

UPPER SECONDARY SCHOOL CURRICULUM



IZMIR

2018-2019

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THE SECONDARY SCHOOL (Years 7 –13) – OVERVIEW

At MEF International School - Izmir, we aim to create young people who are motivated, skilled, confident, independent learners; young people who recognise the need to be lifelong learners and responsible global citizens.

We have high expectations of all students and value continuity in their learning. At an individual level students are encouraged to achieve their highest academic standards.

MEF International School - Izmir is the only accredited school in Turkey to offer all levels of the Cambridge International Programme and is a Cambridge Assessment International Examinations (CAIE) Examinations Centre.

The secondary school is organised into two main sections: Lower Secondary and Upper Secondary. In addition, support services are available to assist student learning in a range of roles: Learning Support, English Support, Counselling and Career Planning.

Lower Secondary:	Year 7	Age 11-12	Checkpoint Examinations
	Year 8	Age 12-13	
	Year 9	Age 13-14	
Upper Secondary:	Year 10	Age 14-15	IGCSE Examinations AS Level Examinations A Level Examinations
	Year 11	Age 15-16	
	Year 12	Age 16-17	
	Year 13	Age 17-18	

INTRODUCTION – THE UPPER SECONDARY SCHOOL (Years 10 – 13):

Year 10 students begin a two-year course of study leading to the Cambridge International Examinations (CIE) International General Certificate of Secondary Education (IGCSE). The CIE IGCSE curriculum provides a broad study programme across a wide range of subject areas. It encourages students to develop oral and practical Skills, investigative and problem-solving Skills, to apply Skills, knowledge and understanding and to learn to work as part of a team but also independently.

Students in Year 10 are required to study 8 subjects drawn from 5 different subject areas (Science, Mathematics, Languages, Humanities, Creative & Vocational) aimed at taking IGCSE examinations in Year 11.

Building on the Skills acquired at IGCSE level, in Years 12 and 13 students at our school can choose a combination of courses based on the CAIE programmes for IGCSE, Advanced Subsidiary Level (AS Level) and Advanced Level (A Level). AS Level courses are typically the mid-point of an A Level. A student is qualified to take the AS Level examination after completing one full year of study of a particular course. After

being awarded that AS certificate, the student can decide to continue studying all or some of their chosen subjects to A Level prior to graduation.

AS and A Level qualifications satisfy entry requirements for college and university all around the world. For more information regarding the Cambridge International Programmes and their transferability to other systems and its recognition, please visit the following websites/web-pages:

- www.cie.org.uk
- <http://recognition.cie.org.uk>

STUDENT SUPPORT SERVICES

English Support

English language learners may qualify for English Support in addition to the English as a 2nd Language course. Year 10 and 11 students may receive support in place of one IGCSE subject. Students at AS and A level may receive academic English support to assist them with their advanced level courses. The number of hours of English support available is dependent on the student's English language level.

Learning Support

Students at MEFIS-Izmir with specific learning difficulties that are not related to English Language leaning can receive some learning support. Learning support can be provided through withdrawal or in-class support.

Counselling

A full time counsellor is available to support students with emotional needs and academic guidance. Academic counselling includes career planning, university applications, choosing appropriate option choices, planning and self-management.

ASSESSMENT AND REPORTING

Students in Years 10, 11, 12 and 13 are assessed regularly throughout the year in homework, classwork, end of unit assessments and examinations. Homework and classwork may include: extended written assignments, making presentations to the class, long term projects or practice exercises to reinforce knowledge and skills.

At the end of each trimester all Secondary students will receive a report card containing a percentage grade and a comment for every subject studied. Students must earn 60% to pass a course and must achieve a weighted average of 60% to pass a year level. Students must pass all year levels in order to graduate from MEF International School-Izmir.

IGCSE EXAMINATIONS

At the end of Year 11, students take IGCSE examinations. Some IGCSE examinations can be assessed at core level or extended level. Students will usually be entered in extended level to enable them access to the full range of achievement grades (A* to G). In special circumstances, students may be entered in the core examination with approval.

AS AND A LEVEL EXAMINATIONS

At the end of Year 12, students may take the AS Level examinations; at the end of Year 13, AS or A Level Examinations. There are three possible assessment approaches for Cambridge International AS and A Level:

1. Learners take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study.
2. Learners take the Cambridge International AS Level in Year 1 and in Year 2 complete the Cambridge International A Level.
3. Learners take the Cambridge International AS Level only. The syllabus content for Cambridge International AS Level is half of a Cambridge International A Level programme.

At the end of year 13, all students should have studied at least 2 A level examinations.

HOMEWORK

Homework is an important aspect of the curriculum and students are expected to complete their tasks by the due date and to the best of their ability. Year 10-11 students can expect to complete 100 to 110 minutes of homework in any given evening; students in Years 12-13 are expected to complete 120 - 130 minutes of homework in any given evening.

HOMEROOMS AND THE SCHOOL DAY

Students in each year group are assigned a homeroom teacher. They meet with their homeroom teachers every morning for registration and every afternoon to receive important communications. Homeroom teachers are the first point of contact for students experiencing difficulties with their organizational skills.

After registration, students have 5 lessons of 60 minutes each day and three breaks, one in the morning, one at lunch time and one in the afternoon.

8:40-8:45	Registration
8:45 - 9:45	Lesson 1
9:45 - 10:00	Morning Break
10:00 - 11:00	Lesson 2
11:00 - 11:05	Classroom Changeover
11:05 - 12:05	Lesson 3
12:05 - 12:55	Lunch
12:55 - 13:55	Lesson 4
13:55 - 14:10	Afternoon Break
14:10 - 15:10	Lesson 5
15:10 - 15:15	Homeroom

The hours of study for each level are as follows:

Level	Hours per week per class
IGCSE	3
AS and A	5
11-13 Study Halls and Independent Study	Varies when applicable

RECREATIONAL ACTIVITIES

Students are offered clubs and recreational activities once a week during school time. After school clubs are also available. Clubs offered vary according to staff availability and students requests.

COMMUNITY SERVICE

Students in Upper Secondary will have the opportunity to contribute to the school and the wider community through community service activities. Community service options include: working with younger students as part of the reading partnership, assisting with leadership, preparation and organisation of school events, participating in special events with other schools in our region, assisting with fundraising for our sister school or emergency relief efforts as directed by the school.

EDUCATIONAL EXCURSIONS

Students in Years 10 to 13 are offered the possibility of taking part in day or overnight educational excursions that have a link to the curriculum studied or are part of their Community Service programme.

THE UPPER SECONDARY CURRICULUM

IGCSE ENGLISH – 1st LANGUAGE

The course follows the requirements for the Cambridge IGCSE examination in English First language (0500) and is designed for students with a high level of fluency in English. For a complete list of content and learning objectives for each course, please visit the Cambridge International Examinations website: www.cie.org.uk

'This course allows learners to develop the ability to communicate clearly, accurately and effectively when speaking and writing, learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation and develop a personal style and an awareness of the audience being addressed.' -Cambridge IGCSE English Syllabus

During Year 10, the first level of IGCSE, students study a combination of English Language and Literature for three hours per week providing a foundation for progression in Year 11. Although different learning objectives are assessed, the final grades are combined at this level.

Year 11 and IGCSE level 2 students may study CIE IGCSE English Language (0500) or a combination of English language (0500) and English Literature (0486) as a combined course. The combined course is assessed as two subjects in the CIE examinations.

Core textbook:

Complete First Language English for Cambridge IGCSE - 2013

The core text approved by CAIE for English Language is used as a framework. It is supplemented by a variety of texts, chosen to demonstrate effective writing in a variety of forms such as speeches or letters, or writing to persuade, to inform or to entertain.

Examinations:

- | | |
|--|--------------------|
| 1. Paper 2: Reading Passages (extended) | 50% of final grade |
| 2. Paper 3: Directed Writing and Composition | 50% of final grade |

Students may produce a coursework portfolio in place of paper 3.

NOTE: Students who require a Supplementary Certifying statement for CEFR must also take a speaking and listening test which is endorsed separately.

Syllabus Aims

The aims are to enable learners to:

- *understand and respond to what they hear, read and experience*
- *communicate accurately, appropriately, confidently and effectively*
- *enjoy and appreciate a variety of language*
- *complement their 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 personal development and an understanding of themselves and others*

Content

A01: Reading	<p><i>Core</i></p> <ul style="list-style-type: none"> ● <i>demonstrate understanding of words and phrases within extended texts</i> ● <i>identify and develop facts, ideas and opinions</i> ● <i>summarise, paraphrase and re-express</i> ● <i>demonstrate some understanding of how writers achieve their effects</i> ● <i>recognise and respond to simple linguistic devices including figurative language</i> ● <i>extract specific information.</i> 	<p><i>Extended</i></p> <ul style="list-style-type: none"> ● <i>demonstrate a precise understanding of extended texts</i> ● <i>synthesise, develop, analyse and evaluate facts, ideas and opinions</i> ● <i>effectively summarise, paraphrase and re-express</i> ● <i>demonstrate understanding of how writers achieve their effects</i> ● <i>recognise and respond to sophisticated linguistic devices</i> ● <i>extract appropriate information for specific purposes.</i>
A02: Writing	<p><i>Core</i></p> <ul style="list-style-type: none"> ● <i>express thoughts, feelings and opinions in order to interest, inform or convince the reader</i> ● <i>convey simple and detailed facts, ideas and opinions in an orderly sequence</i> ● <i>use appropriate vocabulary</i> ● <i>demonstrate some sense of audience and context</i> ● <i>demonstrate adequate control of spelling, punctuation and grammar</i> ● <i>attempt a variety of sentence structures.</i> 	<p><i>Extended</i></p> <ul style="list-style-type: none"> ● <i>express effectively what is thought, felt and imagined</i> ● <i>order and convey facts, ideas and opinions effectively</i> ● <i>demonstrate a sophisticated use of imaginative and varied vocabulary</i> ● <i>demonstrate a clear sense of audience and context</i> ● <i>demonstrate accuracy in spelling, punctuation and grammar</i> ● <i>use effectively a variety of sentence structures.</i>
A03: Speaking and Listening	<p><i>Core</i></p> <ul style="list-style-type: none"> ● <i>Describe experience in simple terms and express intelligibly what is thought, felt and imagined</i> ● <i>recognise and give statements of opinion and attitude</i> ● <i>present facts, ideas and opinions in an orderly sequence</i> ● <i>communicate with some clarity, focus and purpose</i> ● <i>communicate with some awareness of audience and context</i> ● <i>make relevant comments on what is heard.</i> 	<p><i>Extended</i></p> <ul style="list-style-type: none"> ● <i>describe and reflect on experience, and express effectively what is thought, felt and imagined</i> ● <i>understand and convey complex information in a sophisticated way</i> ● <i>order and present facts, ideas and opinions effectively</i> ● <i>discuss statements of opinion and attitude, discerning underlying assumptions and points of view</i> ● <i>communicate with clarity, focus and purpose</i> ● <i>communicate appropriately depending on the audience and context</i> ● <i>evaluate and reflect on what is heard.</i>

Assessment Objectives:

A01 Reading	
<i>R1</i>	<i>Demonstrate understanding of explicit meanings</i>
<i>R2</i>	<i>Demonstrate understanding of implicit meanings and attitudes</i>
<i>R3</i>	<i>Analyse, evaluate and develop facts, ideas and opinions</i>
<i>R4</i>	<i>Demonstrate understanding of how writers achieve effects</i>
<i>R5</i>	<i>Select for specific purposes</i>
A02 Writing	
<i>W1</i>	<i>Articulate experience and express what is thought, felt and imagined</i>
<i>W2</i>	<i>Organise facts, ideas and opinions</i>
<i>W3</i>	<i>Use a range of appropriate vocabulary.</i>
<i>W4</i>	<i>Use register appropriate to audience and context</i>
<i>W5</i>	<i>Make accurate use of spelling, punctuation and grammar.</i>
A03 Listening and Speaking	
<i>SL1</i>	<i>Articulate experience and express what is thought, felt and imagined</i>
<i>SL2</i>	<i>Present facts, ideas and opinions in a sustained, cohesive order</i>
<i>SL3</i>	<i>Communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers</i>
<i>SL4</i>	<i>Use register appropriate to audience and context</i>
<i>SL5</i>	<i>Listen to and respond appropriately to the contributions of others</i>

IGCSE ENGLISH LITERATURE

This course follows the requirements for the Cambridge IGCSE examination in English Literature (0486) and is designed for students with a high level of fluency in English. The course will develop the ability of students to: read written material in a variety of forms with increasing understanding; to identify and comment on the effectiveness of specific writing; to enable students to identify and write for a particular purpose and audience; to write using accurate and effective language. The overarching goal is to develop awareness of language as a tool for communication.

'This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature (English) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.' - Cambridge IGCSE English Syllabus

During Year 10 (the first level of IGCSE) students study a combination of English Language and Literature for three hours per week providing a foundation for progression in Year 11. Although different learning objectives are assessed, the final grades are combined at this level. Year 11 and IGCSE level 2 students may study a combination of English language (0500) and English Literature (0486) as a combined course. The combined course is assessed as two subjects in the CIE examinations.

Core textbook:

English Literature: Cambridge IGCSE Literature in English: Cambridge 2011

The core text approved by the CIE for the development of English Literature Skills is used as a framework. A wide range of poetry, drama and prose are studied for Literature. CIE changes the set texts studied

regularly, but works of literature with an international appeal are available to choose from. Set books are supplemented by a variety of texts chosen to demonstrate a range of effective writing in a variety of genre. Students are expected to read books and articles of their own choice as well, and to keep a log book of their reflections.

Examinations:

- | | |
|-----------------------------------|--------------------|
| 1. Component 1: Poetry and Prose | 50% of final grade |
| 2. Component 3: Drama (open text) | 25% of final grade |
| 3. Component 4: Unseen | 25% of final grade |

Assessment Objectives

A01:	<i>Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text</i>
A02	<i>Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes</i>
A03	<i>Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects</i>
A04	<i>Communicate a sensitive and informed personal response to literary texts</i>

IGCSE ENGLISH AS A SECOND LANGUAGE

This course follows the requirements for the Cambridge IGCSE examination in ESL (0511). 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, and promote learners’ personal development.

‘Cambridge IGCSE English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including better communicative ability in English and an improved ability to understand English in a range of everyday situations and in a variety of social registers and styles’ - Cambridge IGCSE ESL Syllabus

Core textbook:

Cambridge IGCSE English as a 2nd language coursebook.

