qualification in Computer Science will be of great benefit to any student, whatever they choose to pursue in the future.

## Course Information: Computer Science

**Syllabus Code:** 0478

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-computer-science-0478/>





# Design and Technology

## IGCSE Design and Technology (Option)

**Course Code**  
**0445**

### Aims of the course

The Cambridge IGCSE 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. Candidates gain technical and design awareness as a result, and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation.

The Cambridge IGCSE Design and Technology syllabus aims to:

- Develop creative thinking in areas relevant to design and technology
- Apply problem solving skills to practical and technological problems
- Develop the communication skills central to design, making and evaluation
- Apply knowledge and understanding to the design and making of products, taking into consideration sustainability and the wider impact on society
- Encourage candidates to apply learning to areas of personal interest
- Develop a range of transferable skills and attributes
- Develop the ability to make aesthetic, economic, moral and technical value judgements.

## Course Content

### Part 1 – Product Design

Each student completes an individual project which centres on the option chosen from Part 2 of the syllabus, shown below. The project area is decided by the candidate with advice as appropriate from their teacher. Students produce work in the form of an A3-size folder and the 'made product'. Use of CAD/CAM is encouraged where facilities exist. However, all relevant work should still be presented in hard copy as an A3-size folder.

### Part 2 – One area will be chosen from: Graphic Products, Resistant Materials and Systems and Control

## What skills are needed to study Design and Technology?

Whilst students beginning this course are not expected to have studied Design and Technology in a formal way previously, they are expected to have an interest in the subject. Skills which will be assessed include: knowledge with understanding; handling information and solving problems; and experimental skills and investigations.



# Design and Technology

## Assessment objectives

<b>A01</b>	Recall, select and communicate knowledge and demonstrate understanding in design and technology including their wider effects.
<b>A02</b>	Apply knowledge, understanding and skills in a variety of contexts and in designing and making products
<b>A03</b>	Analyse and evaluate products, including their design and production.

## Assessment

<b>Paper 1</b>	<b>Product Design</b> (1 hour 15 mins, 25% of the total mark)	This is a compulsory written paper. It tests design thinking.
<b>Papers 2 to 4</b>	<b>Graphics Products, Resistant Materials or Systems and Control</b> (1 hour, 25% of the total mark)	All candidates sit <b>one</b> of these written (/drawing) papers.
<b>Paper 5</b>	<b>Project</b> (50% of the total mark)	The project is compulsory and is a school-based assessment.

## What does this subject lead to?

A Design and Technology IGCSE prepares learners for their future within a rapidly changing technological society. It provides an excellent foundation for the study of Design and Technology at A Level or Design Technology in the IB Diploma and beyond.

## Course Information: Design and Technology

**Syllabus Code:** 0445

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-design-and-technology-0445/>



# Drama

## IGCSE Drama (Option)

**Course Code**  
**0411**

### Aims of the course

The aims are to enable students to develop:

- An understanding of the dramatic process of moving from script to performance
- Skills in devising original drama
- Practical performance skills as individuals and within a group
- An understanding of, and engagement with, the role of actor, director and designer in creating a piece of drama
- An understanding of how performers communicate with an audience

### Course Content

Learners develop an understanding and enjoyment of drama through practical and theoretical study.

Candidates will study:

- The elements of practical drama
- How to work with extracts from published plays as an actor, director and designer
- How to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- How to evaluate their contribution to the devising process and the success of the final piece
- How to use staging and design as part of a dramatic performance
- Individual and group performance skills and how they are applied to create character and communicate meaning to an audience

### What skills are needed to study Drama?

Drama not only allows students to access specialist learning about acting and theatre but it can also; focus on self expression and communication, enhance creativity, encourage cooperation and develop confidence in all pupils. Skills which will be assessed include: understanding repertoire and how to interpret and realise it in a live performance; devising dramatic material and reflecting on its effectiveness; and acting skills and their ability to communicate effectively to an audience.





# Drama

## Assessment

All candidates take two components:

<b>Paper 1</b>	<b>Written Examination</b> (2 hours 30 mins, 40% of the total mark)	The questions in the exam are based upon prior study of extracts from two different plays and the candidates own devised work. Candidates answer: <ul style="list-style-type: none"> <li>• <b>all</b> questions in Section A</li> <li>• <b>two</b> questions in Section B (one compulsory question and one question from a choice of two)</li> <li>• <b>both</b> questions in Section C</li> </ul>
<b>Component 2</b>	<b>Coursework</b> (60% of the total mark) Internally assessed and externally moderated	Candidates submit three pieces of practical work: <ul style="list-style-type: none"> <li>• <b>individual</b> performance based on an extract from a play</li> <li>• <b>group</b> performance based on an extract from a play</li> <li>• <b>group</b> performance based on an original devised piece</li> </ul>

## What does this subject lead to?

An IGCSE in Drama will provide the foundation required for either Theatre Studies in the IB Diploma at both standard and higher levels or Drama and Theatre Studies A-level. Studying drama encourages students to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, students are encouraged to take responsible roles and make choices – to participate in and guide their own learning.

