



ISH SECONDARY

HANDBOOK APPENDIX 2

IGCSE PROGRAMME GUIDE

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General Information

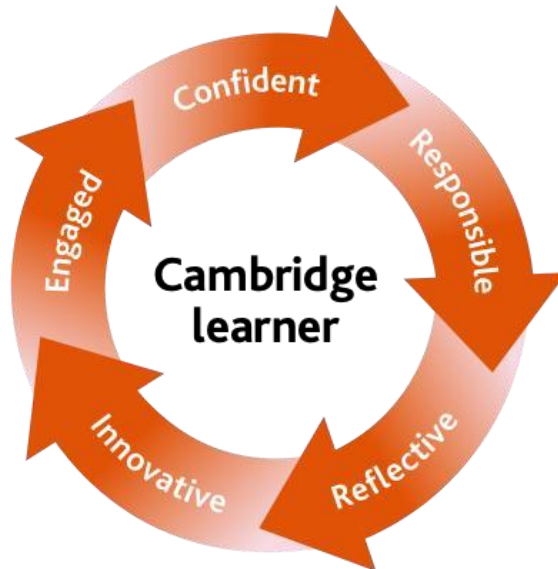
The International General Certificate of Secondary Education (IGCSE) is a two-year educational programme that is set and externally examined by the University of Cambridge International Assessment Examinations in the United Kingdom. It is the world's most popular international qualification for 14- to 16-year-olds. Not only is it truly international - it gives students more options than any other international qualification. Its standards are derived from and aligned with the UK standards set in the GCSE (General Certificate of Secondary Education), but the programme is driven by curriculum content specifically tailored to the needs of students studying in international schools around the world.

The programme is designed to stand alone and so no previous knowledge is required to be a part of the programme. However, students need to be at a functional level of English to have reasonable expectations of success from enrolment in the IGCSE Programme. Students that have followed courses that have prepared them with the skills and attitudes that are an integral part of the IGCSE programme have a considerable advantage.

At the end of Grade 10, most students will sit individual IGCSE examinations in at least seven of the subjects presented in this handbook and according to the International Certificate of Education (ICE) regulations outlined later in this handbook.

ISH aims to make all subjects outlined in this handbook available but actual availability depends upon the viability of group sizes and contracted staff's ability to teach the courses.

Attributes of the Cambridge Learner



Advice on Subject Selection

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

These are some criteria that can be used to guide students in their subject selection:

- What are your career goals?
- Does this career have any pre-requisite subject requirements?
- Check previous reports to see the progress you have made in the courses you are choosing.
- Discuss your strengths and weaknesses.
- Is your interest in the subject strong enough to want to study it for two years?

- Try not to make a course selection simply because you like a teacher or your friend is doing the course.
- Please read the subject description in this booklet before making your choice.
- Students in EAL and who are currently studying a mother tongue course privately are recommended to continue with these private arrangements.

Promotion to the Next Grade Level

At the conclusion of Grade 9 the progress of all students in the IGCSE programme is reviewed to determine if a student should progress to the second year of the programme. The school considers many variables in determining if a student will be promoted to the next grade, including but not limited to:

- Performance against the standards set by CAIE represented by grades awarded in the Grade Summary.
- Demonstration of Competencies and Learning Behaviours in each subject; Satisfactory completion of extra ISH requirements such as ISH PE.
- Attendance record: the promotion of any student in any grade is automatically reviewed if they have not met the minimum attendance requirement of 90% as documented in our Attendance Policy. Please ask for a copy if you need more information regarding our expectations of student attendance.

At all times the present and future well-being of the student is paramount when evaluating the promotion of a student.

Assessment in the IGCSE

Cambridge IGCSE assessment takes place at the end of the course and can include written, oral, coursework and practical assessment. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English. In many subjects there is a

choice between core and extended curricula, making Cambridge IGCSE suitable for a wide range of abilities.

Grades are benchmarked using eight internationally recognised grades, A* to G, which have clear guidelines to explain the standard of achievement for each grade.

Cambridge IGCSE examination sessions occur in June and November. Results are issued in August and January respectively.

IGCSE Grade	US Grade	Equivalent GPA
A*	A or N/A	4.0 or 4.3 (Weighted)
A	A	4.0
B	A-	3.7
C	B	3.0
D	C+	2.3
E	C	2.0
F	D+	1.3
G	D	1.0
U	E/F	0.0 (IGCSE Ungraded)

The Difference between Core and Extended

To take account of differing abilities, there is a choice between Core and Extended curriculum papers in Coordinated Sciences, Combined Science and International Mathematics. This allows teachers of these subjects to decide on the most appropriate level of papers for their students.

The Core curriculum is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G.

The Extended curriculum, which comprises the Core curriculum and the Supplement, has been designed for the more academically able and leads naturally into higher education or professional training. It is targeted at those expected to achieve grades A* to E. The Supplement

describes the extra topics or depth which must be added to the Core to produce the Extended curriculum.

