



IGCSE **CURRICULUM** **BOOKLET**

2020 – 2021



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Introduction

The curriculum offered in Years 10 and 11 at Nexus International School (Singapore) builds upon the skills developed in Years 7 to 9. All learners follow a two year programme leading to the award of International General Certificates of Secondary Education (IGCSE) in a range of subjects. Courses are authorised and qualifications awarded by Cambridge Assessment International Examinations (CAIE).

The curriculum includes the core subjects of English, Mathematics, Coordinated Science, and Global Perspectives. In addition to the core subjects, learners choose up to four additional IGCSE subjects from a range of options. Depending on language their language skills, some of our Bi- and Multilingual learners have access to an English Foundation course leading to an IELTS examination which is recognised by universities as a benchmark of English proficiency.

The curriculum in Years 10 and 11 encourages learners to:

- Develop oral and practical skills
- Develop an investigative approach
- Use initiative to solve problems
- Apply skills, knowledge and understanding
- Undertake individual projects and learn to work as part of a team
- Become more effective as independent learners

IGCSE courses are designed to be accessible to all learners in Years 10 and 11 and most of our examinations are graded from A* to G. However, from 2019 onwards, English Literature, Mathematics, Science, Geography, History, Business, & Economics will be graded from 9 to 1 where 9 is the highest grade; this is because, in line with many International Schools in Singapore, we are switching to Edexcel rather than Cambridge for these subjects as the syllabuses are more suited to our learners.

Learning Area Leaders and Subject Leaders, in consultation with parents and learners, determine the level of each course of study that is appropriate to each individual learner. The subjects available in our IGCSE programme have been selected with the intention of providing a broad and balanced curriculum, which gives learners an excellent foundation for the International Baccalaureate Diploma Programme (IBDP).

We provide our learners with information and guidance about the most appropriate subject choices so that they can achieve their best and have a good foundation for their future studies. This curriculum booklet is a first point of information and, as always, we are happy to offer individual advice and support to our learners as they make their choices.

I hope that you find the information useful. Please feel free to contact us if you require further assistance.

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Year 10 and 11 Curriculum Guide for Academic Year 2020 - 2022

INTRODUCTION

In common with many international schools, learners in Years 10 and 11 at Nexus follow the National Curriculum courses of England and Wales, culminating in IGCSE examinations; the international version of the UK GCSE qualification. You can read more about the IGCSE qualifications at <http://www.cambridgeinternational.org/> and <https://qualifications.pearson.com/en/home.html>

All learners at Nexus International School (Singapore) study the following core subjects:

- English (offered at three levels: English First Language, English as a Second Language and English Literature)
- Mathematics (offered at three levels: Mathematics A [Foundations], Mathematics A [Higher] and Further Pure Mathematics)
- Science (Double Award)
- Global Perspectives OR an IELTS Foundation English course depending on language proficiency
- Languages other than English (currently Chinese or French IGCSE or Conversational Spanish)

In addition to these core subjects, learners choose one subject from each of the three subject option choice blocks. These subject choice blocks are reviewed each year to reflect new subjects, learner demand and the number of learners on roll. It is advisable to spend time researching the best combination of subjects for you, considering your personal preference, enjoyment and possible future careers.

Underpinning the Nexus IGCSE curriculum are our mission statement and the IB Learner Profile.

LEARNERS WHO FIT THE IB LEARNER PROFILE ARE:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ASSESSMENT

Assessment is an integral part of teaching and learning at Nexus. The main purposes of assessment are assessment of learning and assessment for learning. Teachers carry out assessment in order to:

- Find out what the learners have achieved in terms of their acquisition of knowledge, skills, concepts and attitudes
- Provide information to inform future teaching and learning
- Involve learners in self-assessment to improve motivation and self regulation
- Help learners set their own achievable targets
- Provide the teacher with feedback to inform planning and teaching
- Provide information and evidence for reporting
- Develop self confidence in the learners and support their progression

Towards the end of Year 10, learners sit examinations which provide an insight into their progress.

Early in Term 3 of Year 11, all learners sit trial exams in the subjects that they have been studying. These exams assess what they have learned throughout the year, so it is important that learners revise all the work they have covered.

Trial exams cover as much of the syllabus as is possible at that time, and are intended to be summative in nature, meaning that they give learners a clear picture of where their attainment lies at that moment in time.

Additionally, and perhaps more importantly, the trial exams are intended to be formative in that they give both the learner and teacher guidance on where weaknesses and strengths lie, with the aim of improvement and progression.

Regular feedback is given to learners during the courses and we also report to parents at key points in the course about the learner's current attainment and suggested short-term targets which will help learners achieve their long-term goals.

HOME LEARNING

Home Learning is an important aspect of the curriculum and learners are expected to complete their tasks, as well as they can, by the specified date. Learners can expect to spend approximately one and a half to two hours per night on homework. This is, however, only a guide as many assignments given are long term and require learners to develop good time management skills.

Experience has shown that learners respond well to parental interest in their work and we encourage parents to monitor homework habits and take an interest in what is being studied at school.

TUTOR GROUPS

Learners are placed in a tutor group that is overseen by a tutor. Learners meet their tutors every day at morning registration and also for a Tutorial period of 40 minutes duration per week. Tutors are the first point of contact for learners who are experiencing difficulties in any area of their school life.

THE SCHOOL DAY

Learners attend registration each morning with their tutor and then participate in double or single 40 minute lessons. They have two break times that they can use for eating, recreation or extra-curricular activities.

RECREATION

Learners can use their free time to become involved in a number of activities at lunch break and after school. The precise activities offered vary from time to time, but encompass sports, drama, art, music and other creative pursuits.