There is a growing number of professions (outside of the entertainment industry) that value those people who studied Drama as a subject at school. These professions include medicine, law, public relations, journalism, diplomacy, politics, social work, hospitality, and tourism.

## Course Information: Drama

**Syllabus Code:** 0411

**Specification:** CAIE IGCSE

**Website:** <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-drama-0411/>



## IGCSE Economics (Option)

**Course Code**  
**0455**

### Aims of the course

The Cambridge IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles. Learners study the economics of different countries and how these interrelate. They also learn to work with simple economics data and to use the tools of economic analysis. Learners apply understanding of economics to current economic issues.

The aims are to enable students to:

- Know and understand economic terminology, concepts and theories
- Use basic economic numeracy and interpret economic data
- Use the tools of economic analysis
- Express economic ideas logically and clearly in a written form
- Apply economic understanding to current economic issues

### Course Content

- The basic economic problem
- The allocation of resources
- Microeconomic decision makers
- Government and the macroeconomy
- Economic development
- International trade and globalisation

Learners will be able to:

- understand economic theory, terminology and principles
- apply the tools of economic analysis
- distinguish between facts and value judgements in economic issues
- understand and use, basic economic numeracy and literacy
- take a greater part in decision-making processes in everyday life
- use examples from a variety of economies

### What skills are needed to study Economics?

Whilst students are not expected to have previously taken Economics, they are expected to have an interest in the subject.

# Economics

## Assessment

<b>Paper 1</b>	<b>Multiple Choice</b> (45 minutes, 30% of the total mark)	Candidates answer 30 multiple choice questions based on all sections of the syllabus
<b>Paper 2</b>	<b>Structured Questions</b> (2 hours 15 minutes, 70% of total mark)	Four questions – one compulsory question interpreting and analysing source material and another three from a choice of four based on topics from the syllabus

## Assessment Objectives

<b>A01 Knowledge and understanding</b>	Candidates should be able to: <ul style="list-style-type: none"><li>• show knowledge and understanding of economic definitions, formulas, concepts and theories</li><li>• use economic terminology</li></ul>
<b>A02 Analysis</b>	Candidates should be able to: <ul style="list-style-type: none"><li>• select, organise and interpret data</li><li>• use economic information and data to recognise patterns and to deduce relationships</li><li>• apply economic analysis to written, numerical, diagrammatic and graphical data</li><li>• analyse economic issues and situations, identifying and developing links</li></ul>
<b>A03 Evaluation</b>	Candidates should be able to: <ul style="list-style-type: none"><li>• evaluate economic information and data</li><li>• distinguish between economic analysis and unreasoned statements</li><li>• recognise the uncertainties of the outcomes of economic decisions and events</li><li>• communicate economic thinking in a logical manner</li></ul>

## What does this subject lead to?

An Economics IGCSE can be used for higher studies, such as at A Level, or can support the Economics programme at IB Diploma level. It demonstrates proof of knowledge and understanding of economics.

## Course Information: Economics

**Syllabus Code:** 0455

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-economics-0455/>



A photograph of two young men in a classroom setting. They are both wearing hoodies; the one on the left is dark grey with 'SHEFFIELD' and 'HOF' visible, and the one on the right is light grey with a colorful graphic. They are looking down at a document on a desk, with the student on the left using a stapler. A semi-transparent dark blue box with the word 'Enterprise' in white is overlaid on the image.

# Enterprise

## IGCSE Enterprise (Option)

**Course Code**  
**0454**

### Aims of the course

The aims are to:

- understand what it means to be enterprising, and the skills required to be enterprising
- develop the ability to work in an enterprising and independent way
- develop and apply knowledge, understanding and skills to contemporary enterprise issues in a range of local, national and global contexts
- appreciate the roles and perspectives of a range of other people and organisations involved in enterprise and the importance of ethical considerations
- investigate the world of work and entrepreneurial organisations
- develop the ability to communicate effectively, in a variety of situations, using a range of appropriate techniques
- make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour

### Course Content

All candidates will study the following topics:

- Introduction to enterprise
- Setting up a new enterprise
- Enterprise skills
- Enterprise opportunities, risk, legal obligations and ethical considerations
- Negotiation
- Finance
- Business planning
- Markets and customers
- Help and support for enterprise
- Communication

All learners will complete the following tasks for their enterprise project in the coursework:

- Task 1 Choosing a suitable project, including a formal written report of approximately 1200 words.
- Task 2 Planning the project, including the following:
  - Task 2a Planning to manage potential problems or issues in the action plan
  - Task 2b EITHER planning for financing the project OR planning marketing communications.
- Task 3 Using enterprise skills to implement the plan
- Task 4 Evaluating the project, including a formal written report of approximately 1500 words that evaluates:
  - the planning and implementation of the project (compulsory)
  - And one of the following:
    - the financial success of the project OR the marketing communications used OR the internal communications used



# Enterprise

## What skills are needed to study Enterprise?

Whilst students are not expected to have previously taken Economics, they are expected to have an interest in the subject.

