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**Canggu Community
School
IGCSE Programme
Handbook
2019-2021**



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Welcome to the IGCSE Program at Canggu Community School

As a registered Cambridge Assessment and Edexcel centre CCS offers the International General Certificate of Secondary Education (IGCSE) program for Years 10 and 11. Upon the completion of the two year program students will sit their IGCSE examinations in their chosen subjects. These are externally assessed by examiners in the UK and globally recognised by academic institutions worldwide. On completion of their IGCSEs, graduating students will progress onto the International Baccalaureate Diploma.

IGCSE students are required to take the following compulsory subjects: English Language, International Mathematics & Science. Students are also required to choose from a range of additional subjects including; Geography, Business Studies, History, PE, Computer Science, Art and Design, Drama, Music, Design & Technology, Indonesian and Drama. Students will also study a Language other than English. This will be one of either French, Spanish or Indonesian. CCS prides itself on offering flexible learning pathways for all academic needs.

School Life

The IGCSE program is made up of classes from Year 10 to Year 11. We have two classes per year level. The maximum class size for this year level is 25 students. However many of the class sizes are much smaller as they are optional subjects. Students learn through a stimulating, inquiry-based curriculum across content areas. Core subjects such as English, Science and Maths are usually split into 3 groups are sometimes ability based and in others are mixed ability which again means that class sizes rarely get above 15 students.

Timetable

Students in the IGCSE program start school at 8:15 am and end at 3:15 pm. The day begins in their Pastoral Care (PC) class, which functions like an advisory classroom. Students have six 55-minute classes each day. They have a snack break at 10:30 am and lunch at 12:45 pm.

Ratios

Each class has a fully-qualified expatriate teacher who is an expert in their content area. Fully-qualified Indonesian teaching assistants work with each department. These assistants work with students, supporting and challenging where needed, as well as helping the teachers with resources and planning units.

Responsibility

As well as their academic responsibilities IGCSE students also have opportunities for greater responsibility in the school. Each PC classroom has a representative in the Student Council, and all students participate in Gotong Royong initiatives. Gotong Royong, which is our weekly lesson focused on service-learning and community connection, is led by passionate and enthusiastic students, facilitated by teachers. Students can also join a variety of extracurriculars, including Model United Nations (MUN), South East Asia Mathematics Competition (SEAMC), the Duke of Edinburgh's International Award, the school Magazine Committee, the Events Committee and the Secondary Production.



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Inquiry-Based Learning

IGCSE students receive instruction in each subject from a teacher who is an expert in their content area. We continue to follow the inquiry-model established in the Primary School, putting students at the center of their learning.

Inquiry looks different in the IGCSE program. In the Primary School, the Unit of Inquiry integrates all of the subjects. In IGCSE, each subject area creates its own units of work based around the Cambridge Assessment or Edexcel syllabus. Each unit has an essential question(s). With teacher support, students research questions, apply knowledge, make conclusions and reflect on their learning.

Assessment

Both formative and summative assessments are used by teachers throughout the year to ascertain levels at which students are achieving. The information gained by teachers from these is used to plan future learning activities and goals for students. Student attainment is also reported to parents. Teachers will provide feedback to students for all tasks and assignments that are presented for marking, against criteria that has been explained in advance.

Formative assessment will include:

- observation of students at work.
- discussion with students about their work, both individually and in groups.
- reflection and analysis of personal work by students.
- marking of written tasks and assignments by teachers.

Summative assessment will generally take the form of tests or tasks that are completed towards the end of a unit, or as part of an extended task that meets coursework requirements of individual IGCSE subjects. These are marked against the IGCSE grading scale which runs from A* through to G (A* - C are considered good passes).

Upon the completion of the two year program students will sit their IGCSE examinations in their chosen subjects. These are externally assessed by examiners in the UK and globally recognised by academic institutions worldwide.