The school day timings are:

Time	Activity
8:15 - 8:25	Arrival
8:25 - 8:40	Registration
8:40 - 9:20	Period 1
9:20 - 10:00	Period 2
10:00 - 10:25	Break
10:25 - 11:05	Period 3
11:05 - 11:45	Period 4
11:45 - 12:25	Period 5
12:25 - 13:05	Period 6
13:05 -14:00	Lunch
14:00 - 14:40	Period 7
14:40 - 15:20	Period 8
15:30 - 16:30	CCAs / ECAs

THE TUTORIAL PROGRAMME

Aims

At Nexus International School (Singapore) we aim to ensure that everyone:

- Works within an atmosphere where individuals are valued and where their self esteem is enhanced
- Gains sufficient knowledge with which to make informed choices concerning moral issues
- Prepares for adult life

In Years 10 and 11 the tutorial programme builds upon the skills, concepts and knowledge introduced during Years 7 to 9. In addition to the weekly tutorial session, outside speakers are invited into school and our own subject specialists also supplement the programme.

An integrated approach ensures that the skills, concepts and knowledge that are cultivated in the mainstream curriculum are reinforced in the tutorial programme. Often, objectives from more than one strand of the programme are covered in the same unit; for example, an activity that focuses on personal and social skills may also develop learners' research skills.

LEARNING SUPPORT

Nexus International School (Singapore) offers an inclusive learning environment that supports all learners within regular classroom settings, alongside their age peers, regardless of year level or key stage.

Two Learning Support Integrators work collaboratively with classroom teachers and subject specialists, as well as learners and parents, to identify, understand and address the learning needs of all the young people in their classes to ensure each learner is engaged, confident and challenged to achieve. This collaboration includes observations and data-gathering prior to implementing appropriate and effective strategies and resources to support all learning, as well as ongoing monitoring and reviews. They also provide support and guidance to curriculum planning meetings and whole staff professional learning and development.

ENGLISH LANGUAGE SUPPORT

At Nexus International School (Singapore), a team of qualified language teachers work closely with class and subject teachers to ensure that English language learners are fully supported at every level and in every subject. Teachers are given guidance in developing appropriate subject content and in using effective teaching strategies for English language learners. Regular assessments and monitoring of learner progress ensure that effective strategies are in place and that individual needs are identified and met. Where appropriate, individual learning programmes further extend and enrich the language development of learners as they progress through the school. A special emphasis is placed on ensuring that IGCSE and IB learners are given supplementary English language lessons and a high level of in class support.

PERSONAL AND SOCIAL COUNSELLING

Nexus International School (Singapore) employs a full time, registered Counsellor who is available to support individual learners and teachers and to meet with families and other agencies as appropriate. The Counsellor is also involved in planning and developing whole school initiatives such as Restorative Relationships and Peer-to-Peer Support. We also have a bilingual part time Counsellor to support our bilingual learners who would prefer to be supported in Chinese.

CAREERS GUIDANCE

The career elements of the Tutorial Programme help to prepare learners for the opportunities, responsibilities and experiences of adult life. This includes the development of career management skills with a clear focus on the best fit between school choices, university degree and career goals for individual learners. Learners are encouraged to build on their particular interests and strengths.

CO-CURRICULAR ACTIVITY (CCA) PROGRAMME

The school organises a comprehensive programme of co-curricular activities for learners, which operates from Monday to Friday. The Secondary School sessions occur both at lunchtimes and after school, with programmes coordinated to ensure that all learners have adequate access to school facilities. As learners progress through the school the range of activities becomes more varied and provides learners with opportunities to connect with other schools both locally and regionally.

Enrolment for the various CCAs is online and a wide range of activities is posted each term.

SPORT

The school employs a Sports Director whose role is to organise the various sports and swimming teams, ensure that each has a manager and coach and to liaise with other schools to ensure regular opportunities for inter-school fixtures and competition.

Subjects

The following pages contain detailed descriptions of the individual IGCSE courses available. There are the following core subjects:

- First Language English *
- English Literature *
- English as a Second Language *
- Mathematics **
- Science (Double Award)**
- Global Perspectives
- Language other than English: ***
 - French (Foreign Language)
 - Chinese (Mandarin) - Foreign Language
 - First Language Chinese
 - Conversational Spanish****

* Please note that English is offered in the form of three different learning pathways. Learners make appropriate course choices in consultation with teachers.

** Please note that we offer three IGCSE Mathematics qualifications including Further Pure Mathematics; learners will be guided onto the most appropriate course in consultation with teachers

*** Please note that learners must choose an additional language that is not English.

****Please note this is a non-IGCSE course and only appropriate for learners with no background in Chinese or French.

The following are optional subjects:

- French (Foreign Language)
- First Language Chinese
- Chinese (Mandarin) - Foreign Language
- Geography
- History
- Business ****
- Economics ****
- Art and Design
- Music
- Drama
- Computer Science
- Physical Education
- Foundation English (Support)

**** Learners are advised not to select both Economics AND Business and should speak to their teacher if they are considering this combination

CORE SUBJECT : FIRST LANGUAGE ENGLISH

Cambridge IGCSE 0500

AIMS

The aims of the syllabus are to:

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

COURSE OUTLINE

The First Language Course is a two year programme. Learners in Years 10 and 11 are exposed to a variety of text types, ideas, concepts, language styles and information in order to prepare for trial exams in the first year of the course and final exams in the second year of the course.

Learners explore a range of units such as:

- Travelogues - Reading and writing skills
- Power of persuasion - Responses to non-fiction texts
- Text analysis (a range of texts are selected to engage the learners)
- Painting with words – Descriptive and Narrative writing
- Transformational Writing - Reading for meaning; writing to form

TIMETABLE ALLOCATION

Six 40 minute lessons per week

ASSESSMENT

Component	Description	Time	Weighting
Paper 1	Reading Passages <ul style="list-style-type: none"> Structured and extended writing questions 	2 hours	50%
Paper 3 or	Directed Writing and Composition <ul style="list-style-type: none"> Extended writing question and a composition task 	2 hours	50%
Paper 4	Coursework Portfolio <ul style="list-style-type: none"> Three extended writing assignments 	Across the course	50%

The coursework portfolio is internally assessed and externally moderated. Assessment is both formative and summative. It is possible, where IGCSE English Literature is also studied, that Paper 3 is taken in place of coursework, in order to manage class time most productively.

