

# SUBJECT INFORMATION PACK

## FOR YEARS 10 & 11 2023/2024

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## HEADTEACHER'S LETTER

Dear Students and Parents/Guardians,

The first three years in Secondary Education (Years 7, 8 and 9) introduce students to a wide range of subjects within the recommendations of the 2014 National Curriculum for England:

<https://www.gov.uk/government/collections/national-curriculum>

Students in Years 10 and 11 continue to study compulsory subjects but are also able to choose optional subjects in consultation with Subject Teachers and Parents/Guardians.

Subjects in Years 10 and 11 lead to the International General Certificate of Secondary Education (IGCSE) or the General Certificate of Secondary Education (GCSE) examinations. The Heritage Private School is an Examination Centre for Cambridge Assessment International Education (<http://www.cambridgeinternational.org/>) and Pearson Edexcel International Examinations (<http://qualifications.pearson.com>). You will notice when reading this Subject Information Pack that each subject has a subject code, which refers to the syllabus followed. In addition to the summaries contained in this Subject Information Pack, the full syllabus for each subject may be found by visiting the relevant Cambridge or Pearson website and locating the subject via its name and/or subject code.



**We are very proud that the School is a Cambridge International Fellowship Centre.**

Cambridge IGCSE is the world's most popular international qualification for 14 - 16 year olds. It takes a student-centred approach and develops learners who are confident, innovative, responsible, reflective, and engaged with the study material. Cambridge IGCSE develops a solid foundation of knowledge and skills and provides excellent preparation for post-16 education. It is recognised by universities around the world, offering learners a global passport to success.

**In addition, we are proud that the School is a recipient of the ISA British Council International School Award for outstanding development of the international dimension in the curriculum. It is currently the only school in Cyprus to have been re-awarded the ISA 2019-2022.**



IGCSE/GCSE examinations require hard work throughout the two years of study, especially in order to achieve the top grades A\* to C (for Cambridge examinations where the grades awarded range from A\* to G) or the top grades 9 to 5 (for Pearson Edexcel GCSE examinations where the grades awarded range from 9 to 1). We hope that students will enjoy Years 10 and 11, will be fully involved in the life of the School, and will achieve excellent results so that they can approach Years 12 and 13 with confidence.

Ms Elena Smilas  
Secondary School Headteacher

## INTRODUCTION

IGCSE/GCSE examinations assess not only memory and orderly presentation of facts, but also understanding, practical skills, and the ability to apply knowledge. The examinations are designed to demand more of able candidates and to award grades accordingly.

In some IGCSE subjects, candidates take examinations at one of two levels: Extended or Core. The Extended level is designed for candidates of higher academic ability who are expected to achieve grades A\*, A, B and C, while the less demanding Core level is more appropriate for candidates who are expected to achieve D, E, F and G; the highest grade at Core level is C. Subject Teachers will guide students as to which level they should attempt.

Some IGCSE/GCSE subjects include coursework. This is work completed in school and home, and marked by Subject Teachers. Marks are then moderated by the Examining Board and count towards the final grade.

### **Looking ahead to higher education and career options**

During Years 10 and 11, students are beginning to make important decisions about their future, and many will already be considering their aims for higher education and future careers. At school, students are therefore being encouraged to consider the relevance of their choices to their likely preferences for higher education and career. They have been given an information sheet listing useful websites to help them to research these decisions. There are many options for higher education worldwide and students should begin to research courses and admissions requirements on university websites for the degree subject(s) that they may be considering; the School gives assistance and guidance to students wherever they decide to apply.

UK university requirements often include IGCSE grade C or above in English Language (or IELTS) and Mathematics (although the top universities may require a B or A grade).

The USA and several other countries are also likely to require a Transcript of internal and external grades including internal examination results from Year 10 onwards. Students must therefore ensure that their academic performance throughout Years 10 - 13 reflects their best efforts. Additionally, students are reminded that internal grades for non-examination subjects (e.g. PE and PSHE/Careers/Life Skills) as well as for examination subjects, are recorded on Transcripts and the School Leaving Certificate (Apolytirion), which is issued after completion of Year 13.

Whilst it is paramount that students work hard in their IGCSE/GCSE courses in order to fulfil their academic potential, it is essential that they continue to develop other life skills such as time management, confidence, self-awareness and self-discipline. The extracurricular and supercurricular activities provided by the School contribute to this personal development. Such activities include the Duke of Edinburgh's International Award, Clubs, Projects, Competitions, Drama, Music and Sports. In addition, Community Service and Voluntary Work Placement opportunities are open to Year 11 students in the summer weeks following their IGCSE examinations. These are activities that require a personalised approach and arrangement, as each student has different aptitudes and aspirations. All students are greatly encouraged to participate in Community Service or a Voluntary Work Placement. A Careers Presentation on Student Internships is held annually to assist students in identifying appropriate placements. Please remember that some Voluntary Work Placements are competitive and will require the student to attend an interview. In all cases, those accepting students for service or placements will have high expectations, and students should therefore approach these arrangements intending to do credit to themselves, their parents and the School.

## HERITAGE SCHOLARSHIPS

A Scholarship is awarded to the student who achieves the best overall results in the Year 9 Cambridge Assessment International Education Lower Secondary Checkpoint Tests and covers approximately half of the Year 10 Heritage Private School fees. Another Scholarship is awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS/IAS Level and A/IAL Level examinations taken at The Heritage Private School during Year 11. The Scholarship covers approximately half of the student's Year 12 Heritage Private School fees. The last Scholarship is awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS/IAS and A/IAL examinations taken at The Heritage Private School during Year 12. The Scholarship covers approximately half of the student's Year 13 Heritage Private School fees. The School hopes that all of our students will make their best endeavours in the examinations and thereby have the opportunity to win one of these impressive Scholarships.

## SUBJECTS

The current list of subjects is as follows but the school reserves the right to modify this list.

### Compulsory IGCSE/GCSE subjects

English Language

English Literature

Mathematics

At least one Science: Biology, Chemistry, Physics

Greek: compulsory for those of Greek or Greek Cypriot descent.

