AN INTRODUCTION TO IGCSE GREENGATES SCHOOL

The International General Certificate of Secondary Education (IGCSE)

In Forms Four and Five Greengates students follow a variety of balanced and demanding two year courses leading to the International General Certificate of Secondary Education (IGCSE). This system is based on the British General Certificate of Secondary Education (GCSE) where students are examined in a broad range of subjects at the age of sixteen. The International version of the GCSE originated with the University of Cambridge Examinations Syndicate (UCLES) and is ideal for such a culturally diverse school such as Greengates. UCLES has a reputation for academic excellence and has unrivaled experience in administering examinations in over 100 countries.

What are IGCSE Examinations?

IGCSE examinations are tests of academic attainment and are taken in individual subjects. Currently at Greengates there are around 20 subjects offered. Greengates requires that a student be successful in at least five IGCSEs to continue into the Sixth Form. In reality, most of our students take a greater number of subjects than this: indeed, in the 2013 examination session 34% of the Form Five candidates gained 9 IGCSEs and above.

Students at the end of Form Three select their IGCSE options and are helped to make their choices by their subject and form teachers, the Head of the Intermediate School and the IGCSE Coordinator. English Language, Spanish Language, Mathematics and Physical Education are compulsory subjects which all students take. Students then select five options from such areas of the curriculum as the Sciences, the Social Sciences and the Creative Arts. The aim is that students take a broad range of subjects which will intellectually test and develop them as fully as possible.

Students then follow a two-year course of study in Forms Four and Five based on the IGCSE syllabi which are determined by UCLES. At the end of the two year period students are entered for the relevant examinations. These examinations are prepared, and marked by UCLES, who subsequently issue the grades. These, therefore, are external public examinations.

Some Greengates students do take some subjects early, and not at the end of Form Five. At Greengates we have consistently enjoyed great success in Mathematics and Spanish as a Foreign Language achieving 100% pass-rates with students in Form Four and even Form Three.

The Format of IGCSE Examinations

The format of the examinations depends upon the subject. With the exception of Art and Design they all involve at least one written paper. Second Languages include a short oral examination that is recorded and sent to Cambridge. Language comprehension examinations involve 2 questions on pre-recorded CDs that students listen to and answer. Biology, Chemistry and Physics require practical examinations. Various subjects include coursework written during the course and sent to Cambridge to be included in the final grade.
The emphasis in IGCSE examinations is on the ability to analyse and use factual material, to develop hypotheses and test ideas, rather than on simply recalling factual information. It is not necessarily what one knows that is considered important at IGCSE, but rather, how one uses acquired knowledge to achieve an analytical outcome.

**The value of IGCSE**

IGCSE courses serve as a useful preparation for the International Baccalaureate, the IB programme which Greengates students follow in the Sixth Form. Universities in a few countries will accept the IGCSE for matriculation purposes, although in the UK and all other European Community countries, Greengates students are required to pass the International Baccalaureate as well. As an independent, external and objective international test, the IGCSE provides both the school, and the student, with an excellent measure of the standard of our work at Greengates.

We exceed the world average pass rates in most of the twenty subjects currently on offer. Such excellence is attributed to both the hard work of our students and to the dedication, experience and quality of our teaching staff.

As the IGCSE Coordinator at Greengates School I am fully committed to the programme and to the excellent preparation it provides for the future academic careers of our students. The foundation that these courses provides is invaluable to the further education of Greengates students, many of whom achieve outstanding International Baccalaureate results and go on to attend many of the top universities worldwide.
IGCSE ENGLISH - FIRST LANGUAGE AND LITERATURE

The results of the end of year exams for the 3rd year will give the department a good indication of who should follow a First Language course (with IGCSE Literature), and who should follow a more linguistic course in Second Language. Students who are in Second Language Extended will take Literature too.

IGCSE First Language and IGCSE Literature are two distinct exams that will earn candidates different certificates.

At present the IGCSE Language has a coursework component (worth 50% of the final grade), while IGCSE Literature has coursework worth 25% of the final grade.

The majority of students in the 5th Year have to follow an IGCSE First Language or IGCSE Second Language course. IGCSE Literature is taught to First Language students by the same teacher. Usually the teacher giving the course in the 4th Year will continue with the same group in the second/final year of the course.

IGCSE English studies encourage the student to express their own ideas and be more independent in general. These courses encourage students to develop linguistic and creative skills to their full potential. Coursework in the language component provides candidates with plenty of opportunities to demonstrate their writing skills and perceptiveness.