Examinations:

- | | | |
|----------|--------------------------------|-----|
| Paper 2: | Reading and writing (Extended) | 70% |
| Paper 4: | Listening (Extended) | 15% |
| Paper 5: | Speaking | 15% |

Assessment Objectives

A01 Reading	
<i>R1</i>	<i>Identify and select relevant information</i>
<i>R2</i>	<i>Understand ideas, opinions and attitudes</i>
<i>R3</i>	<i>show understanding of the connections between ideas, opinions and attitudes</i>
<i>R4</i>	<i>Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</i>
A02 Writing	
<i>W1</i>	<i>Communicate information/ideas/opinions clearly, accurately and effectively</i>
<i>W2</i>	<i>Organise ideas into coherent paragraphs using a range of appropriate linking devices</i>
<i>W3</i>	<i>Use a range of grammatical structures and vocabulary accurately and effectively</i>
<i>W4</i>	<i>Show control of punctuation and spelling</i>
<i>W5</i>	<i>Use appropriate register and style/format for the given purpose and audience</i>
A03 Listening	
<i>L1</i>	<i>Identify and select relevant information</i>
<i>L2</i>	<i>Understand ideas, opinions and attitudes</i>
<i>L3</i>	<i>Show understanding of the connections between ideas, opinions and attitudes.</i>
<i>L4</i>	<i>Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</i>
A04 Speaking	
<i>S1</i>	<i>Communicate ideas/opinions clearly, accurately and effectively</i>
<i>S2</i>	<i>Develop responses and link ideas using a range of appropriate linking devices</i>
<i>S3</i>	<i>Use a range of grammatical structures and vocabulary accurately and effectively</i>
<i>S4</i>	<i>Show control of pronunciation and intonation patterns</i>
<i>S5</i>	<i>Engage in a conversation and contribute effectively to help move the conversation forward</i>

Content

Reading	
Core (IGCSE1)	Extended (IGCSE2)
Core <ul style="list-style-type: none"> understand factual information and ideas from a range of texts, e.g. leaflets, articles, blogs and webpages identify relevant information and select correct details from a range of texts identify ideas, opinions and attitudes from a range of texts and understand the connections between them show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention 	Extended <ul style="list-style-type: none"> understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and webpages identify relevant information and select correct details from a wide range of texts identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them understand what is implied but not directly stated, e.g. gist, purpose and intention
Writing	
Core (IGCSE1)	Extended (IGCSE2)
Core <ul style="list-style-type: none"> communicate factual information and ideas with appropriate expansion select and organise relevant information and ideas into paragraphs and use appropriate linking devices 	Extended <ul style="list-style-type: none"> communicate factual information, abstract ideas and arguments with good expansion select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices

<ul style="list-style-type: none"> respond to a written stimulus and show awareness of appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review produce written texts with an adequate range of language structures (i.e. grammatical and lexical) produce written texts that show good control of punctuation and spelling 	<ul style="list-style-type: none"> respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review produce written texts with a wide range of language structures (i.e. grammatical and lexical) produce written texts that show very good control of punctuation and spelling
Speaking	
Core (IGCSE1)	Extended (IGCSE2)
<p>Core</p> <ul style="list-style-type: none"> communicate factual information and ideas with some expansion organise and link ideas with appropriate linking devices engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience produce responses with an adequate range of language structures (i.e. grammatical and lexical) produce responses that show sufficient control of pronunciation and intonation 	<p>Extended</p> <ul style="list-style-type: none"> communicate factual information, abstract ideas and arguments with good expansion organise and link ideas with a range of appropriate linking devices engage in a conversation on a wide range of topics, e.g. natural environment, arts, science and global issues produce responses with a wide range of language structures (i.e. grammatical and lexical) produce responses that show good control of pronunciation and intonation
Listening	
Core (IGCSE1)	Extended (IGCSE2)
<p>Core</p> <ul style="list-style-type: none"> understand factual information and ideas from a range of sources, e.g. recorded phone messages, announcements, dialogues, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented. identify relevant information and select correct details from a range of sources identify ideas, opinions and attitudes from a range of sources and understand the connections between them show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention 	<p>Extended</p> <ul style="list-style-type: none"> understand factual information, abstract ideas and arguments from a wide range of sources, e.g. recorded phone messages, announcements, dialogues, informal conversations, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented. identify relevant information and select correct details from a wide range of sources identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them, understand what is implied but not directly stated, e.g. gist, purpose and intention

AS AND A LEVEL ENGLISH LANGUAGE

This course follows the requirements for the Cambridge GCE AS and A level examinations in English Language (9093). The syllabus aims to develop: a critical and informed response to texts in a range of forms, styles and contexts the interdependent skills of reading, analysis and research, effective, creative, accurate and appropriate communication, a firm foundation for further study of language and linguistics.

'Successful English Language students gain lifelong skills including the ability to write clearly, accurately, creatively and persuasively, the ability to use appropriate styles and registers for different contexts, the ability to analyse a variety of complex texts in a variety of forms and styles and an understanding of language use to inform and persuade' - Cambridge AS and A level English Syllabus

Prerequisite: Candidates beginning this course should have previously completed a Cambridge IGCSE course in English Language, or Literature in English or an equivalent course.

Core textbook:

AS Level English Language and Literature - Cambridge 2003

Examinations:

AS Level		
Paper 1:	Passages	50%
Paper 2:	Writing	50%
A Level		
Paper 1:	Passages	25%
Paper 2:	Writing	25%
Paper 3:	Text Analysis	25%
Paper 4:	Language Topics	25%

Assessment Objectives

<i>A01</i>	<i>Read with understanding and analyse texts in a variety of forms</i>
<i>A02</i>	<i>Demonstrate a knowledge and understanding of English language (including, at A Level, spoken language) and its use in a variety of contexts.</i>
<i>A03</i>	<i>Write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms</i>

Content

<i>AS Level Papers</i>	
<i>Paper 1: Passages</i>	Candidates are required to: <ul style="list-style-type: none"> • identify distinguishing features of the texts, relate them to the function and context of the writing, and organise information in their answers • comment on aspects such as vocabulary, figurative language (e.g. use of metaphor and simile), word ordering and sentence structure, formality/informality of tone, and the communication of attitudes, bias or prejudice, structure • write for a specific purpose and/or audience using appropriate vocabulary, tone, and style
<i>Paper 2: Writing</i>	Section A: Imaginative Writing (narrative/descriptive) Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character. Section B: Writing for an Audience (discursive/argumentative)

	Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively
<i>A Level Papers</i>	
<i>Paper 3: Text</i>	<p><i>One of the texts will be a transcription of speech/spoken material/scripted speech (e.g. a campaigning broadcast or political speech).</i></p> <p><i>The other texts will be drawn from forms such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto) biographies, diaries, essays, and narrative/descriptive writing.</i></p> <p><i>Candidates are required to:</i></p> <ul style="list-style-type: none"> ● <i>write for a specific purpose and/or audience using appropriate vocabulary, tone, and style</i> ● <i>identify and analyse distinguishing features of written and spoken language in the text(s), such as vocabulary, word order and the structure of sentences/utterances, figurative language (e.g. use of metaphor and simile), formality/informality of tone, and the communication of attitudes, bias or prejudice</i> ● <i>relate these features to the function and context of the text(s)</i> ● <i>organise information coherently in their answers</i> ● <i>compare style and language of the texts</i>
<i>Paper 4: Language Topics</i>	<p><i>Candidates will be assessed on two topics</i></p> <p><i>Topic A: Spoken language and social groups</i></p> <p><i>Topic B: English as a global language</i></p> <p><i>Topic C: Language acquisition by children and teenagers</i></p>

IGCSE MATHEMATICS

This course follows the requirements for the Cambridge IGCSE examination in Mathematics (0580)

'Successful Cambridge IGCSE Mathematics candidates gain lifelong skills including the development of their mathematical knowledge, confidence by developing a feel for numbers, patterns and relationships and an ability to consider and solve problems and present and interpret results' Cambridge IGCSE Mathematics Syllabus

Core textbooks:

Cambridge IGCSE Mathematics Core and Extended Coursebook with CD-ROM

Examinations:

Paper 2 (Extended)	35%
Paper 4 (Extended)	65%

OR

Paper 1 (Core)	35%
Paper 3 (Core)	65%

Assessment Objectives

<p>AO1: <i>Mathematical techniques</i></p>	<ul style="list-style-type: none"> ● <i>Organise, interpret and present information accurately in written, tabular, graphical and diagrammatic forms</i> ● <i>Perform calculations by suitable methods</i> ● <i>Use an electronic calculator and also perform some straightforward calculations without a calculator</i> ● <i>Understand systems of measurement in everyday use and make use of them in the solution of problems</i> ● <i>Estimate, approximate and work to degrees of accuracy appropriate to the context and convert between equivalent numerical forms</i> ● <i>Use mathematical and other instruments to measure and to draw to an acceptable degree of accuracy</i> ● <i>Interpret, transform and make appropriate use of mathematical statements expressed in words or symbols</i> ● <i>Recognise and use spatial relationships in two and three dimensions, particularly in solving problems</i> ● <i>Recall, apply and interpret mathematical knowledge in the context of everyday situations</i>
<p>AO2: <i>Mathematical techniques to solve problems</i></p>	<ul style="list-style-type: none"> ● <i>In questions which are set in context and/or which require a sequence of steps to solve</i> ● <i>Make logical deductions from given mathematical data</i> ● <i>Recognise patterns and structures in a variety of situations, and form generalisations</i> ● <i>Respond to a problem relating to a relatively unstructured situation by translating it into an appropriately structured form</i> ● <i>Analyse a problem, select a suitable strategy and apply an appropriate technique to obtain its solution</i> ● <i>Apply combinations of mathematical skills and techniques in problem solving</i> ● <i>Set out mathematical work, including the solution of problems, in a logical and clear form using appropriate symbols and terminology</i>

Content

All candidates will study the following content areas

	<i>Topic</i>	<i>Core IGCSE 1</i>	<i>Extended IGCSE 2</i>
1	Number	✓	✓
2	Algebra and graphs	✓	✓
3	Geometry	✓	✓
4	Mensuration	✓	✓
5	Co-ordinate geometry	✓	✓
6	Trigonometry	✓	✓
7	Matrices and transformations	✓	✓
8	Probability	✓	✓
9	Statistics	✓	✓

For detailed learning outcomes see: www.cie.org.uk

AS AND A LEVEL MATHEMATICS

This course follows the requirements for the Cambridge AS and A level examination in Mathematics (9709)

'Cambridge International AS and A Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding.' - Cambridge AS and A level Mathematics Syllabus

Prerequisite: Candidates beginning this course are expected to have completed a Cambridge IGCSE course in Mathematics or the equivalent.

Core textbooks:

Pure Mathematics, Mechanics, Statistics for AS and A Level: Cambridge
Mechanics 1 and Statistics 1: Cambridge

Examinations:

AS Level

Paper 1: Pure Mathematics 1 (P1) 60%
Paper 6: Probability and Statistics 1 (S1) 40%

A Level

Paper 1: Pure Mathematics 1 (P1) 30%
Paper 3: Pure Mathematics 3 (P3) 30%
Paper 4: Mechanics 1 (M1) 20%
Paper 6: Probability and Statistics 1 (S1) 20%

Students may elect to carry through their AS grades from papers 1 and 6 or take all papers at A level

Assessment Objectives

A01	<i>Understand relevant mathematical concepts, terminology and notation</i>
A02	<i>Recall accurately and use successfully appropriate manipulative techniques</i>
A03	<i>Recognise the appropriate mathematical procedure for a given situation</i>
A04	<i>Apply combinations of mathematical skills and techniques in solving problems</i>
A05	<i>Present mathematical work, and communicate conclusions, in a clear and logical way</i>

Content

Paper 1: Pure Mathematics	<i>Quadratics</i>
	<i>Functions</i>
	<i>Coordinate geometry</i>
	<i>Circular measure</i>
	<i>Trigonometry</i>
	<i>Vectors</i>
	<i>Series</i>
	<i>Differentiation</i>
Paper 3: Pure Mathematics	<i>Integration</i>
	<i>Algebra</i>
	<i>Logarithmic and exponential functions</i>
	<i>Trigonometry</i>
	<i>Differentiation</i>
	<i>Integration</i>
	<i>Numerical solution of equations</i>
	<i>Vectors</i>
Paper 4 Mechanics 1	<i>Differential equations</i>
	<i>Complex numbers</i>
	<i>Forces and equilibrium</i>
	<i>Kinematics of motion in a straight line</i>
Paper 6 Probability & Statistics 1	<i>Newton's laws of motion</i>
	<i>Energy, work and power</i>
	<i>Representation of data</i>
	<i>Permutations and combinations</i>
	<i>Probability</i>
	<i>Discrete and Random Variables</i>
	<i>The normal distribution</i>

IGCSE BIOLOGY

This course follows the requirements for the Cambridge IGCSE examination in Biology (0610)

'As well as a subject focus, the biology syllabus enables students to better understand the technological world, with an informed interest in scientific matters, and better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.' - Cambridge IGCSE Biology Syllabus

Core textbook:

Biology: International Edition for IGCSE and O Level: Jones and Jones

Examinations

Paper 2:	Multiple Choice	30%
Paper 4:	Extended Theory Paper	50%
Paper 5:	Practical Test	20%

Assessment Objectives

<p><i>A: Knowledge with understanding</i></p>	<ul style="list-style-type: none"> ● <i>Demonstrate knowledge and understanding of:</i> <ol style="list-style-type: none"> 1. <i>scientific phenomena, facts, laws, definitions, concepts and theories</i> 2. <i>scientific vocabulary, terminology and conventions (including symbols, quantities and units)</i> 3. <i>scientific instruments and apparatus, including techniques of operation and aspects of safety</i> 4. <i>scientific and technological applications with their social, economic and environmental implication.</i> <ul style="list-style-type: none"> ● <i>Syllabus content defines the factual material that candidates may be required to recall and explain.</i> ● <i>Candidates will also be asked questions which require them to apply this material to unfamiliar contexts and to apply knowledge from one area of the syllabus to knowledge of a different syllabus area.</i> ● <i>Questions testing these objectives will often begin with one of the following words: define, state, describe, explain (using your knowledge and understanding) or outline</i>
<p><i>B: Handling information and problem solving</i></p>	<ul style="list-style-type: none"> ● <i>Be able, using oral, written, symbolic, graphical and numerical forms of presentation, to:</i> <ol style="list-style-type: none"> 1. <i>locate, select, organise and present information from a variety of sources</i> 2. <i>translate information from one form to another</i> 3. <i>manipulate numerical and other data</i> 4. <i>use information to identify patterns, report trends and draw inferences</i> 5. <i>present reasoned explanations of phenomena, patterns and relationships</i> 6. <i>make predictions and propose hypotheses</i> 7. <i>solve problems, including some of a quantitative nature.</i> <ul style="list-style-type: none"> ● <i>Questions testing these skills may be based on information that is unfamiliar to candidates, requiring them to apply the principles and concepts from the syllabus to a new situation, in a logical, reasoned or deductive way.</i> ● <i>Questions testing these objectives will often begin with one of the following words: discuss, predict, suggest, calculate, explain or determine.</i>

<i>C.Experimental skills and investigations</i>	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate) 2. plan experiments and investigations 3. make and record observations, measurements and estimates 4. interpret and evaluate experimental observations and data 5. evaluate methods and suggest possible improvements.
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Content

