

UPPER SECONDARY SCHOOL CURRICULUM



IZMIR

2019-2020

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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 students learning in a range of roles: Learning Support, English Support, Counselling and Career Planning.

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

INTRODUCTION

THE UPPER SECONDARY SCHOOL (Years 10 – 13):

Year 10 students begin a two-year course of study leading to the Cambridge International Examinations (CAIE) International General Certificate of Secondary Education (IGCSE). The CAIE IGCSE curriculum provides a broad study programme across a wide range of subject areas.

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:

- [Cambridge International](#)
- [Recognition of CAIE qualifications](#)

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 learning 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.

COMMUNITY SERVICE

Students in Upper Secondary will have the opportunity to contribute to the school and the wider community through community service activities. Our school works with organisations in the community including sister schools and charity organisations. 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.

RECREATIONAL ACTIVITIES

Students in year 10 - 11 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.

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

REPORT CARDS

Parents and students can access their grades online at any time during the year.

Secondary students will receive a hard copy report card containing a percentage grade and a comment for every subject studied. Progress reports are issued in October and March. Full reports are issued in December and June.

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 either in year 12 or Year 13. 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

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. The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE English Syllabus](#)

Cambridge IGCSE First Language English 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*
- *develop a personal style and an awareness of the audience being addressed.*

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

-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 CAIE IGCSE English Language (0500) or a combination of English language (0500) and English Literature (0475) as a combined course. The combined course is assessed as two subjects in the CAIE 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 |

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 students to:

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

Content

<p>AO1: Reading</p>	<ul style="list-style-type: none"> • Demonstrate understanding of written texts, and of the words and phrases within them • Summarise and use material for a specific context • Develop, analyse and evaluate facts, ideas and opinions • Demonstrate understanding of how writers achieve their effects and influence readers • Select appropriate information for specific purposes • Recognise and respond to linguistic devices, figurative language and imagery <p>In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.</p>
<p>AO2: Writing</p>	<ul style="list-style-type: none"> • Express what is thought, felt and imagined • Organise and convey facts, ideas and opinions effectively • Demonstrate a varied vocabulary appropriate to the context • Demonstrate an effective use of sentence structures • Demonstrate an understanding of audience, purpose and form • Demonstrate accuracy in spelling, punctuation and grammar. A <p>As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>
<p>AO3: Speaking and Listening</p>	<ul style="list-style-type: none"> • Describe and reflect on experience, and express what is thought, felt and imagined • Organise and convey facts, ideas and opinions effectively • Understand and convey complex ideas • Communicate with clarity, focus and purpose • Communicate appropriately for the context • Engage appropriately in conversation.

	<i>Candidates should explore a range of speaking and listening skills, including the ability to participate in engaging conversations and to respond spontaneously to questions and prompts. This study should include focus on presentation skills in employing and organising content, and language devices, such as irony, tone and emphasis.</i>
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Assessment Objectives

AO1 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 using appropriate support from the text</i>
<i>R4</i>	<i>Demonstrate understanding of how writers achieve effects and influence readers</i>
<i>R5</i>	<i>Select and use information for specific purposes.</i>
AO2 Writing	
<i>W1</i>	<i>Articulate experience and express what is thought, felt and imagined</i>
<i>W2</i>	<i>Organise and structure ideas and opinions for deliberate effect</i>
<i>W3</i>	<i>Use a range of vocabulary and sentence structures appropriate to context</i>
<i>W4</i>	<i>Use register appropriate to context</i>
<i>W5</i>	<i>Make accurate use of spelling, punctuation and grammar.</i>
AO3 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 cohesive order which sustains the audience's interest</i>
<i>SL3</i>	<i>Communicate clearly and purposefully using fluent language</i>
<i>SL4</i>	<i>Use register appropriate to context</i>
<i>SL5</i>	<i>Listen to and respond appropriately in conversation.</i>

IGCSE ENGLISH LITERATURE

This course follows the requirements for the Cambridge IGCSE examination in English Literature (0475) and is designed for students with a high level of fluency in English. The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE English Literature Syllabus](#)

Cambridge IGCSE Literature in English offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. 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 in English will stimulate learners to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world.

- Cambridge IGCSE English Literature 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 (0475) as a combined course. The combined course is assessed as two subjects in the CAIE examinations.

Core textbook:

English Literature: Cambridge IGCSE Literature in English: Cambridge 2011

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

Syllabus aims:

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Assessment Objectives

AO1:	<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>
AO2	<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>
AO3	<i>Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects</i>

AO4	<i>Communicate a sensitive and informed personal response to literary texts</i>
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IGCSE ENGLISH AS A SECOND LANGUAGE

This course follows the requirements for the Cambridge IGCSE examination in ESL (0511).