Generally speaking, IGCSE First Language demands more of the student in terms of grammatical/technical accuracy than does IGCSE Literature. In the Literature course 3 literary genres will be studied: a) poetry (approximately 17 poems); b) the novel (one text); and c) one play.

1st Language coursework is produced throughout the two year course and folders are completed by February of the second year. All students in First Language have to submit three coursework essays, which are sent to Cambridge for external moderation. Literature coursework comprises two essays and is subject to the same procedures as First Language coursework.

The department encourages the students, whatever mix of English courses they follow, to bring enthusiasm to the subject. This is the key to a great course and, with luck, excellent results in the summer exams!
The rationale for this course is based on the widespread use of English as a medium of instruction and as the language of commerce and entertainment. The subject matter reflects this international perspective. It includes topics like education, current affairs, the world of work, health and welfare, environmental and global issues, travel and school affairs. It is designed to develop students' ability to use English effectively for practical communication, spoken and written, as well as their ability to analyse and summarise texts in English. It also helps students to develop skills required for further study or employment using English as the medium, as well as to promote students' personal development.

The examination has three sections. There is a Reading/Writing paper, which involves reading a number of short and longer texts -of a practical and topical nature -and writing short and longer answers to a variety of tasks including reading, comprehension, information-transfer, note taking, summarising and the writing of articles and letters. The Listening paper includes general and factual comprehension, where the students are required to listen to different samples of formal and informal spoken English and to demonstrate their comprehension by completing true/false statements, filling in missing information, distinguishing between fact and opinion, inferring information from the text and organizing material to specific purposes. The third part is a speaking test, in the form of a single or paired interview, conducted by a trained Greengates teacher. This test is recorded and sent for external moderation to the University of Cambridge Local Examination Syndicate.

Teachers will decide whether students are best suited to take English as a Second Language at a Core or Extended level.
French at IGCSE offers the opportunity for students to further develop their command of the language within the context of real-life situations. The aim of the course is to enable students to develop an ability to use language effectively for the purposes of practical communication and to understand both written and spoken French within the following topic areas: everyday activities; personal and social life; the world around us; the world of work and the international world.

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

Emphasis within teaching and assessment is placed equally on the four key skill areas of listening, speaking, reading and writing. In each lesson, the classroom becomes a collaborative learning community with teachers engaging and supporting the learning process of students with thoughtfully designed and related challenges.

The syllabus is delivered through the highly accessible EXPO 4 series, supplemented with other books, CDs and films and authentic French materials. Students are also encouraged to seek contact with the language outside the classroom, and they will have the opportunity to participate in a visit to France.

The IGCSE French course provides a sound base for further study at IB level.
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LANGUAGES AT IGCSE

SPANISH

SPANISH AS 1ST LANGUAGE & SPANISH LITERATURE

Students following the SEP programme take their SEP examinations at the end of the 4th year. In the 5th Form they follow two intensive courses. The IGCSE Spanish as a First Language course develops the students' comprehension and analytical skills as well as their creative narrative and argumentative writing. The course in Spanish Literature serves as an excellent preparation for the study of Spanish at IB level. The IGCSE First Language and IGCSE Literature are two distinct exams that will earn candidates different diplomas.

SPANISH AS A FOREIGN LANGUAGE

Students in the international streams follow courses that lead to the IGCSE examinations in Spanish as a Foreign Language. Their experience of and achievement in the language determines when they actually take the examination. Should they be sufficiently advanced to take it in Form 3, they would then join the IGCSE Spanish Literature course in Form 4 and 5 to prepare them for their 6th Form courses.

As Spanish is obligatory in both the 4th and 5th Forms, students not taking IGCSE Spanish courses will enter the beginner or intermediate groups.
Mathematics is a compulsory subject at IGCSE level.

The majority of pupils are prepared to take the IGCSE Extended Mathematics examination at the end of the Fifth year. An accelerated set is prepared to take the IGCSE Extended Mathematics exam at the end of the Fourth year. This group then follows a more advanced Mathematics course in Form Five. All 4/5 students should have their Sixth Form IB choices in mind through their IGCSE years.

The IB mathematics courses are: Higher Level, HL; Standard Level, SL; and Studies, SL. Clearly those who want to study Higher Level or Standard Level as part of the IB diploma will need to be in one of the Extended groups and will need to be achieving a minimum of A grades throughout the IGCSE course. They will need to achieve these A grades through 'flair' and natural ability rather than 'rote' learning.