## Assessment

All candidates take two components:

<b>Paper 1</b>	<b>Written Paper</b> (1 hour 30 minutes, 30% of the total mark)	A mixture of short answers and open ended questions. The paper requires candidates to demonstrate and apply their enterprise knowledge, comment on issues and solve problems
<b>Paper 2</b>	<b>Coursework</b> (50% of total mark)	Portfolio of evidence from tasks based on candidate's own enterprise project

## Assessment Objectives

<b>A01 Knowledge and understanding</b>	Candidates should be able to: <ul style="list-style-type: none"><li>• Demonstrate knowledge and understanding of the concepts, skills and terminology relating to enterprise</li></ul>
<b>A02 Application</b>	Candidates should be able to: <ul style="list-style-type: none"><li>• Apply knowledge and critical understanding to familiar and unfamiliar enterprise problems and issues. Develop communication materials appropriate for the intended audience and purpose</li></ul>
<b>A03 Analysis and Evaluation</b>	Candidates should be able to: <ul style="list-style-type: none"><li>• Analyse, interpret, and evaluate information. Explore and find solutions to enterprise problems and issues</li></ul>

## What does this subject lead to?

An Enterprise IGCSE can be used for higher studies, such as at A Level, or can support the Business and Management programme at IB Diploma level.

## Course Information: Enterprise

**Syllabus Code:** 0454

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-enterprise-0454/>



# Food and Nutrition

## IGCSE Food and Nurtrition (Option)

**Course Code**  
**0648**

### Aims of the course

The IGCSE Food and Nutrition syllabus enables learners to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society. Students must apply knowledge gained from the Food and Nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

Students will gain lifelong skills, including:

- An understanding of nutrition and of health problems related to diet
- An understanding of how socio-economic factors affect diet
- An awareness of how eating patterns and dietary needs depend on age, social group and lifestyle
- An awareness of how the position of the consumer differs in developed and less-developed economies
- The ability to assess the effectiveness and validity of claims made by advertisers
- Aesthetic and social sensitivity to dietary patterns
- An interest in the creative aspect and enjoyment of food
- Skills necessary for food preparation and food preservation
- The ability to organise and manage family food resources and to use food resources effectively in everyday life
- Knowledge of safety and hygiene requirements.

### Course Content

- An understanding of the terms used in nutrition and nutrition-related problems
- Nutritive value of foods
- Digestion and absorption
- Meal planning and dietary guidelines
- Composition and value of the main foods in the diet
- Cooking of food
- Convenience foods
- Raising agents
- Food spoilage and hygiene in the handling and storage of food
- Food preservation
- Kitchen planning
- Kitchen equipment
- Kitchen safety, simple first aid





# Food and Nutrition

## What skills are needed to study Food and Nutrition?

Whilst students beginning this course are not expected to have studied Food and Nutrition previously, they are expected to have an interest in the subject. Students will be expected to provide their own ingredients and it is essential they are organised and prepared for practical lessons. On average, there will be one practical cooking lesson each week. In addition, students are expected to practise dishes at home.

Skills which will be assessed include: knowledge with understanding; handling information and solving problems; and experimental skills and investigations.

## Assessment

All candidates take two components:

<b>Paper 1</b>	<b>Theory Paper</b> (2 hours, 50% of the total mark)	Written paper consisting of short-answer questions, structured questions and open-ended essay questions
<b>Paper 2</b>	<b>Practical Test</b> (2 hours 30 mins, plus 1 hour 30 mins planning, 50% of the total mark)	The planning session - candidates are given their allocated test question and three preparation sheets. In the practical test, candidates prepare, cook and serve the dishes they chose in answer to the test question.

## What does this subject lead to?

This course provides students the opportunity to gain valuable skills and knowledge for use throughout their lives. It provides opportunities to develop a range of practical cooking skills, innovative thinking, creativity, independence and the ability to organise and manage their time and resources effectively. A Food and Nutrition IGCSE can be used to enter higher studies, such as A Level Food Studies and a diploma in food science. Many students move on to degree courses in food science, nutrition and dietetics, or courses in culinary arts and hospitality.

## Course Information: Food and Nutrition

**Syllabus Code:** 0648

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-food-and-nutrition-0648/>



## IGCSE Geography (Option)

**Course Code**  
**0460**

### Aims of the course

The aims of the course are to increase the geographical skills, knowledge and understanding of students through investigation of natural and human processes, and the impacts of these processes. Students will develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments
- An understanding of location on a local, regional and global scale
- The ability to use and understand geographical data and information
- An understanding of how communities around the world are affected and constrained by different environment

### Course Content

Geography is the study of our changing, contemporary world. The course content is diverse, including both human and physical units. IGCSE Geography enables learners to develop a 'sense of place' by looking at the world around them. Learners will examine a range of environments, and study some of the processes, which have affected their development. They will also look at the ways in which people interact with their environment, the opportunities and challenges presented by these interactions, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

### What skills are needed to study Geography?

Geography is ideal for those students who want to learn about the changing physical and human environments in which we live. Relevant skills have already been introduced throughout Key Stage 3, so IGCSE Geography is accessible to all who have an interest.

### Assessment

Student progress will be monitored through regular assessments as well as the submissions of assignments and course work. The final grade for students will be determined by external examinations which may include a coursework element.



# Geography

Is there a pattern to the distribution of land use in central London and to what extent does it change over time?