<i>1. Characteristics and classification of living organisms</i>			
		<i>Core</i>	<i>Extended</i>
<i>1</i>	<i>Characteristics of living organisms</i>	✓	✓
<i>2</i>	<i>Concept and use of a classificatory system</i>	✓	✓
<i>3</i>	<i>Features of Organisms</i>	✓	✓
<i>4</i>	<i>Dichotomous Keys</i>	✓	✓
<i>2. Organisation of the organism</i>			
<i>1</i>	<i>Cell structure and organization</i>	✓	✓
<i>2</i>	<i>Levels of organization</i>	✓	✓
<i>3</i>	<i>Size of specimens</i>	✓	✓
<i>3. Movement in and out of cells</i>			
<i>1</i>	<i>Diffusion</i>	✓	✓
<i>2</i>	<i>Osmosis</i>	✓	✓
<i>3</i>	<i>Active Transport</i>	✓	✓
<i>4. Biological molecules</i>			
<i>1</i>	<i>Biological Molecules</i>	✓	✓
<i>5. Enzymes</i>			
<i>1</i>	<i>Enzymes</i>	✓	✓
<i>6. Plant Nutrition</i>			
<i>1</i>	<i>Photosynthesis</i>	✓	✓
<i>2</i>	<i>Leaf structure</i>	✓	
<i>3</i>	<i>Mineral requirements</i>	✓	✓
<i>7. Human Nutrition</i>			
<i>1</i>	<i>Diet</i>	✓	✓
<i>2</i>	<i>Alimentary Canal</i>	✓	✓
<i>3</i>	<i>Mechanical digestion</i>	✓	✓
<i>4</i>	<i>Chemical digestion</i>	✓	✓
<i>5</i>	<i>Absorption</i>	✓	✓

<i>8. Transport in plants</i>			
1	<i>Transport in plants</i>	✓	✓
2	<i>Water uptake</i>	✓	✓
3	<i>Transpiration</i>		
4	<i>Translocation</i>	✓	
<i>9 Transport in animals</i>			
1	<i>Transport in animals</i>	✓	
2	<i>Heart</i>	✓	
3	<i>Arteries, veins and capillaries</i>	✓	✓
4	<i>Blood</i>	✓	✓
<i>10. Diseases and immunity</i>			
1	<i>Diseases and immunity</i>	✓	✓
<i>11 Gas Exchange in Humans</i>			
1	<i>Gas Exchange in Humans</i>	✓	✓
<i>12 Respiration</i>			
1	<i>Respiration</i>	✓	
2	<i>Aerobic respiration</i>	✓	
3	<i>Anaerobic respiration</i>	✓	✓
<i>13. Excretion in humans</i>			
1	<i>Excretion in humans</i>	✓	✓
<i>14 Coordination and Response</i>			
1	<i>Nervous control in humans</i>	✓	✓
2	<i>Hormones in humans</i>	✓	✓
3	<i>Tropic responses</i>	✓	✓
4	<i>Homeostasis</i>	✓	✓
5	<i>Sense Organs</i>	✓	✓
<i>15 Drugs</i>			
1	<i>Drugs</i>	✓	✓
2	<i>Medicinal Drugs</i>	✓	✓
3	<i>Misused Drugs</i>	✓	✓
<i>16 Reproduction</i>			
1	<i>1.1 Asexual reproduction</i>	✓	✓
2	<i>1.2 Sexual reproduction</i>	✓	✓
3	<i>1.2.1 Sexual reproduction in plants</i>	✓	✓
4	<i>1.2.2 Sexual reproduction in humans</i>	✓	✓
5	<i>1.3 Sex hormones</i>	✓	✓

6	1.4 Methods of birth control	✓	✓
7	1.5 Sexually transmissible diseases	✓	✓
<i>17 Inheritance</i>			
1	Inheritance	✓	
2	Chromosomes, genes and proteins	✓	
3	Mitosis	✓	
4	Meiosis	✓	
5	Monohybrid inheritance	✓	✓
<i>18 Variation and selection</i>			
1	Variation	✓	✓
2	Selection	✓	✓
3	Adaptive features	✓	✓
<i>19 Organisms and their environment</i>			
1	Energy flow	✓	
2	Food chains and food webs	✓	✓
3	Nutrient cycles	✓	✓
4	Population size	✓	✓
<i>20 Biotechnology and Genetic engineering</i>			
1	Biotechnology and genetic engineering	✓	✓
2	Biotechnology	✓	✓
3	Genetic engineering	✓	✓
<i>21 Human influences on ecosystems</i>			
1	Food supply	✓	
2	Habitat destruction	✓	✓
3	Pollution	✓	✓

AS AND A LEVEL BIOLOGY

This course follows the requirements for the Cambridge As and A level examination in Biology (9700)

'Cambridge International AS and A Level Biology is accepted by universities and employers as proof of knowledge and understanding of biology.' - Cambridge AS and A level Biology Syllabus

Prerequisite: Candidates beginning this course are expected to have studied Cambridge IGCSE Biology, Cambridge IGCSE Coordinated science or an equivalent course.

Core textbook:

AS Level and A Level Biology: Second Edition

Examinations:

AS Level

Paper 1 Multiple Choice	31%
Paper 2 AS Level Structured Questions	46%
Paper 3 Advanced Practical Skills	23%

A Level

Paper 1 Multiple Choice	15.5%
Paper 2 AS Level Structured Questions	23%
Paper 3 Advanced Practical Skills	11.5%
Paper 4 A Level Structured Questions	38.5%
Paper 5 Planning, Analysis and Evaluation	11.5%

Assessment Objectives

<i>A: Knowledge with understanding</i>	<i>Demonstrate knowledge and understanding of:</i> <i>1 scientific phenomena, facts, laws, definitions, concepts and theories;</i> <i>2 scientific vocabulary, terminology and conventions (including symbols, quantities and units);</i> <i>3 scientific instruments and apparatus used in biology, including techniques of operation and aspects of safety;</i> <i>4 scientific quantities and their determination;</i> <i>5 scientific and technological applications, with their social, economic and environmental implications.</i>
<i>B: Handling information and solving problems</i>	<i>Handle information and solve problems, using oral, written, symbolic, graphical and numerical forms of presentation. In particular, to:</i> <i>1 locate, select, organise and present information from a variety of sources;</i> <i>2 translate information from one form to another;</i> <i>3 manipulate numerical and other data;</i> <i>4 use information to identify patterns, report trends and draw conclusions;</i> <i>5 give reasoned explanations for phenomena, patterns and relationships;</i> <i>6 make predictions and hypotheses;</i> <i>7 apply knowledge, including principles, to new situations;</i> <i>8 demonstrate an awareness of the limitations of biological theories and models;</i> <i>9 solve problems.</i>

<i>C: Experimental skills and investigations</i>	<p>1 follow a detailed set or sequence of instructions;</p> <p>2 use techniques, apparatus, measuring devices and materials safely and effectively;</p> <p>3 make and record observations, measurements and estimates, with appropriate regard to precision, accuracy and units;</p> <p>4 interpret, assess and report on observations and experimental data;</p> <p>5 assess information, and make predictions and hypotheses;</p> <p>6 design, plan and carry out experiments and investigations, and identify any problems;</p> <p>7 choose appropriate techniques, apparatus, measuring devices and materials;</p> <p>8 assess methods and techniques, and suggest possible improvements.</p>
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Content

<i>AS Level Content</i>
1 Cell structure
2 Biological molecules
3 Enzymes
4 Cell membranes and transport
5 The mitotic cell cycle
6 Nucleic acids and protein synthesis
7 Transport in plants
8 Transport in mammals
9 Gas exchange and smoking
10 Infectious disease
11 Immunity
<i>A Level Content</i>
12 Energy and respiration
13 Photosynthesis
14 Homeostasis
15 Control and co-ordination
16 Inherited change
17 Selection and evolution
18 Biodiversity, classification and conservation
19 Genetic technology

IGCSE CHEMISTRY

This course follows the requirements for the Cambridge IGCSE examination in Chemistry (0620)

'As well as a subject focus, the chemistry syllabus enables students to better understand the technological world in which they live, and take an informed interest in science and scientific developments' Cambridge IGCSE Chemistry Syllabus

Core textbook:

Complete Chemistry for IGCSE: Oxford

Examinations:

Paper 2:	Multiple Choice	30%
Paper 4:	Extended Theory Paper	50%
Paper 5:	Practical Test	20%

Assessment Objectives

<i>A: Knowledge with understanding</i>	<p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none">scientific phenomena, facts, laws, definitions, concepts and theories;scientific vocabulary, terminology and conventions (including symbols, quantities and units);scientific instruments and apparatus used in biology, including techniques of operation and aspects of safety;scientific quantities and their determination;scientific and technological applications, with their social, economic and environmental implications.
<i>B: Handling information and solving problems</i>	<p>Handle information and solve problems, using oral, written, symbolic, graphical and numerical forms of presentation. In particular, to:</p> <ul style="list-style-type: none">locate, select, organise and present information from a variety of sources;translate information from one form to another;manipulate numerical and other data;use information to identify patterns, report trends and draw conclusions;give reasoned explanations for phenomena, patterns and relationships;make predictions and hypotheses;apply knowledge, including principles, to new situations;demonstrate an awareness of the limitations of biological theories and models;solve problems.
<i>C: Experimental skills and investigations</i>	<ul style="list-style-type: none">demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate)plan experiments and investigationsmake and record observations, measurements and estimatesinterpret and evaluate experimental observations and dataevaluate methods and suggest possible improvements.

Content

<i>The IGCSE 1 syllabus contains core content. The IGCSE 2 Syllabus contains both the core and the supplement.</i>		<i>Core</i>	<i>Extended</i>
1	<i>The particulate nature of matter</i>	✓	
2	<i>Experimental techniques</i> 2.1 <i>Measurement</i> 2.2 (a) <i>Criteria of purity</i> 2.2 (b) <i>Methods of purification</i>	✓ ✓ ✓ ✓	
3	<i>Atoms, elements and compounds</i> 3.1 <i>Atomic structure and the Periodic Table</i> 3.2.1 <i>Bonding: the structure of matter</i> 3.2.2 <i>Ions and ionic bonds</i> 3.2.3 <i>Molecular and covalent bonds</i> 3.2.4 <i>Macromolecules</i> 3.2.5 <i>Metallic bonding</i>	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓
4	<i>Stoichiometry</i> 4.1 <i>Stoichiometry</i> 4.2 <i>The mole concept</i>	✓	✓ ✓
5	<i>Electricity and chemistry</i>	✓	✓
6	<i>Chemical energetics</i> 6.1 <i>Energetics of a reaction</i> 6.2 <i>Energy transfer</i>	✓ ✓	✓
7	<i>Chemical reactions</i> 7.1 <i>Physical and Chemical Changes</i> 7.2 <i>Rate (speed) of reaction</i> 7.3 <i>Reversible reactions</i> 7.4 <i>Redox</i>	✓ ✓ ✓	✓ ✓ ✓
8	<i>Acids, bases and salts</i> 8.1 <i>The characteristic properties of acids and bases</i> 8.2 <i>Types of oxides</i> 8.3 <i>Preparation of salts</i> 8.4 <i>Identification of ions and gases</i>	✓ ✓ ✓ ✓	✓
9	<i>The Periodic Table</i> 9.1 <i>The periodic table</i> 9.1 <i>Periodic trends</i> 9.2 <i>Group properties</i> 9.3 <i>Transition elements</i> 9.4 <i>Noble gases</i>	✓ ✓ ✓ ✓ ✓	✓ ✓
10	<i>Metals</i> 10.1 <i>Properties of metals</i> 10.2 <i>Reactivity series</i> 10.3 <i>Extraction of metals</i> 10.4 <i>Uses of metals</i>	✓ ✓ ✓ ✓	✓ ✓ ✓
11	<i>Air and water</i> 11.1 <i>Water</i> 11.2 <i>Air</i> 11.3 <i>Nitrogen and fertilisers</i> 11.4 <i>Carbon dioxide and methane</i>	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
12	<i>Sulfur</i>		✓
13	<i>Carbonates</i>	✓	
14	<i>Organic chemistry</i> 14.1 <i>Names of compounds</i> 14.2 <i>Fuels</i>	✓ ✓	✓

14.3 Homologous series	✓	✓
14.4 Alkanes	✓	✓
14.5 Alkenes	✓	✓
14.6 Alcohols	✓	✓
14.7 Carboxylic Acids	✓	✓
14.8.1 Polymers		✓
14.8.2 Synthetic polymers		✓
14.8.3 Natural polymers		✓

AS AND A LEVEL CHEMISTRY

This course follows the requirements for the Cambridge AS and A level examination in Chemistry (9701)

'Cambridge International AS and A Level Chemistry are accepted by universities and employers as proof of essential knowledge and ability.' - Cambridge AS and A level Chemistry Syllabus

Prerequisite: Candidates beginning this course are expected to have studied Cambridge IGCSE Chemistry, Cambridge IGCSE Coordinated science or an equivalent course.

Core textbook:

AS and A Level Chemistry: Cambridge

Examinations:

AS Level

Paper 1 Multiple Choice	31%
Paper 2 AS Level Structured Questions	46%
Paper 3 Advanced Practical Skills	23%

A Level

Paper 1 Multiple Choice	15%
Paper 2 AS Level Structured Questions	23%
Paper 3 Advanced Practical Skills	12%
Paper 4 A Level Structured Questions	38 %
Paper 5 Planning, Analysis and Evaluation	12%

Assessment Objectives

<i>A01 Knowledge with understanding</i>	<p>Candidates should be able to demonstrate knowledge with understanding in relation to:</p> <ul style="list-style-type: none"> • scientific phenomena, facts, laws, definitions, concepts, theories • scientific vocabulary, terminology, conventions (including symbols, quantities and units) • scientific instruments and apparatus, including techniques of operation and aspects of safety • scientific quantities and their determination • scientific and technological applications with their social, economic and environmental implications • reasoned explanations for phenomena, patterns and relationships.
<i>A02 Handling, applying and evaluating information</i>	<p>Candidates should be able (in words or by using symbolic, graphical and numerical forms of presentation) to:</p> <ul style="list-style-type: none"> • locate, select, organise and present information from a variety of sources • handle information, distinguishing the relevant from the extraneous • manipulate numerical and other data and translate information from one form to another • analyse and evaluate information so as to identify patterns, report trends and draw inferences • construct arguments to support hypotheses or to justify a course of action • apply knowledge, including principles, to new situations • evaluate information and hypotheses.
<i>A03: Experimental skills and investigations</i>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • plan experiments and investigations • collect, record and present observations, measurements and estimates • analyse and interpret data to reach conclusions • evaluate methods and quality of data, and suggest improvements

Content

<i>Section</i>	<i>Topic</i>	<i>AS Level</i>	<i>A Level</i>
<i>Physical Chemistry</i>	<i>1 Atoms, molecules and stoichiometry</i>	✓	
	<i>2 Atomic structure</i>	✓	✓
	<i>3 Chemical bonding</i>	✓	
	<i>4 States of matter</i>	✓	
	<i>5 Chemical energetics</i>	✓	✓
	<i>6 Electrochemistry</i>	✓	✓
	<i>7 Equilibria</i>	✓	✓
	<i>8 Reaction kinetics</i>	✓	✓
<i>Inorganic Chemistry</i>	<i>9 The Periodic Table: chemical periodicity</i>	✓	
	<i>10 Group 2</i>	✓	✓
	<i>11 Group 17</i>	✓	
	<i>12 An introduction to the chemistry of transition element</i>		✓
	<i>13 Nitrogen and sulphur</i>	✓	
<i>Organic Chemistry and analysis</i>	<i>14 An introduction to organic chemistry</i>	✓	✓
	<i>15 Hydrocarbons</i>	✓	✓
	<i>16 Halogen derivatives</i>	✓	
	<i>17 Hydroxy compounds</i>	✓	✓
	<i>18 Carbonyl compounds</i>	✓	
	<i>19 Carboxylic acids and derivatives</i>	✓	
	<i>20 Nitrogen compounds</i>		✓
	<i>21 Polymerisation</i>		✓
	<i>22 Analytical techniques</i>	✓	✓
	<i>23 Organic synthesis</i>		✓