A student in the advanced group, assuming that they already have an A, or better, at IGCSE, will need to achieve an IGCSE grade C, or better, at this advanced course to qualify for the HL course. A grade C at this advanced level of mathematics is a very respectable grade.

In general students aiming for HL at IB level will not only need to achieve an A* or A grade at IGCSE but will also require a very strong recommendation from their Form Five mathematics teacher.

Students wishing to follow the SL course will need to achieve an A grade at IGCSE plus a very strong recommendation from their Form Five mathematics teacher.

These teacher recommendations are required because although a hardworking student can be coached to an IGCSE A* or A grade that student might not, necessarily, possess the 'flair' and natural ability that following the HL or SL courses requires.

*Students only achieving B grades will NOT be allowed to follow the HL course,*
*Students only achieving C grades will NOT be allowed to follow the SL course.*

Some students are prepared to take the Core Mathematics exam at the end of Form V. The 'Core' syllabus covers part of the Extended syllabus. The presentation or the wording of the problems is quite different and is designed for students who find Mathematics difficult and/or are not planning on studying for a career which involves a great deal of Mathematics. However, the course is quite sufficient and provides a good basis for those who will take the Mathematical Studies course at the I.B. level.

Papers 1 and 3 are taken by the 'Core' candidates and Papers 2 and 4 by the 'Extended'. Which group a student aims for shall be determined by a student's ability and past grades in Mathematics - and by the advice which will be given by members of the Mathematics
Department. For the overwhelming majority of students it is quite clear what Mathematics group they should be in.
IGCSE History is a study of 20th Century World History. It is an important subject, particularly in an international school, in helping students to understand the world of today.

The course is a blend of knowledge and skills, so students learn about significant events and developments and how to analyse and to evaluate them. Source enquiry makes use of primary and secondary sources of evidence to form judgements and to make substantiated conclusions, and extended writing is a particular feature of the assessment criteria.

The class textbook is Cambridge IGCSE History by Ben Walsh (ISBN 9781444164428) and is supplemented by additional resources such as worksheets, dvds and websites.

The course includes the following topics:

1. 1919-1939. Peace settlements and attempts to maintain peace with the League of Nations after World War One. The Wall Street Crash of 1929 leading to the Depression, the rise of aggressive nationalism in the 1930's, and the road to the outbreak of the Second World War in 1939.

2. 1945-2000: The Origins of the Cold War, including the Soviet takeover of Eastern Europe and the Berlin Blockade. American attempts to contain communism (Korea, Cuba and Vietnam), and the decline and fall of the Soviet Empire culminating in the 1989 Year of Revolutions. The significance of events in the Arabian Gulf from 1970 to the end of the First Gulf War.

3. Germany 1918-1945, including Weimar Germany and the rise of Nazism; Hitler's consolidation of power 1933-34; aspects of Nazi Germany and the impact of the Second World War on Germany.

The course is externally assessed and students sit three separate exams. Paper 1 (40%) is a mix of the above three topics, Paper 2 (33%) is a source-based paper on one specific topic (recent examples include Germany and the Spanish Civil War, and the end of the Cold War), while Paper 4 is only about Germany.

There is no 'Core' or 'Extended' in History: all students take the same examination papers, which are carefully designed to challenge candidates of all abilities. However, a high level of written English is required for this course.
Geography examines the way in which people live and their interaction with the environment.

The aims of this course are to develop:

* Awareness of the characteristics of different human and natural environments
* An understanding of the processes affecting the development of human and physical environments
* Appreciation and concern for the diversity of the natural environment
* Understanding of the role of geography in contemporary issues
* Geographical skills and techniques
* Understanding of the ways people interact with the environment and the effects.

The course content is divided into 3 broad themes:

1) Population and Settlement
   This includes population growth, problems in cities and migration
2) The Natural Environment
   This includes rivers, coasts, weather, ecosystems and plate tectonics
3) Economic Development and the Use of Resources.
   This includes tourism, energy, environmental problems, farming and industry.

Assessment

Three examination papers account for 100% of the final assessment.