<b>Paper 1</b>	<b>Geographical Themes</b> (1 hour 45 minutes, 45% of the total mark)	Candidates must answer one question from each section: <b>Theme 1: Population and settlement</b> <b>Theme 2: The natural environment</b> <b>Theme 3: Economic development</b>
<b>Paper 2</b>	<b>Geographical Skills</b> (1 hour 30 mins, 27.5% of the total mark)	Testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. The questions will not require specific information about places but will require the use of a map with a key.
<b>Paper 3</b>	<b>Coursework</b> (27.5% of the total mark)	Fieldwork investigation and written report.

## What does this subject lead to?

Geography is offered at A Level, and students may also study Geography as part of the IB Diploma both at standard and higher level. Geography has strong links with the study of Geology and Environmental Sciences as well as many other subjects at university level, and offers a way into the rapidly expanding areas of remote sensing, computer imaging and Geographical Information Systems, amongst others.

## Course Information: Geography

**Syllabus Code:** 0460

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/>



A group of four students are sitting at a desk in a classroom, working on laptops. A girl with glasses is in the center, looking at her laptop. To her left, two girls are looking at a laptop. To her right, a boy is looking at his laptop. In the background, there is a calendar on the wall.

# History

## IGCSE History (Option)

**Course Code**  
**0470**

### Aims of the course

IGCSE History helps to establish lifelong skills – the ability to argue a case, to articulate and communicate what you know and understand, to sift through a wide range of evidence and come to a conclusion. As the course deals with the 20th century, it will help students to understand the background to current affairs and have a better understanding of the world we live in.

### Course Content

#### Core content 20th Century: International Relations since 1919.

Over the two-year period, students will explore the following key questions:

- Were the Peace Treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of communism?
- How secure was the USSR's control over Eastern Europe, 1948-c.1989?

#### Depth Study USA 1919–41

Students will also study the period of USA 1919–41 in depth, exploring the following key questions:

- How far did the US economy boom in the 1920s?
- How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the New Deal?

### What skills are needed to study History?

It is recommended that learners starting this course should have studied a history curriculum and have an interest in studying historical events, ideas and individuals that shaped the modern world as well as good literacy, research and communication skills.

History is not just about memorising facts. At IGCSE, candidates will have to apply their knowledge to a variety of different questions and describe, explain and analyse certain events. Source analysis also makes up an important part of the course; students will have to answer questions on a number of sources of historical evidence, from newspapers, photographs, speeches and political cartoons, and draw conclusions as to their usefulness and reliability. The ability to make balanced judgments on the evidence available is a skill required in every walk of life, not just history.



# History

## Assessment

Students are assessed throughout the two year course through class tasks, homework assignments and unit tests. Students complete an End of Year 10 Examination and undertake a Mock Examination in Year 11.

In the final IGCSE Examination students are required to complete two examination papers and undertake coursework.

<b>Paper 1</b>	(2 hours, 40% of the total mark)	Examines all content covered throughout the course.
<b>Paper 2</b>	(2 hours, 33% of the total mark)	Examines evidence handling skills focusing on a prescribed topic.
<b>Coursework</b>	(27% of the total mark) Focuses on the Depth Study: USA 1919–41 and involves an assignment of 2000 words in total.	

## What does this subject lead to?

Most students who take IGCSE History go on to study a Humanities-based course at A Level or IB Diploma, and can enter a variety of careers, such as law, the media or civil service. History is widely respected by universities and employers because of the wide range of rigorous skills developed.

Some of the many careers that come from IGCSE History: Researcher, Media and Journalism, Teacher, Librarian, Law, Business, Museum Curator, Psychology, Sociology, Politics, Philosophy, Medicine, Art, History, Politician.

## Course Information: History

**Syllabus Code:** 0470

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-history-0470/>



# Global Perspectives

## IGCSE Global Perspectives

**Course Code**  
**0457**

### Aims of the course

The course aims to make students more aware of the key personal, social and global issues. It is designed to strengthen critical thinking skills of all types and teaches students to distinguish biases, and to reflect on their own reactions to, and formulate educated opinions on, a wide variety of issues. Global Perspectives provides opportunities for high order enquiry, communication and action within the context of stimulating topics that have global significance.

### Course Content

The syllabus emphasises the development and application of skills rather than the acquisition of knowledge. Students choose from a range of topics to complete their research project, including:

Belief systems	Biodiversity	Climate change
Conflict and peace	Disease and health	Education for all
Fuel and energy	Family and demographic	Language and communication
Law and criminality	Poverty and inequality	Sport and recreation
Technology and the economic divide	Trade and aid	Tradition, culture and identity
Transport and infrastructure	Urbanisation	Water, food and agriculture

### Skills developed

In addition to developing critical thinking skills, students have opportunities to experience inter-disciplinary connections between subjects and to practice and strengthen vital academic skills, including:

- Research and enquiry skills and the ability to correctly cite sources through footnotes and bibliographies
- Collaborating with others to achieve a common outcome
- Presentation skills including formal debate
- The ability to formulate reasoned arguments both in essays and debates
- Gathering, synthesising and communicating information
- Analysing and evaluating planning, processes and outcomes
- Developing and justifying a line of reasoning





## What skills are needed to study Global Perspectives

Learners benefit from the type of skills, such as enquiry, connected learning and collaboration, which are developed through Thinking Skills.