The International Certificate of Education (ICE)

The Cambridge examination board offers an ICE (International Certificate of Education) group qualification for candidates who achieve 7 subject passes A*-C across the following groups:

- Group I: Languages
- Group II: Humanities and Social Sciences
- Group III: Sciences
- Group IV: Mathematics
- Group V: Creative and Professional

The ICE is awarded in three grades: Distinction, Merit and Pass. It requires 2 passes in Languages, and one pass in every other group, whilst the seventh subject may be in any group to qualify for an award.

Distinction is awarded to learners who achieve at least five A Grades and two C Grades.

Merit is awarded to learners who achieve at least two A Grades and five C Grades. Pass is awarded to learners who achieve a G or above in all their subjects.

Subject- Specific Information

Group 1: Languages

English as a Second Language

This course will develop learners' ability to use English effectively for the purpose of practical communication. Learners will form a solid foundation for the skills required for further study or employment using English as the medium. This course will develop learners' awareness of the nature of language and language-learning skills and promote learners' personal development. The course will provide learners with an improved ability to understand English in a range of

everyday situations and in a variety of social registers and styles. This will enable them to develop a greater awareness of the nature of language and language-learning skills and a wider international perspective. Candidates who achieve grade C overall can be considered to be at a level equivalent to B2 on the Common European Framework of Reference for Languages (CEFR).

First Language English

This course aims to enable students to read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language. Learners will read critically, and use knowledge gained from wide reading to inform and improve their own writing. They will write accurately and effectively, using Standard English appropriately. Learners will also work with information and with ideas in language by developing skills of evaluation, analysis, use and inference. They will listen to, understand, and use spoken language effectively. Learners will also acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

First Language Spanish

This course aims to enable students to read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language. Learners will read critically, and use knowledge gained from wide reading to inform and improve their own writing. They will write accurately and effectively, using Spanish appropriately. Learners will also work with information and with ideas in language by developing skills of evaluation, analysis, use and inference. They will listen to, understand, and use spoken language effectively. Learners will also acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Foreign Language French

The French course develops a set of transferable skills for understanding and communicating in everyday situations in French. Learners begin to develop cultural awareness of countries and communities where French is spoken. Learners will be offered insights into the culture and

society of countries and communities where French is spoken and develop awareness of the nature of language and language learning. The course will encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures, while providing enjoyment and intellectual stimulation. Learners will develop transferable skills (e.g., memorising, drawing of inferences) to complement other areas of the curriculum and form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area. French has been designed to help learners develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL).

Foreign Language Spanish

The Spanish course develops a set of transferable skills for understanding and communicating in everyday situations in Spanish. Learners begin to develop cultural awareness of countries and communities where Spanish is spoken. Learners will be offered insights into the culture and society of countries and communities where Spanish is spoken and develop awareness of the nature of language and language learning. The course will encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures, while providing enjoyment and intellectual stimulation. Learners will develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum and form a sound base of the skills, language and attitudes required for progression to work or further study, either in Spanish or another subject area. Spanish has been designed to help learners develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRL).

Group 2: Humanities & Social Studies

Economics

In this course, learners will gain lifelong skills, including an understanding of economic theory, terminology and principles, along with the ability to apply the tools of economic analysis and the ability to distinguish between facts and value judgements in economic issues. Learners will develop an understanding of, and an ability to use, basic economic numeracy and literacy, as well as the ability to take a greater part in decision-making processes in everyday life. They will use examples from a variety of economies, all of which are an excellent foundation for advanced study in economics.

Global Perspectives

This course encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling. Learners will be enabled to become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world. They will develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action. Many opportunities will be given to enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives. Learners will learn to work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator. They will consider important issues from personal, local and/or national and global perspectives and understand the links between these, while critically assessing the information available to them and supporting judgements with lines of reasoning. They will also spend time communicating and empathising with the needs and rights of others.

History

History offers the opportunity to study world history from the twentieth century. This course encourages learners to raise questions and to develop and deploy historical skills, knowledge

and understanding, in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economic, cultural and political, and are given the opportunity to develop an interest in and enthusiasm for learning about and understanding the past. They will explore historical concepts such as cause and consequence, change and continuity, and similarity and difference, while appreciating historical evidence and learning how to use it. They will gain a greater understanding of international issues and inter-relationships and learn how to present clear, logical arguments.

Spanish Literature

Literature in Spanish offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in Spanish. The range includes drama, prose and poetry from different periods and cultures. This course enables learners to deepen their understanding and appreciation of the ways in which writers use Spanish to express meaning and achieve effects. Learners will communicate an informed personal response appropriately and effectively and appreciate different ways in which writers achieve their effects. They will also experience literature's contribution to aesthetic, imaginative and intellectual growth, while exploring the contribution of literature to an understanding of areas of human concern. Literature in Spanish will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

World Literature

The aims of World Literature are to enable students to enjoy the experience of reading literature from around the world, while understanding and responding to literary texts in different forms (poetry, prose, and drama) and from different countries and cultures. Learners will communicate an informed personal response appropriately and effectively and appreciate different ways in which writers achieve their effects. They will also experience literature's contribution to aesthetic, imaginative and intellectual growth, while exploring the contribution of literature to an understanding of areas of human concern. Further, learners will build a firm foundation for further study of literature.