IGCSE PHYSICS

This course follows the requirements for the Cambridge IGCSE examination in Physics (0625)

‘Successful candidates gain lifelong skills, including an understanding of the usefulness (and limitations) of scientific method, and its application in other subjects and in everyday life, a concern for accuracy and precision, an understanding of the importance of safe practice and an awareness of the importance of objectivity, integrity, enquiry, initiative and inventiveness.’ - Cambridge IGCSE Physics Syllabus

Core textbooks:

Physics for You - Keith Johnson (Year 10)
Complete Physics for Cambridge IGCSE-Stephen Pople (Year 11)

Examinations:

Paper 1:	Multiple Choice	30%
Paper 3:	Extended Theory Paper	50%
Paper 5:	Practical Test	20%

Assessment Objectives

A: Knowledge with understanding	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> scientific phenomena, facts, laws, definitions, concepts, theories scientific vocabulary, terminology, conventions (including symbols, quantities and units) scientific instruments and apparatus, including techniques of operation and aspects of safety scientific quantities and their determination scientific and technological applications with their social, economic and environmental implications.
B: Handling information and problem solving	<p>In words or using other written forms of presentation (e.g. symbolic, graphical and numerical), candidates should be able to:</p> <ul style="list-style-type: none"> locate, select, organise and present information from a variety of sources translate information from one form to another manipulate numerical and other data use information to identify patterns, report trends and draw inferences present reasoned explanations of phenomena, patterns and relationships make predictions and hypotheses solve problems, including some of a quantitative nature.
C: Experimental skills and investigations	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> know how to use techniques, apparatus, and materials (including following a sequence of instructions, where appropriate) make and record observations and measurements interpret and evaluate experimental observations and data plan investigations, evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and

	materials)
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Content

General physics	Core	Extended
1.1 Length and time	✓	✓
1.2 Motion	✓	✓
1.3 Mass and weight	✓	✓
1.4 Density	✓	✓
1.5 Forces	✓	✓
1.6 Momentum		✓
1.7 Energy, work and power	✓	✓
1.8 Pressure	✓	✓
Thermal physics		
2.1 Simple kinetic molecular model of matter	✓	✓
2.2 Thermal properties and Temperature	✓	✓
2.3 Thermal Processes	✓	✓
Properties of waves, including light and sound		
3.1 General wave properties	✓	✓
3.2 Light	✓	✓
3.3 Electromagnetic Spectrum	✓	✓
3.4 Sound	✓	✓
Electricity and magnetism		
4.1 Simple phenomena of magnetism	✓	✓
4.2 Electrical quantities	✓	✓
4.3 Electric circuits	✓	✓
4.4 Digital Electronics	✓	✓
4.5 Dangers of electricity	✓	✓
4.6 Electromagnetic effects	✓	✓
Atomic Physics		
5.1 The Nuclear Atom	✓	✓
5.2 Radioactivity	✓	✓

AS AND A LEVEL PHYSICS

This course follows the requirements for the Cambridge AS and A level examination in Physics (9702)

'Cambridge International AS and A Level Physics qualifications are accepted by universities and employers as proof of essential knowledge and ability' - Cambridge AS and A Level Physics Syllabus

Prerequisite: Candidates beginning this course are expected to have studied Cambridge IGCSE Physics, Cambridge IGCSE Coordinated science or an equivalent course.

Core textbook:

AS and A level Physics for Cambridge

Examinations:

AS Level

Paper 1 Multiple Choice	31%
Paper 2 AS Level Structured Questions	46%
Paper 3 Advanced Practical Skills	23%

A Level

Paper 1 Multiple Choice	15%
Paper 2 AS Level Structured Questions	23%
Paper 3 Advanced Practical Skills	12%
Paper 4 A Level Structured Questions	38 %
Paper 5 Planning, Analysis and Evaluation	12%

Assessment Objectives

A Knowledge with understanding	<p>Candidates should be able to demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. scientific phenomena, facts, laws, definitions, concepts and theories 2. scientific vocabulary, terminology and conventions (including symbols, quantities and units) 3. scientific instruments and apparatus, including techniques of operation and aspects of safety 4. scientific quantities and their determination 5. scientific and technological applications with their social, economic and environmental implications.
B Handling, applying and evaluating information	<p>Candidates should be able (in words or by using symbolic, graphical and numerical forms of presentation) to:</p> <ol style="list-style-type: none"> 1. locate, select, organise and present information from a variety of sources 2. translate information from one form to another 3. manipulate numerical and other data 4. use information to identify patterns, report trends, draw inferences and report conclusions 5. present reasoned explanations for phenomena, patterns and relationships 6. make predictions and put forward hypotheses 7. apply knowledge, including principles, to new situations 8. evaluate information and hypotheses 9. demonstrate an awareness of the limitations of physical theories and models

C Experimental skills and investigations	<p>Candidates should be able to:</p> <ol style="list-style-type: none"> 1. follow a detailed set or sequence of instructions and use techniques, apparatus and materials safely and effectively 2. make observations and measurements with due regard for precision and accuracy 3. interpret and evaluate observations and experimental data 4. identify a problem; design and plan investigations; evaluate methods and techniques; suggest possible improvement 5. record observations, measurements, methods and techniques with due regard for precision, accuracy and units.
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Content:

Topic	AS Level	A Level
1 Physical quantities and units	✓	✓
2 Measurement techniques	✓	✓
3 Kinematics	✓	
4 Dynamics	✓	
5 Forces, density and pressure	✓	
6 Work, energy and power	✓	
7 Motion in a circle		✓
8 Gravitational fields		✓
9 Deformation of solids	✓	
10 Ideal gases		✓
11 Temperature		✓
12 Thermal properties of materials		✓
13 Oscillations		✓
14 Waves	✓	✓
15 Superposition	✓	
16 Communication		✓
17 Electric fields	✓	✓
18 Capacitance		✓
19 Current of electricity	✓	✓
20 D.C. circuits	✓	✓
21 Electronics		✓
22 Magnetic fields		✓
23 Electromagnetic induction		✓
24 Alternating currents		✓
25 Quantum physics		✓
26 Particle and nuclear physics	✓	✓

IGCSE FRENCH

This course follows the requirements for the Cambridge IGCSE examination in French (0520).

'The course encourages learners to develop lifelong skills, including the ability to use a foreign language as a means of practical communication, insight into the culture and civilisation of countries where the language is spoken, a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations and techniques which can be applied to other areas of learning, such as analysis and memory skills'
Cambridge IGCSE Foreign Language Syllabus

Core textbook:

Metro 4 - Heinemann

Examinations:

Paper 1 Listening	25%	Externally assessed
Paper 2 Reading	25%	Externally assessed
Paper 3 Speaking*	25%	Internally assessed/externally moderated
Paper 4 Writing	25%	Externally assessed

Assessment Objectives

AO1	<ul style="list-style-type: none">Understand and respond to spoken language
AO2	<ul style="list-style-type: none">Understand and respond to written language
AO3	<ul style="list-style-type: none">Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately
AO4	<ul style="list-style-type: none">Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

Content

	Topic Areas	Examination topics	
Area A	Everyday activities Home life and school Food, health and fitness	Home life	A1
		School routine	A2
		Eating and drinking	A3
		Health and fitness	A4
Area B	Personal and social life Self, family and personal relationships Holidays and special occasions	Self, family, pets, personal relationships	B1
		House and home	B2
		Leisure, entertainments, invitations	B3
		Eating out	B4
		Festivals and special occasions	B5
		Holidays; getting around	B6
		Accommodation	B7
Area C	The world around us Home town and local area Natural and made environment People, places and customs	Home town and geographical surroundings	C1
		Shopping	C2
		Public services	C3
		Natural environment	C4
		Weather	C5
		Finding the way	C6
		Meeting people	C7
		Places and customs	C8
		Travel and transport	C9
		Area D	The world of work Continuing education Careers and employment Language and communication in the work place
Future career plans	D2		
Employment	D3		
Communication	D4		
Language at work	D5		
Area E	The international world Tourism at home and abroad Life in other countries and communities World events and issues	Holiday travel and transport (see also C9)	E1
		Geographical surroundings (see also C1)	E2
		Weather (see also C5)	E3
		Places and customs (see also C8)	E4
		Food and drink (see also A3)	E5
		Meeting people (see also C7)	E6
		Issues according to available resources and individual interest	E7

AS AND A LEVEL FRENCH LANGUAGE AND LITERATURE

This course follows the requirements for the Cambridge AS and A level examinations in French Foreign Language (9716) and (8682).

‘Successful language students gain lifelong skills, including the ability to communicate confidently and clearly in the target language, insight into the culture and contemporary society of countries where the language is spoken and better integration into communities where the language is spoken.’ - Cambridge International AS and A Level Languages Syllabus

Prerequisite: Candidates beginning this course are expected to have studied Cambridge IGCSE French or demonstrate an equivalent level.

Core textbook:

Edexcel AS French: Heinemann

Literary texts (A Level course only): Students will be sitting a Literature exam, after having read and analyzed poetry, drama and prose texts of literary merit. CIE regularly changes the sets texts to choose from.

Examinations:

AS Level

Component 1: Speaking Test	30%
Component 2: Reading and Writing	50%
Component 3: Essay	20%

A Level

Component 1: Speaking Test	20%
Component 2: Reading and Writing	35%
Component 3: Essay	15%
Component 4: Texts	30%

Assessment Objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

1	understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
2	manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
3	select information and present it in the target language
4	organise arguments and ideas logically

Content

Topic Areas	
Human relationships	Sport
Family	Free time activities
Generation gap	Travel and tourism
Young people	Education
Patterns of daily life	Cultural life/heritage
Urban and rural life	War and peace
The media	Social and economic development
Food and drink	Scientific and medical advances
Law and order	Technological innovation
Philosophy and belief	Environment
Health and fitness	Conservation
Work and leisure	Pollution
Equality of opportunity	Contemporary aspects of the country or countries where the language is spoken
Employment and unemployment	

IGCSE SPANISH

This course follows the requirements for the Cambridge IGCSE examination in Spanish (0530).

'The course encourages learners to develop lifelong skills, including the ability to use a foreign language as a means of practical communication, insight into the culture and civilisation of countries where the language is spoken, a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations and techniques which can be applied to other areas of learning, such as analysis and memory skills' - Cambridge IGCSE Foreign Language Syllabus

Core textbook:

Español Mundial 2 - Hodder Education

Examinations:

Paper 1 Listening	25%	Externally assessed
Paper 2 Reading	25%	Externally assessed
Paper 3 Speaking*	25%	Internally assessed/externally moderated
Paper 4 Writing	25%	Externally assessed

Assessment Objectives

A01	Understand and respond to spoken language
A02	Understand and respond to written language
A03	Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately
A04	Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

Content

	Topic Areas	Examination topics	
Area A	Everyday activities Home life and school Food, health and fitness	Home life	A1
		School routine	A2
		Eating and drinking	A3
		Health and fitness	A4
Area B	Personal and social life Self, family and personal relationships Holidays and special occasions	Self, family, pets, personal relationships	B1
		House and home	B2
		Leisure, entertainments, invitations	B3
		Eating out	B4
		Festivals and special occasions	B5
		Holidays; getting around	B6
		Accommodation	B7
Area C	The world around us Home town and local area Natural and made environment People, places and customs	Home town and geographical surroundings	C1
		Shopping	C2
		Public services	C3
		Natural environment	C4
		Weather	C5
		Finding the way	C6
		Meeting people	C7
		Places and customs	C8
		Travel and transport	C9
Area D	The world of work Continuing education Careers and employment Language and communication in the work place	Further education and training	D1
		Future career plans	D2
		Employment	D3
		Communication	D4
		Language at work	D5
Area E	The international world Tourism at home and abroad Life in other countries and communities World events and issues	Holiday travel and transport (see also C9)	E1
		Geographical surroundings (see also C1)	E2
		Weather (see also C5)	E3
		Places and customs (see also C8)	E4
		Food and drink (see also A3)	E5
		Meeting people (see also C7)	E6
		Issues according to available resources and individual interest	E7

AS AND A LEVEL SPANISH

This course follows the requirements for the Cambridge AS and A level examination in Spanish (9719) and (8685)

'Successful language students gain lifelong skills, including the ability to communicate confidently and clearly in the target language, insight into the culture and contemporary society of countries where the language is spoken and better integration into communities where the language is spoken.'

Cambridge International AS and A Level Languages Syllabus

Prerequisite: Candidates beginning this course are expected to have studied Cambridge IGCSE Spanish or demonstrate an equivalent level.

Core textbook:

¡Ponte al día! - Hodder Education

Literary texts (A Level course only): Students will be sitting a Literature exam, after having read and analyzed poetry, drama and prose texts of literary merit. CIE regularly changes the sets texts to choose from.

Examinations:

AS Level:

Component 1: Speaking Test	30%
Component 2: Reading and Writing	50%
Component 3: Essay	20%

A Level:

Component 1: Speaking Test	20%
Component 2: Reading and Writing	35%
Component 3: Essay	15%
Component 4: Texts	30%

Achievement Objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:	
1	understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
2	manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
3	select information and present it in the target language

Content

Topic Areas	
Human relationships	Sport
Family	Free time activities
Generation gap	Travel and tourism
Young people	Education
Patterns of daily life	Cultural life/heritage
Urban and rural life	War and peace
The media	Social and economic development
Food and drink	Scientific and medical advances
Law and order	Technological innovation
Philosophy and belief	Environment
Health and fitness	Conservation
Work and leisure	Pollution
Equality of opportunity	Contemporary aspects of the country or countries where the language is spoken
Employment and unemployment	

TURKISH

Turkish is not a Cambridge subject. This course is aimed at developing conversational skills in Turkish language.

Core textbook:

Yabancı Dilim Türkçe

Examinations:

Students will take a written examination:

Reading and writing 100% Internally Assessed

Assessment Objectives

AO1	Understand and respond to spoken language
AO2	Understand and respond to written language
AO3	Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately
AO4	Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

Content

Area A	Family and Friends
Area B	Daily routine
Area C	Shopping for food and clothes
Area D	Giving directions



IGCSE FIRST LANGUAGE TURKISH

This course follows the requirements for the Cambridge IGCSE examination in Turkish First language (0513) and is designed for students with a high level of fluency in Turkish.

*‘Successful candidates gain lifelong skills including:
the ability to communicate clearly, accurately and effectively in writing
the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation
a personal style and an awareness of the audience being addressed.*
Cambridge 1st Language Turkish Syllabus

Students will study a variety of texts, chosen to demonstrate effective writing in a variety of forms such as speeches or letters, or writing to persuade, to inform or to entertain.