## Assessment

The assessment in this subject is both portfolio and project based. Although students are assessed as a group, individual performance largely determines the assessment grade.

Global Perspectives			
Three examinations	Individual Research	Candidates carry out research based on two topic areas and submit an Individual Research report on each topic.	40%
	Group Project	The Group Project comprises two elements and is based around coursework assignments	30%
	Written Paper (1 hour 15 minutes)	Compulsory questions based on a range of sources and perspectives, about global issues.	30%

## What does this subject lead to?

Students will assess information critically and explore lines of reasoning, collaborating with others as well as directing their own learning and developing an independence of thought. Global Perspectives, therefore, will develop transferable skills that will be useful for further study at all levels, and for young people as active citizens of the future. It is also excellent preparation for the students for the CAS (Creativity, Activity, Service), Theory of Knowledge and Extended Essay elements at IB Diploma level.

## Course information: Global Perspectives

**Syllabus Code:** 0457  
**Specification:** CAIE IGCSE  
**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-global-perspectives-0457/>

A photograph of three students in a classroom. A boy on the left, a girl in the center, and a girl on the right are looking at a display of posters on a wall. The posters are labeled 'Year 9' and 'Year 8'.

## MFL (French or Spanish)

### IGCSE MFL (French or Spanish) (Option)

**Course Codes**  
**0520 French**  
**0530 Spanish**

#### Aims of the course

- Develop the language proficiency required to communicate effectively at level A2 (CEFR Basic User), with the elements of level B1 (CEFR Independent User)
- Offer insights into the culture and society of countries and communities where the language is spoken
- Develop awareness of the nature of language and language learning
- Encourage positive attitudes towards speakers of other language and a sympathetic approach to other cultures
- Provide enjoyment and intellectual stimulation
- Develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- Form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or Spanish or another subject area

#### Course Content

The syllabus content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topic areas, candidates gain insight into countries and communities where French and Spanish are spoken. The five topic areas listed below are described in more detail in section 3 of the relevant syllabus:

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

#### What skills are needed to study a Modern Foreign Language?

We recommend that learners who are beginning either course have studied the chosen language at Key Stage 3 (in Years 7, 8 and 9). Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.



## MFL (French or Spanish)

### Assessment

Students are assessed throughout the two year course through class tasks, homework assignments (including vocabulary tests) and unit tests. Students complete an End of Year 10 Examination and undertake a Mock Examination in Year 11.

In the final IGCSE Examination students are required to complete four examinations:

<b>Paper 1</b>	<b>Listening</b> (approx. 45 minutes, 25% of the total mark) externally assessed	40 marks – Candidates listen to a number of recordings and answer multiple choice and matching questions.
<b>Paper 2</b>	<b>Reading</b> (1 hour, 25% of the total mark) externally assessed	45 marks – Candidates read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.
<b>Paper 3</b>	<b>Speaking</b> (approx. 10 minutes, 25% of the total mark) internally assessed and externally moderated	40 marks – Candidates complete one role play and conversations on two topics.
<b>Paper 4</b>	<b>Writing</b> (1 hour, 25% of the total mark) externally assessed	45 marks – Candidates complete on form filling task, one directed writing task and one task in the format of an email/letter or article/blog.

### What does this subject lead to?

The study of a foreign language helps to form a sound base of the skills, language and attitudes required for progression to further study either in the target language or another subject area. It is an essential element of the IB Diploma. Cambridge foreign language IGCSEs are accepted by universities and employers as proof of linguistic ability and understanding.

### Course Information: French

**Syllabus Code:** 0520

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-french-foreign-language-0520/>

### Course Information: Spanish

**Syllabus Code:** 0530

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-spanish-foreign-language-0530/>





# Music

## IGCSE Music (Option)

**Course Code**  
**0410**

### Aims of the course

The Cambridge IGCSE Music course is ideal for those who love playing an instrument, listening to music and composing. It harnesses pupil's skills and knowledge, whilst awakening an interest, from the classical tradition, through to popular and world music. It allows for deeper understanding through the study of set works as well as enabling creative instincts to be explored via performing and composition.

### Course Content

This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. It offers employers worldwide, proof of musical skills, knowledge and understanding. The student gets to choose the music they perform. A wide range of musical styles are studied. If you already play an instrument or sing, you will develop skills which will support and complement this.

### What skills are needed to study Music?

It is essential for students to take instrumental lessons for the duration of this course and be at Grade 3 or above in the ABRSM/Guildhall/Trinity Exam (or equivalent), as 30% of the final grade will be based on the instrumental performance.

### Assessment

#### Performing (30% of total marks)

The performance element of the course is examined through a recorded examination which is sent for moderation in April of the final year of study. Students who take IGCSE Music will be encouraged to perform a range of musical pieces both as solo and ensemble performances and it is a requirement that IGCSE students have regular instrumental or singing lessons and take the opportunity to perform in public in school concerts or class. For the practical part of the examination students must perform and record 2 performance pieces on an instrument (or voice).