Reporting

Both oral and written reports are provided to parents of CCS students. Parent/Student/Teacher Conferences are held in Term 1 and Student-Led Conferences take place early in Term 4 for year 10, whilst students in year 11 will have the opportunity to showcase their IGCSE coursework projects at the end of Term 2. Parents have full access to our virtual learning platform (Managebac) to look at feedback given by teachers on assignments while full written reports are sent home at the conclusion of Terms 2 and 4. Parents are also invited to make an appointment at any time throughout the year if they wish to discuss their child's attainment and progress.



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Special Events

Students studying Art, Music, Drama and Design & Technology will have the opportunity to showcase their talents on various occasions throughout the two year program. IGCSE students undertaking coursework will also have the opportunity to showcase their amazing work to parents when it is nearing completion at the end of semester 1 in Year 11.

Students are invited to join a variety of clubs, including Model United Nations (MUN), the Global Initiatives Network (GIN) Conference, South East Asian Mathematics Competition (SEAMC), Student Council, and the Events Committee. Students can join the Yearbook Committee or the Magazine Committee to create long-lasting documents shared within our school community.

A large number of students get involved in our Secondary production. Actors, backstage crew, lighting and sound technicians, set and costume designers, and more, work for months to stage a fantastic show for the entire school community. This is one of the highlights of the year!

The Swimming Carnival, the School Cross-Country Race and Sports Day are events for our students to engage in fitness for enjoyment and demonstrate positive sportsmanship during competition with peers.

In Term 3, we celebrate the unique Balinese festival of Nyepi. During the year, we also celebrate other cultural festivals, such as Chinese New Year and Idul Fitri.

Please feel free to contact me at any time with any questions you may have and we look forward to working with you over the coming years.

Yours Sincerely,

Jill Robinson

IGCSE Coordinator

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IGCSE Course Synopsis 2019 -2021

First Language English & Literature

Subject Overview:

The English course in years 10 and 11 aims to provide an engaging and challenging experience for all students. It provides a well-rounded approach allowing students to develop their communication skills and awareness of text type and audience along with the opportunity to read, interpret, explore and respond to a range of literary texts. Student can expect to continue to develop their speaking, reading and writing skills and deepen their understanding of how language works and how we can use it to achieve particular effects.

The English course also focuses on stimulating learners to read for pleasure, to explore wider and universal issues and thereby promoting a better understanding of themselves and the world.

In years 10 and 11, students study a combined IGCSE English First Language and CCS based Literature curriculum. With its focus on both language and literature, this combined IGCSE/CCS curriculum provides a thorough preparation for students transitioning into the Group 1 Language and Literature courses in the IB diploma or equivalent while allowing for flexibility in text choice and assessed activities.

In School Assessment

Non exam based assessment: In both IGCSE English First Language and CCS Literature, students are assessed on a range of tasks comprising of both written and oral work to provide the opportunity to develop skills and demonstrate understanding. This may include, but is not limited to, literary essays and commentaries, articles, responses to text, empathic tasks, presentations, discussions, and seminars.

End of Semester / Term Tests: These are usually set from IGCSE past papers (IGCSE English First Language) and teacher constructed exams (CCS Literature). These exams will provide invaluable feedback to students and teachers on areas that may need extra attention as well as help generate target grades and predicted grades for reports.

CCS Literature final examination: All students will sit the CCS Literature exam during the regular IGCSE exam period at the end of year 11. This exam is internally assessed by the teacher using rubrics set by the English Department. All students will be able to access grades from A*-G. There is no differentiation between Core and Extended in this part of the course.

External Assessment

End of Course IGCSE English First Language Exams: Students taking CCS English will take one externally assessed IGCSE exams at the end of the two year course from which their final IGCSE grade will be gained. For First Language English, students taking the extended syllabus will sit extended papers and will be able to access grades from A* - G. Students taking the core syllabus will be able to achieve a maximum grade of a C.

- First Language English - Paper 1 Reading Passages (Core or Extended): Short and long answer responses based on unseen reading passages

Coursework: In addition to their IGCSE English First Language exam, students will submit 3 selected pieces of coursework (in accordance with IGCSE guidelines) for external assessment. These pieces of coursework are produced during the 2 year course to demonstrate students' writing abilities across different text types.