### Optional IGCSE/GCSE subjects

Art & Design: Fine Art

Art & Design: Textiles

Biology

Business Studies

Chemistry

Computer Science

Drama

Economics

French

Geography

German

Global Perspectives

Greek

Hebrew

History

ICT

Music

Physical Education

Physics

Russian

Spanish

### Compulsory non-examination subjects

Physical Education

PSHE & Careers

### Additional examination subjects available as Institute Classes (at an additional fee).

IGCSE French and French DELF A1 / A2 / B1

German Goethe-Zertifikat A1 / A2 / B1/ B2

GCSE Greek and IGCSE Modern Greek

IGCSE Religious Studies

GCSE Russian

IGCSE Spanish

## IGCSE/GCSE SYLLABUSES

### Art & Design

### GCSE Art & Design: 1FA0, 1TE0 Pearson Edexcel

#### AIMS

The GCSE syllabus for Art & Design allows students to specialise in a particular area of interest. These specialisms are called 'endorsements' and the School offers the 'Fine Art', 'Graphic Communication' and 'Textiles' endorsements. The general assessment criteria and requirements for both endorsements remain the same, and these are therefore described first below, followed by the more specific information related to Fine Art, Graphic Communication and Textiles.

All GCSE Art & Design courses aim to develop **transferable skills** – students will learn to:

- apply a creative approach to problem solving;
- consider and develop original ideas from initiation to realisation;
- analyse critically their own work and the work of others;
- express individual thoughts and choices confidently;
- take risks, experiment and learn from mistakes.

Students will use a range of tools and methods including drawing, painting, ink drawing, digital design and printmaking. They will develop technical and experimental skills with reference to selected artists and practitioners from a variety of backgrounds and nationalities. Research is an important part of this qualification. Much work is developed through a student's response to the art, craft and design studied and their own evaluations and observations. Students will produce work which is an expression of their own visual language skills and combine these with knowledge acquired through research.

#### ASSESSMENT

There are two assessment units, and both components are internally assessed (in school) and usually externally moderated (by a visit to the School by the Examiner). Students must work within one of the following titles: Fine Art, Textiles or Graphic Communication to create a personal portfolio of work that demonstrates their knowledge, understanding and skills. The Art department staff set the coursework theme(s) appropriate to their students' interests and resources.

The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.

Both components allow students opportunities to:

- develop and explore ideas;
- research primary and contextual sources;
- experiment with media, materials, techniques and processes;
- present personal response(s) to the set theme.

PAPER	COMPONENT	WEIGHTING	METHOD OF ASSESSMENT	REQUIREMENTS	
1	Personal Portfolio (Coursework)	60%	Internally set Internally marked Externally moderated	Must include written work	Must show evidence of all assessment objectives
2	Externally Set Assignment  20 hours of preparation & 10 hours examination	40%	Externally set Internally marked Externally moderated Eight weeks of preparation time 10 hours timed exam	Must show evidence of all assessment objectives  Must include research and written opinions	

The 10 hour examinations are completed over a period of several days.

## **Art & Design: Fine Art**

## **GCSE Art & Design: Fine Art 1FA01 Pearson Edexcel**

In the Fine Art endorsement for GCSE Art & Design, the aim is to produce work from students' personal thoughts, feelings, observations and ideas, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief. Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the language of the subject sensitively and thoughtfully to support their intentions. The disciplines will include painting and drawing, printmaking, sculpture and alternative media. Students will be required to work in two or more of the disciplines such as paint and print or sculpture.

## **Art & Design: Textiles**

## **GCSE Art & Design: Textiles 1TE0 Pearson Edexcel**

Textile design is a versatile discipline that involves the creation, selection, manipulation and application of a range of materials and processes in order to produce fabrics and fine art pieces using textile processes. Textile designers are expected to work in a multi-disciplinary way to create ideas, concepts, materials and techniques for different applications; for example, in fashion and clothing, there are specialised areas such as sportswear, accessories or innovative clothing for theatre or film production. Technological innovation in textile development is used increasingly to produce specialist fabrics. Some textile designers create fabrics for interior applications such as upholstery, bed linens, curtains, wallpapers, carpets and rugs or work more generally as surface designers such as for wrapping paper. Textile design can also be interpreted as a personal and individual Fine Art discipline, being used to create installations, mixed media constructions, tapestries, three-dimensional pieces, applications, soft sculpture and wall hangings. Methods used include pattern design, use of sewing machine and batik hot wax design.

## **Biology**

## **IGCSE 0610 Cambridge International**

### **AIMS**

IGCSE Biology places considerable emphasis on understanding and use of scientific ideas and principles in a variety of situations, including those which are well-known to the learner and those which are new to them. It is anticipated that programmes of study based on this syllabus will feature a variety of learning experiences designed to enhance the development of skill and comprehension. This approach will focus teachers and learners on the development of transferable life-long skills relevant to the increasingly technological environment in which people find themselves. It will also prepare candidates for an assessment that will, within familiar and unfamiliar contexts, test expertise, understanding and insight.

The aims are to:

1. Provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level.
2. Enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters;
  - be suitably prepared for studies beyond Cambridge IGCSE.
3. Allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method.
4. Develop skills that:
  - are relevant to the study and practice of Biology;
  - are useful in everyday life;
  - encourage a systematic approach to problem-solving;
  - encourage efficient and safe practice;
  - encourage effective communication through the language of science.

5. Develop attitudes relevant to Biology such as:

- concern for accuracy and precision;
- objectivity;
- integrity;
- enquiry;
- initiative;
- inventiveness.