- One (or two short contrasting) pieces playing a solo instrument or singing
- One (or two short contrasting) pieces singing or playing in an ensemble

The duration of the total performance is from 4 – 10 minutes.

#### Listening (40% of total marks)

The listening section of the course is examined through a 1hr 15 minute exam at the end of the course. The listening paper aims to establish the students understanding of a range of musical styles and cultures. Students study the History of Western Music from 1600 to the present day and World Music. In addition to the general listening questions, there are two prescribed areas of focus which change each year.



# Music

## Composing (30% of total marks)

The composition element of the course is examined through coursework which is recorded and sent for moderation. Students submit two compositions. At least one of these pieces must be written in a Western, tonal style and show a familiarity with basic traditional harmonic language; this composition should be fully notated using staff notation. Students will be marked on:

- Their musical ideas
- Structure of the compositions
- Use of the chosen medium (the instruments and how they are used)
- Compositional technique
- Presentation and notation of their score

## What does this subject lead to?

You do not have to become a music teacher or sign up for X Factor just because you have decided to take music! However, it will show employers you have a wider range of interests and skills than most, and that you have shown dedication and commitment to learn a musical instrument. It also develops skills needed in future careers and life regardless of what students wish to study at University. Students who successfully complete this challenging course have the option of undertaking further study in Music at A Level or within the IB Diploma programme. IGCSE Music is excellent preparation for careers in music, performing arts, and any career or profession requiring good communication skills and creativity.

## Course Information: Music

**Syllabus Code:** 0410

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-music-0410/>



# Physical Education (PE)

## IGCSE Physical Education (PE) (Option)

**Course Code**  
**0413**

### Aims of the course

The aims describe the purposes of a course based on this syllabus. The aims are to enable candidates to:

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

### Course Content

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.

Candidates will study all of the following topics:

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

Candidates will also undertake four different physical activities chosen from at least two of the seven categories listed on the following page. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning

### What skills are needed to study Physical Education?

Students must have a good knowledge and understanding of the subject, accompanied by a sound ability in a variety of sports.



# Physical Education (PE)

## Assessment

<b>A01 (25% of final mark)</b>	Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport – <b>Assessed on Paper 1</b>
<b>A02 (25% of final mark)</b>	Apply knowledge and understanding of the theoretical principles to a variety of physical activities/sports, including analysis and evaluation of performance – <b>Assessed on Paper 1</b>
<b>A02 (50% of final mark)</b>	Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities

## Coursework

The Coursework component requires candidates to offer a minimum of four practical activities from at least two of the seven categories. Each activity is marked out of 25 marks. The practical activities are:

<b>Game Activities</b>	Association Football Badminton Baseball, Rounders or Softball Basketball Cricket Golf Handball Hockey	Lacrosse Netball Rugby Union or Rugby League Softball Squash Table Tennis Tennis Volleyball
<b>Gymnastic Activities</b>	Artistic Gymnastics (floor/vault) Figure Skating (individual)	Rhythmic Gymnastics Trampolining
<b>Dance Activities</b>	Dance	
<b>Athletic Activities</b>	Cross Country Running Cycling Rowing and Sculling	Track and Field Athletics Weight Training for Fitness
<b>Outdoor and Adventurous Activities</b>	Canoeing Horse Riding Orienteering Rock Climbing	Sailing Skiing Snowboarding Windsurfing
<b>Swimming</b>	Competitive Swimming Water Polo	Life Saving Personal Survival
<b>Combat Activities</b>	Judo	Taekwondo

Coursework assesses candidates' physical performance, including an ability to inter-relate planning, performing and evaluating whilst undertaking activity in four practical activities; it is worth 50% of the syllabus total.



# Physical Education (PE)

## Assessment

The examination for AO1 and AO2 assesses candidates' knowledge and understanding in relation to the syllabus content.

This paper is worth 50% of the final grade and will assess the following content.

### Subject Content:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

## What does this subject lead to?

PE can be taken at A Level or through IB Diploma Sport, Exercise and Health Science.

## Course Information: Physical Education (PE)

**Syllabus Code:** 0413

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0413/>



## Science - Biology

### IGCSE Biology (as part of the Triple Science Award) (Option)

**Course Code**  
**0610**

#### Aims of the course

IGCSE Biology is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the biology syllabus enables learners to:

- Better understand the technological world, with an informed interest in scientific matters
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life

#### Course Content


Biology is the branch of science dealing with the study of life. It describes the characteristics, classification, and behaviours of organisms, how species come into existence, and the interactions they have with each other and with the environment. Biology has many specialised areas, covering a wide range of areas, from biochemistry to ecology.

During the course you will complete a number of units based upon the characteristics and classification of living things; organisation and maintenance of the organism; development of the organism and the continuity of life; the relationships of organisms with one another and their environment.

#### What skills are needed to study Biology?

Biology is the most literal of the sciences, so you will need good communication skills. Learners will need to have a positive attitude towards science and a curiosity to explore the phenomena we see around us. There is an expectation that students show a commitment and willingness to conduct practical investigative work safely and accurately. They should also be able to demonstrate the ability to be an analytical and imaginative problem solver.