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE English 2nd Language Syllabus](#)

'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%

Syllabus Aims:

The aims are to:

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

Assessment Objectives

A01 Reading	
R1	Identify and select relevant information
R2	Understand ideas, opinions and attitudes
R3	show understanding of the connections between ideas, opinions and attitudes
R4	Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings
A02 Writing	
W1	Communicate information/ideas/opinions clearly, accurately and effectively
W2	Organise ideas into coherent paragraphs using a range of appropriate linking devices
W3	Use a range of grammatical structures and vocabulary accurately and effectively
W4	Show control of punctuation and spelling

W5	<i>Use appropriate register and style/format for the given purpose and audience</i>
A03 Listening	
L1	<i>Identify and select relevant information</i>
L2	<i>Understand ideas, opinions and attitudes</i>
L3	<i>Show understanding of the connections between ideas, opinions and attitudes.</i>
L4	<i>Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</i>
A04 Speaking	
S1	<i>Communicate ideas/opinions clearly, accurately and effectively</i>
S2	<i>Develop responses and link ideas using a range of appropriate linking devices</i>
S3	<i>Use a range of grammatical structures and vocabulary accurately and effectively</i>
S4	<i>Show control of pronunciation and intonation patterns</i>
S5	<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 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) 	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 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

<ul style="list-style-type: none"> produce written texts that show 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 complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level English Language](#)

Successful English Language learners develop an understanding and enjoyment of a wide variety of different texts, both written and spoken. They gain pleasure and awareness of how language works in different ways, for different purposes and for different audiences.

- Cambridge AS and A level English Syllabus

Prerequisite: Candidates beginning this course should have previously completed a Cambridge IGCSE course in English 1st Language, or Literature in English with a grade of C or better or an equivalent course.

Core textbook:

AS and A Level English Language and Literature

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

AO1	Read with understanding and analyse texts in a variety of forms
AO2	Demonstrate a knowledge and understanding of English language (including, at A Level, spoken language) and its use in a variety of contexts.
AO3	Write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms

Content

<i>AS Level Papers</i>	
Paper 1: Passages	<p>Candidates are required to:</p> <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
Paper 2: Writing	<p>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.</p> <p>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</p>
<i>A Level Papers</i>	
Paper 3: Text	<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>Candidates are required to:</p> <ul style="list-style-type: none"> ● write for a specific purpose and/or audience using appropriate vocabulary, tone, and style ● 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 ● relate these features to the function and context of the text(s) ● organise information coherently in their answers ● compare style and language of the texts
Paper 4: Language Topics	<p>Candidates will be assessed on two topics</p> <p>Topic A: Spoken language and social groups Topic B: English as a global language Topic C: Language acquisition by children and teenagers</p> <p><i>Each question will incorporate a short stimulus (such as a relevant text extract or speech transcription) relating to the topic area. Candidates will be expected to refer to this and to their own wider reading and research in answering.</i></p>

IGCSE MATHEMATICS

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Mathematics](#)

‘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%	OR	Paper 1 (Core)	35%
Paper 4 (Extended)	65%	OR	Paper 3 (Core)	65%

Assessment Objectives

AO1: Mathematical techniques	<p><i>Recall and apply mathematical knowledge, terminology and definitions to carry out routine procedures or straightforward tasks requiring single or multi-step solutions in mathematical or everyday situations including:</i></p> <ul style="list-style-type: none">• <i>organising, processing and presenting information accurately in written, tabular, graphical and diagrammatic forms</i>• <i>using and interpreting mathematical notation correctly</i>• <i>performing calculations and procedures by suitable methods, including using a calculator</i>• <i>understanding systems of measurement in everyday use and making use of these</i>• <i>estimating, approximating and working to degrees of accuracy appropriate to the context and converting between equivalent numerical forms</i>• <i>using geometrical instruments to measure and to draw to an acceptable degree of accuracy</i>• <i>recognising and using spatial relationships in two and three dimensions.</i>
AO2: Mathematical techniques to solve problems	<p><i>Analyse a problem, select a suitable strategy and apply appropriate techniques to obtain its solution, including:</i></p> <ul style="list-style-type: none">• <i>making logical deductions, making inferences and drawing conclusions from given mathematical data</i>• <i>recognising patterns and structures in a variety of situations, and forming generalisations</i>• <i>presenting arguments and chains of reasoning in a logical and structured way</i>• <i>interpreting and communicating information accurately and changing from one form of presentation to another</i>• <i>assessing the validity of an argument and critically evaluating a given way of presenting information</i>• <i>solving unstructured problems by putting them into a structured form involving a series of processes</i>

	<ul style="list-style-type: none"> • <i>applying combinations of mathematical skills and techniques using connections between different areas of mathematics in problem solving</i> • <i>interpreting results in the context of a given problem and evaluating the methods used and solutions obtained.</i>
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Content

All candidates will study the following content areas

<i>Number</i>	<i>Algebra</i>	<i>Shape and Space</i>	<i>Probability and Statistics</i>
<i>Number</i>	<i>Algebra and graphs</i>	<i>Geometry</i>	<i>Probability</i>
	<i>Coordinate geometry</i>	<i>Mensuration</i>	<i>Statistics</i>
		<i>Trigonometry</i>	
		<i>Vectors and transformations</i>	

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level Mathematics](#)

Prerequisite: Candidates beginning this course are expected to have completed a Cambridge IGCSE course in Mathematics with a grade of C or better 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 (P5)	40%

A Level

Paper 1: Pure Mathematics 1 (P1)	30%
Paper 3: Pure Mathematics 3 (P3)	30%

Paper 4: Mechanics 1 (P4)	20%
Paper 6: Probability and Statistics 1 (P5)	20%

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

Assessment Objectives

AO1: Knowledge and Understanding	<ul style="list-style-type: none"> • Show understanding of relevant mathematical concepts, terminology and notation • Recall accurately and use appropriate mathematical manipulative techniques
AO2: Application and communication	<ul style="list-style-type: none"> • Recognise the appropriate mathematical procedure for a given situation • Apply appropriate combinations of mathematical skills and techniques in solving problems • Present relevant mathematical work, and communicate corresponding conclusions, in a clear and logical way