Teachers and learners work collaboratively to personalise tasks, reflect on skills or concepts learned and implement strategies to further encourage learners to work towards their goals or targets.

Testing at the end of units or topics; observing and responding; listening; asking questions; note taking, research skills, self assessment and peer assessment are some of the tools employed.

CORE SUBJECT : ENGLISH LITERATURE

Edexcel IGCSE English Literature 4ET1 (alongside Cambridge IGCSE First Language English 0500)

AIMS

The syllabus aims are to encourage and develop candidates’ ability to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which writers achieve their literary effects
- to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

COURSE OUTLINE

The English Literature course is a two year programme. Learners in Years 10 and 11 are exposed to a variety of text types, language conventions, cultural and social references and ideologies through the study of texts written in English from a range of contexts and backgrounds. Trial exams are undertaken in the first year of the course and final exams in the second year of the course. English Literature learners are also usually required to complete and submit a portfolio of coursework, which is externally moderated.

Units cover a diverse range of text types including Poetry, Prose and Drama from different cultures, genres and time periods.

TIMETABLE ALLOCATION

Six 40 minute lessons per week

ASSESSMENT

Component	Description	Time	Weighting
Paper 1 Poetry and Modern Prose	Written Examination	2 hours	60%
Either Paper 2 Modern Drama/ Literary Heritage	Written Examination	1 hour 30 minutes	40%
Or Paper 3 Modern Drama/ Literary Heritage	Coursework Assignments	Unspecified	40%

* Paper 3 is internally assessed and externally moderated

CORE SUBJECT : ENGLISH AS A SECOND LANGUAGE

Cambridge IGCSE 0511 (Count-in Speaking)

AIMS

The aims of Cambridge IGCSE English as a Second Language are to:

- Develop learners' ability to use English effectively for the purpose of practical communication
- Form a solid foundation for the skills required for further study or employment using English as the medium
- Develop learners' awareness of the nature of language and language-learning skills
- Promote learners' personal development

COURSE OUTLINE

The English as a Second Language course is a two year programme. Learners in Years 10 and 11 are exposed to a variety of text types, language conventions, opinions, ideas and attitudes as they prepare for trial exams in the first year of the course and final exams in the second year of the course.

Learners develop language skills throughout a range of units including:

- Communication across the world
- Travel and adventure
- Community
- Family and beyond

Learners continually build skills by creating vocabulary banks, interpreting and inferring information, writing in different contexts and for different audiences and reviewing grammatical conventions. They develop cohesive writing skills with an appreciation for the structures and features of the target language.

TIMETABLE ALLOCATION

Six 40 minute lessons per week.

ASSESSMENT

Component	Description	Time	Weighting
Paper 1 or	Reading and writing (Core)	1 hour 30 minutes	60%
Paper 2	Reading and writing (Extended)	2 hours	60%
Paper 3 or	Listening (Core)	approx. 40 minutes	20%
Paper 4	Listening (Extended)	approx. 50 minutes	20%
Component 5	Speaking	approx. 10-15 minutes	20%

CORE SUBJECT : MATHEMATICS A (HIGHER)

Edexcel IGCSE 4MA1

AIMS

This syllabus should enable learners to:

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

COURSE OUTLINE

The following topics are covered:

- | | | |
|--|--|--|
| ● Decimals | ● Sequences | ● Perimeter, area and volume |
| ● Special numbers, powers and roots | ● Real life graphs | ● Pythagoras' theorem and trigonometry |
| ● Fractions | ● Linear graphs | ● Transformations |
| ● Percentages | ● Quadratic equations and graphs | ● Circle properties |
| ● Ratio and proportion | ● Harder graphs and transformation of graphs | ● Advanced trigonometry |
| ● Indices and standard form | ● Simultaneous equations | ● Similar shapes |
| ● Degree of accuracy | ● Function notation | ● Vectors |
| ● Set language, notation and Venn diagrams | ● Calculus | ● Graphical representation of data |
| ● Algebraic manipulation | ● Compound measure | ● Statistical measures |
| ● Expressions, formulae and rearranging formulae | ● Geometry of shapes | ● Probability |
| ● Linear equations and inequalities | | |

TIMETABLE ALLOCATION

Two 80 minute lessons and one 40 minute lesson per week.

ASSESSMENT

Learners sit two written papers. The assessment outline is shown in the following table:

Component	Description	Time	Weighting
Paper 1H	Calculator; range of question types, 100 marks	120 minutes	50%
Paper 2H	Calculator; range of question types, 100 marks	120 minutes	50%

All papers are externally marked.

CORE SUBJECT : MATHEMATICS A (FOUNDATION)

Edexcel IGCSE 4MA1

AIMS

This syllabus should enable learners to:

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

COURSE OUTLINE

The following topics are covered:

- | | | |
|--|---|--|
| ● Integers and place value | ● Linear equations and inequalities | ● Compound measures |
| ● Decimals | ● Sequences | ● Perimeter, area and volume |
| ● Special numbers and powers | ● Real life graphs | ● Circles and cylinders |
| ● Fractions | ● Linear graphs | ● Transformations |
| ● Percentages | ● Quadratic equations and graphs | ● Pythagoras’ theorem and trigonometry |
| ● Ratio and proportion | ● Simultaneous equations | ● Similarity and congruence in 2D |
| ● Arithmetic of fractions | ● Measures, bearings and scale drawings | ● Constructions |
| ● Set language, notation and Venn diagrams | | |

- Indices and standard form
- Algebraic manipulation
- Expressions, formulae and rearranging formulae
- Symmetry, shapes, parallel lines and angle facts
- Interior and exterior angles of polygons
- Graphical representation of data
- Statistical measures
- Probability

TIMETABLE ALLOCATION

Two 80 minute lessons and one 40 minute lesson per week.