* Paper One - Knowledge and Understanding 45%
* Paper Two - Geographical Skills 27.5%
* Paper Four - Fieldwork Techniques (Alternative to Coursework) 27.5%

Fieldwork is carried out to enable students to complete the Alternative to Coursework exam paper. This will involve additional costs.
IGCSE Sociology is the study of society, both groups and institutions, using a range of research methods, to uncover patterns of behaviour and the reasons behind this behaviour. The course is both theoretical and skills based and emphasizes the students' abilities to understand, interpret, apply and evaluate sociological evidence and arguments. A good level of written English is required for this course.

During the course students study a number of areas in society, including gender issues, crime and deviance, inequality, the family, education and aspects of social control. The course is designed so that students can draw from their own experiences of these areas to better understand the central ideas and themes.

Fundamental to the course is the expectation that students understand the way in which these areas are researched by sociologists, in terms of the methods they adopt to carry out investigations and also how this data is then interpreted.

As an introduction to the social sciences, Sociology provides students with the skills and knowledge that will enable them to comment upon the world in which they live. It is a good foundation for all of the IB Group Three subjects. Students will develop their ability to present arguments and controversial opinions. They will debate and share ideas, and at the end of the course they will have a better understanding of the nature of social relationships, processes and structures.

**ASSESSMENT:**

**Paper 1:** One compulsory question on sociological research methods. Three questions from three other sections of the syllabus, culture and socialization, stratification and power and politics. This paper represents 60% of the final grade.

**Paper 2:** This will consist of eight questions from the following sections of the syllabus: family, education, crime and deviance and mass media. Candidates answer three of the eight questions. This paper represents 40% of the final grade.
AIMS:

- To enable students to become confident citizens in a scientific world.
- Develop skills of accuracy, objectivity, and enquiry.
- To stimulate an interest and care for the environment.
- To develop experimental and data handling skills.
- To prepare students for studies of Biology at IB.

CONTENT:

Classification of living beings
Organisation, function and maintenance of the organism
Reproduction and Inheritance
Organisms and the Environment

ASSESSMENT:

Paper 1 - multiple choice on core curriculum
Paper 2 - short answers and structured questions on core curriculum
Paper 3 - short answers and structured questions on core and extended curriculum
Paper 5 - Practical test

All students will take papers 1 and 5 (Weighted at 30% and 20%)
Core students will also take paper 2 (to achieve grades C to G) (50%)
Extended students will take paper 3 (to achieve grades A* to D) (50%)
Physics is the study of the properties and nature of matter, the different forms of energy and the ways in which matter and energy interact in the world around us. It is taught in a way that incorporates practical and theoretical understanding of the subject.

The aims of the syllabus are to enable students to acquire sufficient understanding and knowledge to become confident citizens in a technological world; to develop an informed interest in matters of scientific importance; to recognise the usefulness, and limitations, of scientific method; to appreciate its applicability in other disciplines and in everyday life and to be suitably prepared for studies beyond IGCSE such as IB.

Furthermore, the course aims to develop abilities and skills that are relevant to the study and practice of Physics such as accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.

Physics is a subject which relies heavily on Mathematics in terms of numerical work, using equations and graphs. If you are not a confident mathematician, Physics may not be the best choice for you.

**Course Content**

General Physics  
Thermal Physics  
The Properties of Waves, including Light and Sound  
Electricity and Magnetism  
Atomic Physics

**Assessment**

Paper 1 - multiple choice on core curriculum  
Paper 2 - short answers and structured questions on core curriculum  
Paper 3 - short answers and structured questions on core and extended curriculum  
Paper 5 - Practical Exam

All students will take papers 1 and 5 (Weighted at 30% and 20%). Students will then take either paper 2 or 3. Core students will take paper 2 (to achieve grades C to G) (50%). Extended students will take paper 3 (to achieve grades A* to G) (50%)

The decision to take core or extended is made after the mock in Form 5. Up to that point all students are considered to be extended.
This chemistry course is presented in a way that integrates experimental and theoretical chemistry. Like all the sciences, experimental work is an essential element of the course, through which students are taught how to interpret observations using the concepts of chemistry. Students will be given opportunities to develop their understanding of chemistry concepts and scientific reasoning skills in practical and problem solving contexts as well as in the more traditional contexts of homework and written assignments.

The course also aims to enable students to acquire an understanding about how chemistry has been applied to change our everyday lives and students will gain awareness that, in the context of chemistry, scientific applications may have both beneficial and detrimental effects on the individual, the community and the environment.

Chemistry can also be seen as the "central science" since it has strong links with both biology and physics. This is one reason why students who have shown that they have the ability will be encouraged to choose two sciences at IGCSE level. Furthermore, those students who are considering continuing with biology at IB level in the Sixth Form are very strongly advised to take chemistry at least to IGCSE level.