Content

Paper 1: Pure Mathematics	<i>Quadratics</i>
	<i>Functions</i>
	<i>Coordinate geometry</i>
	<i>Circular measure</i>
	<i>Trigonometry</i>
	<i>Series</i>
	<i>Differentiation</i>
	<i>Integration</i>
Paper 3: Pure Mathematics	<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>
	<i>Differential equations</i>
	<i>Complex numbers</i>
Paper 4 Mechanics 1	<i>Forces and equilibrium</i>
	<i>Kinematics of motion in a straight line</i>
	<i>Momentum</i>
	<i>Newton's laws of motion</i>
	<i>Energy, work and power</i>
	<i>Representation of data</i>

Paper 6 Probability & Statistics 1	<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)

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Biology](#)

'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

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 and theories scientific vocabulary, terminology and conventions (including symbols, quantities and units) scientific instruments and apparatus, including techniques of operation and aspects of safety scientific and technological applications with their social, economic and environmental implications
B: Handling information and problem solving	<ul style="list-style-type: none"> Candidates should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to: 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

	<ul style="list-style-type: none"> • <i>present reasoned explanations for phenomena, patterns and relationships</i> • <i>make predictions and hypotheses</i> • <i>solve problems, including some of a quantitative nature.</i>
<i>C.Experimental skills and investigations</i>	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • <i>demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate)</i> • <i>plan experiments and investigations</i> • <i>make and record observations, measurements and estimates</i> • <i>interpret and evaluate experimental observations and data</i> • <i>evaluate methods and suggest possible improvements.</i>

Content

All candidates will study the following content areas:

1	<i>Characteristics and classification of living organisms</i>
2	<i>Organisation of the organism</i>
3	<i>Movement in and out of cells</i>
4	<i>Biological molecules</i>
5	<i>Enzymes</i>
6	<i>Plant nutrition</i>
7	<i>Human nutrition</i>
8	<i>Transport in plants</i>
9	<i>Transport in animals</i>
10	<i>Diseases and immunity</i>
11	<i>Gas exchange in humans</i>
12	<i>Respiration</i>
13	<i>Excretion in humans</i>
14	<i>Coordination and response</i>
15	<i>Drugs</i>
16	<i>Reproduction</i>
17	<i>Inheritance</i>
18	<i>Variation and selection</i>
19	<i>Organisms and their environment</i>
20	<i>Biotechnology and genetic engineering</i>
21	<i>Human influences on ecosystems</i>

AS AND A LEVEL BIOLOGY

This course follows the requirements for the Cambridge AS and A level examination in Biology (9700)
The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level Biology](#)

'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 with a grade C or better, 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>	<p><i>Demonstrate knowledge and understanding of:</i></p> <ul style="list-style-type: none">• <i>scientific phenomena, facts, laws, definitions, concepts and theories</i>• <i>scientific vocabulary, terminology and conventions (including symbols, quantities and units)</i>• <i>scientific instruments and apparatus used in biology, including techniques of operation and aspects of safety</i>• <i>scientific quantities and their determination</i>• <i>scientific and technological applications, with their social, economic and environmental implications</i>
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<i>B: Handling information and solving problems</i>	<p>Candidates should be able to handle information and solve problems using written, 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 • 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>	<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 possible improvements.

Content

Candidates for Cambridge International A Level Biology study the AS topics and A level Topics

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

IGCSE CHEMISTRY

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Chemistry](#)

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>	<i>Demonstrate knowledge and understanding of:</i> <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, including techniques of operation and aspects of safety• scientific and technological applications with their social, economic and environmental implications
<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> <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 for phenomena, patterns and relationships• make predictions and hypotheses• solve problems, including some of a quantitative nature.
<i>C: Experimental skills and investigations</i>	<i>Candidates should be able to:</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 investigations• make and record observations, measurements and estimates

	<ul style="list-style-type: none"> • <i>interpret and evaluate experimental observations and data</i> • <i>evaluate methods and suggest possible improvements.</i>
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Content

All candidates study the following content

1	<i>The particulate nature of matter</i>
2	<i>Experimental techniques</i>
3	<i>Atoms, elements and compounds</i>
4	<i>Stoichiometry</i>
5	<i>Electricity and chemistry</i>
6	<i>Chemical energetics</i>
7	<i>Chemical reactions</i>
8	<i>Acids, bases and salts</i>
9	<i>The Periodic Table</i>
10	<i>Metals</i>
11	<i>Air and water</i>
12	<i>Sulfur</i>
13	<i>Carbonates</i>
14	<i>Organic chemistry</i>

AS AND A LEVEL CHEMISTRY

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level Chemistry](#)

'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 with a grade C or better, 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