ASSESSMENT

Learners sit two written papers. The assessment outline is shown in the following table:

Component	Description	Time	Weighting
Paper 1F	Calculator; range of question types, 100 marks	120 minutes	50%
Paper 2F	Calculator; range of question types, 100 marks	120 minutes	50%

All papers are externally marked.

CORE SUBJECT : SCIENCE (DOUBLE AWARD)*Edexcel IGCSE 4SD0***AIMS**

To provide a worthwhile educational experience, through well designed studies of experimental and practical science, whether or not they go on to study science beyond this level. In particular, learners' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences so that they may:

- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance
- Recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life
- Be suitably prepared for studies beyond Edexcel IGCSE in pure science, in applied sciences or in science-dependent vocational cases

To develop abilities and skills that:

- Are relevant to the study and practice of science
- Are useful in everyday life
- Encourage safe practice
- Encourage effective communication

To stimulate:

- Curiosity, interest and enjoyment in science and its methods of enquiry
- Interest in, and care for, the environment

To promote an awareness that:

- The study and practice of science are co-operative and cumulative activities subject to social, economic, technological, ethical and cultural influences and limitations
- The applications of science may be both beneficial and detrimental to the individual, the community and the environment
- The concepts of science are of a developing and sometimes transient nature
- Science transcends national boundaries and that the language of science is universal

COURSE OUTLINE

The Edexcel IGCSE Science (Double Award) is designed as a two year course of study. The course takes two thirds of the subject content of each of the Edexcel IGCSE separate sciences and blends them into an overall course, which will lead to the award of two IGCSEs. Learners are taught by three teachers: a Biology, Chemistry and Physics specialist. The following topics are covered:

Biology

1: The nature and variety of living organisms

- Characteristics of Living Organisms
- Variety of Living Organisms

2: Structures and Functions in Living Organisms

- Levels of organisation
- Cell structure
- Biological molecules
- Movement of substances into and out of cells
- Nutrition
- Respiration
- Gas exchange
- Transport
- Excretion
- Coordination and response

3: Reproduction and inheritance

- Reproduction
- Inheritance

4: Ecology and the environment

- The organism in the environment
- Feeding relationships
- Cycles within ecosystems
- Human influences on the environment

5: Use of biological resources

- Food production
- Selective breeding
- Genetic modification (genetic engineering)

Chemistry

1: Principles of chemistry

- States of matter
- Elements, compounds and mixtures
- Atomic structure
- The Periodic Table
- Ionic bonding
- Covalent bonding
-

2: Inorganic chemistry

- Group 1 (alkali metals)
- Group 7 (halogens)
- Gases in the atmosphere
- Reactivity series
- Extraction and uses of metals
- Acids, alkalis and titrations
- Acids, bases and salt preparations
- Chemical tests
- Chemical formulae, equations and calculations

3: Physical chemistry

- Energetics
- Rates of reaction
- Reversible reactions and equilibria

4: Organic chemistry

- Crude oil
- Alkanes
- Alkenes
- Alcohols
- Carboxylic acids
- Esters
- Synthetic polymers

Physics

1: Forces and motion

- Units
- Movement and position
- Forces, movement, and shape

3: Waves

- Properties of waves
- The electromagnetic spectrum
- Light and sound

5: Solids, liquids and gases

- Density and pressure
- Ideal gas molecules

7: Radioactivity and particles

- Radioactivity
- Fission and fusion

2: Electricity

- Mains electricity
- Energy and voltage in circuits

4: Energy resources and energy transfers

- Energy transfers
- Work and power

Magnetism and electromagnetism

- Magnetism
- Electromagnetism
- Electromagnetic induction

8: Astrophysics

- Motion in the universe
- Stellar evolution

TIMETABLE ALLOCATION

The total allocation for this course is 8 periods per week.

ASSESSMENT

Learners have three examinations in May of Year 11.

Component	Description	Time	Weighting
Biology	Multiple-choice questions and short-answer questions on Biology	2 hours	33.3%
Chemistry	Multiple-choice questions and short-answer questions on Chemistry	2 hours	33.3%
Physics	Multiple-choice questions and short-answer questions on Physics	2 hours	33.3%

CORE SUBJECT : GLOBAL PERSPECTIVES

Cambridge IGCSE 0457

AIMS

Global Perspectives develops independent thinking, learning and communication skills. It focuses on issues relevant to today's learners and helps them shape their world perspective by connecting learning with real-world issues. The course is built around a series of topics, each containing issues of global importance. The course is cross-curricular, stretching across traditional subject boundaries, and taps into the way today's learners enjoy learning – including group work, projects and working with other learners around the world. The emphasis is on developing the ability to think critically about global issues where there is always more than one point of view.

Successful Cambridge IGCSE Global Perspectives candidates:

- Are independent, active learners who are empowered to take their place in an ever changing, information-heavy, interconnected world
- Have an analytical, evaluative grasp of key world issues, their causes, effects and possible solutions
- Enquire into and reflect on issues and collaborate with others to find solutions
- Work independently or well as part of a team, are able to direct much of their own learning
- Consider important issues from personal, local and global perspectives and who understand some of the links between the personal, local and global
- Critically assess the information available to them and develop lines of reasoning
- Have a sense of their own, active place in the world

- Can empathise with the needs and rights of others

COURSE OUTLINE

The course is built around a series of topics that focus on global issues, learners will investigate several of these topics over the duration of the two years:

- | | | |
|------------------------------------|---------------------------------|--------------------------------------|
| ● Belief Systems | ● Fuel and Energy | ● Disease and Health |
| ● Education for All | ● Family and Demographic Change | ● Humans and Other Species |
| ● Language and Communication | ● Poverty and Inequality | ● Technology and the Economic Divide |
| ● Trade and Aid | ● Transport and Infrastructure | ● Traditional Culture and Identity |
| ● Biodiversity and Ecosystems Loss | ● Conflict and Peace | ● Urbanisation |
| ● Employment | ● Climate and Change | ● Sport and Recreation |
| ● Law and Criminality | ● Water, Food and Agriculture | |

TIMETABLE ALLOCATION

IGCSE Global Perspectives learners are allocated four 40 minute periods per week for the duration of the two year course.