Group 3: Science

Combined Science (Single Award)

Combined Science enables learners to increase their understanding of the technological world and take an informed interest in scientific matters. Learners will recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life. This course aims to develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness, and to develop an interest in, and care for, the environment. Learners will better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment. They will develop an understanding of the scientific skills essential for both further study and everyday life.

Coordinated Sciences (Double Award)

Cambridge IGCSE Co-ordinated Sciences (Double Award) provides students with the opportunity to explore Biology, Chemistry, and Physics, with each subject covered in distinct syllabus sections. It is a double award qualification, which earns two grades. This syllabus helps learners understand the biological and technological world in which they live, enabling them to take an informed interest in science and scientific developments. The course covers fundamental principles and concepts of science, with a focus on biology, chemistry, and physics. It also emphasizes practical skills and explores current applications of these subjects. Additionally, it helps learners to develop an understanding of the scientific skills essential for progression to the IBO program, further education, or a career related to science.

Group 4: Mathematics

International Mathematics

This course will enable students to develop mathematical skills and apply them to other subjects and to the real world, while developing methods of problem-solving. Learners will interpret mathematical results and understand their significance and develop patience and

persistence in solving problems. The course aims to develop a positive attitude towards mathematics, which encourages enjoyment, fosters confidence and promotes enquiry and further learning and to appreciate the elegance of mathematics. Learners will appreciate the difference between mathematical proof and pattern spotting and appreciate the interdependence of different branches of mathematics and the links with other disciplines. Additionally, learners will appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world and read mathematics and communicate the subject in a variety of ways. Ultimately, they will acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

Group 5: Creative & Professional

Art & Design

Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used. The subject appeals to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes. This course helps equip learners with lifelong skills including confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition. They will develop the ability to identify and solve problems in visual and tactile forms, as well as the ability to develop ideas from initial attempts to outcomes.

Drama

This course enables learners to develop an interest in and enjoyment of drama and theatre, and an understanding of the dramatic process of moving from script to performance. Students will develop skills in devising original drama, as well as practical performance skills as individuals and within a group. Learners will develop an understanding of, and engagement with, the role of

actor, director and designer in creating a piece of drama. They will also develop an understanding of how performers communicate with an audience.

Computer Science

This course enables learners to develop computational thinking skills and an understanding of the main principles of solving problems using computers. Students will also develop the skills necessary to solve computer-based problems using a high-level programming language, and an understanding of the component parts of computer systems and how they interrelate. Likewise, they will gain an understanding of the internet as a means of communication and its associated risks and of the development and use of automated and emerging technologies.

IGCSE Programme Contact

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Why do Admissions Officers rate Cambridge so highly?

We asked some of the world's top universities, including Yale and Harvard, to tell us what they think about Cambridge qualifications.

98% said
Cambridge
qualifications give
students excellent
preparation for
university

95% agreed
Cambridge students
think independently

98% said
Cambridge
qualifications help
students succeed at
university

100% agreed
Cambridge students
think logically and
present coherent
arguments

100% agreed
Cambridge students
have in-depth subject
knowledge

99% agreed
Cambridge students
present reasoned
explanations, understand
implications and
communicate them
logically and clearly

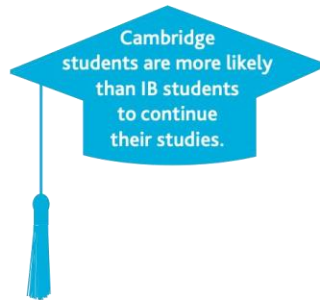




Research findings into college success with Cambridge International

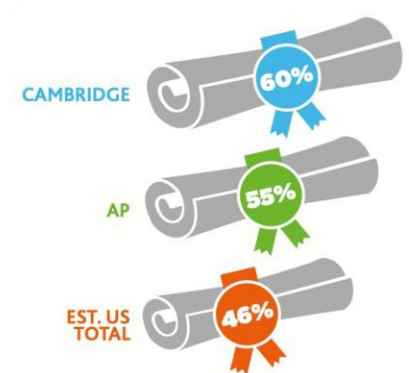
Studies show that Cambridge qualifications are excellent preparation for students heading to the US.

Students with Cambridge qualifications are much more likely to enrol in college straight after finishing school than those with other qualifications.



Cambridge qualifications improve the chances of a student staying on at university. Cambridge students were more likely than International Baccalaureate (IB) students to continue their studies and not to drop out.

Students with Cambridge qualifications are more likely to graduate than students with other qualifications, and to finish their degrees on time.



Percentages of students who complete a bachelor's degree within four years