Examinations:

Paper 1: Reading 50%
Paper 2: Writing 50%

Assessment Objectives

Reading	Candidates are assessed on their ability to: <ul style="list-style-type: none">● R1 understand and collate explicit meanings● R2 understand, explain and collate implicit meanings and attitudes● R3 select, analyse and evaluate what is relevant to specific purposes● R4 understand how writers achieve effects.
Writing	Candidates are assessed on their ability to: <ul style="list-style-type: none">● W1 articulate experience and express what is thought, felt and imagined● W2 order and present facts, ideas and opinions● W3 understand and use a range of appropriate vocabulary● W4 use language and register appropriate to audience and context● W5 make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Content

<p>Reading</p>	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> • demonstrate understanding of words within extended texts • scan for and extract specific information • identify main and subordinate topics, summarise, paraphrase, re-express • show some sense of how writers achieve their effects • recognise and respond to simple linguistic devices including figurative language 	<p>Candidates aiming for Grades A* to C should, in addition, be able to:</p> <ul style="list-style-type: none"> • show a more precise understanding of extended texts • recognise the relationship of ideas • evaluate effectiveness, draw inferences, compare, analyse, synthesise • show understanding of how writers achieve their effects • recognise and respond to more sophisticated linguistic devices
<p>Writing</p>	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> • express thoughts, feelings and opinions in order to interest, inform or convince the reader • show some sense of audience demonstrate adequate control of vocabulary, syntax and grammar • exercise care over punctuation and spelling • write accurate simple sentences • attempt a variety of sentence structures • recognise the need for paragraphing • use appropriate vocabulary 	<p>Candidates aiming for Grades A* to C should, in addition, be able to:</p> <ul style="list-style-type: none"> • show a wider and more varied sense of different styles to interest, inform or convince the reader show a clear sense of audience • demonstrate a sophisticated use of vocabulary and structures • demonstrate accuracy in punctuation and spelling write accurate complex sentences • employ varied sentence structures • write in well-constructed paragraphs • use imaginative and varied vocabulary

IGCSE COMPUTER SCIENCE

This course follows the requirements for the Cambridge IGCSE examination in ICT (0478)

'Cambridge IGCSE Computer Science is an ideal foundation for further study in Computer Science. Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life..'

Cambridge IGCSE Computer Science Syllabus

Core textbooks:

Cambridge IGCSE® Computer Science Coursebook (Cambridge International IGCSE) Paperback.

Cambridge IGCSE® Computer Science Programming Book: for Microsoft® Visual Basic (Cambridge International IGCSE)

Examinations:

Paper 1: Theory	60%
Paper 2: Problem-solving and 40% Programming	40%

Assessment Objectives

AO1	Recall, select and communicate knowledge and understanding of computer technology
AO2	Apply knowledge, understanding and skills to solve computing or programming problems
AO3	Analyse, evaluate, make reasoned judgements and present conclusions

Content

Section 1 Theory of computer science	
1.1 Data representation	1.1.1 Binary systems 1.1.2 Hexadecimal 1.1.3 Data storage
1.2 Communication and Internet technologies	1.2.1 Data transmission 1.2.2 Security aspects 1.2.3 Internet principles of operation
1.3 Hardware and software	1.3.1 Logic gates 1.3.2 Computer architecture and the fetchexecute cycle 1.3.3 Input devices 1.3.4 Output devices 1.3.5 Memory, storage devices and media 1.3.6 Operating systems 1.3.7 High- and low-level languages and their translators
1.4 Security	1.4 Security
1.5 Ethics	1.5 Ethics
Section 2 Practical problem-solving and programming	
2.1 Algorithm design and problem-solving	2.1.1 Problem-solving and design 2.1.2 Pseudocode and flowcharts
2.2 Programming	2.2.1 Programming concepts 2.2.2 Data structures; arrays
2.3 Databases	2.3 Databases

AS AND A LEVEL COMPUTER SCIENCE

This course follows the requirements for the Cambridge AS / A Level examination in Computer Science (9608)

‘Cambridge International AS Level and A Level Computer Science are accepted by universities and employers as proof of essential knowledge and ability.

Learners will use these skills

, to provide a general understanding and perspective of the development of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society
 , to provide the necessary skills and knowledge to seek employment in areas that use computer science ,
 to develop their knowledge and understanding of computer science through entry to higher education, where this qualification will provide a useful foundation for further study of computer science or more specialist aspects of computer science.’

Cambridge AS / A Computer Science Syllabus

Prerequisite: none

Core textbooks:

Cambridge International AS and A Level Computer Science Coursebook

Examinations:

AS Level

Paper 1: Theory Fundamentals	50%
Paper 2 Fundamental Problem-solving and Programming Skills	50%

A Level

Paper 1: Theory Fundamentals	25%
Paper 2 Fundamental Problem-solving and Programming Skills	25%
Paper 3 Advanced Theory	25%
Paper 4 Further Problem-solving and Programming Skills	25%

Assessment Objectives

AO1 Knowledge with understanding	<ul style="list-style-type: none"> , show understanding of the characteristics and methods of operation of component parts of computer systems (hardware, software, communication) and their subsystems , describe, explain and use various different methods of representing data for use in computer systems , comment critically on ethical issues arising from the use of computer solutions.
AO2 Skills	<ul style="list-style-type: none"> , apply knowledge with understanding to computational problems , select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solutions of computational problems , design, implement, document and evaluate an effective solution using appropriate hardware, software and programming languages.

Content

Section 1 Theory Fundamentals	
1.1 Information representation	1.1.1 Number representation 1.1.2 Images

	1.1.3 Sound 1.1.4 Video 1.1.5 Compression techniques
1.2 Communication and Internet technologies	1.2.1 Networks 1.2.2 IP addressing 1.2.3 Client- and server-side scripting
1.3 Hardware	1.3.1 Input, output and storage devices 1.3.2 Main memory 1.3.3 Logic gates and logic circuits
1.4 Processor fundamentals	1.4.1 CPU architecture 1.4.2 The fetch-execute cycle 1.4.3 The processor's instruction set 1.4.4 Assembly language
1.5 System software	1.5.1 Operating system 1.5.2 Utility programs 1.5.3 Library programs 1.5.4 Language translators
1.6 Security, privacy and data integrity	1.6.1 Data security 1.6.2 Data integrity
1.7 Ethics and ownership	1.7.1 Ethics 1.7.2 Ownership
1.8 Database and data modelling	1.8.1 Database Management Systems (DBMS) 1.8.2 Relational database modelling 1.8.3 Data Definition Language (DDL) and Data Manipulation Language (DML)
Section 2 Fundamental Problem-solving and Programming	
2.1 Algorithm design and problem-solving	2.1.1 Algorithms 2.1.2 Structure chart 2.1.3 Corrective maintenance 2.1.4 Adaptive maintenance
2.2 Data representation	2.2.1 Data types 2.2.2 Arrays 2.2.3 Files
2.3 Programming	2.3.1 Programming basics 2.3.2 Transferable skills 2.3.3 Selection 2.3.4 Iteration 2.3.5 Built-in functions 2.3.6 Structured programming
2.4 Software development	2.4.1 Programming 2.4.2 Program testing 2.4.3 Testing strategies
Section 3 Advanced Theory	
3.1 Data representation	3.1.1 User-defined data types 3.1.2 File organisation and access 3.1.3 Real numbers and normalised floating-point representation

3.2 Communication and Internet technologies	3.2.1 Protocols 3.2.2 Circuit switching, packet switching and routers 3.2.3 Local Area Networks (LAN)
3.3 Hardware	3.3.1 Logic gates and circuit design 3.3.2 Boolean algebra 3.3.3 Karnaugh Maps 3.3.4 Flip-fl ops 3.3.5 RISC processors 3.3.6 Parallel processing
3.4 System software	3.4.1 Purposes of an operating system (OS) 3.4.2 Virtual machine 3.4.3 Translation software
3.5 Security	3.5.1 Asymmetric keys and encryption methods 3.5.2 Digital signatures and digital certifi cates 3.5.3 Encryption protocols 3.5.4 Malware
3.6 Monitoring and control systems	3.6.1 Overview of monitoring and control systems 3.6.2 Bit manipulation to monitor and control devices
Section 4 Further Problem-solving and Programming Skills	
4.1 Computational thinking and problem-solving	4.1.1 Abstraction 4.1.2 Algorithms 4.1.3 Abstract Data Types (ADT) 4.1.4 Recursion
4.2 Algorithm design methods	4.2.1 Decision tables 4.2.2 Jackson Structured Programming (JSP) 4.2.3 State-transition diagrams
4.3 Further programming	4.3.1 Programming paradigms Low-level programming Imperative programming Object-oriented programming Declarative programming 4.3.2 File processing 4.3.3 Exception handling 4.3.4 Use of development tools / programming environments
4.4 Software development	4.4.1 Stages of software development 4.4.2 Testing 4.4.3 Project management

IGCSE HISTORY

This course follows the requirements for the Cambridge IGCSE examination in History (0470)

'This syllabus offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political. Cambridge IGCSE History encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.'

Cambridge IGCSE History Syllabus

Core textbook:

IGCSE Modern World History: Hodder Education

Examinations:

Paper 1:	40%
Paper 2:	33%
Paper 4: Alternative to Coursework	27%

Assessment Objectives

A01:	<i>an ability to recall, select, organise and deploy knowledge of the syllabus content</i>
A02:	<i>an ability to construct historical explanations using an understanding of: cause and consequence, change and continuity, similarity and difference the motives, emotions, intentions and beliefs of people in the past</i>
A03:	<i>an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context</i>

Content

The 20th century: International Relations since 1919	
1 Were the peace treaties of 1919–23 fair?	<p>That were the motives and aims of the Big Three at Versailles?</p> <p>Why did all the victors not get everything they wanted?</p> <p>What was the impact of the peace treaty on Germany up to 1923?</p> <p>Could the treaties be justified at the time?</p>
2 To what extent was the League of Nations a success?	<p>How successful was the League in the 1920s?</p> <p>How far did weaknesses in the League's organisation make failure inevitable?</p> <p>How far did the Depression make the work of the League more difficult?</p> <p>How successful was the League in the 1930s?</p>
3 Why had international peace collapsed by 1939?	<p>What were the long-term consequences of the peace treaties of 1919–23?</p> <p>What were the consequences of the failures of the League in the 1930s?</p> <p>How far was Hitler's foreign policy to blame for the outbreak of war in 1939?</p> <p>Was the policy of appeasement justified?</p>

	<p><i>How important was the Nazi–Soviet Pact?</i></p> <p><i>Why did Britain and France declare war on Germany in September 1939?</i></p>
4 Who was to blame for the Cold War?	<p><i>Why did the USA–USSR alliance begin to break down in 1945?</i></p> <p><i>How had the USSR gained control of Eastern Europe by 1948?</i></p> <p><i>How did the USA react to Soviet expansionism?</i></p> <p><i>What were the consequences of the Berlin Blockade?</i></p> <p><i>Who was the more to blame for starting the Cold War: the USA or the USSR?</i></p>
5 How effectively did the USA contain the spread of Communism?	<p><i>This Key Question will be explored through case studies of the following:</i></p> <p><i>America and events in Korea, 1950–53</i></p> <p><i>America and events in Cuba, 1959–62</i></p> <p><i>American involvement in Vietnam</i></p>
6 How secure was the USSR’s control over Eastern Europe, 1948–c.1989?	<p><i>Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?</i></p> <p><i>How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?</i></p> <p><i>Why was the Berlin Wall built in 1961?</i></p> <p><i>What was the significance of ‘Solidarity’ in Poland for the decline of Soviet influence in Eastern Europe?</i></p> <p><i>How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</i></p>
7 Why did events in the Gulf matter, c.1970–2000?	<p><i>Why was Saddam Hussein able to come to power in Iraq?</i></p> <p><i>What was the nature of Saddam Hussein’s rule in Iraq?</i></p> <p><i>Why was there a revolution in Iran in 1979?</i></p> <p><i>What were the causes and consequences of the Iran-Iraq War, 1980–88?</i></p> <p><i>Why did the First Gulf War take place?</i></p>
Depth Study B: Germany, 1918–45	
1 Was the Weimar Republic doomed from the start?	<p><i>How did Germany emerge from defeat at the end of the First World War?</i></p> <p><i>What was the impact of the Treaty of Versailles on the Republic?</i></p> <p><i>To what extent did the Republic recover after 1923?</i></p> <p><i>What were the achievements of the Weimar period?</i></p>
2 Why was Hitler able to dominate Germany by 1934?	<p><i>What did the Nazi Party stand for in the 1920s?</i></p> <p><i>Why did the Nazis have little success before 1930?</i></p> <p><i>Why was Hitler able to become Chancellor by 1933?</i></p> <p><i>How did Hitler consolidate his power in 1933–34?</i></p>
3 The Nazi regime	<p><i>(a) How effectively did the Nazis control Germany, 1933–45?</i></p> <p><i>Focus Points</i></p> <p><i>How much opposition was there to the Nazi regime?</i></p> <p><i>How effectively did the Nazis deal with their political opponents?</i></p> <p><i>How did the Nazis use culture and the mass media to control the people?</i></p> <p><i>Why did the Nazis persecute many groups in German society?</i></p> <p><i>Was Nazi Germany a totalitarian state?</i></p> <p><i>(b) What was it like to live in Nazi Germany ?</i></p> <p><i>How did young people react to the Nazi regime?</i></p> <p><i>How successful were Nazi policies towards women and the family?</i></p> <p><i>Did most people in Germany benefit from Nazi rule?</i></p> <p><i>How did the coming of war change life in Nazi Germany?</i></p>

AS AND A LEVEL HISTORY

This course follows the requirements for the Cambridge AS and A level examination in History (9389)

‘Successful candidates gain lifelong skills including assessing different interpretations of an argument, formulating their own ideas about a subject, presenting clear and logical arguments, evaluating historical evidence, developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.’

Cambridge International AS and A Level History Syllabus

Prerequisite: Candidates who are beginning this course should have previously completed the Cambridge IGCSE course in History or the equivalent.