ASSESSMENT

Component	Description	Time	Weighting
Component 1	Written Examination		
	<ul style="list-style-type: none"> ● Four compulsory questions based on a range of sources provided 	1 hour 15 minutes	35%
Component 2	Individual Report		
	<ul style="list-style-type: none"> ● 1500 - 2000 words report on one topic area of personal, local and/or national and global significance 	N.A.	30%
Component 3	Team Project		
	<ul style="list-style-type: none"> ● Team Element: to produce one Outcome and one Explanation as a Collaboration (200-300 words) ● Personal Element: write a Reflective Paper on their research, contribution and personal learning (750-1000 words) 	N.A.	35%

OPTIONAL SUBJECT : FURTHER PURE MATHEMATICS

Edexcel IGCSE 4PM1

AIMS

The Further Pure Mathematics syllabus is intended for high ability learners who are likely to achieve Grade 8 or 9 in the Mathematics A (Higher) examinations. These learners will be identified and placed in a mathematics class that will be taught the Further Pure Mathematics work as an extension to their IGCSE work. They will take both the Mathematics A (Higher) examinations and the Further Pure Mathematics examinations at the end of Year 11.

This syllabus should enable learners to:

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

COURSE OUTLINE

The following topics are covered:

- Logarithmic functions and indices
- The quadratic function
- Identities and inequalities
- Graphs
- Series
- The binomial series
- Scalar and vector quantities
- Rectangular Cartesian coordinates
- Calculus
- Trigonometry

TIMETABLE ALLOCATION

Two 80 minute lessons and two 40 minute lessons per week.

ASSESSMENT

Learners sit two written papers. The assessment outline is shown in the following table:

Component	Description	Time	Weighting
Paper 1	Calculator; approximately 11 questions, 100 marks	120 minutes	50%
Paper 2	Calculator; approximately 11 questions, 100 marks	120 minutes	50%

All papers are externally marked.

OPTIONAL SUBJECT : GEOGRAPHY

Edexcel IGCSE 4GE1

AIMS

The Pearson Edexcel International GCSE in Geography qualification requires learners to::

- Actively engage in the process of geographical enquiry to develop as effective and independent learners and as critical and reflective thinkers
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- Appreciate the importance of the location of places and environments from a local to global scale and appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- Develop and apply practical geographical enquiry skills and undertake geographical investigations that include both primary and secondary data collection and presentation, analysis and drawing conclusions
- Develop and apply their learning to the real world through fieldwork develop their awareness of global issues and recognise the need for a sustainable future.

COURSE OUTLINE

The Geography course consists of the following topics:

- Coastal environments
- Hazardous environments
- Urban environments
- Economic activity and energy
- Globalisation and migration

As well as general thematic learning, learners also explore a range of perspectives through the use of case studies.

All learners have to complete two fieldwork investigations as part of the course. These will be carried out in Singapore and all learners will need to participate.

TIMETABLE ALLOCATION

IGCSE Geography learners are allocated four 40 minute periods per week for the duration of the two year course.

ASSESSMENT

Geography IGCSE learners will take two externally assessed examinations at the end of Year 11.

Component	Description	Time	Weighting
Paper 1	Written Paper <ul style="list-style-type: none"> ● Physical Geography 	1 hour 10 minutes	40%
Paper 2	Written Paper <ul style="list-style-type: none"> ● Human Geography 	1 hour 45 minutes	60%

OPTIONAL SUBJECT : HISTORY

Edexcel IGCSE 4HI1

AIMS

The Pearson Edexcel International GCSE in History qualification requires learners to:

- Acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- Use historical sources critically, in context, recording significant information and reaching conclusions
- Develop an awareness that different interpretations have been constructed about people, events and developments
- Draw conclusions and make historical judgements

COURSE OUTLINE

The History course is split into four key themes:

- Dictatorship and conflict in the USSR, 1924–53
- A divided union: civil rights in the USA, 1945–74
- Russia and the Soviet Union, 1905–24
- The Middle East: conflict, crisis and change, 1917–2012

TIMETABLE ALLOCATION

The IGCSE History learners are allocated four periods a week for the duration of the two year course.

ASSESSMENT

History IGCSE learners will be assessed with two externally assessed examinations completed at the end of Year 11.

Component	Description	Time	Weighting
Paper 1	Written Paper <ul style="list-style-type: none"> ● Dictatorship and conflict in the USSR 1924-53 ● A divided union: civil rights in the USA 1945-1974 	1 hour 30 minutes	50%
Paper 2	Written Paper <ul style="list-style-type: none"> ● Russia 1905-24 ● The changing nature of warfare and international conflict, 1919–2011 	1 hour 30 minutes	50%

OPTIONAL SUBJECT : BUSINESS

Edexcel International GCSE 4BS1

AIMS

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. Business is influenced by and impacts on the cultural, ethical, environmental, political and economic conditions of the day.

Successful Edexcel IGCSE Business 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;
- The ability to analyse business situations and reach decisions or judgements.

COURSE OUTLINE

Topics studied include:

- Business Activity and Influences on Business
- People in Business
- Business Finance
- Marketing
- Business Operations

All learners can benefit from a combined History/Economics/Business field trip in Year 10. A field trip to Vietnam at the end of Year 10 provides an outstanding opportunity for learners to experience the concepts taught in lessons and all learners are encouraged to go on this trip.

