



WELLINGTON COLLEGE
INTERNATIONAL
HANGZHOU



IGCSE Booklet

A guide for students and parents



The option process

This is an exciting time for our students as they now have the opportunity to explore different academic routes and start to take some ownership of their education. Students will be able to choose a certain number of IGCSE subjects that they would like to study over the next two years, alongside the core/ compulsory curriculum. This booklet will explain how the system works and give you information relating to each subject to help you understand the curriculum and inform your choices.



Student pathways

We firstly needed to make sure that each student is allocated the right number of option choices for them to be successful. The pastoral team has gathered and reviewed information from the tutor, English teacher, learning support department and the deputy head, to place each student on the most suitable pathway. Students have been allocated one, two or three options depending on the outcome of the pastoral report. Those allowed to choose one or two options will be given extra English support to help them achieve in their IGCSEs.

We will also be identifying students who are able to be part of the mathematics fast track group. This cohort will be made up of students with a high ability in mathematics who will complete the IGCSE mathematics and the IGCSE additional mathematics in the compulsory math's lessons. Students not selected for the fast track can still do additional mathematics, however, it will need to be selected as one of their options.

Please refer to the letter to identify which pathway your child has been placed on.

Student pathways	
Red	Students can choose 3 optional subjects.
Red+	Students choose 3 optional subjects and are placed on the math's fast track.
White	Students choose 2 optional subjects. Their 3rd option will be extra English.
White+	Students choose 2 optional subjects with extra English being their 3rd option. The student is also placed on the math's fast track.
Blue	Students choose 1 optional subject. Their 2nd and 3rd options will be extra English.
Blue+	Students choose 1 optional subject with their 2nd and 3rd options being extra English. They will also be placed in the math's fast track group.

Subject choice and quantity

It is usual for schools to have a range of compulsory subjects and then to offer an element of choice to help personalise the learning for each student. This booklet outlines key information to help parents, students and the school make an informed choice together.

A native speaking and able student in England would study 9 GCSEs. The curriculum at Wellington College International Hangzhou (WCIH) allows students to study between 5 and 9 IGCSEs

Below is an outline of the compulsory subjects that students will be taking along with the number of option choices for each pathway.

Student pathways			
Pathway	RED/RED+	WHITE/WHITE+	BLUE/BLUE+
Compulsory Non-qualifications	Well-being Physical education	Well-being Physical education	Well-being Physical education
Compulsory qualifications	English language & English literature	English language & English literature	English language & English literature
	Mathematics	Mathematics	Mathematics
	Science	Science	Science
	Chinese	Chinese	Chinese
Option choice 1	Free choice	Free choice	Free choice
Option choice 2	Free choice	Free choice	Extra English
Option choice 3	Free choice	Extra English	Extra English



Option subjects

We are proud to offer a wide range of IGCSE option subjects for our students to choose from. Further details regarding the subjects that we offer, both compulsory and optional, can be found within this booklet, so please take the time to read the information carefully.

Additional mathematics	Art and design	Business studies
Design technology	Drama	Economics
French	Geography	Global Perspectives
History	ICT	Music
Physical Education	Spanish	

Introduction to IGCSE

In Year 10 and 11 – we follow the English national curriculum and offer a range of subjects at IGCSE (International General Certificate of Secondary Education) level. The majority of all students in the UK study for GCSEs between the ages of 14 and 16.

The International GCSE (IGCSE) is worth the same as the English GCSE. They are the same qualification. The IGCSE was offered because international schools were finding exams had to be sat at awkward times as the timing was dictated by the English academic year; and aspects of administration were difficult. They also suffered with some aspects of coursework, which is less common in IGCSE than GCSE. Many British schools, including our UK sister school Wellington College, have opted to deliver IGCSEs because they regard them as being academically more rigorous than GCSEs. So, in short, IGCSEs are GCSEs designed for schools outside of the UK.

Length of course

IGCSEs are independent two-year courses, and it is not appropriate to change once a course has been started.

Examination boards

There is a freedom of choice in the UK system, which means that if a school wants to deliver a subject at GCSE, it can choose, to an extent, the subject content and how it is examined. Several different exam boards offer the same subjects. Typically, schools will pick the exam board whose syllabus best matches what the school wants to deliver and what they feel is in the best interest of their students.

A UK organisation called the QCA (Qualifications and Curriculum Authority) is there to ensure standards are the same between exam boards. So, it makes no difference if a student sits an IGCSE offered by one exam board or another. The final grade is worth exactly the same.

The most common UK exam boards and the boards we use at WCIH are:

- CAIE (Cambridge Assessment International Education)
- Edexcel



Assessment and awards

A separate IGCSE grade is awarded for each subject. So, how well a student has done depends on how many IGCSEs have been passed and what grade has been achieved in each.

The awards are made by the exam boards, totally independently of the school, and according to strict regulations. The majority of courses end with examinations that occur between April and June of Year 11. These examinations are very formal and are set and marked externally.

In addition, some courses include an element of coursework. This is special work completed during Year 10 and/or Year 11, which may be marked internally or externally and counts towards a percentage of the final mark.