6. Enable learners to appreciate that:

- science is subject to social, economic, technological, ethical and cultural influences and limitations;
- the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## ASSESSMENT

Students who have studied the Core Curriculum are entered for Papers 1, 3 and 6. Students who have studied the Extended Curriculum are entered for Papers 2, 4 and 6.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	<u>Core Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Core Curriculum.	45 minutes	30%
OR			
2	<u>Extended Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Extended Curriculum.	45 minutes	30%
3	<u>Core Curriculum: Theory Paper</u> The examination consists of short structured questions based on the Core Curriculum.	1 hour 15 minutes	50%
OR			
4	<u>Extended Curriculum: Theory Paper</u> The examination consists of short structured questions. Questions will be based on the Extended syllabus content (Core and Supplement).	1 hour 15 minutes	50%
6	<u>Alternative to Practical</u> This examination paper tests familiarity with laboratory based procedures.	1 hour	20%

## Business Studies

## IGCSE 0450 Cambridge International

### AIMS

Business Studies gives students proof of their understanding of business concepts and techniques across a range of different types of businesses. Students gain lifelong skills, including:

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

The syllabus provides both a foundation for further study at A Level and an ideal preparation for the world of work.

The aims are to enable students to:

1. apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
2. make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
3. distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
4. appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
5. develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
6. develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
7. develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
8. develop an awareness of the nature and significance of innovation and change within the context of business activities
9. acquire a foundation for further study of business or other subjects.

## ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	<u>Short Answer and Data Response</u> Four questions requiring a mixture of short answers and structured data responses Candidates answer all questions	1 hour 30 minutes	50%
2	<u>Case Study</u> Four questions based on a case study, provided as an insert with the paper Candidates answer all questions	1 hour 30 minutes	50%

## Chemistry

## IGCSE 0620 Cambridge International

### AIMS

The aims are to:

1. Provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level.
2. Enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters;
  - be suitably prepared for studies beyond Cambridge IGCSE.
3. Allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method.
4. Develop skills that:
  - are relevant to the study and practice of Chemistry;
  - are useful in everyday life;



- encourage a systematic approach to problem-solving;
  - encourage efficient and safe practice;
  - encourage effective communication through the language of science.
5. Develop attitudes relevant to Chemistry such as:
- concern for accuracy and precision;
  - objectivity;
  - integrity;
  - enquiry;
  - initiative;
  - inventiveness.
6. Enable learners to appreciate that:
- science is subject to social, economic, technological, ethical and cultural influences and limitations;
  - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## ASSESSMENT

Students who have studied the Core Curriculum are entered for Papers 1, 3 and 6. Students who have studied the Extended Curriculum are entered for Papers 2, 4 and 6.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	<u>Core Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Core Curriculum.	45 minutes	30%
OR			
2	<u>Extended Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Extended Curriculum.	45 minutes	30%
3	<u>Core Curriculum: Theory Paper</u> The examination consists of short structured questions based on the Core Curriculum.	1 hour 15 minutes	50%
OR			
4	<u>Extended Curriculum: Theory Paper</u> The examination consists of short structured questions. Questions will be based on the Extended syllabus content (Core and Supplement).	1 hour 15 minutes	50%
6	<u>Alternative to Practical</u> This examination paper tests familiarity with laboratory based procedures.	1 hour	20%

## Computer Science

## IGCSE 0478 Cambridge International

### AIMS

The aims are to enable students to develop:

1. computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
2. an understanding of the main principles of solving problems by using computers
3. the skills necessary to solve computer-based problems using a high-level programming language
4. an understanding of the component parts of computer systems and how they interrelate

5. an understanding of the internet as a means of communication and its associated risks
6. an understanding of the development and use of automated and emerging technologies.

## ASSESSMENT

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	<u>Theory</u> A compulsory question paper, consisting of short-answer and structured questions Section 1 of the Subject content	1 hr 45 min	75	50%
2	<u>Problem-solving and Programming</u> A compulsory question paper, consisting of short-answer and structured questions Section 2 of the Subject content	1 hr 45 min	75	50%

## Drama

## GCSE 1DR0 Pearson Edexcel

## AIMS

The aims are to enable students to:

1. Apply knowledge and understanding when making, performing and responding to drama.
2. Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
3. Develop a range of theatrical skills and apply them to create performances.
4. Work collaboratively to generate, develop and communicate ideas.
5. Develop as creative, effective, independent and reflective students able to make informed choices in process and performance.
6. Contribute as an individual to a theatrical performance.
7. Reflect on and evaluate their own work and that of others.
8. Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
9. Adopt safe working practices.

The core skills being developed are:

- the ability to recognise and understand the roles and responsibilities of performer, designer and director;
- the study and exploration of texts and extracts must include the relevant social, historical and cultural contexts;
- the ability to analyse and evaluate their own work and the work of others;
- the ability to understand how performance texts can be interpreted and performed.

## ASSESSMENT

COMPONENT	EXAMINATION PAPER	ASSESSMENT	LENGTH OF EXAM	WEIGHTING
1	<u>Devising:</u> <ul style="list-style-type: none"><li>- Portfolio</li><li>- Devised performance/design realisation</li></ul>	Internally assessed and externally moderated	---	40%
2	<u>Performance from Text:</u> <ul style="list-style-type: none"><li>- Performance in and/or designing for two key extracts from a performance text</li></ul>	Externally assessed by visiting examiner	---	20%
3	<u>Theatre Makers in Practice:</u> <ul style="list-style-type: none"><li>- Bringing Texts to Life</li><li>- Live Theatre Evaluation</li></ul>	Written examination	1 hour 30 minutes	40%

## Economics

## International GCSE 4EC1 Pearson Edexcel

### AIMS

The Pearson Edexcel International GCSE in Economics qualification enables students to:

1. Develop an understanding of economic concepts and apply these concepts to real-life situations.
2. Calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements.
3. Develop an awareness of economic change and its impact on developing and developed economies.
4. Understand economic issues, problems and possible solutions that affect mixed economies.
5. Participate effectively in society as citizens, producers and consumers.

## ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Microeconomics and Business Economics	1 hour 30 minutes	50%
2	Macroeconomics and the Global Economy	1 hour 30 minutes	50%

## English First Language

## IGCSE 0500 Cambridge International

### AIMS

The aims are to enable students to:

1. Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language.
2. Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
3. Write accurately and effectively, using Standard English appropriately.
4. Work with information and with ideas in language by developing skills of evaluation, analysis, use and inference.