AO1 <i>Knowledge with understanding</i>	<i>Candidates should be able to demonstrate knowledge with understanding in relation to:</i> <ul style="list-style-type: none">• <i>scientific phenomena, facts, laws, definitions, concepts, theories</i>• <i>scientific vocabulary, terminology, conventions (including symbols, quantities and units)</i>• <i>scientific instruments and apparatus, including techniques of operation and aspects of safety</i>• <i>scientific quantities and their determination</i>• <i>scientific and technological applications with their social, economic and environmental implications</i>• <i>reasoned explanations for phenomena, patterns and relationships</i>
AO2 <i>Handling, applying and evaluating information</i>	<i>Candidates should be able (in words or by using symbolic, graphical and numerical forms of presentation) to:</i> <ul style="list-style-type: none">• <i>locate, select, organise and present information from a variety of sources</i>• <i>handle information, distinguishing the relevant from the extraneous</i>• <i>manipulate numerical and other data and translate information from one form to another</i>• <i>analyse and evaluate information so as to identify patterns, report trends and draw inferences</i>• <i>construct arguments to support hypotheses or to justify a course of action</i>• <i>apply knowledge, including principles, to new situations</i>• <i>evaluate information and hypotheses.</i>

AO3: <i>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.
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Content

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

IGCSE PHYSICS

This course follows the requirements for the Cambridge IGCSE examination in Physics (0625). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Physics](#)

‘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 2: Multiple Choice	30%
Paper 4: 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 and theories• scientific vocabulary, terminology and conventions (including symbols, quantities and units)• scientific instruments and apparatus, including techniques of operation and aspects of safety• scientific and technological applications with their social, economic and environmental implications.
B: Handling information and problem solving	<p>Candidates should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), 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 for phenomena, patterns and relationships• make predictions and hypotheses• solve problems, including some of a quantitative nature. Questions testing these skills may be based on information that

C: Experimental skills and investigations	<p>Candidates should be able to:</p> <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 investigations • make and record observations, measurements and estimates • interpret and evaluate experimental observations and data • evaluate methods and suggest possible improvements.
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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)

The complete syllabus, including content and learning objectives for this course, is available from Cambridge

Assessment International Examinations through the link provided below.

[AS and A level Physics](#)

'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 with a grade C or better, 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

<i>A Knowledge with understanding</i>	<p><i>Candidates should be able to demonstrate knowledge and understanding of:</i></p> <ul style="list-style-type: none"> <i>scientific phenomena, facts, laws, definitions, concepts and theories</i> <i>scientific vocabulary, terminology and conventions (including symbols, quantities and units)</i> <i>scientific instruments and apparatus, including techniques of operation and aspects of safety</i> <i>scientific quantities and their determination</i>
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	<ul style="list-style-type: none"> 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> <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, draw inferences and report conclusions present reasoned explanations for phenomena, patterns and relationships make predictions and put forward hypotheses apply knowledge, including principles, to new situations evaluate information and hypotheses demonstrate an awareness of the limitations of physical theories and models.
C Experimental skills and investigations	<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:

Candidates for Cambridge International A Level Physics study the AS topics and A level Topics

AS Level Topics	A Level Topics
Physical quantities and units	Motion in a circle
Measurement techniques	Gravitational fields
Kinematics	Ideal gases
Dynamics	Temperature
Forces, density and pressure	Thermal properties of materials
Work, energy and power	Oscillations
Deformation of solids	Communication
Waves	Capacitance
Superposition	Electronics
Electric fields	Magnetic fields
Current of electricity	Electromagnetic induction
D.C. circuits	Alternating currents
Particle and nuclear physics	Quantum physics

IGCSE FRENCH

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE French](#)

‘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 Listening	<ul style="list-style-type: none">Understand and respond to spoken language
AO2 Reading	<ul style="list-style-type: none">Understand and respond to written language
AO3 Speaking	<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 Writing	<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 <i>Home life and school</i> <i>Food, health and fitness</i>	<i>Home life</i>	A1
		<i>School routine</i>	A2
		<i>Eating and drinking</i>	A3
		<i>Health and fitness</i>	A4
Area B	Personal and social life <i>Self, family and personal relationships</i> <i>Holidays and special occasions</i>	<i>Self, family, pets, personal relationships</i>	B1
		<i>House and home</i>	B2
		<i>Leisure, entertainment, invitations</i>	B3
		<i>Eating out</i>	B4
		<i>Festivals and special occasions</i>	B5
		<i>Holidays; getting around</i>	B6
		<i>Accommodation</i>	B7
Area C	The world around us <i>Home town and local area</i> <i>Natural and made environment</i> <i>People, places and customs</i>	<i>Home town and geographical surroundings</i>	C1
		<i>Shopping</i>	C2
		<i>Public services</i>	C3
		<i>Natural environment</i>	C4
		<i>Weather</i>	C5
		<i>Finding the way</i>	C6
		<i>Meeting people</i>	C7
		<i>Places and customs</i>	C8
		<i>Travel and transport</i>	C9
Area D	The world of work <i>Continuing education</i> <i>Careers and employment</i> <i>Language and communication in the work place</i>	<i>Further education and training</i>	D1
		<i>Future career plans</i>	D2
		<i>Employment</i>	D3
		<i>Communication</i>	D4
		<i>Language at work</i>	D5
Area E	The international world <i>Tourism at home and abroad</i> <i>Life in other countries and communities</i> <i>World events and issues</i>	<i>Holiday travel and transport (see also C9)</i>	E1
		<i>Geographical surroundings (see also C1)</i>	E2
		<i>Weather (see also C5)</i>	E3
		<i>Places and customs (see also C8)</i>	E4
		<i>Food and drink (see also A3)</i>	E5
		<i>Meeting people (see also C7)</i>	E6

		Issues according to available resources and individual interest	E7
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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).