Core textbook:

Democracies and Dictatorships, Europe and the World 1919-1989: Cambridge Perspectives in History

Examinations:

AS Level

Component 1	Document question	40%
Component 2	Outline study	60%

A Level

Component 1	Document question	20%
Component 2	Outline study	30%
Component 3	Interpretations question	20%
Component 4, one of:		
Depth study 1: Europe of the Dictators, 1918-1941		30%
Depth study 2: The History of the USA, 1945-1990		30%
Depth study 3: International History, 1945-1991		30%
Depth study 4: African History, 1945-1991*		30%
Depth study 5: Southeast Asian History, 1945-1990s*		30%

Assessment Objectives

A01: <i>demonstrate knowledge and understanding</i>	<p><i>1(a) recall, select and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner.</i></p> <p><i>1(b) demonstrate an understanding of the past through explanation, analysis and arriving at a substantiated judgement of: key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied</i></p>
A02: analyse, evaluate and apply	<p><i>2(a) as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</i></p> <p><i>2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways</i></p>

Content

AS Level: International Option: The Search for International Peace and Security, 1919–1945	
What were the origins and aims of the League of Nations?	The role of US President Wilson Cecil (UK), Smuts (South Africa), Bourgeois (France) and Hymans (Belgium) Peacekeeping, collective security and international co-operation
How was the League of Nations organised?	Reasons why the USA, Russia and Germany were not involved The General Assembly and The Council Permanent Court of International Justice, The Secretariat, Commissions and Committees
What were the successes and failures of the League of Nations?	Successes – organisations for labour, refugees, health; Mandates Commission; minor political disputes Failures – Disarmament Commission; major political disputes (e.g. Manchuria, Abyssinia) Reasons for the League's failure to preserve peace
What were the origins and aims of the United Nations?	The role of US President Roosevelt The San Francisco Conference and the Charter Similarities and differences between the United Nations and the League of Nations
AS Level: European Option: Modern Europe, 1789–1917	
France, 1789–1804	<p>What were the aims and domestic problems of French politicians from 1789 to 1795? The reaction of Louis XVI to the revolution The counter-revolutionaries Aims of the Jacobins and other groups</p> <p>Why were French governments unstable from 1789 to 1795? Governments from 1789 to 1795 Economic problems Impact of war on France</p> <p>Why did Napoleon Bonaparte rise to power by 1799? The aims and rule of the Directory The reputation of the Directory The rise of Napoleon Bonaparte</p> <p>What were Napoleon Bonaparte's domestic aims from 1799 to 1804? Napoleon as first consul Aims and reforms in political affairs The inauguration of the empire Propaganda and popularity</p>
The Industrial Revolution, c.1800–1850	<p>What were the causes of the Industrial Revolution by 1800? Changes in pre-industrial society (agricultural revolution) Growth of capitalism Early mechanisation Changes in communications; roads and</p> <p>What factors encouraged and discouraged industrialisation from 1800 to 1850? Developments in steam power; railways and machines Urbanisation Tariffs and trade Conservative interests</p> <p>How did the Industrial Revolution affect different classes up to 1850?</p>

	<p><i>Social impact on higher, middle and lower classes</i> <i>Impact on standards of living</i> What were the political and economic effects of the Industrial Revolution up to 1850? <i>Changes and challenges to political structures</i> <i>Rise of the middle classes</i></p> <p><i>Relative prosperity and decline</i></p>
<p>The origins of World War I, 1900–1914</p>	<p>Why did the Alliance System develop? <i>Reasons for the Triple Alliance and Triple Entente</i> <i>Relations between members of the alliances</i> <i>Consequences of the alliances for international stability</i> What was the importance of militarism and the Naval Race? <i>Increasing armaments</i> <i>Reasons for and consequences of the Naval Race</i> <i>War aims</i> Why were the Balkans unstable? <i>Condition of the Balkans in the late 1800s</i> <i>Balkan Nationalism</i> Why did war break out in 1914? <i>Reactions to the assassination of Franz Ferdinand at Sarajevo</i> <i>The invasion of Belgium</i> <i>Declarations of war</i></p>
<p>The Russian Revolution, 1905–1917</p>	<p>What were the causes and immediate outcomes of the 1905 Revolution? <i>Position and policies of Nicholas II</i> <i>Bloody Sunday and wider risings</i> <i>The October Manifesto and its implementation</i> What were the strengths and weaknesses of Romanov rule from 1906 to 1914? <i>Support for the Tsar</i> <i>Reforms of Witte and Stolypin</i> <i>Extent of opposition</i> What were the causes of the February Revolution in 1917? <i>Effects of World War I</i> <i>The role of Rasputin</i> <i>Abdication of Nicholas II</i> <i>Installation of the Provisional Government</i> Why did the Bolsheviks gain power in October 1917? <i>Lenin's leadership of the Bolsheviks</i> <i>Crises of the Provisional Government</i> <i>The October Revolution</i></p>
<p>A Level: European Option: Modern Europe, 1789–1917</p>	
<p>The Origins and Development of the Cold War, 1941–1950</p>	<p><i>Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching Key Question, Who was to blame for the Cold War?</i> <i>Tensions in the wartime alliance against the Axis powers</i> <i>Peacemaking at the end of World War II</i> <i>Increasing tensions in a divided Europe</i> <i>The Truman Doctrine and the Marshall Plan</i> <i>The Berlin Blockade and Airlift</i></p>
<p>A Level: Depth study 3: International History, 1945–1991</p>	
<p>Theme 1: The Cold War,</p>	<p>How did relations between the USA and the USSR change and develop in the 1950s and 1960s?</p>

<p>1950-1975</p>	<p>Post-Stalin thaw after 1953 - achievements and limitations Soviet and US policies - Beria; Malenkov; Khrushchev; Eisenhower; Dulles; Kennedy Impact of key events - Korean War; Hungarian Uprising; Berlin Wall; Cuba</p> <p>How and why did the Cold War spread outside Europe after 1950? Korea; Cuba; Vietnam; Latin America; Africa; the Middle East Debates over the aims of Soviet policies and involvement US policies and involvement; containment; NSC-68, rollback</p> <p>What impact did the nuclear arms race have on the conduct of the Cold War 1950-75? Causes and development of the arms race Changes and developments in Soviet and American nuclear strategies 1950-75; impact on the nature of the Cold War Attempts to control nuclear weapons after Cuban missiles crisis - Test Ban treaties; NPT; SALT</p> <p>Why was there a move towards détente in the 1970s? General factors - risk of nuclear war; economic problems, e.g. the oil crisis, 1973; Brandt and Ostpolitik; Kissinger and Realpolitik Soviet needs - economic and technological issues; problems in eastern Europe US needs in the wake of defeat in Vietnam</p>
<p>Theme 2: The Cold War, 1975-1991</p>	<p>How effective was détente in the 1970s? SALT Treaties Helsinki Accords, 1975 Debate regarding the achievements and effectiveness of détente</p> <p>What were the causes of the ‘Second Cold War’? USA - rise of neo-conservatism; impact of Islamic militancy in Tehran; failure to ratify SALT II USSR - increasing influence in the third world; Brezhnev’s failing health Soviet invasion of Afghanistan</p> <p>Why, and with what effects, did the USSR suffer a ‘crisis of communism’ during the 1980s? Long-term factors - stagnation under Andropov and Chernenko; nationalism in USSR and eastern Europe; economic issues Reasons for and effects of Gorbachev’s policies: Glasnost; Perestroika; ‘Sinatra Doctrine’ Collapse of the Soviet Union</p> <p>Why did the Cold War come to an end? Triumphalism - the role of Reagan Problems facing the USSR and the role of Gorbachev Triangular diplomacy</p>
<p>Theme 3: China, 1945-1991</p>	<p>Why did the CCP gain victory in 1949? Why the CCP had popular support Inefficiencies and corruption of KMT Leadership of Mao Zedong and Zhou En-lai</p> <p>How successful was Mao Zedong in dealing with China’s problems? The problems facing China; agriculture; industry; the new constitution The Hundred Flowers campaign; The Great Leap Forward; The Cultural Revolution Foreign relations; Sino-Soviet split</p> <p>How successful was Deng Xiaoping in dealing with China’s problems? Social and economic reforms; ‘market socialism’ Reaction to demands for political reform Foreign relations</p> <p>Why was China able to survive the ‘crisis of communism’?</p>

	<p>The crisis of 1987; Tiananmen Square, 1989; divisions within the CCP How Deng maintained control of the CCP and the army Comparisons between the USSR and the PRC in addressing the ‘crisis of communism’</p>
<p>Theme 4: Conflict in the Middle East, 1948-1991</p>	<p>Why did the creation of the state of Israel lead to war? Long-term factors - Arab unity; strategic importance of the Middle East; foreign interference; persecution of Jews Reasons for, and effects of UN decision to partition Palestine Involvement of Britain and the USA</p> <p>How did the Arab-Israeli conflict develop between 1948 and 1973? Arab-Israeli War, 1948-49 Ongoing disputes: Suez War (1956); Six-Day War (1967); Yom Kippur War (1973) Camp David Agreements, 1978-79</p> <p>What impact did the Cold War have on the conflict in the Middle East? Reasons for superpower involvement American policies and their impact Soviet policies and their impact</p> <p>What factors led to the de-stabilisation of the Middle East between 1975 and 1991? Civil war in Lebanon Iran-Iraq War, 1980-88 Gulf War, 1990-91</p>

AS LEVEL GLOBAL PERSPECTIVES & RESEARCH

This course follows the requirements for the Cambridge AS and A level examination in Global Perspectives and research. (9239)

Cambridge International AS Level Global Perspectives & Research aims to encourage young people to think about and explore issues of global significance. Studying this syllabus will appeal to young people because it enables them to explore and make judgements about global issues of relevance and importance to their own lives. It offers learners opportunities to acquire, develop and apply skills in critical thinking, problemsolving, research, communication and collaboration. In short, this course encourages the development within young people of global competency – the ability to define a global problem, reflect and take action.

Cambridge International AS and A Level Global Perspectives & Research Syllabus

Prerequisite: none

Core textbook:

Global Perspectives and Research for Cambridge International AS & A Level

Examinations:

AS Level

Component 1	Document question	40%
Component 2	Outline study	60%

A Level

Component 1	Component 1 Written Examination	30%
Component 2	Component 2 Essay	35%
Component 3	Team Project	20%

Assessment Objectives

AO1 Research, analysis and evaluation	<ul style="list-style-type: none"> , analyse arguments to understand how they are structured and on what they are based , analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain , synthesise relevant and credible research in support of judgements about arguments and perspectives , critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives , critically evaluate the nature of different arguments and perspectives , use research to support judgements about arguments and perspectives
AO2: Reflection	<ul style="list-style-type: none"> , research and consider alternative perspectives objectively and with empathy , consider the ways in which personal standpoints may have been affected by the research process , evaluate the impact of alternative perspectives and conclusions on personal standpoint

	, identify the need for further research in light of the research findings
AO3 Communication and collaboration	<p>, work effectively in a group to identify an appropriate local problem with global relevance and consider a range of possible solutions (AS Level only)</p> <p>, select and present relevant information in an engaging, coherent and well-structured way to a non-specialist audience (AS Level only)</p> <p>, present complex global concepts, perspectives and arguments effectively using multimedia (audio and/or visual) appropriate to the presentation (AS Level only)</p> <p>, use appropriate technical terms and cited references effectively</p>

Content

Reconstruction	
Reconstruction	<p>Carry out research, identify and evaluate evidence and sources for and against competing points of view</p> <ul style="list-style-type: none"> • What evidence is there to support different perspectives? Analyse the evidence base and support for different perspectives. • Which sources are used as supporting evidence and how credible are they? Identify, synthesise and evaluate sources of research to support the evidence. • Does the evidence lead to a single conclusion? Research and evaluate alternative explanations and perspectives. Make a reasoned and balanced judgement based on evidence. • What is the context of the arguments? Explain the context in which the arguments have been made. • How reliable is the conclusion? Evaluate the reliability and credibility of the sources, making it clear how reasoned judgements are made.
Reflection	<p>Explore the impact of research on personal perspectives:</p> <ul style="list-style-type: none"> • What were the personal viewpoints before carrying out the research? Reflect on personal perspectives before undertaking the research. • How do the personal viewpoints relate to the perspectives identified in the research? Evaluate personal viewpoints against alternative perspectives on issues. • What impact has the research had on any prior viewpoints? Evaluate the extent to which personal viewpoints have changed after carrying out the research. • Why has the research had an effect on prior viewpoints? Justify the reasons why personal perspectives have changed as a result of research. • What additional research might be useful? Identify and justify possible further research directions.
Communication and Collaboration	<p>Communicate views, information and research effectively and convincingly.</p> <ul style="list-style-type: none"> • How can I work with others to identify problems and work towards devising effective and workable solutions? Find ways of working together and maximising each individual's potential in pursuit of a common goal. • What is the most effective way to structure a presentation? Select and organise relevant information in a logical and coherent way. • How can research findings be presented to a non-specialist audience? Explore appropriate multimedia formats to present complex perspectives.

	<ul style="list-style-type: none"> • How can arguments be presented effectively and persuasively? Use well-supported lines of reasoning based on supporting evidence. • How can research findings be presented reliably? Use appropriate technical terms and cite references accurately and clearly.
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Topics

<ul style="list-style-type: none"> Alternatives to oil Architectural priorities Artificial Intelligence Arts in an international context Biodiversity Changing national identities Climate change Cultural heritage Endangered cultures Ethical foreign policies Ethics and economics of food Gender issues Genetic engineering Global economic activity Impact of the internet 	<ul style="list-style-type: none"> Industrial pollution International law International sport Medical ethics and priorities Migration and work Political systems Religious-secular divide Rise of global superpowers Standard of living/quality of life Sustainable futures Technology and lifestyles Tourism Transnational organisations (e.g. UN, EU, NATO) Transport Urbanisation
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IGCSE GEOGRAPHY

This course follows the requirements for the Cambridge IGCSE examination in Geography (0460)

‘Successful Cambridge IGCSE Geography candidates develop lifelong skills, including an understanding of the impacts which both physical and human geography can have and the processes which affect their development, A sense of place and an understanding of relative location on a local, regional and global scale, The ability to use and understand geographical data and information, and an understanding of how communities and cultures around the world and how they are affected and constrained by different environments.’

Cambridge IGCSE Geography Syllabus

Core textbook:

Complete Geography for Cambridge IGCSE: Oxford

Examinations:

Paper 1	45% of total marks	
Paper 2	27.5% of total marks	
Paper 3: Coursework	27.5% of total marks	Internally Assessed

Assessment Objectives

AO1 Knowledge with understanding	Candidates should be able to demonstrate knowledge and understanding of: 1. the wide range of processes, including human actions, contributing to the development of (a) physical, economic, social, political and cultural environments and their associated effects on the landscape; (b) spatial patterns and interactions which are important within these environments; 2. the inter-relationships between people’s activities and the total environment and an ability to seek explanations for them; 3. the importance of scale (whether local, regional or global) and the time at which spatial distributions and the working of systems are considered; 4. the changes which occur through time in places, landscapes and spatial distribution.
AO2 Skills and analysis	Candidates should be able to: 5. analyse and interpret geographical data; 6. use and apply geographical knowledge and understanding to maps and in verbal, numerical, diagrammatic, pictorial, photographic and graphical form; 7. use geographical data to recognise patterns in such data and to deduce relationships; 8. select and show understanding of techniques for observing and collecting data; 9. select and use techniques for organising and presenting data.

AO3 Judgement and decision making	<p>Through their geographical training candidates should be able to:</p> <p>10. reason, make judgements (including evaluation and conclusions) which demonstrate, where appropriate</p> <p>(a) a sensitivity to, and a concern for, landscape, the environment and the need for sustainable development;</p> <p>(b) an aesthetic appreciation of the earth including its people, places, landscapes, natural processes and phenomena;</p> <p>(c) an appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have a geographical dimension;</p> <p>(d) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions;</p> <p>(e) a willingness to review their own attitudes in the light of new knowledge and experiences;</p> <p>11. recognise the role of decision making within a geographical context as affected by</p> <p>(a) the physical and human contexts in which decisions are made;</p> <p>(b) the values and perceptions of groups or individuals;</p> <p>(c) the choices available to decision makers and the influences and constraints within which they operate;</p> <p>(d) the increasing level of global interdependence</p>
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Content

Theme 1: Population and settlement	<p>1.1 Population dynamics</p> <p>1.2 Migration</p> <p>1.3 Population Structure</p> <p>1.4 Population density and distribution</p> <p>1.5 Settlements and service provision</p> <p>1.6 Urban Settlements</p> <p>1.7 Urbanisation</p>
2. The Natural Environment	<p>2.1 Earthquakes and Volcanoes.</p> <p>2.2 Rivers</p> <p>2.3 Coasts</p> <p>2.4 Weather</p> <p>2.5 Climate and Natural Vegetation</p>
Theme 3: Economic development and the use of resources	<p>3.1 Development</p> <p>3.2 Food Production</p> <p>3.3 Industry</p> <p>3.4 Tourism</p> <p>3.5 Energy</p> <p>3.6 Water</p> <p>3.7 Environmental Risks of economic development</p>

AS LEVEL GEOGRAPHY

This course follows the requirements for the Cambridge AS and A level examination in Geography (9696)

‘Successful candidates gain lifelong skills, including an appreciation of the need for understanding, respect and co-operation in conserving the environment and improving the quality of life both at a global scale and within the context of different cultural settings, an understanding of the principal processes operating within Physical and Human Geography and an understanding of the causes and effects of change on the natural and human environments’
Cambridge International AS and A Level Geography Syllabus

Prerequisite: Candidates who are beginning this course should have previously completed the Cambridge IGCSE course in Geography or the equivalent.