During the course internal Greengates grades are based on the following weightings: 25% for Topic Tests; 25% on Accumulative Exams; 25% for Practical Work/Practical Tests; and 25% for Personal Projects.

At the end of the two year IGCSE course students will enter for the IGCSE examination. In chemistry, this will be a practical exam for ALL students AND two other theory papers.

Papers 1 and 2 can lead to an IGCSE C pass grade. Papers 1 and 3 can lead to the higher A*, A and B grades. In their final IGCSE year students will be advised by their chemistry teacher as to which theory papers they should be entered for. This advice will be very strongly related to each student's mock chemistry exam performance: the mock exams are taken in January of the final year.
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ART AND DESIGN AT IGCSE

The main objective of the Art and Design IGCSE course is to develop in our students:

- Knowledge with understanding of the visual world;
- Interpretative and creative responses in the production of images; and
- Personal investigation and development of ideas.

The aim is to encourage an interest in the role of the visual arts in the history of civilization; to solve visual problems with sensitivity; to achieve technical competence; to develop a visual arts vocabulary; to stimulate inventiveness in the use of different materials and to relate abstract ideas to practical outcomes in a critical and analytical manner.

At Greengates we offer our students the two-year course for examination, at the end of Form 5. They can choose only one of the following options:

1) Observational/interpretative assignment and Painting and Related Media coursework;
2) Observational/interpretative assignment and Ceramics coursework
3) Observational/Interpretative assignment and Photography coursework

The final exam (50 percent) is externally assessed by the University of Cambridge with a practical eight hour paper, divided into several sessions. The examination consists of a visual response to a set question and students are given approximately six weeks to prepare for this. All the preparation work is also part of the exam paper.

Coursework, together with a research portfolio containing evidence of the visual investigations carried out during the two-years (50 percent) is internally assessed and moderated by the Art Department.

Observational/Interpretative Assignment

Students learn to develop their skills and abilities in representing form and structure from observation using different approaches and media, as a means of communicating ideas visually.

Painting and Related Media coursework

Students learn to apply wet and dry colour media on 2D supports, using a range of traditional and experimental techniques.

Photography coursework

Students learn to analyse a topic or subject matter and arrive at an appropriate solution using photography with aesthetic considerations. They will acquire knowledge of black and white
photography, making contact sheets and enlargements, and will become acquainted with basic photographic equipment. Both field and darkroom work are very important in this option.

**Ceramics coursework**

Students learn to produce three dimensional art work using clay. They are taught to understand mass, form, space and their relationships, using a range of techniques and methods of decoration, understanding glazing and firing. Students develop an awareness of the role sculpture has played in societies and of the many uses of ceramics.

**Adequate drawing skills are required for most of these options and thus, it is important for the student to consult his/her art teacher when making a choice.**
**IGCSE MUSIC**

Students receive three lessons per week in this option and will study the course offered by Cambridge University for the qualification of IGCSE Music.

The course consists of:

1. **PERFORMANCE.** Students will work to acquire a good standard of playing on their main instrument, or in singing, leading to two individual and one ensemble performances. All students must also participate in the school orchestra to gain extra ensemble experience.
2. **COMPOSING.** Students will learn how to compose music in various styles and will be required to submit two compositions, as their coursework.
3. **LISTENING PAPER.** This is the name given to the final examination of the IGCSE course. It tests the student's ability to listen to and analyse music from different periods of history and from different cultures around the world. In addition to this, the students will be tested on their knowledge of one set work along with an in depth study of music from a specific region of the world.
The study of Drama at this level involves the students developing the skills necessary to create devised theatre and to interpret play scripts for performance. The written examination focuses on the students’ ability to evaluate performances and suggest appropriate ideas for direction, design and acting. Students will complete this course having gained a thorough understanding of the creative process involved in producing various styles of theatre.

Creative industries are thriving around the world!
Businesses need independent, creative team players who are good, strong communicators and who show initiative. The drama IGCSE will develop all of these skills. Students will also be encouraged to become understanding, perceptive, free-thinking members of our global society – and to enjoy the process!

Drama builds: confidence, creativity, team work, communication and negotiation skills, empathy, ability to experiment and take risks, as well as knowledge of theatre techniques and practitioners.