5. Listen to, understand, and use spoken language effectively.

6. Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

## ASSESSMENT

Candidates will take:

PAPER 1	LENGTH OF EXAM	WEIGHTING
Reading	2 hours	50%

AND

PAPER 2	LENGTH OF EXAM	WEIGHTING
Directed Writing and Composition	2 hours	50%

AND

COMPONENT 4	LENGTH OF EXAM	GRADING/RESULT
Speaking and Listening Test	10 - 12 minutes	40 marks Marks for this component do not contribute to the overall grade for the written components. Instead, where candidates perform to an appropriate standard, certificates additionally record achievement in Speaking and Listening by allocating grades ranging from 1 (High) to 5 (Low)

**English Second Language  
(Count-in speaking )**

**IGCSE 0511 Cambridge International**

## AIMS

The syllabus assesses students' ability to use English as a medium of practical communication, and is aimed at students for whom English is not a first language/mother tongue but for whom it is a language of study.

The aims are to:

1. Develop learners' ability to use English effectively for the purpose of practical communication.
2. Develop learners' awareness of the nature of language and language-learning skills.
3. Develop transferable skills to complement other areas of the curriculum.
4. Promote learners' personal development and enjoyment.

## ASSESSMENT

Candidates will take:

PAPER 1	LENGTH OF EXAM	WEIGHTING
Reading and Writing	2 hours	50%

AND

PAPER 2	LENGTH OF EXAM	WEIGHTING
Listening	Approximately 50 minutes	25%

AND

PAPER 3	LENGTH OF EXAM	WEIGHTING
Speaking	Approximately 10 - 15 minutes	25%

## English Literature

## IGCSE 0475 Cambridge International

The aims are to encourage and develop students' ability to:

1. Enjoy the experience of reading literature.
2. Understand and respond to literary texts in different forms and from different periods and cultures.
3. Communicate an informed personal response, appropriately and effectively.
4. Appreciate different ways in which writers achieve their effects.
5. Experience literature's contribution to aesthetic, imaginative and intellectual growth.
6. Explore the contribution of literature to an understanding of areas of human concern.

## ASSESSMENT

All candidates will take the following examinations:

COMPONENT	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Poetry and Prose	1 hour 30 minutes	50%
3	Drama (Open Text)	45 minutes	25%
4	Unseen	1 hour 15 minutes	25%

## French First Language

## IGCSE 0501 Cambridge International

## AIMS

The aims of IGCSE First Language French 0501 are:

- 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 readings to inform and improve their own writing
- Write accurately and effectively, using standard French appropriately
- Work with information and with ideas in French language by developing skills of critical evaluation, analysis, comparison, use and inference
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

By the end of the course, students should be able to:

- Respond knowledgeably to a range of reading texts
- Use some of these texts to inform and inspire their own writing
- Write in a range of text types for different purposes and audiences

## ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Reading and Directed Writing	2 hours	50%
2	Writing	2 hours	50%

In preparation for the IGCSE French First Language, students will be also preparing for DELF B2, which is at the same level.

## **AIMS**

The aims of IGCSE French are to:

1. Develop the ability to use the language effectively for purposes of practical communication in the country of residence, where appropriate, and in all the countries where the language is spoken.
2. Form a sound base of the skills, language and attitudes required for further study, work and leisure.
3. Offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate.
4. Encourage fuller integration into the local community, where relevant.
5. Develop a fuller awareness of the nature of language and language learning.
6. Encourage positive attitudes toward language learning and towards speakers of other languages, and a sympathetic approach to other cultures and civilisations.
7. Provide enjoyment and intellectual stimulation.
8. Complement other areas of study by encouraging skills of a more general application (i.e. analysis, memorising, drawing of inferences).

By the end of the course, students should be able to:

- visit a French speaking country and cope with everyday situations;
- talk or write about themselves, their family, their school life, their interests and their hobbies, and also ask French people about these things;
- find out information from brochures, instructions, posters printed in French;
- understand most of what French people say when they are actually speaking to them, understand conversations between members of a French family, travel information, simple weather or news on the radio and television;
- be familiar with grammar and structure of the French Language and use this knowledge to express themselves better in French and to understand more fully the French that they hear or read.

## **ASSESSMENT**

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Listening	45 minutes	25%
2	Reading and directed writing	1 hour	25%
3	Speaking	15 minutes	25%
4	Continuous writing	1 hour	25%

In preparation for taking IGCSE French, students will typically take in advance French DELF at levels A1 and A2 in order to strengthen their skills. Exceptional students in French may also be prepared for DELF B1. French DELF/DALF corresponds to the levels of the Common European Framework of Reference (CEFR) for Languages. For more information see <http://www.ifchypre.org/index.php/en/cours-de-francais/scolaires/niveaux>.

## **Geography**

## **IGCSE 0460 Cambridge International**

## **AIMS**

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people

interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world including:

1. An understanding of the impacts which both physical and human geography can have and the processes which affect their development.
2. A sense of place and an understanding of relative location on a local, regional and global scale.
3. The ability to use and understand geographical data and information.
4. An understanding of how communities and cultures around the world and how they are affected and constrained by different environments.

## ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Geographical Themes	1 hour 45 minutes	45%
2	Geographical Skills	1 hour 30 minutes	27.5%
4	Alternative to Coursework	1 hour 30 minutes	27.5%

## German

## IGCSE 0525 Cambridge International

## AIMS

This qualification enables students to:

1. Develop an understanding and use of written and spoken forms of German, in a range of familiar and practical contexts, and for a variety of purposes.
2. Develop the ability to communicate effectively in German through the written word and through speaking, using a range of vocabulary and structures.
3. Develop a knowledge and understanding of German grammar and its practical application.
4. Develop a knowledge and understanding of countries and communities where German is spoken.
5. Develop positive attitudes towards modern foreign language learning.
6. Acquire a suitable foundation for further study of the German language.

## ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Listening	50 minutes	25%
2	Reading	1 hour	25%
3	Speaking	10 minutes	25%
4	Writing	1 hour	25%

## Global Perspectives

## IGCSE 0457 Cambridge International

## AIMS

Global Perspectives provides opportunities for enquiry into, and reflection on, key issues from a personal, local/national and global viewpoint. Students will explore stimulating topics that have global significance. They will assess information critically, and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning, and developing an independence of thought. The syllabus emphasises the development and application of skills rather than the acquisition of knowledge. Students will learn valuable transferable skills that will be useful for further study, and that will also help them to develop as active citizens of their communities. The course is not about getting everyone to think identically; rather it is a matter of opening minds

to the great complexity of the world and of human thought, and becoming aware of the diversity of human experience and feeling.

Global Perspectives aims to enable learners to:

1. Become independent and confident about taking their place in a changing, information-rich and connected world.
2. Develop an analytical and evaluative grasp of global issues and their causes, consequences, leading to the suggestion of possible evidence-based courses of action.
3. Consider the concept of sustainability when analysing issues and proposing courses of action.
4. Engage with and reflect on issues, both independently and in collaboration with others and from a variety of different perspectives.
5. Work independently as well as part of a team, showing responsibility for much of their own learning including using diverse and varied sources to support reasoning.
6. Consider important issues from a variety of perspectives and reflect on the links between these.
7. Critically assess information available to them and support judgements with lines of reasoning in order to communicate to others effectively and appropriately.

## ASSESSMENT

Assessment will be in three parts: Component 1 (Written Exam), Component 2 (Individual Report) and Component 3 (Team Project), carrying respectively 35%, 30% and 35% of the marks.

COMPONENT	LENGTH OF EXAM / PIECE OF COURSEWORK	WEIGHTING	MARKS ALLOCATED	NATURE OF ASSESSMENT
Component 1 Written Exam	1 hour 25 minutes	35%	70/200	Individual
Component 2 Individual Report	1500 - 2000 words	30%	60/200	Individual
Component 3 Team Project	1050 - 1400 words	35%	70/200	Individual 70% Group 30%

Each component has a different focus in terms of assessment, as follows:

**Written Exam:** Consists of four compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives. The focus is on enquiry, reasoning and evaluation.

**Individual Report:** Candidates research a global issue based on one topic area out of 22 pre-determined topics and submit an Individual Research Report. The focus is on research, developing lines of reasoning, consideration of a wide range of perspectives and reflecting on own circumstances.

**Team Project:** Candidates collaborate in groups of 2 - 5 students to investigate a local issue from the list of 22 pre-determined topics that must lead to a practical outcome, with an explanation of 300 - 400 words. Candidates must then evaluate the plan, process and outcome of the Team Project as well as their individual contributions through individual reflective papers of 750 - 1000 words. The focus is on analysis of issues, group work and collaboration.

Each component has a different focus in terms of assessment, as follows:

**Written Examination** The Written Examination consists of **four** compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives. The focus is on enquiry, reasoning and evaluation.



Individual Report	Candidates research a global issue based on one topic area out of 22 pre-determined topics and submit an Individual Research Report. The focus is on research, developing lines of reasoning, consideration of a wide range of perspectives and reflecting on own circumstances.
Team Project	Candidates collaborate in groups of 2 - 5 students to investigate a local issue from the list of 22 pre-determined topics that must lead to a practical outcome, with an explanation of 300 - 400 words. Candidates must then evaluate the plan, process and outcome of the Team Project as well as their individual contributions through individual reflective papers of 750 - 1000 words. The focus is on analysis of issues, group work and collaboration.

## **Greek (First Language)**

## **International GCSE 4GK1/01 and 4GK1/02 Pearson Edexcel**

### **AIMS**

The IGCSE in Greek is suitable for those who are First Language Greek speakers. The aim of the course is to provide a framework for the development of written skills combined with the practical application of grammar.

The Pearson Edexcel IGCSE in Modern Greek enables students to:

1. convey their understanding of written Greek through a series of reading tasks.
2. read two engaging texts, answer four questions on each text and then compare the two texts.
3. demonstrate their ability to summarise a short text by writing the main points clearly.
4. demonstrate their understanding of grammatical usage in a series of exercises.
5. convey their understanding of Greek through two pieces of continuous writing.

### **ASSESSMENT**

The Pearson Edexcel IGCSE in Modern Greek comprises two externally assessed papers, as follows:

PAPER	ASSESSMENT	LENGTH OF EXAM	WEIGHTING
1	Reading, Summary and Grammar	2 hours 15 minutes	60%
2	Writing	1 hour 30 minutes	40%

## **Greek**

## **GCSE 1GK0 Pearson Edexcel**

### **AIMS**

The GCSE in Greek is suitable for those who are studying Greek as a Second Language. The aims of the GCSE in Greek are to provide a framework for the development of different skills, knowledge and understanding in Greek. The syllabus is designed to enable students to:

1. Develop understanding of the spoken and written forms of the modern foreign language in a range of contexts.
2. Develop the ability to communicate effectively in the modern foreign language, through both the spoken and written work, using a range of vocabulary and structures.
3. Develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it.
4. Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.

5. Develop knowledge and understanding of countries and communities where the modern foreign language is spoken.
6. Develop positive attitudes to modern foreign language learning.
7. Provide a suitable foundation for further study and/or practical use of the modern foreign language.

By the end of the course students will be familiar with the grammar and structure of the Greek language and use this knowledge to communicate in Greek, write about themselves and their interests, and find out information from brochures and posters that would help them to cope with everyday situations.

## ASSESSMENT

Assessment is by final examinations as follows:

PAPER	ASSESSMENT OBJECTIVE	LENGTH OF EXAM	WEIGHTING
1	Listening	45 minutes + 5 minutes' reading time	25%
2	Speaking	12 minutes	25%
3	Reading	1 hour + 5 minutes	25%
4	Writing	1 hour + 15 minutes	25%

## Hebrew

**GCSE 8678/H AQA**

## AIMS

This qualification enables students to:

1. Develop an understanding and use of written and spoken forms of Hebrew, in a range of familiar and practical contexts, and for a variety of purposes.
2. Develop the ability to communicate effectively in Hebrew through the written word and through speaking, using a range of vocabulary and structures.
3. Develop knowledge and understanding of Hebrew grammar and its practical application.
4. Develop knowledge, understanding and sense of belonging to Israel and to the Israeli communities in Cyprus and in other countries.
5. Develop positive attitudes towards modern foreign language learning.
6. Acquire a suitable foundation for further study of the Hebrew language.

## ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Listening	45 minutes	25%
2	Reading	1 hour	25%
3	Speaking	10-12 minutes	25%
4	Writing	1 hour and 15 minutes	25%

## History

**IGCSE 0470 Cambridge International**

## AIMS

The aims are to:

1. Stimulate interest in and enthusiasm about the past.
2. Promote the acquisition of knowledge and understanding of human activity in the past.

3. Ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence.
4. Promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.
5. Provide a sound basis for further study and the pursuit of personal interest.
6. Encourage international understanding.
7. Encourage the development of linguistic and communication skills.

Students will be expected to:

- Recall, select, organise and deploy knowledge of the syllabus content.
- Demonstrate an understanding of:
  - change and continuity, cause and consequence, similarity and difference;
  - the motives, emotions, intentions and beliefs of people in the past.
- Comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

Students study international relations since 1919, from the Treaty of Versailles at the end of World War One to the collapse of Soviet Control over Eastern Europe around 70 years later. Students also study one country in depth: Germany 1919 - 1945.

## ASSESSMENT

PAPER	MARKS	WEIGHTING
1	60	40%
2	50	33%
4	40	27%

## Information and Communication Technology (ICT)

## IGCSE 0417 Cambridge International

### AIMS

The aims are to enable students to develop:

1. an understanding of the basic components, use and application of different ICT systems and networks
2. the skills to analyse, design, implement, test and evaluate ICT systems
3. the skills to understand the impact of current and new technologies on methods of working in the outside world
4. the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

### ASSESSMENT

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	<b>Theory</b> A written paper testing sections 1 - 21 of the curriculum content. All questions are compulsory.	1 hour 30 minutes	80	40%

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
2	<b>Document Production, Databases and Presentations</b> This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content. Candidates use knowledge-based practical skills from sections 11 - 16. All tasks are compulsory.	2 hours 15 minutes	70	30%
3	<b>Spreadsheets and Website Authoring</b> This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content. Candidates use knowledge-based practical skills from sections 11 - 16. All tasks are compulsory.	2 hours 15 minutes	70	30%

## Mathematics

## IGCSE 0580 Cambridge International

### AIMS

The aims are to enable students to:

- recall and apply mathematical knowledge and techniques
- carry out routine procedures in mathematical and everyday situations
- understand and use mathematical notation and terminology
- perform calculations with and without a calculator
- organise, process, present and understand information in written form, tables, graphs and diagrams
- estimate, approximate and work to degrees of accuracy appropriate to the context and convert between equivalent numerical forms
- understand and use measurement systems in everyday use
- measure and draw using geometrical instruments to an appropriate degree of accuracy
- recognise and use spatial relationships in two and three dimensions.
- analyse a problem and identify a suitable strategy to solve it, including using a combination of processes where appropriate
- make connections between different areas of mathematics
- recognise patterns in a variety of situations and make and justify generalisations
- make logical inferences and draw conclusions from mathematical data or results
- communicate methods and results in a clear and logical form
- interpret information in different forms and change from one form of representation to another.

### ASSESSMENT

Candidates will take:

PAPER 1: Non-Calculator (Core)	LENGTH OF EXAM	WEIGHTING
Short-answer and structured questions	1 hour 30 minutes	50%

**OR**

PAPER 2: Non-Calculator (Extended)	LENGTH OF EXAM	WEIGHTING
Short-answer and structured questions	2 hours	50%

**AND EITHER**

PAPER 3: Calculator (Core)	LENGTH OF EXAM	WEIGHTING
Short-answer and structured questions	1 hour 30 minutes	50%

**OR**

PAPER 4: Calculator (Extended)	LENGTH OF EXAM	WEIGHTING
Short-answer and structured questions	2 hours	50%

## Music

## IGCSE 0410 Cambridge International

### AIMS

The aims of the syllabus are to:

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

### ASSESSMENT

The three assessment objectives are:

#### **AO1** Listening

- Aural awareness, perception and discrimination in relation to Western music.
- Identifying and commenting on a range of music from cultures in different countries.
- Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work.

#### **AO2** Performing

- Technical competence on one or more instruments.
- Interpretative understanding of the music performed.

#### **AO3** Composing

- Discrimination and imagination in free composition.
- Notation, using staff notation and, if appropriate, other suitable systems.

COMPONENT	REQUIREMENTS	MODE OF ASSESSMENT	WEIGHTING
Component 1: Listening	Written examination based on CD recordings supplied by Cambridge International Examinations 70 marks	Written paper externally assessed 1 hour 15 minutes	40%
Component 2: Performing	Two prepared performances, one individual and one ensemble 50 marks	Coursework Internally marked/externally moderated	30%
Component 3: Composing	Two contrasting compositions 100 marks scaled to 50 marks	Coursework Internally marked/externally moderated	30%

## Physical Education

## IGCSE 0413 Cambridge International

### AIMS

The aims are to enable candidates to:

1. Develop their knowledge and understanding of the theory underpinning physical performance in a modern world.
2. Use and apply this knowledge and understanding to improve their performance.
3. Perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas.
4. Understand and appreciate safe practice in physical activity and sport.
5. Understand and appreciate the benefit of physical activity and sport for health, fitness and well-being.
6. Gain a sound basis for further study in the field of Physical Education.

### ASSESSMENT

All candidates take two compulsory components.

COMPONENT	REQUIREMENTS	MODE OF ASSESSMENT	WEIGHTING
Paper 1: Theory	Candidates answer all questions. 100 marks	Written paper Externally assessed 1 hour 45 minutes	50%
Component 2: Coursework	Candidates undertake <b>four</b> physical activities from at least <b>two</b> of the seven categories listed.	Internally assessed / externally moderated	50%

The coursework component assesses candidates' performance in **four** physical activities from at least **two** of the seven categories listed below.