Each subject is awarded a grade following either the 9-1 marking system: 9, 8, 7, 6, 5, 4, 3, 2 or 1, with 9 being the highest grade attainable or A* to G: A*, A, B, C, D, E, F, G with A* being the highest grade attainable. The reason for the two grading systems is that the IGCSEs are currently under reform, which means that some subjects are still using the older marking grades A*- G. Both grading systems are valid and accepted by colleges and universities.

These are theoretically all considered a passing grade, but in many UK schools, universities and employers only recognise grades 9 to 4 or A* to C as a pass. A U grade, meaning ungraded, is awarded to represent a fail. A student would receive no subject certificate for such a grade, so it would not count as an IGCSE.

The diagram below gives an explanation in terms of how the new 9-1 scale maps to the older A* - G grading system.

Current	New international GCSE
A*	9
A	8 7
B	6 5
C	4
D	
E	3 2
F	
G	1
U	U

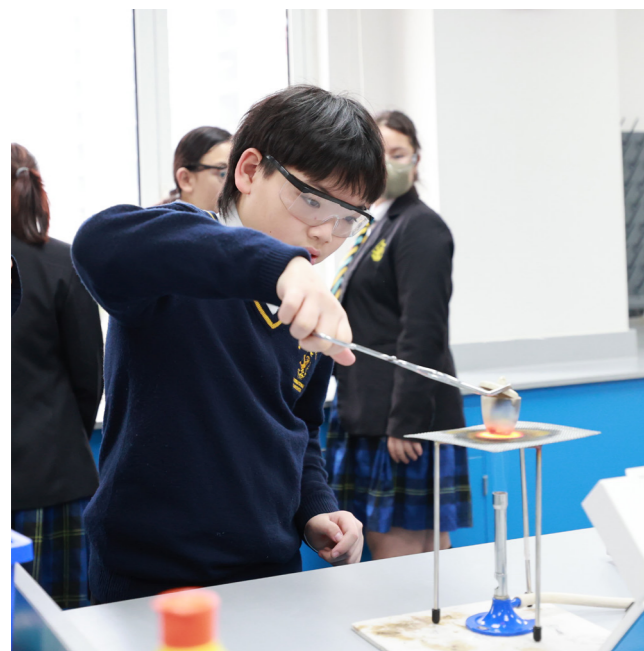
Advice on choosing subjects

This is an exciting opportunity for you to choose courses which you enjoy and which suit your interests, skills and future career ambitions. In order to make the best of the opportunities available please consider your answers to these questions.

- What are the subjects you want to do and will enjoy doing?
- What is your progress like in these subjects? Will you be successful?
- What will your choices lead to in the sixth form, college or employment?
- What career do you want?
- What are your skills?

When deciding upon option choices, the following should be taken into consideration:

Do	Do not
Talk to parents, tutors and subject teachers about courses and your capacity to be successful.	Choose a subject because a friend is doing it. This is about your future and it shouldn't be based on anything other than your aspirations.
Read the subject details in this booklet carefully and asks if more information is required.	Choose a subject because you like a particular teacher.
Opt for a balanced choice of subjects to keep your future options open.	Avoid a subject because of your experience being taught by a particular teacher.
Be realistic about your ability – choose a subject that you will be capable of succeeding in and that will challenge you.	Be misled by the title of the subject into thinking you need it for a career.



Subject assessment overview

Every course is assessed through a mixture of examinations and coursework. Coursework assessments are tasks completed under a teacher's supervision. Examinations cannot be avoided, however, parents, students and schools should consider which mixture of assessment would be most suitable.

Subject	Exam board	Examination percentage	Coursework percentage
Additional mathematics	CAIE	100	-
Art and Design	Edexcel	50	50
Business Studies	CAIE	100	-
Chinese (1st language)	CAIE	100	-
Chinese (2nd language)	CAIE	80	20
Chinese (Foreign language)	CAIE	75	25
Design and Technology	CAIE	50	50
Drama	CAIE	40	60
Economics	CAIE	100	-
English Language (1st language)	CAIE	50	50
English Language (2nd language)	CAIE	100	-
English Literature	CAIE	75	25
French	CAIE	100	-
Geography	CAIE	72.5	27.5
Global Perspectives	CAIE	35	65
History	CAIE	100	-
ICT	CAIE	100	-
Mathematics	CAIE	100	-
Music	Edexcel	40	60
Physical Education	CAIE	50	50
Science	Edexcel	100	-
Spanish	CAIE	100	-

Compulsory subject overview

The following subjects are part of the compulsory curriculum. This means that all students will have the following subjects as part of their timetable.

English (IGCSE examined course)

- English language (English as a first language)
- English language (English as a second language)
- English literature (selected students only)

Those attaining well in English will study English language and English literature, which are two separate IGCSEs. Students may be directed to take only the English language paper and earn one IGCSE. ESL (English as a second language) is optionally offered for those students who are not so proficient in English and have a non-UK passport. Thus, the English component of the curriculum may add one or two IGCSEs.

Chinese (IGCSE examined course)

- Chinese (Chinese as a first language)
- Chinese (Chinese as a second language)
- Chinese (Chinese as a foreign language)

All WCIH students will study a 2-year IGCSE language course in Chinese. These courses are designed for foreign language speakers and will assess students on their reading, directed writing and classical Chinese. The decision upon which IGCSE course to take will be determined by the school and based on academic progress, along with previous exposure to the language.