The Course:
Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

Classes will concentrate on the devising, structuring and performing of theatre with an awareness of the meanings communicated to an audience.

Students will be introduced to a range of stimuli including poems, pictures, music, objects and play scripts as a starting point for dramatic activity. A range of dramatic conventions and theatrical techniques will be taught and students will learn how and when to use them for a desired effect or impact.

Students will be expected to work individually, in small and large groups and to participate in discussions. As drama is essentially a group activity, students will need to have a high level of commitment; to trust, support, challenge and encourage each other.

ASSESSMENT

Coursework - (60%)
Students will take part in a range of dramatic activities taken from a set of given stimuli. Each student's contribution is assessed by the teacher and final performances will be videoed for external moderation.

Written Paper - (40%)
Students will be required to answer questions based on stimulus material designed for practical exploration in drama.
Either of the Information and Communication Technology courses (Computers) in Forms 4 and 5 require students to work on school computers as well as their home computers. Students do need to have access to a computer or laptop in order to do their school work as well as homework. They often need access to the Internet to download files for specific practices.

Students are required to have a use removable drive/memory stick/flash drive and I recommend at least 2 GB for storage capacity. This is particularly important as the volume of their work increases as the year goes by. I should mention that they can use their memory stick for all their other school work.

This course does require our students to have the correct software installed on their home computers so they can complete their homework successfully.


Microsoft Office products can be purchased in Mexico but usually in the Spanish language version. That is not a big problem as it is good for bilingual students to learn to manipulate the software in both languages! Student pricing is available with some products with presentation of student ID. However, there is a good website where the best prices for student priced software is available. If you have access to a delivery address in the US, this website will work well for you as it cannot ship to Mexico. When you log on the website, look for student shop.

[http://www.iourneved.com](http://www.iourneved.com)

**Option 1. IGCSE Information and Communication Technology**

An IGCSE in Information and Communication Technology is offered to Greengates Students. All pupils enrolled in this option will be expected to sit the IGCSE exam at the end of Form Five. The curriculum is set out in the following way:

- Communicating Information
- Data Handling
- Measuring
- Control
- Modelling
- Information Technology Systems Design
- The Effects of Using Information Technology
- The functions of the main hardware and software components of computer systems
- The networking of information-processing systems
- The ways in which information technology is used and the effects of its use
- The stages and methods of system analysis and design
- Computing terminology
The two assessment objectives in Information Technology are: practical skills and knowledge and understanding. The final assessment consists of one written paper and two practical tests. The practical tasks would take place under controlled conditions.

**Theory Skills (1 paper):**

Pupils are expected to demonstrate their knowledge of:

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Computer networks
- Data types
- The effects of using ICT
- The ways in which ICT is used
- Systems analysis and design

**Practical Skills (2 papers):**

The assessment criteria for the practical tests are set out in eight sections:

- Communication
- Document production
- Data manipulation
- Integration
- Output data
- Data analysis
- Website authoring
- Presentation authoring

**Basic Computer Skills Requirement for students not taking above options.**

All Greengates graduates in the U6 need to meet the basic computer skills requirement demonstrating a basic understanding and introductory proficiency in:

- Basic use of operation software.
- Using word processing to improve work appearance.
- Using spreadsheets and creating graphs.
- Getting information from the Internet
- Look for information on a database.
- Creating presentations.

Pupils enrolled in either of the options for Information Technology who go through the two year programme are exempt from this requirement. Some pupils may have reached the required level by the end of Intermediate School and would be informed by their teacher if that is the case. However, all other pupils who decide not to take this can enrol in the after school Computer Clinic throughout the school year to prepare for the Basic Skills Test.
which they can take any time between Forms IV to U6 depending on when they finish going through the necessary tutorials.
Students of Business Studies are encouraged to relate their learning to real business examples (Google, McDonald’s, Samsung, and Unilever) and many more in order to be aware of current issues, which affect businesses, their operation and success. We examine how businesses adapt to change and understand how information communication technology is essential to business decision-making, processes and success that will affect all the functional areas of a business.

Successful IGCSE Business Studies students gain lifelong skills, including:

- An understanding of different forms of business organisations and the environments in which businesses operate, along with the various business functions such as marketing, operations, HRM and finance;
- An appreciation of the critical role of people in business success;
- The confidence to calculate and interpret business data;
- Develop excellent communication skills including the need to support arguments with reasons;
- The ability to analyse business situations and reach decisions or judgements.