The physical activities are:

Categories	Physical Activities	
<b>Games</b>	<ul style="list-style-type: none"> <li>• Association Football</li> <li>• Badminton</li> <li>• Baseball, Rounders or Softball</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Golf</li> <li>• Handball</li> <li>• Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Lacrosse</li> <li>• Netball</li> <li>• Rugby League or Rugby Union</li> <li>• Squash</li> <li>• Table Tennis</li> <li>• Tennis</li> <li>• Volleyball</li> </ul>
<b>Gymnastic Activities</b>	<ul style="list-style-type: none"> <li>• Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics</li> <li>• Individual Figure Skating</li> </ul>	<ul style="list-style-type: none"> <li>• Trampolining</li> </ul>
<b>Dance Activities</b>	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	
<b>Athletic Activities</b>	<ul style="list-style-type: none"> <li>• Cross-Country Running</li> <li>• Cycling</li> <li>• Rowing and Sculling</li> </ul>	<ul style="list-style-type: none"> <li>• Track and Field Athletics</li> <li>• Weight Training for Fitness</li> </ul>
<b>Outdoor and Adventurous Activities</b>	<ul style="list-style-type: none"> <li>• Canoeing</li> <li>• Hill Walking or Orienteering</li> <li>• Horse Riding</li> <li>• Mountain Biking</li> </ul>	<ul style="list-style-type: none"> <li>• Rock Climbing</li> <li>• Sailing</li> <li>• Skiing or Snowboarding</li> <li>• Windsurfing</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>• Competitive Swimming</li> <li>• Life Saving or Personal Survival</li> </ul>	<ul style="list-style-type: none"> <li>• Water Polo</li> </ul>
<b>Combat Activities</b>	<ul style="list-style-type: none"> <li>• Judo or Taekwondo</li> </ul>	

## Physics

## IGCSE 0625 Cambridge International

### AIMS

The aims are to:

1. Provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level.
2. Enable learners to acquire sufficient knowledge and understanding to:
  - become confident citizens in a technological world and develop an informed interest in scientific matters;
  - be suitably prepared for studies beyond Cambridge IGCSE.
3. Allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method.
4. Develop skills that:
  - are relevant to the study and practice of Physics;
  - are useful in everyday life;
  - encourage a systematic approach to problem-solving;
  - encourage efficient and safe practice;
  - encourage effective communication through the language of science.
5. Develop attitudes relevant to Physics such as:

- concern for accuracy and precision;
- objectivity;
- integrity;
- enquiry;
- initiative;
- inventiveness.

6. Enable learners to appreciate that:

- science is subject to social, economic, technological, ethical and cultural influences and limitations;
- the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## ASSESSMENT

Students who have studied the Core Curriculum are entered for Papers 1, 3 and 6. Students who have studied the Extended Curriculum are entered for Papers 2, 4 and 6:

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	<u>Core Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Core Curriculum.	45 minutes	30%
OR			
2	<u>Extended Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Extended Curriculum.	45 minutes	30%
3	<u>Core Curriculum: Theory Paper</u> The examination consists of short structured questions based on the Core Curriculum.	1 hour 15 minutes	50%
OR			
4	<u>Extended Curriculum: Theory Paper</u> The examination consists of short structured questions. Questions will be based on the Extended syllabus content (Core and Supplement).	1 hour 15 minutes	50%
6	<u>Alternative to Practical</u> This examination paper tests familiarity with laboratory based procedures.	1 hour	20%

## Russian

## GCSE 1RU0 Pearson Edexcel

The GCSE in Russian is a two-year programme and the examination is taken in Year 11.

## AIMS

The Pearson Edexcel GCSE in Russian consists of four units based on the following skills: speaking, listening, reading and writing.

The aims of this course are to provide a framework for the development of different skills, knowledge and understanding in Russian. It is designed to enable students to:

1. Develop understanding of the spoken and written forms of Russian in a range of contexts.
2. Develop the ability to communicate effectively in Russian as a language, through both spoken and written word, using a range of vocabulary and structures.



3. Develop knowledge and understanding of the grammar of the Russian language, and the ability to apply it.
4. Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
5. Develop knowledge and understanding of countries and communities where Russian is spoken.
6. Develop positive attitudes to modern language learning.
7. Provide a suitable foundation for further study and/or practical use of the Russian language.

The Pearson Edexcel GCSE (Short Course) in Russian: Spoken Language is formed of two of these units (Speaking and Listening) and the Pearson Edexcel GCSE (Short Course) in Russian: Written Language is formed of the other two units (Reading and Writing). It is possible to amalgamate the results from the two Short courses to form a GCSE qualification.

## ASSESSMENT

The following grid shows the relationship between assessment objectives and examination components.

EXAMINATION PAPER/ASSESSMENT OBJECTIVE	LENGTH OF EXAM	WEIGHTING
<p><u>Listening and Understanding in Russian</u> Unit Code: 1RU0/01</p> <p>This unit is externally set and assessed and can be entered in June only. The examination consists of a number of passages or interactions in Russian with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades A*-G. Content relates to prescribed common topic areas. Total number of marks is 50.</p>	45 minutes (+ 5 minutes' reading time)	23%
<p><u>Speaking in Russian</u> Unit code: 1RU0/02</p> <p>Students must undertake two separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types: picture-based discussion (or presentation) with follow-up question, general conversation linked to a theme. Total number of marks is 50.</p>	12 minutes in total (equally divided across both tasks)	27%
<p><u>Reading and Understanding in Russian</u> Unit code: 1RU0/03</p> <p>Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal. Total number of marks is 50.</p>	55 minutes	23%
<p><u>Writing in Russian</u> Unit code: 1RU0/04</p> <p>This paper will reward students for communication and content as well as for knowledge and application of grammar and structures. The writing unit is externally assessed through an examination paper consisting of two tasks. These have been designed to accommodate a wide range of student profiles and rewards work from A*-G. The number of marks is 50.</p>	1 hour and 25 minutes	27%

This syllabus is designed for students who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

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

### **AIMS**

The aims of the Spanish IGCSE are to enable students to:

- develop the language proficiency required to communicate effectively in Spanish at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Spanish is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Spanish or another subject area.