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English as a Second Language

Subject Overview:

Cambridge IGCSE English as a Second Language offers learners the opportunity to gain lifelong skills and knowledge including:

- 1) Better communicative ability in English
- 2) Improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- 3) Greater awareness of the nature of language and language-learning skills
- 4) A wider international perspective.

Prior learning

Cambridge IGCSE English as a Second Language is designed for learners whose first language is not English.

Progression

Cambridge IGCSEs are general qualifications that enable learners to progress directly to employment or to proceed to further study. Candidates who are awarded grades A* to C in Cambridge IGCSE English as a Second Language are well prepared to do English B in the IB Diploma, and English Language and Literature would be a possibility in the IB Diploma.

Assessment

Cambridge IGCSE English as a Second Language candidates take three components:

Reading and writing

Candidates who study the Core curriculum take a 1 ½-hour written paper. Candidates who study the Extended curriculum take a 2-hour written paper. Both exams are comprised of seven tasks, testing a range of reading and writing skills. It is externally marked. Candidates who take the Core component are eligible for grades C–G. Candidates who take the Extended component are eligible for grades A*–E.

Listening

Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice. The Core exam takes approximately 40 minutes. Candidates are eligible for grades C–G. The Extended exam includes note taking and takes approximately 50 minutes. Candidates are eligible for grades A*–E. Both exams are externally marked.

Speaking

The speaking test is held in the final semester of the course and takes approximately 10–15 minutes. Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.

The test is internally marked and externally moderated.



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IGCSE Science

Subject Overview

IGCSE Science aims to provide an enjoyable and worthwhile educational experience for all students learning science. It gives a well-rounded approach to each of the scientific disciplines and has a strong emphasis on investigative techniques and the Inquiry Cycle. Throughout the course, students can expect to plan and carry out many investigations to test scientific concepts and phenomenon in Physics, Chemistry and Biology.

IGCSE Science also aims to enable students to appreciate that science is subject to social, economic and technological influences and that the applications of science may be both beneficial and detrimental to the individual and the environment, how it is the responsibility of the individual, and to ensure that science is applied in an ethically acceptable manner.

The IGCSE Science syllabus provides the perfect step-up for any student wishing to continue a science based subject at IB level or equivalent.

Internal Assessment

Non exam based assessment: Students will be assessed on the quality of their lab reports. These might not always take the shape of a written document but may be presented in the form of a presentation, video or podcast! Assessed areas include planning and exploration, data analysis and making valid conclusions and evaluating.

End of Semester / Term Tests: These are usually set from IGCSE past papers and will provide invaluable feedback to students and teachers on areas that may need extra attention, as well as help generate working at grades for reports.

External Assessment

End of Course IGCSE Exams: Students taking IGCSE Science will take three exams at the end of the two year course from which their final grade will be gained. More able students will sit extended papers and will be able to access grades from A* - G. Students taking the core syllabus will be able to achieve a maximum grade of a C.

- Paper 1 (core) or 2 (extended) : Multiple choice – 30% (Assessing knowledge, understanding and problem solving ability)
- Paper 3 (core) or 4 (extended): Short Answer questions – 50 % (Assessing knowledge and understanding and problem solving ability)
- Paper 6 (all): Written Practical exam – 20% (Assessing Experimental skills only)



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International Mathematics and / or Additional Mathematics

Subject Overview:

International Mathematics aims to provide all students with a strong foundation in mathematics in years 10 & 11. It gives a well-rounded approach to each strand, including number, algebra, geometry, mensuration, coordinate geometry, trigonometry, probability and statistics. This curriculum allows students to become confident using graphing display calculators and has an emphasis on applying maths to the real world while developing problem solving skills. Students can choose to do the core or extended course, but are encouraged to try extended first and change if needed. This decision is made at the end of year 9 in consultation with the teacher, student and parents.

Additional Mathematics is a course done in addition to the International Mathematics curriculum. Students can expect to learn challenging concepts and requires students to be independent learners, who are already strong in mathematics.