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE French](#)

‘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 with a grade of C or better 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. CAIE 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 complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Spanish](#)

‘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

AO1 Listening	<ul style="list-style-type: none">Understand and respond to spoken language
AO2 Reading	<ul style="list-style-type: none">Understand and respond to written language
AO3 Speaking	<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 Writing	<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, entertainment, 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
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AS AND A LEVEL SPANISH LANGUAGE & LITERATURE

This course follows the requirements for the Cambridge AS and A level examination in Spanish (9719) and (8685). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level Spanish](#)

'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 with a grade of C or better 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. CAIE 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	

TURKISH

Turkish is not assessed by Cambridge Assessment International Education. 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 Reading	<i>Understand and respond to spoken language</i>
AO2 Writing	<i>Understand and respond to written language</i>
AO3 Speaking	<i>Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately</i>
AO4 Listening	<i>Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately</i>

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.

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE 1st Language 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

Reading	<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
Writing	<p>All candidates should be able to:</p> <ul style="list-style-type: none"> • <i>express thoughts, feelings and opinions in order to interest, inform or convince the reader</i> • <i>show some sense of audience</i> • <i>demonstrate adequate control of vocabulary, syntax and grammar</i> • <i>exercise care over punctuation and spelling</i> • <i>write accurate simple sentences</i> • <i>attempt a variety of sentence structures</i> • <i>recognise the need for paragraphing</i> • <i>use appropriate vocabulary</i> 	<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)

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Computer Science](#)

'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 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 sCAIEnce	
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 fetch-execute 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) The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level Computer Science](#)

'Cambridge International AS Level and A Level Computer Science are accepted by universities and employers as proof of essential knowledge and ability. 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">• <i>show understanding of the characteristics and methods of operation of component parts of computer systems (hardware, software, communication) and their subsystems</i>• <i>describe, explain and use various different methods of representing data for use in computer systems</i>• <i>comment critically on ethical issues arising from the use of computer solutions</i>
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AO2 Skills	<ul style="list-style-type: none"> • <i>apply knowledge with understanding to computational problems</i> • <i>select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solutions of computational problems</i> • <i>design, implement, document and evaluate an effective solution using appropriate hardware, software and programming languages.</i>
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Content

Candidates for Cambridge International A Level Computer Science will study the AS topics and A level Topics

AS Level Topics	A Level Topics
<i>1.1 Information representation</i>	<i>3.1 Data representation</i>
<i>1.2 Communication and Internet technologies</i>	<i>3.2 Communication and Internet technologies</i>
<i>1.3 Hardware</i>	<i>3.3 Hardware</i>
<i>1.4 Processor fundamentals</i>	<i>3.4 System software</i>
<i>1.5 System software</i>	<i>3.5 Security</i>
<i>1.6 Security, privacy and data integrity</i>	<i>3.6 Monitoring and control systems</i>
<i>1.7 Ethics and ownership</i>	<i>4.1 Computational thinking and problem-solving</i>
<i>1.8 Database and data modelling</i>	<i>4.2 Algorithm design methods</i>
<i>2.1 Algorithm design and problem-solving</i>	<i>4.3 Further programming</i>
<i>2.2 Data representation</i>	<i>4.4 Software development</i>
<i>2.3 Programming</i>	
<i>2.4 Software development</i>	

IGCSE HISTORY

This course follows the requirements for the Cambridge IGCSE examination in History (0470). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE History](#)

'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

AO1:	<i>an ability to recall, select, organise and deploy knowledge of the syllabus content</i>
AO2:	<i>an ability to construct historical explanations using an understanding of:</i> <ul style="list-style-type: none"><i>cause and consequence, change and continuity, similarity and difference</i><i>the motives, emotions, intentions and beliefs of people in the past</i>
AO3:	<i>an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context</i>