# Science - Biology

## Assessment

Throughout Year 10 and Year 11, students complete assessments in each area which are based on the IGCSE requirements and reflect the style of assessment that should be expected from the final examinations.

Biology		
Three Examinations	Multiple choice paper	30%
	Short-answer and structured questions paper	50%
	A test based on experimental skills	20%

## What does this subject lead to?

Cambridge IGCSE Biology can be used for higher studies such as at AS and A Level in Biology or IB Diploma certificates in Biology.

Continuing to study Biology at a higher level can lead to a vast range of career opportunities in areas such as: marine biology, environmental conservation, medicine, dentistry, microbiology, pharmacy, pharmacology and genetic engineering to name but a few.

## Course Information: Biology

**Syllabus Code:** 0610

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-biology-0610/>



# Science - Chemistry

## IGCSE Chemistry (as part of the Triple Science Award) (Option)

**Course Code**  
**0620**

### Aims of the course

IGCSE Chemistry is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the chemistry syllabus enables learners to:

- Better understand the technological world, with an informed interest in scientific matters
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life

### Course Content

Chemistry is an important and interesting subject to study. It helps to develop practical skills and problem solving abilities. It also explains, alongside the other sciences, how the natural world works and is essential in creating new materials and finding cures for diseases.

During the course students will gain a wide range of knowledge and understanding of scientific phenomena, including: facts, laws, definitions, concepts and theories. They will develop experimental skills to plan and carry out experiments and investigations safely using a range of techniques, apparatus and materials. Students will also learn to manipulate numerical and other data, use information to identify patterns, report trends and draw inferences, and present reasoned explanations for phenomena, patterns and relationships.

### What skills are needed to study Chemistry?

Chemists are analytical problem-solvers. Learners will need to have a positive attitude towards science and a curiosity to explore the phenomena we see around us. There is an expectation that students show a commitment and willingness to conduct practical investigative work safely and accurately. They should also be able to demonstrate the ability to be an analytical and imaginative problem solver.



# Science - Chemistry

## Assessment

Throughout Year 10 and Year 11, students complete assessments in each area which are based on the IGCSE requirements and reflect the style of assessment that should be expected from the final examinations.

Chemistry		
Three Examinations	Multiple choice paper	30%
	Short-answer and structured questions paper	50%
	A test based on experimental skills	20%

## What does this subject lead to?

Cambridge IGCSE Chemistry can be used for higher studies such as at AS and A Level in Chemistry or IB Diploma certificates in Chemistry.

Continuing to study Chemistry at a higher level can lead to a vast range of career opportunities in areas such as: medicine, dentistry, pharmacy, pharmacology, toxicology, veterinary science and chemical engineering to name but a few.

## Course Information: Chemistry

**Syllabus Code:** 0620

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-chemistry-0620/>



A photograph of two female students in a physics laboratory. They are both wearing clear safety goggles and smiling at the camera. The student on the left is wearing a blue hoodie, and the student on the right is wearing a dark top. In the background, there is a wooden cabinet with glass doors containing various lab equipment, including a 'Multicopy' device. A white cloth is draped over a table in front of them.

# Science - Physics

## IGCSE Physics (as part of the Triple Science Award) (Option)

**Course Code**  
**0625**

### Aims of the course

IGCSE Physics is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the physics syllabus enables learners to:

- Better understand the technological world, with an informed interest in scientific matters
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life

### Course Content


Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.

Physics challenges our imaginations with concepts like relativity and string theory, and it leads to great discoveries, like computers and lasers, that lead to technologies which change our lives - from healing joints, to curing cancer, to developing sustainable energy solutions.

During the course students will complete a number of units based upon general physics, thermal physics, atomic physics, and properties of waves, electricity, and magnetism.

### What skills are needed to study Physics?

Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in interesting places. Learners will need to have a positive attitude towards science and a curiosity to explore the phenomena we see around us. There is an expectation that students show a commitment and willingness to conduct practical investigative work safely and accurately. They should also be able to demonstrate the ability to be an analytical and imaginative problem solver.



# Science - Physics

## Assessment

Throughout Year 10 and Year 11, students complete assessments in each area which are based on the IGCSE requirements and reflect the style of assessment that should be expected from the final examinations.

Physics		
Three Examinations	Multiple choice paper	30%
	Short-answer and structured questions paper	50%
	A test based on experimental skills	20%

## What does this subject lead to?

Cambridge IGCSE Physics can be used for higher studies such as at AS and A Level in Physics or IB Diploma certificates in Physics.

Continuing to study Physics at a higher level can lead to a vast range of career opportunities in areas such as astronomy, engineering, air craft design, motor sport, research, computing and game design and even finance and the stock markets to name but a few.

## Course Information: Physics

**Syllabus Code:** 0625

**Specification:** CAIE IGCSE

**Website:** <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physics-0625/>

# OTHER CORE SUBJECTS



Swedish  
PSHE  
PE





# Non-examined Courses

**To complement the IGCSE curriculum, all students will also participate in the following courses:**

- Physical Education
- Personal, Social and Health Education (PSHE)
- Swedish

## Physical Education

In PE, students will continue to gain knowledge and an understanding of the role of physical activity in good health and develop a positive attitude to an active lifestyle and a concern for physical well-being. The notion of health related Physical Education is recognised as central to attaining these aims at Key Stage 4 and beyond.