Mathematics (IGCSE examined course)

- IGCSE mathematics (all students to sit the IGCSE maths)
- Additional mathematics to be completed at the same time as the IGCSE mathematics lessons (selected students only)
- Additional mathematics (selected by students as one of their options under the guidance of the Head of Senior School Maths)

All students will study the 2-year IGCSE mathematics course. However, those with an excellent ability in mathematics will pursue a further IGCSE qualification named additional mathematics.

Science (IGCSE examined course)

- Triple science: biology, chemistry, physics
- Science – Double award
- Science – Single award

Biology, chemistry and physics are studied by all students. However, in Year 10, separate groups will emerge. The most able can study all three separate sciences. Other students may study double or single award IGCSE courses. The decision upon which IGCSE course to take will be determined by the school and based on academic progress. Students will only take the single award if he/she is not intending to progress to further scientific study.

Physical education (non-assessed)

Core (non-assessed) PE will enable all students to participate in regular physical activity.

There are many physical benefits of exercise which are widely advertised but research also shows that physical activity can boost self-esteem, mood, sleep quality and energy, as well as reducing and alleviating stress and tension.

Students will participate in a range of activities including invasion games, net games, individual activities and fitness-based activities.

There will be opportunities for students to show leadership skills in both coaching and officiating roles through the blocks of study.

Well-being (non-assessed)

Core (non-assessed) PE will enable all students to participate in regular physical activity.

There are many physical benefits of exercise which are widely advertised but research also shows that physical activity can boost self-esteem, mood, sleep quality and energy, as well as reducing and alleviating stress and tension.

Students will participate in a range of activities including invasion games, net games, individual activities and fitness-based activities.

There will be opportunities for students to show leadership skills in both coaching and officiating roles through the blocks of study.

Binge drinking	Time management
Hate crime	Tattoos and body piercing
Homelessness	Living sustainability
Conflict management	Fake news and critical thinking
Relationships with role models	Parenting

Higher education pathway (non-assessed)

Students will be taught for one hour a week by the university advisor. This is a bespoke programme specifically for our students that prepares them for their university applications to countries around the world. They are taught about the university systems in the UK, USA, Canada and Australia with a focus on what the top universities are looking for in prospective students. Students also develop a variety of key skills from leadership to public speaking through the activities in class to help strengthen their applications and equip them for undergraduate studies.





Compulsory subjects detailed subject information

English Language - (English as a first language)

Course and assessment

Exam board – CAIE

Throughout the two-year course, students will familiarise themselves with writing in a range of forms including: letters, reports, journals, speeches, interviews, newspaper reports and magazine articles. They will refine their ability to demonstrate their understanding of implicit meanings and attitudes in a similar range of forms.

Students will have the opportunity to write in a range of styles, culminating in three coursework assignments. The types of assignments required are:

- Informative, analytical and/or argumentative writing.
- Descriptive and/or narrative writing.
- A response to a text or texts of approximately two sides of A4 in total, chosen by the school. The text(s) will contain facts, opinions and arguments.

This is a 2 year course and is examined by one written paper and three extended coursework writing assignments.

Examination

Paper 1 is assessed by a 2 hour examination which is worth 50% of the final mark. Students will answer structured and extended writing questions on three passages of English text.

Coursework

The coursework is worth 50% of the final mark. Students will submit three assignments, each an extended piece of writing.

Entry requirements

There are no entry requirements, but the course has been designed for students who are able to write English to a near native speaker standard.

Why English language?

Whilst the study of English is compulsory at WCIH, Cambridge IGCSE English first language is important as it aims to develop successful readers, writers, listeners, speakers and thinkers. The emphasis is on language skills. It encourages students to use relevant vocabulary, precise grammar, spelling and punctuation and to demonstrate an awareness of purpose and audience.

Speaking and listening assessment

Component 4 is an optional speaking and listening examination. Students will be assessed on an individual conversation on a given topic. Students will receive a certificate for their personal record of achievement which will be graded as a 1 (high) to a 5 (low). This does not contribute to the overall grade candidates receive for the written components.

English language - (English as a second language)

Course and assessment

Exam board – CAIE

This course develops learners' ability to use English effectively for practical communication and forms a solid foundation for the skills required for further study or employment using English as a medium. It develops learners' awareness of the nature of language and language-learning skills that help to promote learners' personal development.

Cambridge IGCSE English as a second language offers candidates the opportunity to develop practical communication skills in listening, speaking, reading and writing. Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material including talks and conversations, to develop listening skills. Learners will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a second language will enable learners to become independent users of English and be able to use English to communicate effectively in a variety of practical contexts.

The course has two tiers: core, which allows students to achieve a grade of 5-1 and extended, which makes candidates eligible for grades 9-3.

Examination - core

Paper 1 is assessed by a 1 hour 30 minute examination which includes six non-fiction based tasks that test a range of reading and writing skills. This examination is worth 70% of the final mark.

Paper 3 is assessed by a 40 minute examination which is worth 30% of the final mark. Students will listen to several extracts and complete a range of task types.

Examination - extended

Paper 2 is assessed by a 2 hour examination which includes six non-fiction based tasks that test a range of reading and writing skills. This examination is worth 70% of the final mark.