Doing both Additional Mathematics and International Mathematics provides the perfect pathway for any student wishing to continue to higher level mathematics in the Diploma Program in Years 12 and 13

In School Assessment

Non exam based assessment: Students will be assessed on how they can apply their knowledge and communicate ideas through mathematical reports.

End of Semester /Term Tests: These are usually set from IGCSE past papers and will provide invaluable feedback to students and teachers on areas that may need extra attention as well as help generate target grades and predicted grades for reports.

External Assessment

End of Course IGCSE Exams: Students taking International Mathematics will take two or three exams at the end of the two year course from which their final grade will be gained. More able students will sit extended papers and will be able to access grades from A* - E. Students taking the core syllabus will be able to achieve grades from C - G.

International Mathematics

Extended:

- Paper 2 : Non-calculator questions - 20%
- Paper 4: Calculator questions – 60%
- Paper 6 : Investigating and Modelling – 20%

Core:

- Paper 1: Short questions- 35%
- Paper 2: Structured questions - 65%

Additional Mathematics

- Paper 1: 50%
- Paper 2: 50%



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Business Studies

Subject Overview:

This course gives students an introduction to the basic building blocks of business studies. The six topics covered include :

- 1) Understanding business activity
- 2) People in business (HR)
- 3) Marketing
- 4) Operations management
- 5) Finance
- 6) External influences on business activity.

The class will cover business activity in both the public and private sectors. In the process students will learn the use of many business tools and develop business math skills.

IGCSE Business Studies is a great introduction course for students that are interested in any facet of Business. The class is a perfect course for students who would like to take the IB Business and Management course in Year 12 and Year 13.

In School Assessment

Non exam based assessment: Students will be assessed through class participation, teamwork, and completion of daily assignments. Case studies of real world situations requiring analysis, and the making of judgments and recommendations are the key components of this course.

End of Semester / Term Tests: Tests will be given frequently (4-6) throughout each semester and are based on IGCSE past papers.

External Assessment

End of Course IGCSE Exams: Students taking Business Studies will take two exams at the end of the two year course from which their final grade will be gained. Each test is worth 50% of their overall external assessment.

- Paper 1: Written examination consisting of four questions requiring a mixture of short answers and structured data responses.
- Paper 2: Written examination consisting of four questions based on a case study, provided as an Insert with the paper.



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Geography

Subject Overview:

Edexcel IGCSE Geography gives students the chance to study the physical and human environments in which we live. They will investigate the physical and human processes that shape these environments and how they can be sustainably managed. Geography is a fascinating and relevant subject that helps us to understand the world around us at a range of scales, from the local to the global.

During the course, students are encouraged to explore their world with such questions as:

- *Should we be worried about the world's rapid population increase?*
- *What are the causes and impacts of millions of migrants moving around the world?*
- *What problems are caused when cities grow?*
-
- *Why do we get earthquakes and volcanoes in Indonesia?*
- *How can we manage the impacts of earthquakes and volcanic eruptions?*
- *Why is Bali's coastline constantly under attack?*
-
- *What are the impacts of an increase in the number of tourists?*
- *How can mass tourism be made more sustainable?*
- *What are the costs and benefits of renewable energy compared to using fossil fuels?*

In School Assessment:

Students' progress is monitored on an ongoing basis through various methods in class, including case study presentations, discussions and past paper questions.

External Assessment:

Students will take two examinations at the end of this two year course from which their final grade will be gained:

Paper 1 – Physical Geography – structured questions on two of the physical geography units and a fieldwork related question. This paper is worth 40% of the total.

Paper 2 – Human Geography – structured questions on two of the human geography units, a fieldwork related question and a question on one of the Global Issues units. This paper is worth 60% of the total.



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History

Subject Overview:

History is the study of the past. 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 diverse range of perspectives, including social, economic, cultural and political. History encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.

Learners studying History at CCS are given the opportunity to:

- Develop an interest in and enthusiasm for learning about and understanding the past
- Explore historical concepts such as cause and consequence, change and continuity, and similarity and difference
- Appreciate historical evidence and how to use it
- Gain a greater understanding of international issues and interrelationships
- Learn how to present clear, logical arguments.