Content

<i>The 20th century: International Relations since 1919</i>	
<i>1 Were the peace treaties of 1919–23 fair?</i>	<i>That were the motives and aims of the Big Three at Versailles? Why did all the victors not get everything they wanted? What was the impact of the peace treaty on Germany up to 1923? Could the treaties be justified at the time?</i>
<i>2 To what extent was the League of Nations a success?</i>	<i>How successful was the League in the 1920s? How far did weaknesses in the League’s organisation make failure inevitable? How far did the Depression make the work of the League more difficult? How successful was the League in the 1930s?</i>
<i>3 Why had international peace collapsed by 1939?</i>	<i>What were the long-term consequences of the peace treaties of 1919–23? What were the consequences of the failures of the League in the 1930s? How far was Hitler’s foreign policy to blame for the outbreak of war in 1939? Was the policy of appeasement justified? How important was the Nazi–Soviet Pact? Why did Britain and France declare war on Germany in September 1939?</i>
<i>4 Who was to blame for the Cold War?</i>	<i>Why did the USA–USSR alliance begin to break down in 1945? How had the USSR gained control of Eastern Europe by 1948? How did the USA react to Soviet expansionism? What were the consequences of the Berlin Blockade? Who was the more to blame for starting the Cold War: the USA or the USSR?</i>
<i>5 How effectively did the USA contain the spread of Communism?</i>	<i>This Key Question will be explored through case studies of the following: America and events in Korea, 1950–53 America and events in Cuba, 1959–62 American involvement in Vietnam</i>
<i>6 How secure was the USSR’s control over Eastern Europe, 1948–c.1989?</i>	<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? How similar were events in Hungary in 1956 and in Czechoslovakia in 1968? Why was the Berlin Wall built in 1961? What was the significance of ‘Solidarity’ in Poland for the decline of Soviet influence in Eastern Europe? How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</i>
<i>7 Why did events in the Gulf matter, c.1970–2000?</i>	<i>Why was Saddam Hussein able to come to power in Iraq? What was the nature of Saddam Hussein’s rule in Iraq? Why was there a revolution in Iran in 1979? What were the causes and consequences of the Iran–Iraq War, 1980–88? Why did the First Gulf War take place?</i>
Depth Study B: Germany, 1918–45	
<i>1 Was the Weimar Republic doomed from the start?</i>	<i>How did Germany emerge from defeat at the end of the First World War? What was the impact of the Treaty of Versailles on the Republic? To what extent did the Republic recover after 1923? What were the achievements of the Weimar period?</i>

2 Why was Hitler able to dominate Germany by 1934?	What did the Nazi Party stand for in the 1920s? Why did the Nazis have little success before 1930? Why was Hitler able to become Chancellor by 1933? How did Hitler consolidate his power in 1933–34?
3 The Nazi regime	(a) How effectively did the Nazis control Germany, 1933–45? <i>Focus Points</i> How much opposition was there to the Nazi regime? How effectively did the Nazis deal with their political opponents? How did the Nazis use culture and the mass media to control the people? Why did the Nazis persecute many groups in German society? Was Nazi Germany a totalitarian state? (b) What was it like to live in Nazi Germany? How did young people react to the Nazi regime? How successful were Nazi policies towards women and the family? Did most people in Germany benefit from Nazi rule? How did the coming of war change life in Nazi Germany?

AS AND A LEVEL HISTORY

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge

Assessment International Examinations through the link provided below.

[AS and A level History](#)

‘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 with a grade of C or better 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

AO1: demonstrate knowledge and understanding	<p>1(a) recall, select and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner.</p> <p>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</p>
AO2: analyse, evaluate and apply	<p>2(a) as part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</p> <p>2(b) analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways</p>

Content

Candidates for Cambridge International A Level History study the AS topics and A level Topics

AS level		A Level	
Component 1 Document question (source-based)	<ul style="list-style-type: none"> • Liberalism and Nationalism in Italy and Germany, 1815–1871 • The Origins of the Civil War, 1846–1861 • The Search for International Peace and Security, 1919–1945 	Component 3 Interpretations question (source-based)	<ul style="list-style-type: none"> • The Causes and Impact of British Imperialism, c.1850–1939 • The Holocaust • The Origins and Development of the Cold War, 1941–1950
Component 2 Outline study	<ul style="list-style-type: none"> • Modern Europe, 1789–1917 • The History of the USA, 1840–1941 • International Relations, 1871–1945 	Component 4 Depth study	<ul style="list-style-type: none"> • Europe of the Dictators, 1918–1941 • The History of the USA, 1945–1990 • International History, 1945–1991 • African History, 1945–1991 • Southeast Asian History, 1945–1990s

AS LEVEL GLOBAL PERSPECTIVES & RESEARCH

This course follows the requirements for the Cambridge AS and A level examination in Global Perspectives and research. (9239) The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A level Global Perspectives](#)

Cambridge International AS Level Global Perspectives & Research ...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• design and manage own research project using appropriate research methods and methodology (A Level only)
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	<ul style="list-style-type: none"> • <i>select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material and use these in own research report (A Level only)</i> • <i>evaluate specific research methods and methodology as used in own research report (A Level only).</i>
AO2: Reflection	<ul style="list-style-type: none"> • <i>research and consider alternative perspectives objectively and with empathy</i> • <i>consider the ways in which personal standpoints may have been affected by the research process</i> • <i>evaluate the impact of alternative perspectives and conclusions on personal standpoint</i> • <i>identify the need for further research in light of the research findings</i> • <i>reflect on the scope, nature and limitations of own research report (A Level only).</i>
AO3 Communication and collaboration	<ul style="list-style-type: none"> • <i>work effectively in a group to identify an appropriate local problem with global relevance and consider a range of possible solutions (AS Level only)</i> • <i>select and present relevant information in an engaging, coherent and well-structured way to a non-specialist audience (AS Level only)</i> • <i>present complex global concepts, perspectives and arguments effectively using multimedia (audio and/or visual) appropriate to the presentation (AS Level only)</i> • <i>use appropriate technical terms and cited references effectively</i> • <i>provide an oral explanation and justification of own report findings, choice and use of research methods and methodology (A Level only).</i>

Content

Research elements	
Deconstruction	<i>Conduct a detailed analysis and evaluation of a point of view</i>
Reconstruction	<i>Carry out research, identify and evaluate evidence and sources for and against competing points of view</i>
Reflection	<i>Explore the impact of research on personal perspectives:</i>
Communication and Collaboration	<i>Communicate views, information and research effectively and convincingly.</i>