Paper 4 is assessed by a 50 minute examination which is worth 30% of the final mark. Students will listen to several extracts and complete a range of task types.

In addition to these papers, students will engage in a 10-15 minute conversation on a selected topic to assess their verbal comprehension.

Speaking assessment

Component 5 is a speaking assessment taken by core and extended candidates. Students will be assessed on an individual conversation on a given topic. Students will receive a certificate for their personal record of achievement which will be graded as a 1 (high) to a 5 (low). This does not contribute to the overall grade candidates receive for the written components.

English literature

Course and assessment

Exam board – CAIE

Cambridge IGCSE literature in English offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve certain effects. Cambridge IGCSE literature in English will stimulate learners to read for pleasure and to explore wider universal issues.

Studying set texts drawn from the three main forms of literature – prose, poetry and drama, students will be expected to:

- Gain detailed knowledge of the content of texts.
- Understand meanings of literary texts and their contexts.
- Explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- Recognise and appreciate ways in which writers use language, structure and forms to create and shape meanings and effects.
- Communicate a sensitive and informed personal response to literary texts.

Examination

Paper 1 is assessed by a 1 hour 30 minute examination which is worth 50% of the final mark. Students will answer two questions on two texts: one poetry and one prose.

Paper 3 is assessed by a 45 minute examination which is worth 25% of the final mark. Students will answer one question on a dramatic literary text the students will have studied in class.

Coursework

Paper 5 is assessed through a coursework portfolio of two assignments. Both assignments will be based on different texts. The coursework is worth 25% of the final mark.

Entry requirements

There are no entry requirements, but the course has been designed for students who are able to study a novel and Shakespeare with confidence. Students must feel comfortable with closed text or 'not book' examinations. The English literature IGCSE is designed for students who are able to write English to near native speaker standard.

Why English literature?

Students following the Cambridge IGCSE English literature course will learn to enjoy the experience of reading literature by interpreting and evaluating English literacy texts from different periods and from different cultures.

Students study prose, drama and poetry through a range of set texts written originally in English. They develop their ability to appreciate the different ways in which writers achieve their effects and communicate their personal response to the texts studied.

Students also consider the contribution English literature has made to our wider understanding.





Mathematics

Course and assessment

Exam board - CAIE

The course has two tiers; core which allows students to achieve a grade of G - C and extended which makes candidates eligible for grades D – A*. Both tiers focus their assessment on knowledge of numbers, algebra, shape and space, probability and statistics. There are no coursework requirements for this IGCSE.

Students will learn in-depth knowledge and skills around the following content:

- Numbers: Set notation and language, accuracy, ratio and proportion.
- Algebra: Graphs of functions and straight lines, manipulation, equations and inequalities, functions, indices and linear programming.
- Shapes and Spaces: Geometrical relationships, angle properties, trigonometry, mensuration, vectors, matrices, symmetry and transformations.
- Probability and Statistics: Percentages and fractions.

Examination - Core

Paper 1 is assessed by a 1 hour examination which is worth 35% of the final mark. Students will be expected to complete short-answer questions.

Paper 3 is assessed by a 2 hour examination which is worth 65% of the final mark. Students will be expected to answer structured questions designed to assess their understanding of mathematical concepts.

Examination - Extended

Paper 2 is assessed by a 1 hour 30 minute examination which is worth 35% of the final mark. Students will be expected to complete short-answer questions.

Paper 3 is assessed by a 2 hour 30 minute examination which is worth 65% of the final mark. Students will be expected to answer structured questions designed to assess their understanding of mathematical concepts.

The Mathematics department will select the appropriate pathway (core or extended) for each student during the course.

Additional Mathematics

Additional maths IGCSE as a further study into mathematics and is available for the highest ability students. Students will be selected by the maths department to complete the course alongside the core maths IGCSE. Other students wanting to sit additional maths will need to select it as an option and will be given advice from their teachers as to whether they are suitable candidates for this option.

Cambridge IGCSE additional mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps students to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts.