Specific Content:

- Germany from 1918-1945 - Depth Study.
- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

In School Assessment:

Non exam based assessment: Students will be assessed on the quality of their written work as well as their retention of topic knowledge. These assessments will take the form of Model Answers, Essays and various other presentations throughout the course.

End of Semester / term Tests: These are usually set from IGCSE past papers and will provide invaluable feedback to students and teachers on areas that may need extra attention as well as help generate working at grades.

External Assessment:

Component 1: Written paper. Candidates answer two questions from the Core Content and one question from the Depth Study.

Component 2: Written paper Candidates answer six questions on one prescribed topic taken from the Core Content.

Component 4: Written paper – Alternative to Coursework Candidates answer one question on a Depth Study.



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Foreign Language (French - Spanish - Indonesian)

Subject Overview

Cambridge foreign language is accepted by universities and employers as proof of linguistic ability and understanding. 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
- Techniques which can be applied to other areas of learning, such as analysis and memory skills

The aims are to:

1. Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all 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 countries where the language is spoken.
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.

External Assessment

Assessment Paper 1

Listening (25%) Approximately 45 minutes, 45 marks.

Assessment Paper 2

Reading (25%) 1 hour, 45 marks

Assessment Paper 3

Speaking (25%) (Assessed Internally and Moderated Externally) Approximately 15 minutes, 100 marks

The Speaking examination consists of a single interview with three compulsory parts:

Test 1: Role Plays

Test 2: Topic Presentation/Conversation

Test 3: General Conversation.

Assessment Paper 4

Writing (25%) 1 hour, 50 marks

Candidates produce two pieces of writing in order to demonstrate their mastery of the target language.



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Music

Subject Overview:

The IGCSE Music course provides students with the opportunity to continue to develop their musical skills in the areas of performance, composition and musical analysis/ listening and appraising. The course enables students to consolidate existing, and gain new musical skills, knowledge and understanding, combining theory and practical musical sessions in an integrated approach.

Students will develop a perceptive and critical understanding of the main historical periods and styles of Western music. They will also learn to recognise the musical features of a range of non-Western musical traditions and through this develop and understanding of both cultural and musical similarities and differences.

The IGCSE music course is ideal for students who wish to continue their musical studies further, providing an excellent pathway to the IBDP Music Course.

Students wishing to take this course should have prior experience on a musical instrument and / or voice, and a basic understanding of traditional music notation. If students are unsure whether or not they have an appropriate musical foundation to do well in the course, please consult with our music teacher.

It is strongly recommended that students following the IGCSE Music course also receive individual instrumental or vocal tuition.

Students following the IGCSE Music course are required to adhere to a regular vocal / instrumental practice schedule. It will not be possible to do well in the course without committing to focused individual practice sessions three times a week, 45 minutes per session.

In School Assessment:

Students' progress is monitored on an ongoing basis through various methods in class, including written listening assessments, performances and composition tasks.

External Assessment

1. Listening (40%) Students sit a written exam, commenting on recordings of musical extracts at the end of Year 11, approximately 1hr 15mins in length.
2. Performing (30%) Students are required to submit recordings of two performances – one ensemble and one solo. Final recordings are made and submitted to the exam board in Term 3 of Year 11.
3. Composing (30%) Students are required to submit two contrasting musical compositions.



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Visual Art (CCS Program)

Subject Overview:

Art is broken down into four main areas:

1. Drawing
2. Printmaking
3. Mixed media
4. Painting

In Year 10, you will focus on developing your skills in all these areas and you will produce projects.

You are expected to demonstrate your skills in:

- drawing and painting from observation
- responding to artwork from other times and cultures
- exploring and developing ideas through creatively experimenting with media and processes

Each project will result in a well-crafted piece of artwork which fully realises your intention, as well as a detailed art workbook containing evidence of the above points. Both your workbook pages and your final piece count towards your final grade.

In year 11, you will begin with producing the Personal Portfolio Assignment. This is a task where you will work on a project where you study a range of artists and their work, then respond to these by developing your own ideas. These ideas will culminate in a final product that show understanding of the logical process of development.