TIMETABLE ALLOCATION

IGCSE Business learners are allocated four periods per week for the duration of the two year course.

ASSESSMENT

Both papers are externally assessed.

Component	Description	Time	Weighting
Paper 1	Investigating Small Businesses <ul style="list-style-type: none"> ● Four questions, each worth 20 marks ● Learners must answer all questions ● Sub-questions are a mixture of multiple choice, short-answer, data-response and open-ended questions ● Questions are based on a small business - those with up to 49 employees 	1 hour 30 minutes	50%
Paper 2	Investigating Large Businesses <ul style="list-style-type: none"> ● Four questions, each worth 20 marks ● Learners must answer all questions ● Sub-questions are a mixture of multiple choice, short-answer, data-response and open-ended questions ● Questions are based on a large business - those with more than 250 employees 	1 hour 30 minutes	50%

OPTIONAL SUBJECT : ECONOMICS

Edexcel International GCSE 4EC1

AIMS

Economics is a social science that studies how individuals, governments, firms and nations make choices on allocating scarce resources to satisfy their unlimited wants.

Economics learners are given opportunities to:

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

COURSE OUTLINE

- The Market System (Microeconomics)
- Business Economics
- Government and the Economy (Macroeconomics)
- The Global Economy

All learners can benefit from a combined History/Economics/Business Studies field trip in Year 10. A field trip to Vietnam at the end of Year 10 provides an outstanding opportunity for learners to experience the concepts taught in lessons and all learners are encouraged to go on this trip.

TIMETABLE ALLOCATION

IGCSE Economics learners are allocated four 40 minute periods per week for the duration of the two year course

ASSESSMENT

All learners will be assessed by the following components:

Component	Description	Time	Weighting
Paper 1	Microeconomics and Business Economics <ul style="list-style-type: none"> ● Learners must answer all questions ● Sub-questions are a mixture of multiple choice, short-answer, data-response and open-ended questions 	1 hour 30 minutes	50%
Paper 2	Macroeconomics and the Global Economy <ul style="list-style-type: none"> ● Learners must answer all questions ● Sub-questions are a mixture of multiple choice, short-answer, data-response and open-ended questions 	1 hour 30 minutes	50%

OPTIONAL SUBJECT : COMPUTER SCIENCE

Cambridge IGCSE 0478

AIMS

Computer Science introduces to learners an appreciation and understanding of the technology that shapes the lives of billions of people every day. This course is an initial foray into the world of ones and zeros, RAM and ROM, Networks and NAND gates, demystifying the constant interaction between hardware and software that we all depend on.

By the end of the course, learners will have learned to program with written code, apply the computational thinking process, understand the concepts that make Computer Systems and Networks function, and test and evaluate computing solutions.

In addition, learners will take part in a facilitated process during which they are encouraged to develop their own learning strategies, specifically how to make the most of their strengths through technology for the benefit of this and other subjects.

This course prepares learners for further study in Computer Science, and a career in any field or industry where technology has an influence.

COURSE OUTLINE

The course content is split into two sections; Theory of Computer Science, and Practical Problem-solving and Programming. The final examinations are set roughly along the lines of the two sections, but occasionally with some application of Theory in Paper 2, and some Programming and Database theory in Paper 2. There is a pre-release material programming project that must be completed before candidates sit Paper 2.

Theory of Computer Science

- Data representation (including binary and hexadecimal systems)
- Communication and internet technologies
- Hardware and software (including computer architecture)
- Security
- Ethics

Practical Problem-solving and Programming

- Algorithm design and problem-solving
- Programming
- Databases

TIMETABLE ALLOCATION

Computer Science iGCSE learners are allocated two 80 minute lessons each week.

In addition, learners are expected to research core language definitions between lessons to build a robust bedrock of knowledge, freeing lessons up for collaborative project work.

To significantly improve learners' understanding of the pre-release programming material, a full Saturday is dedicated to the process in Term 3.

ASSESSMENT

Assessment Objectives	Weighting
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AO1	Recall, select and communicate knowledge and understanding of computer technology	40%
AO2	Apply knowledge, understanding and skills to solve computing or programming problems	40%
AO3	Analyse, evaluate, make reasoned judgements and present conclusions Weighting for assessment objectives	20%

Component	Description	Time	Weighting
Paper 1 Theory	<ul style="list-style-type: none"> ● 75 marks ● Short-answer and structured questions ● Questions will be based on section 1 of the subject content ● All questions are compulsory 	1 hour 45 minutes	60%
Paper 2 Problem- Solving and Programming	<ul style="list-style-type: none"> ● 50 marks ● Short-answer and structured questions ● Questions will be based on section 2 of the subject content ● All questions are compulsory ● 20 marks are from questions set on the pre-release material. 	1 hour 45 minutes	40%

OPTIONAL SUBJECT : MUSIC

Cambridge IGCSE 0410

AIMS

Learners studying Cambridge IGCSE Music are given the opportunity to:

- listen to and learn about music from a wide range of historical periods and major world cultures
- develop their skills in performing music, both individually and in a group with other musicians
- develop their skills in composing music in a style of their own choice

The aims of the syllabus are to:

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

PRIOR LEARNING

Learners beginning this course are expected to have some background in instrumental learning. Around two years minimum experience is recommended. Learners can focus on one or more instruments of their choice.

COURSE OUTLINE

Over the two years, learners will perform, compose and study a range of musical styles and cultures to prepare for the listening examination. The coursework will include learning appropriate musical terminology and theory to support listening and composing.

Learners taking IGCSE Music are expected to be a regular member of a Music ensemble at Nexus.

Learners taking this course are encouraged to have regular, ongoing instrumental tuition to support the performing component.