Core PE lessons will take a similar format to Key Stage 3. There will continue to be lessons on-site at Ekeby, together with off-site opportunities. Students will still be expected to wear appropriate kit and participate fully, as PE lessons form part of our broad curriculum requirements.

Sports and activities we have covered so far include: basketball, handball, football, tag rugby, fitness, circuit training, curling, table tennis, and athletics (including running, jumping and throwing events). We are looking at other sports we can offer, based on the facilities we are able to acquire in the next academic year. We will make a decision regarding the quality of provision available for students, and the availability of the facilities.

As ever, we remain committed to finding further avenues to be pursued outside of school, and we have guided some students to external clubs in Stockholm for sports such as: volleyball, archery and athletics.

## Personal, Social and Health Education (PSHE)

Once a week, students will have a core PSHE lesson which is a combination of Personal, Social and Health Education. PSHE can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

PSHE benefits students as it helps prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging world. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.



# Non-examined Courses

## Why is PSHE provision important?

PSHE makes a major contribution to BISS' commitment to provide a curriculum that is broadly based, balanced and meets the needs of all students. Within the programme we aim to:

- Promote the moral and cultural development of students
- Promote student's emotional, social and economic wellbeing including the promotion of physical and mental health
- Supporting students to understand their changing bodies, risks of drug and alcohol abuse and a full program of SRE (sex and relationships education)
- Prepare students at the school for the opportunities, responsibilities and experiences of later life

## Swedish

Details regarding the Formal Swedish course can be found on the following page. For all students not taking Formal Swedish, there will be two levels as in Key Stage 3 and outlined below:

### Intermediate Swedish

The students in Intermediate Swedish will focus on learning everyday Swedish both spoken and written and will learn some grammar rules. In listening and responding, the pupils will learn to understand the main points and opinions in spoken Swedish in present, past and future events. The students will be able to give short speeches stating their opinion. They will take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. This course requires interaction in the Swedish language outside of school.

### Swedish Conversation

The students in Conversational Swedish will be able to have brief conversations in Swedish and will also learn about Swedish culture and everyday life. The teaching will focus on learning simple Swedish words, sentences and everyday vocabulary.

The image shows three students, two boys and one girl, smiling at the camera. They are standing in front of a large screen that displays a Google Meet interface. The screen shows the title 'Swedish formal year 10' and 'Mrs Langhorne'. There are also icons for 'Meet' and a notification to 'Announce something to your class'. The students are holding books; the boy on the left is holding a book with 'NIKE' on it, the girl in the middle is holding a book with 'LÄS' and 'STJÄRN' on it, and the boy on the right is holding a book with 'En sekund i taget' on it.

## Formal Swedish (Examined Course)

## Core for all Formal Swedish Students

### Aims of the course

The formal Swedish course develops learning in the four core skills - reading, writing, listening and speaking. The students will cover a range of reading material, including prose, poetry, drama and non-fiction and will be required to write in a wide range of forms and genres. The students will practise a variety of speaking methods to reach different audiences. At the end of the two years, students will take the Swedish Year 9 (BISS Year 11) National Test.

### Course Content

Over the two year period the students will study the following:

- Debating skills, to lead a conversation, articulate and respond to arguments and summarise the main features of what has been said
- Oral presentations and storytelling for different audiences. Adaptation of language, content and disposition according to the audience
- Reading strategies to understand, interpret and analyse texts from different media. Strategies for writing different types of texts with adaptation to their typical structure and linguistic features. Creation of texts where word, image and sound interact. Different ways of processing own texts in content and form. How to give and receive feedback on texts
- The language structure with rules of spelling, punctuation, parts of speech and sentence parts
- Some significant youth and adult book authors from Sweden and the rest of the world and their works, as well as the historical and cultural context in which the works are set
- Linguistic features, structure and narrative perspective in fiction for adolescents and adults. Some literary genres and how they are stylistically and content-different from each other

### What skills are needed to study Formal Swedish?

This course requires good knowledge in the four core skills (see Aims of the course). It also requires that the student has been part of the formal Swedish program at BISS in Year 9 or to be at an equal level to such a student. (Students wanting to join in Year 10 will be assessed).





# Formal Swedish (Examined Course)

## Assessment

Students are assessed throughout the two year course through class tasks, homework assignments, written papers and tests.

In Year 11, the students will take the Swedish National test. The result of this test will be a part of the final official grading in Year 11 Swedish.

## What does this subject lead to?

The study of all languages, including your 'mother tongue(s)', helps to develop skills and attitudes required for learning other languages. Completing the formal grading in Swedish is important for any student wishing to enter Swedish gymnasium, and can be used within first language IB Diploma choices.

## Additional Note

Formal Swedish is given a similar time allocation to that of any IGCSE option subject. Therefore, any student taking Formal Swedish and a subject from each Option Block will have a full timetable with no time for study periods.