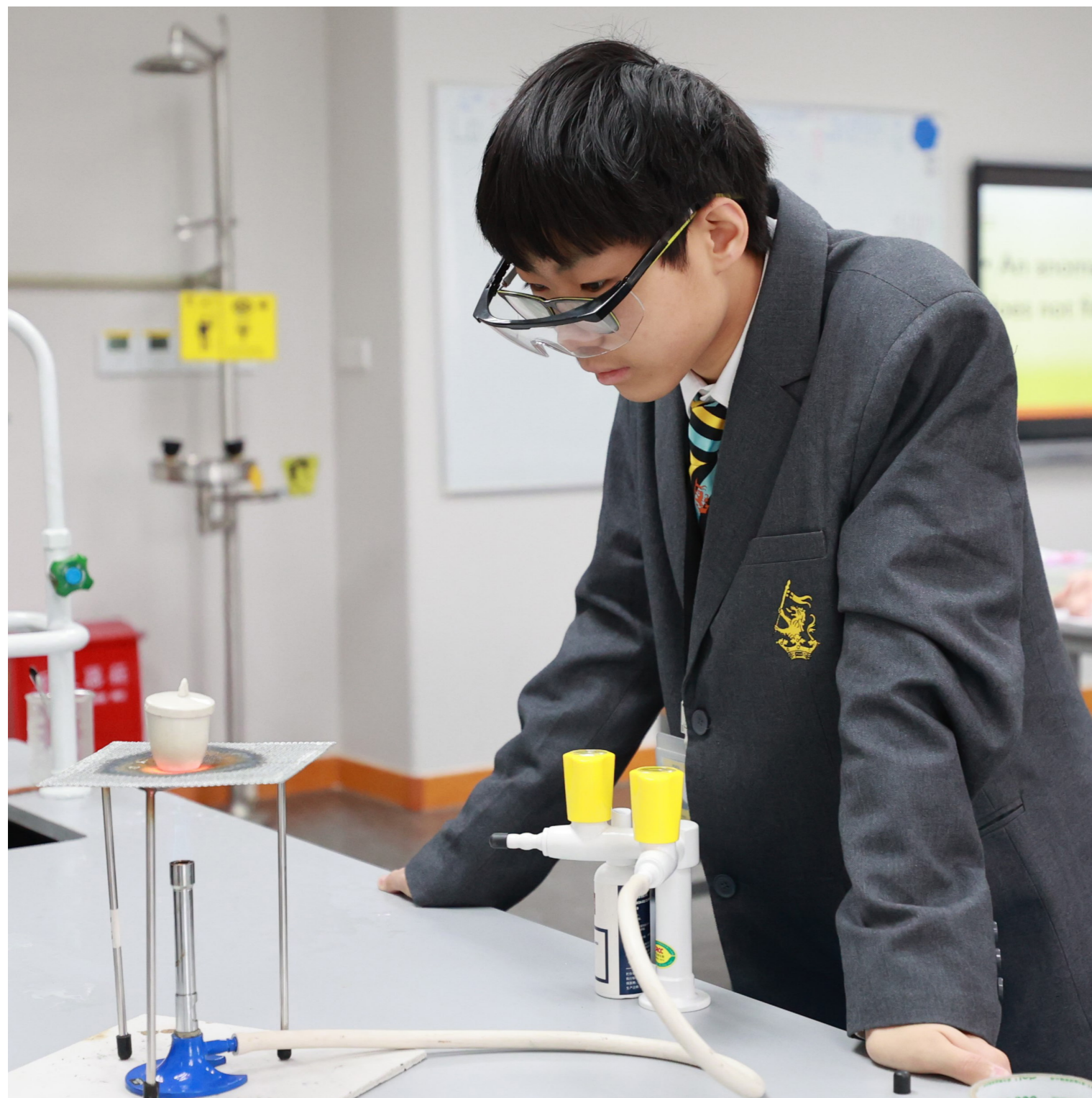
Cambridge IGCSE additional mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. It is designed to stretch the most able students and provides a smooth transition to A level mathematics.

Students will study functions, quadratic functions, equations, inequalities and graphs, indices and surds. Factors of polynomials, simultaneous equations, logarithmic and exponential functions, straight line graphs, circular measure, trigonometry, permutations and combinations, series, vectors in two dimensions as well as differentiation and integration.

Students will sit two exams, each for a duration of 2 hours with each exam worth 50% of the final mark.

Why Mathematics?

It provides a challenge, has clear instructions and typically you know when you are right. When you solve a problem, it offers you a feeling of excitement and satisfaction. It is important to have a strong foundation in mathematics to be successful in most other subject areas; including biology, chemistry, physics, ICT, economics, music and many other areas. Mathematics is about pattern and structure, and the maths behind these patterns can be used to explain and control natural phenomena around us.



Science

The comprehensive range of Science IGCSEs listed all share the same aims and objectives while at the same time providing different levels of depth to meet all our individual students' needs. Each course contains a programme of study that will fully engage students, support the best possible outcomes at IGCSE and enable successful progression to A Level and beyond, with the exception of the Single Award Science which does not.

Qualification aims and objectives

The aims and objectives of all science qualifications are to enable students to:

- Learn about unifying patterns and themes in science and use them in new and changing situations.
- Acquire knowledge and understanding of scientific facts, terminology, concepts, principles and practical techniques.
- Apply the principles and concepts of science, including those related to the applications of science, to different contexts.
- Evaluate scientific information, making judgements on the basis of this information.
- Appreciate the practical nature of science, developing experimental and investigative skills based on correct and safe laboratory techniques.
- Analyse, interpret and evaluate data and experimental work and reporting scientific methods in science.
- Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions.
- Develop a logical approach to problem solving in a wider context.

Triple science - biology, chemistry and physics

Course and assessment

Exam board – Edexcel

Content summary

The triple science course consists of individual IGCSE courses in biology, chemistry and physics. Essentially students will be covering a greater breadth and depth of science than if they followed the double award science route.

The objectives of the course are for students to further appreciate and understand how science works. To develop students' understanding of higher-level biology, chemistry and physics and to develop students' questioning, analytical and evaluative approach to scientific problems and issues. This course is designed to help bridge the gap between IGCSE and GCE A level science courses.

Skills that will be developed will be the ability to plan investigations and to analyse, interpret and evaluate data; the ability to critically evaluate science in the news and to appreciate the processes that scientists go through in order to collect evidence and develop theories.