Topics

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	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) The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Geography](#)

‘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 4	27.5% of total marks

Assessment Objectives

AO1 Knowledge with understanding	<p><i>Candidates should be able to demonstrate knowledge and understanding of:</i></p> <ul style="list-style-type: none">• <i>the wide range of processes, including human actions, contributing to the development of (a) physical, economic and social environments and their effects on the landscape (b) spatial patterns and interactions which are important within these environments</i>• <i>the relationships between human activity and the environment</i>• <i>the importance of scale (whether local, regional or global)</i>• <i>the changes which occur through time in places, landscapes and spatial distribution</i>
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AO2 Skills and analysis	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> • <i>interpret and analyse geographical data</i> • <i>use and apply geographical knowledge and understanding to maps and in numerical, diagrammatic, pictorial, photographic and graphical form</i> • <i>use geographical data to recognise patterns in such data and to deduce relationships</i> • <i>select and show understanding of techniques for observing and collecting data</i> • <i>select and use techniques for organising and presenting data.</i>
AO3 Judgement and decision making	<p>Through their geographical training candidates should be able to:</p> <ul style="list-style-type: none"> • <i>reason and make judgements and decisions, including evaluation and conclusions, which demonstrate, where appropriate:</i> <ul style="list-style-type: none"> ○ <i>(a) an appreciation of the attitudes, values and beliefs of others in issues which have a geographical dimension</i> ○ <i>(b) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions</i> ○ <i>(c) a willingness to review their own attitudes in the light of the views of others and new knowledge acquired</i> • <i>make judgements and decisions and recognise how these are made within a geographical context as affected and constrained by</i> <ul style="list-style-type: none"> ○ <i>(a) the physical and human contexts in which decisions are made</i> ○ <i>(b) the values and perceptions of differing groups or individuals</i> ○ <i>(c) the choices available to decision-makers (d) the increasing level of global interdependence and the need for sustainable development.</i>

Content

Theme 1: Population and settlement	<p>1.1 Population dynamics 1.2 Migration 1.3 Population Structure 1.4 Population density and distribution 1.5 Settlements and service provision 1.6 Urban Settlements 1.7 Urbanisation</p>
Theme 2. The Natural Environment	<p>2.1 Earthquakes and Volcanoes. 2.2 Rivers 2.3 Coasts 2.4 Weather 2.5 Climate and Natural Vegetation</p>

Theme 3: Economic development and the use of resources	<p> <i>3.1 Development</i> <i>3.2 Food Production</i> <i>3.3 Industry</i> <i>3.4 Tourism</i> <i>3.5 Energy</i> <i>3.6 Water</i> <i>3.7 Environmental Risks of economic development</i> </p>
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AS & A LEVEL GEOGRAPHY

This course follows the requirements for the Cambridge AS and A level examination in Geography (9696). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A Level Geography](#)

‘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 with a graded C or better, 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%
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Paper 2 Advanced Physical Options	25%
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Paper 3 Advanced Human Options	25%
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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 places and environments 1.4 show knowledge of physical and human processes and factors
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 significance of the similarities and differences between places, environments and people 2.4 recognise the significance of spatial scale and time scale 2.5 apply geographical knowledge and understanding to unfamiliar contexts.

3 Skills and enquiry	3.1 interpret a variety of types of geographical data and sources and recognise their limitations 3.2 use geographical data to identify trends and patterns 3.3 use diagrams and sketch maps to illustrate geographical features 3.4 demonstrate skills of analysis and synthesis of geographical information 3.5 communicate geographical evidence, ideas and arguments.
4. Evaluation and decision-making	4.1 assess the effects of geographical processes and change on physical and human environments 4.2 evaluate the relative success or failure of initiatives 4.3 assess how the viewpoints of different groups of people, potential conflicts of interest and other factors interact in the management of physical and human environments 4.4 critically evaluate geographical principles, theories and models.

Content

AS Level		A Level	
Physical Core	1. Hydrology and fluvial geomorphology 2. Atmosphere and weather 3. Rocks and weathering	Advanced Physical Geography (Two topics)	1. Tropical environments 2. Coastal environments 3. Hazardous environments 4. Arid and semi-arid environments
Human Core	1. Population 2. Migration 3. Settlement dynamics	Advanced Human Geography (Two topics)	1. Production, location and change 2. Environmental management 3. Global interdependence 4. Economic transition

IGCSE ECONOMICS

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A Level Geography](#)

‘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	<i>Candidates should be able to:</i> <ul style="list-style-type: none">• show knowledge and understanding of economic definitions, formulas, concepts and theories• use economic terminology.
AO2: Analysis	<i>Candidates should be able to:</i> <ul style="list-style-type: none">• select, organise and interpret data• use economic information and data to recognise patterns and to deduce relationships• apply economic analysis to written, numerical, diagrammatic and graphical data• analyse economic issues and situations, identifying and developing links.
AO3: Critical evaluation and decision-making	<i>Candidates should be able to:</i> <ul style="list-style-type: none">• evaluate economic information and data• distinguish between economic analysis and unreasoned statements• recognise the uncertainties of the outcomes of economic decisions and events• communicate economic thinking in a logical manner. .