### **ASSESSMENT**

The Spanish IGCSE syllabus is divided into four units. All candidates take all four papers.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Listening	50 minutes	25%
2	Reading	1 hour	25%
3	Speaking	10 minutes	25%
4	Writing	1 hour	25%

### **ADDITIONAL EXAMINATION SUBJECTS AVAILABLE AS INSTITUTE CLASSES**

The following Institute examination courses are available at an additional fee:

#### **Institute Examination Course: IGCSE French Foreign Language**

#### **IGCSE 0520 Cambridge International**

The IGCSE in French is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours. For full details and assessment criteria for this course, please refer to the main IGCSE French section of this Subject Information Pack.

#### **Institute Examination Course: DELF/DALF**

The French DELF/DALF examinations lead to an official qualification awarded by the French Ministry of Education, and it is recognised worldwide, both at university and professional level. The DELF/DALF language examinations correspond to the levels of the Common European Framework of Reference (CEFR) for Languages and range from A1 for beginners to C2 for language skills at the highest level. These Institute classes give students the opportunity to take the DELF/DALF examinations as well as the IGCSE.

The IGCSE in German is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours. For full details and assessment criteria for this course, please refer to the main IGCSE German section of this Subject Information Pack.

**Institute Examination Course: German Goethe-Zertifikat**

The German Goethe-Zertifikat examination is an official qualification awarded by Goethe-Institut. These examinations are well known throughout the world and the associated certificates are accepted as a qualification by employers and further education institutions in many countries. The Goethe-Institut's German language examinations correspond to the levels of the Common European Framework of Reference (CEFR) for Languages and range from A1 for beginners to C2 for language skills at the highest level. These Institute classes give students the opportunity to take the German Goethe-Zertifikat examinations as well as the IGCSE.

**Institute Examination Course: GCSE Greek****GCSE 1GK0 Pearson Edexcel****Institute Examination Course: IGCSE Greek (First Language)****International GCSE 4GK1/01 & 4GK1/02 Pearson Edexcel**

The GCSE in Greek and the IGCSE in Greek First Language are options for students to choose in the school day, and are also offered as Institute Courses, after school hours. For full details and assessment criteria for these courses, please refer to the main GCSE Greek and IGCSE Greek First Language sections of this Subject Information Pack.

**Institute Examination Course: IGCSE Religious Studies****IGCSE 0490 Cambridge International****AIMS**

This course aims to promote an enquiring, critical and sympathetic approach to the study of religion. Learners will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour. They will study two world religions from the options of Christianity, Islam and Judaism, with each religion being explored through the topics of worship; beliefs and sacred writings; festivals, fasts, pilgrimage/historic places; religion and the family and rites of passage; and religion and social action.

The aims are to:

1. Promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
2. Introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
3. Help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions.
4. Encourage candidates to reflect on religious responses to moral issues.
5. Enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

**ASSESSMENT**

The three assessment objectives in Religious Studies are 'Knowledge' (ability to describe the religious practices, experiences and beliefs of others, and being able to select and use relevant knowledge of the religions studied); 'Understanding and Interpretation' (showing understanding of religious beliefs and practices by explaining their significance for believers, and demonstrating awareness and understanding of religious responses to contemporary issues, both personal and social); and 'Evaluation' (ability to evaluate different views on issues arising from religious belief and practice, by using evidence and argument). All questions are equally weighted and each covers all of these assessment objectives.

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	A written paper where candidates must answer one structured question plus one question based on stimulus material, for each of the two religions studied.	1 hour 45 minutes	80	50%
2	A written paper where candidates must answer two structured questions for each of the two religions studied.	1 hour 45 minutes	80	50%

### **Institute Examination Course: GCSE Russian**

### **GCSE 2RU01 Pearson Edexcel**

The GCSE in Russian is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours. For full details and assessment criteria for this course, please refer to the main GCSE Russian section of this Subject Information Pack.

### **Institute Examination Course: Spanish**

### **DELE A1/ IGCSE 0530 Cambridge International**

The DELE A1 is an internationally recognised certificate for students wishing to take beginner level Spanish.

#### **AIMS**

The aims of the course are to enable students to:

- understand and use everyday expressions often used anywhere in the Spanish-speaking world to meet immediate needs.
- request and give basic personal information about themselves and their daily life.
- interact elementally with speakers, provided they speak slowly and clearly and are willing to cooperate.

#### **ASSESSMENT**

The DELE A1 exam is divided into four components.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Reading Comprehension	45 minutes	25%
2	Listening Comprehension	20 minutes	25%
3	Written expression and interaction	25 minutes	25%
4	Oral expression and interaction	15 minutes	25%

A passing grade is required for each test taken during the same examination session. A minimum score of 30 in each group is necessary to receive an overall passing grade.

The Spanish IGCSE is also available as an Institute Courses, after school hours. For full details and assessment criteria for this course, please refer to the main IGCSE Spanish section of this Subject Information Pack.

## CONTACT DETAILS FOR FURTHER INFORMATION ON SUBJECTS

Having read this Subject Information Pack, if you have any further questions on the teaching or assessing of any of the subjects, then please do not hesitate to contact the relevant member of staff as follows:

<b>Subject</b>	<b>Contact</b>	<b>Email Address</b>
Art & Design	Ms Sheila Wright	<a href="mailto:sheila.wright@hps.ac.cy">sheila.wright@hps.ac.cy</a>
Biology	Ms Aurore Nahas	<a href="mailto:aurore.nahas@hps.ac.cy">aurore.nahas@hps.ac.cy</a>
Business Studies	Ms Anna Christodoulou	<a href="mailto:anna.christodoulou@hps.ac.cy">anna.christodoulou@hps.ac.cy</a>
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