Skills developed fall into four main areas: knowledge and understanding (including science as an evidence based discipline, the collaborative nature of science, how scientific theories develop and the limitations of science), practical skills (planning, obtaining and presenting evidence, interpreting data, evaluating a method), working scientifically (data, evidence, theories and explanations, practical and enquiry skills, communication skills, applications and implications of science) and mathematical skills (applying mathematics).

The students will achieve 3 separate IGCSE qualifications – one in biology, one in chemistry and one for physics.



Biology

Content

The subject will cover core content of:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Biology resources

Examination

Paper 1 is assessed by a 2 hour written examination which is worth 61.1% of the final mark.

Paper 2 is assessed by a 1 hour 15 minute written examination which is worth 38.9% of the final mark.

No practical coursework will be formally assessed.

Students will be tasked with answering a mixture of different question styles, including multiple choice questions, short answer questions, calculations and extended open response questions. A calculator may be used in the examinations.

Why Biology?

We study biology to understand the natural world around us. It will help students to understand the physical makeup of their own body. Apart from the obvious benefits of knowing how your own body works, biology also involves the study of non-human animals, helping us to understand that we are simply one species among millions.

Chemistry

Content

The subject will cover core content of:

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

Examination

Paper 1 is assessed by a 2 hour written examination which is worth 61.1% of the final mark.

Paper 2 is assessed by a 1 hour 15 minute written examination which is worth 38.9% of the final mark.

No practical coursework will be formally assessed.

Students will be tasked with answering a mixture of different question styles, including multiple choice questions, short answer questions, calculations and extended open response questions. A calculator may be used in the examinations.

Why Chemistry?

In a world with a growing population and diminishing resources, chemistry can only become more important as we seek to improve further our quality of life. Even for those who will not be directly involved in science, an educated citizen should be informed enough to understand scientific issues and debate. Any intellectually curious person is likely to have some interest in what matter is made of and why it behaves in the way it does.

Physics

Content

The subject will cover core content of:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

Examination

Paper 1 is assessed by a 2 hour written examination which is worth 61.1% of the final mark.

Paper 2 is assessed by a 1 hour 15 minute written examination which is worth 38.9% of the final mark.

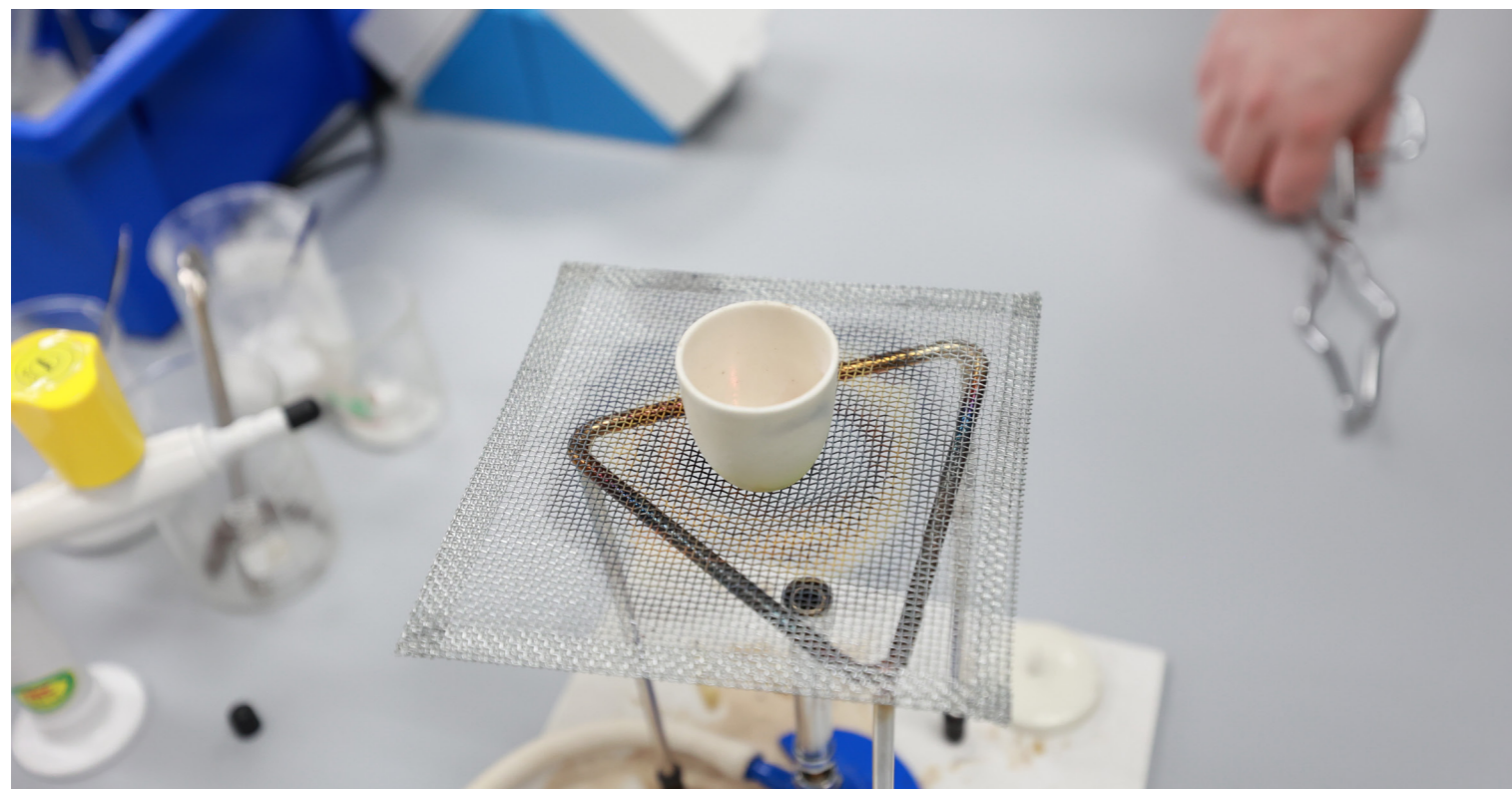
No practical coursework will be formally assessed.