TIMETABLE ALLOCATION

IGCSE learners are allocated four 40 minute lessons per week.

As well as work related to the current unit studied, regular instrumental practice and ongoing composition work is expected as part of Home Learning. Wide listening and attending concerts and live music performances is recommended.

ASSESSMENT

Learners will complete regular composition assignments and listening assessments related to the topic studied. There will be regular solo and ensemble performances to an audience in and beyond class to develop confidence and instrumental skills. Lessons will include feedback and ongoing reflection in order to develop as a critical and reflective musician.

Component	Description	Time	Weighting
Component 1	Listening <ul style="list-style-type: none"> Written examination based on CD recordings supplied by Cambridge 	1 hour 15 minutes	40%
Component 2	Performing <ul style="list-style-type: none"> One individual performance One ensemble performance 	Internally Assessed	30%
Component 3	Composing <ul style="list-style-type: none"> Two contrasting compositions 	Internally Assessed	30%

OPTIONAL SUBJECT : ART AND DESIGN

Cambridge IGCSE 0400

AIMS

The Cambridge IGCSE Art and Design syllabus 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.

COURSE OUTLINE

All learners will work towards two assessed areas. They will develop their coursework throughout their first year and into their second year. Learners will then have around two months to prepare for their examination from January in their second year of the course. Out of the available components, Nexus candidates sit component numbers 1 and 4.

- **Component 1** – Broad-based assignment (examination)

Supporting studies

Learners have a preparatory period during which time they produce their supporting studies (maximum four sides of A2). They will work in a medium of their choice for the examination.

Controlled test

Candidates take an eight-hour examination which is conducted over two school days.

- **Component 4** – Coursework assignment

Supporting portfolio

Learners produce a portfolio of up to eight sides of maximum size of A2. They will work in a range of media, considering their chosen individual theme to support the development of their studies.

Final outcome

Candidates produce a final outcome in a chosen medium.

TIMETABLE ALLOCATION

Learners will have two 80 minute lessons per week.

ASSESSMENT

Component		Weighting
Gathering, Recording, Research and Investigation		
AO1	<ul style="list-style-type: none"> Investigate and research a variety of appropriate sources Record and analyse information from direct observation and personal experience 	20%
Exploration and Development of Ideas		
AO2	<ul style="list-style-type: none"> Explore a range of visual ideas by manipulating images Show a development of ideas through appropriate processes 	20%
Organisation and Relationships of Visual Elements		
AO3	<ul style="list-style-type: none"> Organise and recognise the relationships of visual elements to contribute to the quality of the idea Express ideas visually and make informed aesthetic judgements 	20%
Selection and Control of Materials, Media and Processes		
AO4	<ul style="list-style-type: none"> Show exploration and experimentation with appropriate materials Select and control appropriate media and processes showing clarity of intention 	20%
Personal Vision and Presentation		
AO5	<ul style="list-style-type: none"> Show personal vision and commitment through an interpretative and creative response Present an informed response through personal evaluation, reflection and critical thinking 	20%

OPTIONAL SUBJECT : DRAMA

Cambridge IGCSE 0411

AIMS

The over-arching aims of the drama syllabus are to:

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

COURSE OUTLINE

This course will enable learners to explore the different aspects of theatre making including performing, devising, directing and designing. It will also help to develop the learner’s creativity, confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding in Drama production. Learners will engage with a range of drama forms, styles and contexts and will learn to develop ideas for performance in response to a variety of stimulus material. Throughout the course learners will perform as part of an ensemble and as a solo performer.

The course provides an excellent foundation for the study of drama and theatre post 16.

TIMETABLE ALLOCATION

Learners are allocated 2 hours and 40 minutes per week divided into 2 sessions of 1 hour 20 minutes

Component	Description	Time	Weighting
Component 1	Written Examination <ul style="list-style-type: none"> ● Devise a piece of drama based on one of the three stimuli and study the extract from the play 	2 hours 30 minutes	40%
Component 2	Coursework <ul style="list-style-type: none"> ● One individual piece (3-5 minutes): performance of an extract from a play ● Two group pieces (max 15 minutes each): one performance of an extract from a play, one original devised piece 	Internally Assessed	60%

OPTIONAL SUBJECT : FIRST LANGUAGE CHINESE

Cambridge IGCSE 0509

AIMS

This course, for learners for whom Chinese is their first language, aims to enable or encourage them:

- To communicate accurately, appropriately and effectively in writing
- To understand and respond appropriately to what they read
- To enjoy and appreciate the variety of language
- To complement their other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- To promote their personal development and an understanding of themselves and others

COURSE OUTLINE

Learners read, discuss and write about a broad range of texts, films and documentaries. They read short stories, novels and other written text types, which include articles on current affairs.

Learners often present their ideas to others in presentations and oral summaries, and take part in interactive speaking activities. They write regularly to practise written skills and to share their opinions and give personal evaluations.

TIMETABLE ALLOCATION

Four 40 minute lessons per week.

ASSESSMENT

All candidates sit two separate papers and these contribute towards the IGCSE award. They both take place in the main exam period and are externally marked.

Component	Description	Time	Weighting
Paper 1	Reading <ul style="list-style-type: none"> ● Question 1: Comprehension questions ● Question 2: Summary ● Question 3: Classical Chinese text Comprehension 	2 hours 15 minutes	55%
Paper 2	Writing <ul style="list-style-type: none"> ● Two composition of 400-600 characters 	2 hours	45%

OPTIONAL SUBJECT : CHINESE (MANDARIN) - FOREIGN LANGUAGE

Cambridge IGCSE 0547

AIMS

This course is for learners with some initial experience in Chinese, and aims to:

- Develop their ability to communicate effectively in Mandarin Chinese
- Offer insights into cultures and societies where Mandarin Chinese is spoken
- Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- Develop an awareness of the nature of language
- Provide enjoyment and intellectual stimulation
- Form a sound base of the skills, language and attitudes required for progression to work or further study, either in the Mandarin or another subject area

COURSE OUTLINE

The syllabus content is organised around five broad topic areas that provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, learners gain insight into countries and communities where Mandarin Chinese is spoken.