Content

Section	Topics
<i>The basic economic problem</i>	<i>The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.</i>
<i>The allocation of resources</i>	<i>The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.</i>
<i>Microeconomic decision makers</i>	<i>The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.</i>
<i>Government and the macroeconomy</i>	<i>Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied</i>
<i>Economic development</i>	<i>As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.</i>

<i>International trade and globalisation</i>	<i>The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.</i>
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AS & A LEVEL ECONOMICS

This course follows the requirements for the Cambridge AS and A level examination in Economics (9708). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS and A Level Economics](#)

'The study of Cambridge International AS & A Level Economics allows learners to explore concepts and theories which can be applied to the way that modern economies work. '

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	<i>Demonstrate knowledge and understanding.</i>
AO2 Application	<i>Interpret and apply knowledge and understanding to information presented in written, numerical or graphical form.</i>
AO3 Analysis	<i>Analyse economic issues and arguments, using relevant economic concepts, theories and information, and communicate conclusions in a clear, reasoned manner.</i>
AO4 Evaluation	<i>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.</i>

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: – Demand and supply of labour – Wage determination in perfect markets – Wage determination in imperfect markets • Government failure in microeconomic intervention
4. The macroeconomy	<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 • Economic growth, economic development and sustainability • 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 	<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 • Economic growth, economic development and sustainability • 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
5. Government Macro Intervention	<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 • Government macro policy aims 	<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 • Government macro policy aims

	<ul style="list-style-type: none"> • <i>Inter-connectedness of problems</i> • <i>Effectiveness of policy options to meet all macroeconomic objectives</i> 	<ul style="list-style-type: none"> • <i>Inter-connectedness of problems</i> • <i>Effectiveness of policy options to meet all macroeconomic objectives</i>
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IGCSE PHYSICAL EDUCATION

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

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Physical Education](#)

‘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

AO1:	<i>Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport</i>
AO2:	<i>Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance</i>
AO3:	<i>Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.</i>

Content

Theoretical Content

Students will study the following topics

1	<i>Anatomy and physiology</i>
2	<i>Health, fitness and training</i>

3	<i>Skill acquisition and psychology</i>
4	<i>Social, cultural and ethical influences</i>

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

AS & A LEVEL PHYSICAL EDUCATION

This course follows the requirements for the Cambridge IGCSE examination in PE (9396). The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS & A Level Physical Education](#)

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:

AS Level

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

A Level

Component 1: Written Examination	35%	Externally Assessed
Component 2: Coursework	15%	Internally Assessed
Component 3: Written Examination	35%	Externally Assessed
Component 4: Coursework	15%	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

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

IGCSE ART & DESIGN

This course follows the requirements for the Cambridge IGCSE examination in Art (0400).

The complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[IGCSE Art](#)

‘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>AO1 Record</i>	<ul style="list-style-type: none"> Record ideas, observations and insights relevant to intentions as work progresses
<i>AO2 Explore</i>	<ul style="list-style-type: none"> Explore and select appropriate resources, media, materials, techniques and processes.
<i>AO3 Develop</i>	<ul style="list-style-type: none"> Develop ideas through investigation, demonstrating critical understanding
<i>AO4 Present</i>	<ul style="list-style-type: none"> Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Content

<i>Skills</i>	<ul style="list-style-type: none"> Identify and research a particular aspect of art and design Carry out relevant exploration of media, materials, techniques and appropriate processes Document and evaluate ideas and concepts against intentions as the work progresses Develop these into a cohesive final outcome.
<i>Painting and related media</i>	Painting and drawing, Graphic media, Printmaking Non-traditional media, New media eg. installation art, animation audio or moving image
<i>Printmaking</i>	Monoprinting, relief printing (such as lino and/or wood cut), etching and screen printing.
<i>Three-dimensional studies</i>	Sculpture, Ceramics, Theatre design/set design, Environmental/architectural design, Product design, Craft design
<i>Photography, digital and lens-based media</i>	Still imagery, Moving imagery

<i>Graphic communication</i>	<i>Graphic design with lettering, Illustration, Printmaking, Advertising, Game design</i>
<i>Textiles and fashion</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 complete syllabus, including content and learning objectives for this course, is available from Cambridge Assessment International Examinations through the link provided below.

[AS & A Level Art and Design](#)

‘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>AO1 Record</i>	<i>Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress</i>
<i>AO2 Explore</i>	<i>Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops</i>
<i>AO3 Develop</i>	<i>Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding</i>
<i>AO4 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. 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
<i>Skills</i>	<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
	<i>Topics</i>
<i>Communities</i>	School relationships Community Service School relationships Community Service
<i>Emotional wellbeing</i>	Feelings
<i>Health and Safety</i>	Making healthy choices Sex and relationships Safety
<i>Self-management</i>	Goals and personal development Personal organisation Learning and study styles Future planning

APPENDIX 1: LANGUAGES

		Year Level														
	Definition	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	X
	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	CAIE 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	CAIE 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	CAIE 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

Reception 1 to Year 6	
Lower Primary	
Reception 1	MEF Play based Curriculum
Reception 2	MEF Play based Curriculum
Year 1	Cambridge International Primary Program
Year 2	Cambridge International Primary Program
Upper Primary	
Year 3	Cambridge International Primary Program
Year 4	Cambridge International Primary Program
Year 5	Cambridge International Primary Program
Year 6	Cambridge International Primary Program and 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