Students will be tasked with answering a mixture of different question styles, including multiple choice questions, short answer questions, calculations and extended open response questions. A calculator may be used in the examinations.

Why Physics?

Physics is the effort to define and understand natural laws. It is a demanding subject but rewards the effort put in. Not only is it an ideal subject for those curious about, for example, why the sky is blue or how their smartphones and tablets work, but it also trains the mind. In the habits of accuracy, logical and critical analysis, integrity and safety, it gives students an understanding of the power of the scientific method, and some ability in the universal language of science. The IGCSE course also requires students to address important work issues such as sustainable energy use.





Science – Double award

Course and assessment

Exam board – Edexcel

Content

The qualification is designed for students who may intend to progress to further scientific study at A level and beyond. It contains up-to-date content reflecting the latest thinking in the subject. The science course consists of equally weighted units in biology, chemistry and physics. The course encourages students to be inspired, motivated and challenged by following a broad, coherent and practical learning journey. The course gives students the opportunity to experience science within the context of their general education and prepare for more advanced courses in science.

Skills that are developed fall into four main areas: knowledge and understanding (including science as an evidence based discipline, the collaborative nature of science, how scientific theories develop and the limitations of science), practical skills (planning, obtaining and presenting evidence, interpreting data, evaluating a method), working scientifically (data, evidence, theories and explanations, practical and enquiry skills, communication skills, applications and implications of science) and mathematical skills.

Paper 1: Biology	Paper 2: Chemistry	Paper 3: Physics
1-hour and 10 minutes written examination	2-hour written examination	2-hour written examination
The total number of marks is 110, 33.3% of the total International GCSE.	The total number of marks is 110, 33.3% of the total International GCSE.	The total number of marks is 110, 33.3% of the total International GCSE.
<p>Content summary</p> <p>Topics covering core content areas:</p> <ol style="list-style-type: none"> 1. The nature and variety of living organisms 2. Structures and functions in living organisms 3. Reproduction and inheritance 4. Ecology and the environment 5. Use of biological resources 	<p>Content summary</p> <p>Topics covering core content areas:</p> <ol style="list-style-type: none"> 1. Principles of chemistry 2. Inorganic chemistry 3. Physical chemistry 4. Organic chemistry 	<p>Content summary</p> <p>Topics covering core content areas:</p> <ol style="list-style-type: none"> 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfers 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics

The final mark is a combined percentage from all 3 scientific subjects to create an overall percentage. This culminates in a scientific IGCSE qualification equivalent to 2 IGCSEs, hence the name double award. No practical coursework will be formally assessed.