The topic areas are:

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

TIMETABLE ALLOCATION

Four 40 minute lessons per week.

ASSESSMENT

All candidates sit four separate papers that together make up the IGCSE award. The class teacher conducts the speaking examination, which is then externally moderated.

Component	Description	Time	Weighting
Paper 1	Listening and responding	approx. 35 minutes	25%
Paper 2	Reading and responding	1 hour 15 minutes	25%
Paper 3	Speaking	approx. 15 minutes	25%
Paper 4	Writing	1 hour 15 minutes	25%

OPTIONAL SUBJECT : FRENCH (FOREIGN LANGUAGE)

Cambridge IGCSE 0520

AIMS

This course is suitable for learners with some prior knowledge of French.

It aims to:

- Develop their ability to communicate effectively in French
- Offer insights into the culture and society of countries where the language is spoken
- Develop their awareness of the nature of language and language learning
- Provide enjoyment and intellectual stimulation
- Form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area

COURSE OUTLINE

The syllabus content is organised around five broad topic areas that provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topic areas, learners gain insight into countries and communities where French is spoken.

The topic areas are:

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

TIMETABLE ALLOCATION

Four 40 minute lessons per week.

ASSESSMENT

All candidates sit four separate papers that together make up the IGCSE award. The class teacher conducts and marks the speaking examination, which is then externally moderated.

Component	Description	Time	Weighting
Paper 1	Listening and responding	approx. 45 minutes	25%
Paper 2	Reading and responding	1 hour	25%
Paper 3	Speaking	approx. 15 minutes	25%
Paper 4	Writing	1 hour	25%

OPTIONAL SUBJECT : CONVERSATIONAL SPANISH

An introduction to Spanish

AIMS

This course is suitable for learners with no or very limited experience in Chinese or French. Entry onto this course is through discussion and the careful consideration of the relevant Subject Leader.

- The course focuses on communication and introduces basic to intermediate Spanish vocabulary and structures.
- There is a strong focus on developing oral proficiency in the language and learners will converse in a range of situations as well as develop an interest in the cultures of some Spanish speaking countries.

COURSE OUTLINE

The topic areas are:

- Self and Family
- Leisure and Travel
- Education and Work
- Healthy Living
- Leisure
- Where you live
- Our planet

TIMETABLE ALLOCATION

Four 40 minute lessons per week.

ASSESSMENT

This is a non-examined course which is reserved.

OPTIONAL SUBJECT : PHYSICAL EDUCATION

Cambridge IGCSE 0413

AIMS

This course aims to provide candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is designed to foster enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities. By following the course, learners will be able to develop an understanding of effective and safe physical performance and to appreciate the need for a sound understanding of the principles, practices and training that underpin improved performance, as well as better health and well-being.

COURSE OUTLINE

Theory

Unit 1 : Anatomy and Physiology

- Skeletal and muscular system
- Respiratory System
- Circulatory System
- Energy supply and the effects of exercise on the body
- Simple biomechanics
- Health, fitness and training

Unit 2 : Health, fitness and training

- Health and well-being
- Fitness
- The relationship between health and fitness
- Diet and energy sources
- Principles and Methods of training
- Diet and
- Exercise and Training

Unit 3 : Skill acquisition and psychology

- Skill and ability
- Feedback
- Goal Setting
- Motivation

Unit 4 : Social cultural and ethical influences

- Leisure and recreation
- Sponsorship and Media
- Professional and amateur performers
- Technology
- Factors affecting participation in physical activities
- Injuries

Practical (Coursework):

Performance in four practical activities, which must be from at least two of the seven categories.

TIMETABLE ALLOCATION

Two 80 minute periods per week, usually organised as one theory lesson and one practical lesson (where possible).

ASSESSMENT

The assessment consists of two components:

Component	Description	Time	Weighting
Paper 1	Theory	1 hour 45 minutes	50%
Component 2	Coursework <ul style="list-style-type: none"> ● Undertake four physical activities from at least two of the seven categories listed 	Internally Assessed / Externally Moderated	50%

FOUNDATION ENGLISH (SUPPORT)

Foundation English provides English language support to identified Bilingual and Multilingual learners (BMLs) in Years 10 & 11. The English support classes assist BMLs in mainstream classes to increase their English language proficiency while still participating in their normal class routine.

AIMS

- Develop BMLs English language proficiency in specialised classes so they succeed in the mainstream subject areas
- Collaborative BMLs learning activities with other BMLs and the BML Specialist teacher
- Develop academic study skills necessary for mainstream classes and assignment work

Support is given in and out of the mainstream classroom.

- Develop strategies to successfully deal with a range of academic texts.
- Practise and develop the use of subject specific vocabulary needed for mainstream subjects.

OUTLINE

Foundation English covers the following areas:

- Review of essential classroom and academic language on an ongoing basis
- Academic research strategies and foster collaborative learning with peers
- Review, discussion and support for subject areas studied by each individual learner on a personal level
- Information literacy components and ICT integration to assist BMLs.
- Develop Reading and Writing skills for each learner required for each subject area
- Follow subject area units of study to assist BMLs
- Support learners to prepare for IGSCCE examinations and assignments

TIMETABLE ALLOCATION

4, 8 or 16 Periods per week

ASSESSMENT

Assessment of learners in Foundation English consists of:

- Itemised assessments based on specific units of study (formative)
- End of term assessments based on learning throughout the semester (summative)
- Prolonged assessment of performance, attitude to develop language proficiency, class participation and motivation across the four main areas of; Listening, Reading, Writing and Speaking
- Some learners will take the IELTS Academic exam at the end of Year 11.