Core textbook:

Cambridge International AS and A Level Geography: Hodder

Examinations:

AS Level

Paper 1	Core Geography	100%
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A Level

Paper 1	Core Geography	50%
Paper 2	Advanced Physical Options	25%
Paper 3	Advanced Human Options	25%

Assessment Objectives

1 Knowledge	1.1 give definitions and explanations of relevant geographical terms and concepts 1.2 show working knowledge of relevant principles, theories and models 1.3 recall accurately the location and character of chosen places and environments 1.4 show knowledge of the physical and human processes at work.
2 Understanding and application	2.1 understand the complex and interactive nature of physical and human environments 2.2 understand how processes bring changes in systems, distributions and environments 2.3 recognise the distinctiveness and the generality of places and environments 2.4 recognise the significance of spatial scale and of time scale 2.5 apply this geographical understanding to new contexts.
3 Skills and enquiry	3.1 collect, record and interpret a variety of information from primary (fieldwork) sources and secondary sources (e.g. statistical data) 3.2 interpret a range of map and diagram techniques displaying geographical information 3.3 assess methods of enquiry and consider the limitations of evidence 3.4 demonstrate skills of analysis and synthesis 3.5 use geographical understanding to develop their own explanations and hypotheses
4. Evaluation and decision-making	4.1 assess the effects of geographical processes and change on physical and human environments 4.2 consider the relative success or failure of initiatives and demonstrate a sense of judgement 4.3 analyse the viewpoints of different groups of people and identify conflicts of interest 4.4 assess the decision-making process in physical and human contexts 4.5 recognise a number of possible outcomes from a given situation.

Content

AS Level		
Physical Core	1. Hydrology and fluvial geomorphology	1.1 The drainage basin system 1.2 Rainfall - discharge relationships within drainage basins 1.3 River channel processes and landforms 1.4 The human impact
	2. Atmosphere and weather	2.1 Local energy budgets 2.2 The global energy budget 2.3 Weather processes and phenomena 2.4 The human impact
	3. Rocks and weathering	3.1 Elementary plate tectonics 3.2 Weathering and rocks 3.3 Slope processes and development 3.4 The human impact
Human Core	1. Population	1.1 Natural increase as a component of population change 1.2 Demographic transition 1.3 Population-resource relationships 1.4 The management of natural increase
	2. Migration	2.1 Migration as a component of population change 2.2 Internal migration (within a country) 2.3 International migration 2.4 A case study of international migration
	3. Settlement dynamics	3.1 Changes in rural settlements 3.2 Urban trends and issues of urbanisation 3.3 The changing structure of urban settlements 3.4 The management of urban settlements

A Level		
Advanced Physical Geography (Two topics)	1. Tropical environments	1.1 Tropical climates. 1.2 Tropical ecosystems 1.3 Tropical landforms 1.4 Sustainable management of tropical environments
	2. Coastal environments	2.1 Wave, marine and sub-aerial processes 2.2 Coastal landforms of cliffed and constructive coasts 2.3 Coral reefs 2.4 Sustainable management of coasts
	3. Hazardous environments	3.1 Hazardous environments resulting from crustal (tectonic) movement 3.2 Hazardous environments resulting from mass movements 3.3 Hazard resulting from atmospheric disturbances 3.4 Sustainable management in hazardous environment
	4. Arid and semi-arid environments	4.1 The distribution and climatic characteristics of hot arid and semi-arid environments 4.2 Processes producing desert landforms 4.3 Soils and vegetation 4.4 Sustainable management of arid and semi-arid environments
Advanced Human Geography (Two topics)	1. Production, location and change	1.1 Agricultural systems and food production factors 1.2 The management of agricultural change 1.3 Manufacturing and related service industry 1.4 The management of industrial change
	2. Environmental management	2.1 Sustainable energy supplies 2.2 The management of energy supply 2.3 Environmental degradation 2.4 The management of a degraded environment
	3. Global interdependence	3.1 Trade flows and trading patterns 3.2 Debt and aid and their management 3.3 The development of international tourism 3.4 The management of a tourist destination
	4. Economic transition	4.1 National development 4.2 The globalisation of industrial activity 4.3 Regional development 4.4 The management of development

IGCSE ECONOMICS

This course follows the requirements for the Cambridge IGCSE examination in Economics (0455)

‘Successful Cambridge IGCSE Economics candidates gain lifelong skills including an understanding of economic theory, terminology and principles, the ability to distinguish between facts and value judgements in economic issues and an understanding of, and an ability to use, basic economic numeracy and literacy.’

Cambridge IGCSE Economics Syllabus

Core textbook:

Economics for Cambridge IGCSE

Examinations:

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| 1. Paper 1: Multiple Choice | 30% |
| 2. Paper 2: Structured Questions | 70% |

Assessment Objectives

AO1: Knowledge with understanding	Candidates should be able to: <ul style="list-style-type: none">• show knowledge and understanding of economic facts, definitions, concepts, principles and theories• use economic vocabulary and terminology.
AO2: Analysis	Candidates should be able to: <ul style="list-style-type: none">• select, organise and interpret data• apply economic knowledge and understanding in written, numerical, diagrammatic and graphical form• use economic data, to recognise patterns in such data, and to deduce relationships.
AO3: Critical evaluation and decision-making	Candidates should be able to: <ul style="list-style-type: none">• distinguish between evidence and opinion, make reasoned judgements and communicate those judgements in an accurate and logical manner• recognise that economic theory has various limits and uncertainties• evaluate the social and environmental implications of particular courses of economic action draw conclusions from economic information and critically evaluate economic data• communicate conclusions in a logical and clear manner.

Content

Section	Topics
Basic economic problem: choice and the allocation of resources	<ul style="list-style-type: none"> , economic problem , factors of production , opportunity cost , resource allocation , choice , production possibility curves.
The allocation of resources: how the market works; market failure	<ul style="list-style-type: none"> , market and mixed economic systems , demand and supply analysis , price elasticity , market failure , social and private costs and benefits
The individual as producer, consumer and borrower	<ul style="list-style-type: none"> , functions of money , exchange , central banks, stock exchanges and commercial banks , labour market , motives for spending, saving and borrowing.
The private firm as producer and employer	<ul style="list-style-type: none"> , types and sizes of business organisation , demand for factors of production , costs and revenue , profit maximisation and other business goals , perfect competition , monopoly , advantages and disadvantages of increased scale.
Role of government in economy	<ul style="list-style-type: none"> , government as a producer and an employer , aims of government economic policy , fiscal, monetary and supply-side policies , types of taxation , possible policy conflicts , government's influence on private producers

Economic indicators	<ul style="list-style-type: none"> , price indices , inflation and deflation , employment and unemployment , GDP, economic growth and recession , GDP and other measures of living standards.
Developed and developing economies: trends in production, population and living standards	<ul style="list-style-type: none"> , developed and developing countries , absolute and relative poverty , alleviating poverty , population growth , differences in living standards
International aspects	<ul style="list-style-type: none"> , specialisation , current account of the balance of payments , current account deficits and surpluses , exchange rate fluctuations , protectionism and free trade

AS LEVEL ECONOMICS

This course follows the requirements for the Cambridge AS and A level examination in Economics (9708)

'Successful Cambridge International AS and A Level candidates gain lifelong skills, including the ability to explain and analyse economic issues and arguments, the ability to evaluate economic information and organise, present and communicate ideas and judgements clearly and a sound foundation of economic ideas including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation and the causes and consequences of inflation'
Cambridge International AS and A Level Economics Syllabus

Prerequisite: Candidates beginning this course are not expected to have studied Economics previously

Core textbook:

Cambridge International AS and A Level Economics Second Edition

Examinations:

AS Level

Paper 1		40%
Paper 2 (a) Data response	30%	
(b) Structured essay		30%

A Level

Paper 1		20%
Paper 2 (a) Data response	15%	
(b) Structured essay		15%
Paper 3		15%
Paper 4 (a) Data response		10%
(b) Essays		25%

Assessment Objectives

AO1 Knowledge and understanding	Demonstrate knowledge and understanding
AO2 Application	Interpret and apply knowledge and understanding to information presented in written, numerical or graphical form.
AO3 Analysis	Analyse economic issues and arguments, using relevant economic concepts, theories and information, and communicate conclusions in a clear, reasoned manner.
AO4 Evaluation	Critically evaluate economic information, arguments, proposals and policies, taking into consideration relevant information and economic principles and distinguishing facts from hypothetical statements and value judgements.

Content

	AS and A Level	A Level
1. Basic economic ideas and Resource Allocation	<ul style="list-style-type: none"> , Scarcity, choice and opportunity cost , Positive and normative statements , Factors of production , Resource allocation in different economic systems and issues of transition , Production possibility curves , Money , Classification of goods and services 	<ul style="list-style-type: none"> , Efficient resource allocation , Externalities and market failure , Social costs and benefits; cost-benefit analysis
2. The price system and the micro economy	<ul style="list-style-type: none"> , Demand and supply curves , Price elasticity, income elasticity and cross-elasticities of demand , Price elasticity of supply , Interaction of demand and supply , Market equilibrium and disequilibrium , Consumer and producer surplus 	<ul style="list-style-type: none"> , Law of diminishing marginal utility , Indifference curves , Budget lines , Types of cost, revenue and profit, short-run and long-run production , Different market structures , Growth and survival of firms , Differing objectives of a firm
3. Government microeconomic intervention	<ul style="list-style-type: none"> , Maximum and minimum prices , Taxes (direct and indirect) , Subsidies , Transfer payments , Direct provision of goods and services , Nationalisation and privatisation 	<ul style="list-style-type: none"> , Policies to achieve efficient resource allocation and correct market failure , Equity and policies towards income and wealth redistribution , Labour market forces and government intervention: <ul style="list-style-type: none"> - Demand and supply of labour - Wage determination in perfect markets - Wage determination in imperfect markets , Government failure in microeconomic intervention

<p>4. The macroeconomy</p>	<ul style="list-style-type: none"> , Aggregate Demand and Aggregate Supply analysis , Inflation , Balance of payments , Exchange rates , The terms of trade , Principles of absolute and comparative advantage , Protectionism 	<p>Economic growth, economic development and sustainability</p> <ul style="list-style-type: none"> , National Income statistics , Classification of countries , Employment/unemployment , The circular flow of income , Money supply (theory) , Keynesian and Monetarist schools , The demand for money and interest rate determination , Policies towards developing economies; policies of trade and aid
<p>5. Government Macro Intervention</p>	<ul style="list-style-type: none"> , Types of policy: fiscal, monetary and supply side policy , Policies to correct balance of payments disequilibrium , Policies to correct inflation and deflation 	<ul style="list-style-type: none"> , Government macro policy aims , Inter-connectedness of problems , Effectiveness of policy options to meet all macroeconomic objectives

IGCSE PHYSICAL EDUCATION

This course follows the requirements for the Cambridge IGCSE examination in PE (0413)

'The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.'

Cambridge IGCSE Physical Education Syllabus

Core textbook:

Essentials GCSE Physical Education Revision Guide

Examinations:

Component 1: Written Examination	40%	Externally Assessed
Component 2: Coursework	60%	Internally Assessed

Assessment Objectives

<i>A01:</i>	<i>Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport</i>
<i>A02:</i>	<i>Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance</i>
<i>A03:</i>	<i>Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.</i>

Content

<i>Coursework: Candidates must complete a minimum of four practical activities from two of the seven categories.</i>		
<i>Games</i>	<i>Association Football Badminton Baseball, Rounders or Softball Basketball Cricket Golf Handball Hockey</i>	<i>Lacrosse Netball Rugby League or Rugby Union Squash Table Tennis Tennis Volleyball</i>
<i>Gymnastic Activities</i>	<i>Artistic Gymnastics (floor and vault) or Rhythmic Gymnastics Figure Skating (Individual)</i>	<i>Trampolining</i>
<i>Dance</i>	<i>Dance</i>	
<i>Athletic Activities</i>	<i>Cross Country Running Cycling Rowing and Sculling</i>	<i>Track and Field Athletics Weight Training for fitness</i>
<i>Outdoor and Adventurous Activities</i>	<i>Canoeing Hill Walking or orienteering Horse Riding Mountain Biking Rock Climbing</i>	<i>Sailing Skiing or Snowboarding, Wind Surfing</i>
<i>Swimming</i>	<i>Competitive Swimming Life Saving or Personal Survival</i>	<i>Water Polo</i>
<i>Combat Activities</i>	<i>Judo or Taekwondo</i>	

Theoretical Content

Unit 1: Factors affecting performance	<p>Candidates should develop knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Skill ● Motivation and mental preparation ● Skeleton and joints. ● Muscles and tendons ● Circulatory and respiratory systems ● Fitness ● Physique ● Drugs
Unit 2: Health, safety and training	<p>Candidates should develop knowledge and understanding of the principles of</p> <ul style="list-style-type: none"> ● Health ● Diet ● Games: Safe practice ● Injuries ● Exercise and training
Unit 3: Reasons and opportunities for participation in physical activity	<p>Candidates should develop knowledge and understanding of the principles of:</p> <ul style="list-style-type: none"> ● Leisure and Recreation ● Facilities, Participation, Excellence ● Global events ● Media ● Access to Sport.

AS PHYSICAL EDUCATION

This course follows the requirements for the Cambridge IGCSE examination in PE (9396)

'The Cambridge International AS and A Level Physical Education syllabus is both practical and theoretical. As well as fostering enjoyment in physical activity, it will encourage students to develop an understanding of the interaction between theory and practice by focusing on the performer and performance. Students learn about anatomy and physiology, movement skills and contemporary studies at Cambridge International AS Level. This provides a firm foundation for the further advanced study of exercise, physiology, psychology of sport performance and the study of the Olympic Games from a global perspective..'

Cambridge A level Physical Education Syllabus

Core textbook:

OCR A Level PE Book 1 Student e textbook

Examinations:

Component 1: Written Examination	70%	Externally Assessed
Component 2: Coursework	30%	Internally Assessed

Assessment Objectives

AO1:	Knowledge with understanding
AO2:	The ability to apply practical skills, knowledge and understanding to physical activity
AO3:	The ability to analyse and critically evaluate practical performance

Content

Coursework: Candidates must complete assessment in 2 different activity categories.