Assessment

Personal Portfolio -50%

Workbook-50%

Throughout the course you will have set homework assignments for which you will be given written feedback.

This is not an externally assessed course

Who should take Art?

We live in an incredibly visual world. Any student with an interest in Architecture; Fashion; Photography; Interior Design, Digital Art; Web Design and Communication Design such as Illustration and Graphics should study Art. The ability to develop creative and imaginative artworks is at the heart of any of these career paths. The ability to think creatively and produce exciting practical outcomes is a useful skill for anyone. Any student with an interest and enjoyment of Art would enjoy this subject. It is an advantage if you can draw from observation with some level of confidence but it is by no means essential.



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Drama

Subject Overview

Drama is designed to facilitate a vibrant, action-oriented educational experience for year 10 & 11 students with emphases on strong aesthetic choices and exploration of theatrical skills, theorists, and genres while working *within* an ensemble. Throughout the course, students explore traditional play texts as well as non-traditional theatre forms from the multiple perspectives of actor, director, playwright, and designer.

Students will analyse, plan, rehearse, and perform both published and devised theatre returning to the key question: *how do we effectively communicate ideas and feelings to an audience?*

Irrespective of the student's plans after high school, Drama is the ideal medium for fostering empathy, creative risk-taking, perseverance, and community.

In school Assessment

Process Based Assessment (Assessment for Learning)

Each class, the students is given a mark /5 reflecting his/her level of Participation: personal focus/concentration, creative risk-taking, collaborative skills, ability to take/incorporate/offer constructive criticism, taking & retaining direction; rehearsal discipline, creative leadership and self-reflection.

End of Unit Performances (Assessment of Learning)

Each unit of study culminates with an Assessment of Learning (*aka* Performance) intended to challenge and/or consolidate skills learned within the unit.

At the Year 10 level, the Major Assessments mimic the overall design, rehearsal processes, and final expectations for similar assessments Year 11 External Assessments.

External Assessment

Drama students are assessed on three objectives with mandated assessment weightings:

* Understanding of Repertoire: demonstration of knowledge & understanding of the repertoire and how it can be interpreted and realised theatrically

Written Component: 22%

Practical Coursework Component: 15%

* Devising: creating theatrical performer created theatre based on stimuli and the student's ability to reflect on the effectiveness of his/her choices

Written Component: 18%

Practical Coursework Component: 15%

* Acting Skills: the student's technical acting ability which impacts his/her effective communication with the audience

Practical Coursework Component: 30%



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Physical Education

Subject Overview:

Cambridge IGCSE Physical Education (PE) is accepted by universities and employers as proof of knowledge and understanding of PE. The Cambridge IGCSE PE syllabus encourages learners to develop:

- knowledge, skills and understanding of a range of relevant physical activities
- an ability to plan, perform and evaluate physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity.

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of PE. 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.

Candidates will study all of the following topics:

1. Anatomy and physiology
2. Health, fitness and training
3. Skill acquisition and psychology
4. Social, cultural and ethical influences

Candidates will also undertake four different physical activities chosen from at least two of seven categories. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

In School Assessment

Practical assessment: Students will study one sport around every 6 weeks. The choice of sports will be at the discretion of the teacher and is decided by the interests and abilities of the students, the expertise of the staff, the facilities and equipment available and the number of students in the class. Students will be expected to analyse and evaluate their performance in each sport and plan strategies for future development.

End of Unit Tests: These are made up of questions from past IGCSE PE exam papers. These tests, along with homework and in class questions help to generate report and target grades for the theory component of the course.

External Assessment

To pass Cambridge IGCSE PE, candidates are assessed under two compulsory components:

Component 1: Theory Exam - 1 hour 45 mins (100 marks)

- This component of the course carries a 50% weighting

Component 2: Coursework - Four sports from at least two of the seven categories

- This component of the course is internally assessed but externally moderated and also carries a 50% weighting.



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Computer Science

Subject Overview:

It is an exciting time to be a computer scientist!