The syllabus provides both a foundation for further study at IB Economics and Business & Management as well as being an ideal preparation for the world of work.

ASSESSMENT

There are two papers of examination at the completion of the two year course.

Paper 1 – 1 hour 45 minutes – short answer/data response structured answers 50%

Paper 2 – 1 hour 45 minutes – questions based on an unseen case study 50%

THE SYLLABUS

1. BUSINESS AND THE ENVIRONMENT IN WHICH IT OPERATES

1.1 Business activity

- Understanding business activity
- Business objectives
- Classification of business
- Business growth and measurement of size
- The impact of business activity on the environment
- Key features of a national economy

1.2 The organization

- The importance of business objectives
- Stakeholders and their different objectives
- Aims of the private and public sectors
1.3 The changing business environment

- Government intervention
- Tax and interest rates
- Technology and business
- Internet and e-commerce
- Market changes

1.4 The economic environment

- Mixed and market economies
- International trade
- Problems of entering new markets abroad
- Exchange rates
- Competition and business

2. BUSINESS STRUCTURE, ORGANISATION AND CONTROL

2.1 Ownership and internal organization

- Types of business organisation
- Sole traders and partnerships
- Private and public companies
- Franchises and joint ventures
- Objectives, growth and business organisation
- Multinational companies
- Limited and unlimited liability
- Roles and responsibilities
- Internal organisation
- Communication
- Internal communication
- External communication

2.2 Financing business activity

- The need for funds
- Sources of funds/finance
- Sources of internal and external funds/finance
- How to choose finance

3. BUSINESS ACTIVITY TO ACHIEVE OBJECTIVES

3.1 Marketing

- The role of marketing in a business
- Market research (primary & secondary)
- Presentation and use of results
- Market segmentation
- Mass markets and niche markets
- The marketing mix
• The product
• Pricing strategies
• Place - Distribution channels
• Promotion
• Marketing strategy
• Marketing budgets

3.2 Production (Operations Management)

• Using resources
• Methods of production
• Scale of production
• Lean production
• Quality
• Costs and classification of costs
• Break even analysis and cost based decision making
• Choosing locations
• Improving efficiency

3.3 Financial information and decision making

• Cash and cash flow forecasts
• Profit
• The profit & loss account
• The function of profit
• The balance sheet
• Financial statements
• Working capital
• Financial budgets
• Users of accounts

4. PEOPLE IN BUSINESS

4.1 Human needs and rewards

• Why people work
• Financial rewards
• Non-financial rewards
• Motivation
• Management styles

4.2 The workforce/Manpower

• The recruitment & selection process
• Recruiting and selecting in practice
• Training
• Dismissal & redundancy
5. REGULATING AND CONTROLLING BUSINESS ACTIVITY

5.1 Reasons for regulations

• The impact of unregulated business activity
• The impact of business decision on people, the economy and the environment
• Who intervenes and how

5.2 Influences on business activity

• Location decisions
• Trade unions
• Ethics in business
• Health & safety
• Employment legislation
• The consumer
• External costs & benefits
• Exchange rates
• The business cycle
IGCSE Physical Education is both a theoretical and practical course comprised of three main components.

50% of the marks come from four sports, chosen from two different areas. The majority of sports will be covered in school time and is obligatory but exceptions may be allowed where students practice additional sports outside school in their own time. The students must demonstrate their level of skill in each sport as well as their understanding of rules and strategies within each sport. This will be examined during P.E. classes with a cross section of children being assessed by an external examiner at the end of the year.

40% of the marks come from a written exam, which will be covered during classroom based theory lessons. Areas include:

- Skill, Motivation and Mental rehearsal, Skeleton and Joints, Muscles and Tendons, Circulatory and Respiratory Systems, Fitness, Physique, Drugs.
- Health, Diet, Games (Safe Practice), Injuries, Exercise and Training.

The final part is 10% coursework. This is a scientific investigation that is undertaken in one of their four chosen sports. Students must put together a six-week training programme for one of their peers to improve their skill level within that sport. The investigation must be written up in the same way as any scientific experiment.

It is very important that students understand that the IGCSE P.E. Course is an academic subject that includes a large practical element. The majority of classes will be theory lessons that will take place in the classroom. One of the theory lessons will take place after school, from 3.15 until 4.15pm and this will be mandatory.

Please note:

The Physical Education IGCSE option will be limited to a group of 18. Students who choose this option will undergo a further selection process by PE staff to ensure that they can cope with the course.