<i>Activity categories</i>	<i>Sports included</i>
<i>1 Athletic activities</i>	<i>Cross country running (Cc), Track and field athletics (Ath), Track cycling (Tc), Triathlon (Tri)</i>
<i>2 Fitness activities</i>	<i>Weight training AS (Wt), Olympic weight lifting A2 (OWL)</i>
<i>3 Combat activities</i>	<i>Judo (Ju), Karate (non-contact) (Ka)</i>
<i>4 Dance</i>	<i>Various styles (Da)</i>
<i>5 Invasion games</i>	<i>Association Football (AF), Basketball (Bas), Field hockey (Ho), Goalball (Goa), Handball (Ha), In-line hockey (ILH), Lacrosse(La), Netball (Ne), Rugby League (RL), Rugby Union (RU), Water polo (Wp)</i>
<i>6 Net/wall games</i>	<i>Badminton (Bad), Squash (Sq), Table Tennis (TT), Tennis (Te), Volleyball (Vo)</i>
<i>7 Striking/fielding games</i>	<i>Baseball (Bb), Cricket (Cri), Rounders (Ro), Softball (So)</i>
<i>8 Target activities</i>	<i>Archery (Ar), Flat green bowling (Bo), Golf (Go)</i>
<i>9 Gymnastic activities</i>	<i>Gymnastics (AG), Individual ice (figure) skating (FS), Rhythmic gymnastics (RG), Trampolining (Tr)</i>
<i>10 Outdoor and adventurous activities</i>	<i>Canoeing (Ca), Horse riding (dressage/cross-country/show jumping/ three-day eventing) (HR), Mountain biking (MB), Mountain/hill walking with campcraft or hostelling (Hw), Orienteering (Or), Rock climbing (Rc), Rowing and sculling (Row), Sailing (Sa), Skiing (Sk), Snowboarding (Sb), Windsurfing (Ws)</i>
<i>11 Swimming</i>	<i>Competitive swimming (Sw), Life saving (LS), Personal survival (PS)</i>

Theoretical Content

<i>Section A: Applied anatomy and physiology</i>
<i>1. The skeletal system</i>
<i>2. Joint type</i>
<i>3. Movement type</i>
<i>4. Muscles</i>
<i>5. Functions of muscles</i>
<i>6. Types of muscle contraction</i>
<i>7. Muscle fibre types</i>
<i>8. Movement analysis of sporting actions associated with each joint</i>
<i>9. Structure and function of the heart</i>
<i>10. Function of the vascular system</i>
<i>11. Structure and function of the respiratory system</i>
<i>Section B: Acquiring, developing and performing movement skills</i>
<i>1. Characteristics of a skilful performance</i>
<i>2. Definition and characteristics of motor and perceptual skills</i>
<i>3. Motor skill development</i>
<i>4. Theories related to the learning of motor skills,</i>
<i>5. Reinforcement</i>
<i>6. Theories related to motor and executive programmes</i>
<i>7. Theory of information processing in the performance of motor skills</i>
<i>Section C: Contemporary studies in physical education and sport</i>
<i>1. The conceptual basis of physical education and sport</i>
<i>2. Achieving excellence in sport (relating to a country of your choice)</i>
<i>3. Mass participation in sport (relating to a country of your choice)</i>
<i>4. Factors affecting participation in sport</i>
<i>5. Sporting issues</i>

IGCSE ART & DESIGN

This course follows the requirements for the Cambridge IGCSE examination in Art (0400). The areas listed below provide a broad framework of art and design practice, and indicate an approach that encourages exploration, within either traditional media or new media or a combination of both, providing all assessment objectives are met. Candidates are not expected to produce work from all the areas.

'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.'
Cambridge IGCSE Art and Design Syllabus

Examinations:

Component 1: Broad based Assignment	50%	Externally Assessed
Component 4: Coursework	50%	Internally Assessed

Assessment Objectives

<i>A01 Gathering, recording, research and investigation</i>	<ul style="list-style-type: none"> Investigate and research a variety of appropriate sources Record and analyse information from direct observation and/or other sources and personal experience.
<i>A02 Exploration and development of ideas</i>	<ul style="list-style-type: none"> Explore a range of visual and/or other ideas by manipulating images Show a development of ideas through appropriate processes.
<i>A03 Organisation and relationships of visual and/or other forms</i>	<ul style="list-style-type: none"> Organise and use visual and/or other forms effectively to express ideas Make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms.
<i>A04 Selection and control of materials, media and processes</i>	<ul style="list-style-type: none"> Show exploration and experimentation with appropriate materials Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions.
<i>A05 Personal vision and presentation</i>	<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

Content

Skills	<ul style="list-style-type: none"> identify and research a particular aspect of art and design carry out relevant exploration of materials, media and appropriate processes document and evaluate ideas and concepts against aims and objectives as the work proceeds develop these into a cohesive outcome
<i>Painting and related media</i>	<i>Painting and drawing, Graphic media, Printmaking Non-traditional media, New media eg. installation art, animation audio or moving image</i>
<i>Printmaking</i>	<i>Monoprinting, relief printing (such as lino and/or wood cut), etching and screen printing.</i>
<i>Three-dimensional studies</i>	<i>Sculpture, Ceramics, Theatre design/set design, Environmental/architectural design, Product design, Craft design</i>
<i>Photography, digital and lens-based media</i>	<i>Still imagery, Moving imagery</i>
<i>Graphic communication</i>	<i>Graphic design with lettering, Illustration, Printmaking, Advertising, Game design</i>
<i>Textile Design</i>	<i>Printed and/or dyed, Constructed, Fashion</i>

AS AND A LEVEL ART & DESIGN

This course follows the requirements for the Cambridge AS and A level examination in Art (9479)

'The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking'

Cambridge International AS and A Level Art and Design Syllabus

Prerequisite: Grade 'C' or better in IGCSE Art or equivalent.

Examinations:

AS Level

Component 1: Coursework	50%	Externally Assessed
Component 2: Externally Set Assignment	50%	Externally Assessed

A Level

Component 1: Coursework	25%	Externally Assessed
Component 2: Externally Set Assignment	25%	Externally Assessed
Component 3: Personal Investigation	50%	Externally Assessed

Assessment Objectives

<i>A01 Record</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</i>
<i>A02 Explore</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</i>
<i>A03 Develop</i>	<i>Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding</i>
<i>A04 Present</i>	<i>Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements</i>

Content

Cambridge International AS & A Level Art & Design encourages learners to explore a range of processes and techniques appropriate to their chosen area of study. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design. The four areas of study are listed below:

<i>Fine Art</i>	<i>Candidates may focus on one or combine several of the following: , painting , drawing , sculpture , photography , print making , mixed media , experimental – assemblage/construction</i>
<i>Graphic Communication</i>	<i>Candidates may focus on one or combine several of the following: , illustration , print making , packaging design , branding , advertising , signage , typography.</i>
<i>Three Dimensional Design</i>	<i>Candidates may focus on one or combine several of the following: , sculpture , ceramics , product design , interior and exterior architecture , interior design , environmental design , set design , jewellery and fashion accessories.</i>
<i>Textiles and Fashion</i>	<i>Candidates may focus on one or combine several of the following: , fashion design and/or illustration , costume design , constructed textiles , screen printing , batik , digital-printed textiles , surface pattern</i>

PSHE (Personal, Social and Health Education)

Students in Years 10-13 attend a series of PSHE sessions, during which they will learn about their Personal Wellbeing. Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development. Examples of diverse values encountered in society and the clarification of personal values.

PSHE seminars are not formally assessed

	Year 10 - 13	
	Year 10-11	Year 12-13
Skills	<ul style="list-style-type: none"> To live safe and healthy lives Grow and develop, not just as individuals' but also as members of families and society in general. To become fulfilled' productive and responsible To form and maintain good relationships To make a positive difference to their own lives and the lives of others Clarify their own values and attitudes to gain knowledge and understanding of those of other people Build personal identities and self esteem Reflect on what is being taught Communicate constructively at all times 	
Communities	<p>School relationships</p> <ul style="list-style-type: none"> Recognise and respond to the needs of others Practice inclusivity Develop strategies to cope with peer pressure <p>Community Service</p> <ul style="list-style-type: none"> Students participate in community service activities 	<p>School relationships</p> <ul style="list-style-type: none"> Recognise and respond to the needs of others Practice inclusivity Use strategies to cope with peer pressure <p>Community Service</p> <ul style="list-style-type: none"> Students participate in community service activities
Emotional wellbeing	<p>Feelings</p> <ul style="list-style-type: none"> Students are aware of healthy feelings and unhealthy ones Students know strategies to manage stress Students know where to get help if needed 	<p>Feelings</p> <ul style="list-style-type: none"> Students are aware of healthy feelings and unhealthy ones Students know strategies to manage stress Students know where to get help if needed
Health and Safety	<p>Making healthy choices</p> <ul style="list-style-type: none"> To understand the need for a balanced diet and exercise Understand the consequences of alcohol and drug consumption 	<p>Making healthy choices</p> <ul style="list-style-type: none"> To understand the need for a balanced diet and exercise Understand the consequences of alcohol and drug consumption

	<ul style="list-style-type: none"> ● Know the legal minimum age for alcohol consumption is 18 in Turkey ● Know possible consequences of underage drug and alcohol use in Turkey (inc expulsion from school, deportation, criminal conviction, jail time) <p>Sex and relationships</p> <ul style="list-style-type: none"> ● Understanding sexuality and readiness ● Setting limits on intimacy ● Recognise the signs of a healthy and unhealthy relationship ● Understand the importance of consent and know how to ask for it ● Recognise when consent cannot be given (underage (18 in Turkey), intoxication emotional distress etc) ● Understand possible health consequences of sexual activity eg STDs' pregnancy etc <p>Safety</p> <ul style="list-style-type: none"> ● Know how to keep themselves safe including benzodiazepines (date-rape drugs) ● Know where to get help if needed ● Understand the guidelines for e- safety 	<ul style="list-style-type: none"> ● Know the legal minimum age for alcohol consumption is 18 in Turkey ● Know possible consequences of underage drug and alcohol use in Turkey (inc expulsion from school, deportation, criminal conviction, jail time) <p>Sex and relationships</p> <ul style="list-style-type: none"> ● Understanding sexuality and readiness ● Setting limits on intimacy ● Recognise the signs of a healthy and unhealthy relationship including warning signs ● Understand the importance of consent and know how to ask for it ● Recognise when consent cannot be given (underage (18 in Turkey), intoxication' emotional distress etc) ● Understand possible health consequences of sexual activity eg STDs' pregnancy etc <p>Safety</p> <ul style="list-style-type: none"> ● Know how to keep themselves safe including benzodiazepines (date-rape drugs) ● Know where to get help if needed ● Understand the guidelines for e- safety
Self-management	<p>Goals and personal development</p> <ul style="list-style-type: none"> ● Students will set their own goals. Goals include academic performance and personal development. <p>Personal organisation</p> <ul style="list-style-type: none"> ● Students reflect on and be able to write out the ways in which they organise themselves to complete work effectively <p>Learning styles</p> <ul style="list-style-type: none"> ● Students will recognise that people learn in different ways ● Students will understand how they best learn ● Students understand strategies to support their learning <p>Future planning</p> <ul style="list-style-type: none"> ● Students begin to plan for their post school education ● Students begin to consider possible areas for future study and possible career paths 	<p>Goals and personal development</p> <ul style="list-style-type: none"> ● Students will set their own goals. Goals include academic performance and personal development. <p>Personal organisation</p> <ul style="list-style-type: none"> ● Students reflect on and be able to write out the ways in which they organise themselves to complete work effectively <p>Learning styles</p> <ul style="list-style-type: none"> ● Students will recognise that people learn in different ways ● Students will understand how they best learn ● Students understand strategies to support their learning <p>Future planning</p> <ul style="list-style-type: none"> ● Students plan for their post school education ● Students choose realistic areas for future study and possible career paths ● Students identify the country they will study in as well as possible universities / colleges. ● Students prepare their application for further study including personal statement, ● Students who are intending to take a gap year or work prepare a CV. ●

APPENDIX 1: LANGUAGES

	Definition	Year Level														
		R1	R2	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
English	English is the school's Language of instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
English Support (ES)	English Support is taught to all students whose English needs support to follow class content. It is taught either in class or through withdrawal from English or Additional Language classes.			X	X	X	X	X	X	X	X	X	X	X	X	X
Additional Language (AL)	AL is a language other than the students' mother tongue.					X	X	X	X	X	X	X	X	X	X	X
	MEF offers Turkish, Spanish and French. AL English is offered as a CIE Examination course. In year 2 students take Spanish, Turkish and French in rotation. In Year 3 students choose one of the three options. In year 7 the student may change to another language but is encouraged to continue with the language previously studied.				Ro ta ti on	4 x 30 min				3 x 60 min			Optional IGCSE 3 x 60 min		Optional AS / A 5 x 60 min	
First Language (FL)	First Language classes study the native language. It can either be a regular class or an independent study course.												X	X	X	X
													Optional IGCSE		Optional As/A	
Host Country Studies (HCS)	Host Country Studies is a class that teaches about Turkey, its culture, history and some basic language.				X	X	X	X	X							
					1 x 30 min											

APPENDIX 2: SECONDARY ASSESSMENT OVERVIEW

Year	Trimester	Ongoing Formative Assessment	Progress Assessment	School Based Final Assessment	Externally Moderated Assessment	
11 to 13	1	Classwork, Homework and Unit Assessments	Trimester Exam	Semester 1 Report		
			Progress Report			
	2		Progress Report			
3			End of Year report	CIE Examinations IGCSE, AS and A Level		
10	1		Classwork, Homework and Unit Assessments	Trimester Exam	Semester 1 Report	
				Progress Report		
	2	Progress Report				
	3			Final Exam		
		End of Year report				
9	1	Classwork, Homework and Unit Assessments		Progress Report	Semester 1 Report	
	2		Progress Report			
	3			Progression tests in Math, English and Science	CIE Secondary 1 Checkpoint examinations	
				Final Exam or project in History, Geography, Art, ICT, Performing Arts, P.E and Languages		
				End of Year report		
7 to 8	1		Classwork, Homework and Unit Assessments	Progress Report	Semester 1 Report	
	2	Progress Report				
	3			Progression tests in Math, English and Science		
				Final Exam or project in History, Geography, Art, ICT, Performing Arts, P.E and Languages		
				End of Year report		

APPENDIX 3: PRIMARY ASSESSMENT OVERVIEW

Year	Trimester	Ongoing Formative Assessment	Progress Assessment	School Based Final Assessment	Externally Moderated Assessment
6	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Portfolio Day		
	3			Progression tests in Math, English and Science	CIE Primary Checkpoint
				End of Year report	
3 to 5	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Portfolio Day		
	3			Progression tests in Math, English and Science	
				End of Year report	
1 to 2	1	Classwork, Homework and Unit Assessments	Trimester Report		
	2		Portfolio Day		
	3		End of Year report		
Reception 1 and 2	1	Classwork, and Unit Assessments	Trimester Report		
	2		Portfolio Day		
	3		End of Year report		

APPENDIX 4: CURRICULUM COORDINATION

Reception 1 to Year 6	
Lower Primary	
Reception 1	International Primary Curriculum
Reception 2	International Primary Curriculum
Year 1	Cambridge International Primary Program and International Primary Curriculum
Year 2	Cambridge International Primary Program and International Primary Curriculum
Upper Primary	
Year 3	Cambridge International Primary Program and International Primary Curriculum
Year 4	Cambridge International Primary Program and International Primary Curriculum
Year 5	Cambridge International Primary Program and International Primary Curriculum
Year 6	Cambridge International Primary Program , International Primary Curriculum and Primary Checkpoint

Year 7 to 13	
Lower Secondary	
Year 7	Cambridge International Secondary 1
Year 8	Cambridge International Secondary 1
Year 9	Cambridge International Secondary 1 and Checkpoint
Upper Secondary	
Year 10	Cambridge International Secondary 2 and IGCSE
Year 11	Cambridge International Secondary 2 and IGCSE
Year 12	Cambridge Advanced AS and A levels
Year 13	Cambridge Advanced AS and A levels