Computer science is an extraordinarily creative enterprise. It has changed the way we live, has propelled our economy forward through innovation and will continue to do so for the foreseeable future.

What actually is “computer science”?

Perhaps a better term for what we study is “computational thinking”. Computational thinking primarily emphasizes methods of problem solving with computers. This problem solving can be viewed from many angles:

1. Logic – This course looks at how to describe a solution to a problem so precisely that a computer, (which has no common-sense) can execute it. We develop an understanding of the basic instructions found in programming languages, Boolean logic, and also the most essential physical components of a computer.
2. Algorithms – A fundamental aspect of this course address the questions:
How do you compose logical steps together to solve a problem? How do you do so efficiently? How do you prove that your algorithm is correct?
3. Abstraction - Problems that are solved with computers tend to be large and complicated. Developing abstractions allow one to decompose a problem into smaller pieces, solve those pieces individually and combine the results to form a total solution. This course develops skills in ways to decompose problems in this way, and how to describe abstractions so that others can understand them.

In School Assessment

Non exam based assessment: Students will be assessed on a variety of mini-projects, online quizzes and in-class activities.

End of Semester / Unit Tests: These are usually set from IGCSE past papers and will provide invaluable feedback to students and teachers on areas that may need extra attention as well as help generate target grades and predicted grades for reports.

External Assessment

End of Course IGCSE Exams: Students taking Computer Science will take two exams at the end of the two year course from which their final grade will be gained. More able students will sit extended papers and will be able to access grades from A* - G. Students taking the core syllabus will be able to achieve a maximum grade of a C.

- Paper 1: Theory 1 hour 45 minutes (Weighting 60%)
- Paper 2: Problem-solving and Programming 1 hour 45 minutes (Weighting 40%)



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Sustainable Design (CCS Program)

Subject Overview:

The course aims to build a level of technical expertise in areas related to product design. The underpinning theme is centred in the design process. The course aims to bring together all the skills and knowledge necessary in order to create and make a meaningful product. These different areas of expertise include computer aided design, technical hand drawings, graphical products, electronic products, materials, visual communication, applied sciences and manufacturing techniques. The course encourages students to design with sustainability in mind, offering a unique opportunity to develop long term environmental awareness.

The course is built around 2 focussed projects:

Project 1: This project is focussed on Graphic Design. Students will research and develop a marketing campaign for a theoretical business. The process will begin with research into existing businesses and possible visual brand identities in response to this research and interviews with a 'client'. From this the students develop and implement a visual marketing campaign. They then move onto developing a marketing device for their theoretical company. This involves researching, developing and building a 3 dimensional product that can be used as part of their marketing campaign. The intention of this first project is to reinforce the design process of Research, Develop, Make and Reflect. By the end of Project 1 students will be familiar with the digital formats of Vector drawing, Photo manipulation and CAD (Computer Assisted Design) development in both 2 and 3 dimensions.

Project 2: This will make up a big part of the 2 year program. In this students will research, design and build a sustainable solution to a local social or environmental issue. These may take the form of green energy development, waste management solutions, energy efficient water cleaning and supplying models or something along these lines. The aim is to build and implement functioning designs that present real life solutions to the issue which is being addressed. At the end of this project the students will get the opportunity to utilize the marketing skills they learned earlier in the course by developing and implementing a marketing plan for the project that they have produced.

D&T is a unique opportunity to bring science and art together in order to solve real world problems. Similarly, controlled assessment allows for exploration and developments of a real life, working solution where students can see and evaluate a product of their own design. There are many cross curricular links including Maths, Physics, Chemistry and Art. In addition to the theoretical content, students are also rewarded for practical prowess. Due to the wide skill set necessary in order to succeed in D&T, the subject is challenging yet equally rewarding for students of a technically creative nature.

Assessment

This is a not an externally assessed course. This gives the course a unique opportunity to focus on the practical process of creating a sustainable solution for a local social or environmental issue. Through taking ownership of their main projects students will develop their ability to self direct and sustain momentum on a large scale project.