Science – Single award

Course and assessment

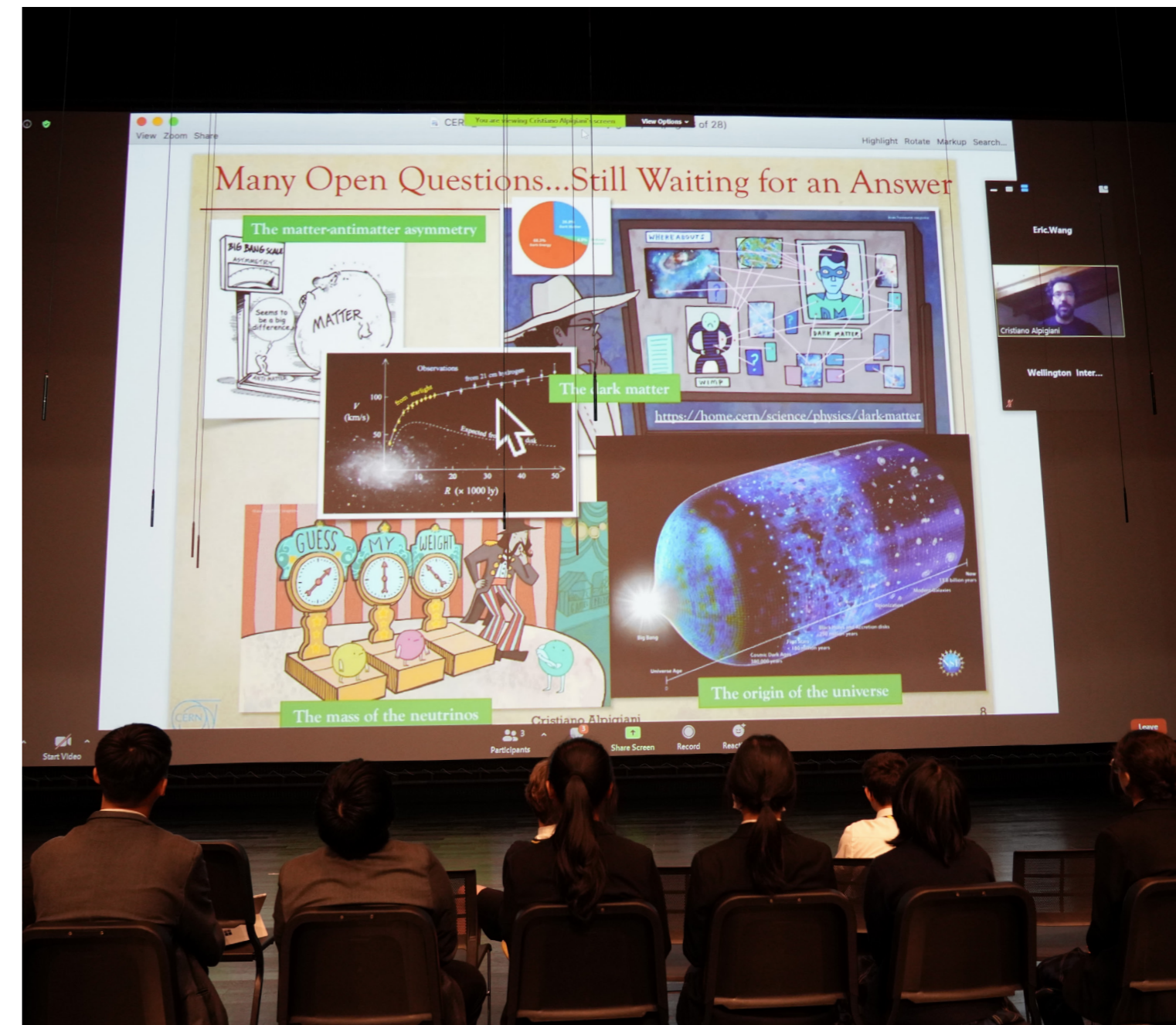
Exam board – Edexcel

Content

This qualification includes a reduced amount of content when compared to the triple science and double award science qualifications. The content is designed for students who may have missed a significant amount of biology, chemistry and physics or double award material. Students will only take the single award if, following a discussion with parents, it is felt that the student involved may achieve a credible grade that would not be gained when taking the more in-depth alternatives. This qualification is designed for students who are unlikely to progress to further scientific study at A level, but still gain a solid overview of biology, chemistry and physics. The qualification is still assessed to the same standard as the triple science and double award science IGCSEs.

Paper 1: Biology	Paper 2: Chemistry	Paper 3: Physics
1-hour and 10 minutes written examination	2-hour written examination	2-hour written examination
The total number of marks is 110, 33.3% of the total International GCSE.	The total number of marks is 110, 33.3% of the total International GCSE.	The total number of marks is 110, 33.3% of the total International GCSE.
<p>Content summary</p> <p>Topics covering core content areas:</p> <ol style="list-style-type: none"> 1. The nature and variety of living organisms 2. Structures and functions in living organisms 3. Reproduction and inheritance 4. Ecology and the environment 5. Use of biological resources 	<p>Content summary</p> <p>Topics covering core content areas:</p> <ol style="list-style-type: none"> 1. Principles of chemistry 2. Inorganic chemistry 3. Physical chemistry 4. Organic chemistry 	<p>Content summary</p> <p>Topics covering core content areas:</p> <ol style="list-style-type: none"> 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfers 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics

No practical coursework will be formally assessed.



Chinese – (Chinese as a first language)

Course and assessment

Exam Board – CAIE

Content

The Cambridge IGCSE first language Chinese syllabus is designed for learners whose first language is Chinese. The syllabus develops learners' ability to communicate clearly, accurately and effectively. The students will learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

The Chinese texts will cover a range of genres and types, including fiction and non-fiction, essays, reviews and articles.

Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Examination

Paper 1 is assessed by a 2 hour 15 minute examination which is worth 50% of the final mark. Students will answer structured and extended writing questions on the content of reading, directed writing and classical Chinese.

Paper 2 is assessed by a 2 hour examination which is worth 50% of the final mark. Students will answer questions based on Chinese writings.

Entry requirements

There are no entry requirements, but the course has been designed for students who are able to write Chinese to a near native speaker standard.

Chinese – (Chinese as a second language)

Course and assessment

Exam Board – CAIE

Content

Cambridge IGCSE Chinese as a second language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practice writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, learners will be able to respond to factual information as well as abstract ideas. Learners will engage in conversations on a variety of topics and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Cambridge IGCSE Chinese as a second language will enable learners to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts.

Texts and questions are printed in both traditional and simplified characters on the question papers. Students will choose the form they prefer in the examination and may write their answers in either traditional or simplified characters. The speaking test is assessed in Chinese only.

Examination

Paper 1 is assessed by a 2 hour examination which is worth 60% of the final mark. Students will undertake a written examination consisting of five exercises that test a range of reading and writing skills. Types of tasks include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.

Paper 2 is assessed by a 35-45 minute examination which is worth 20% of the final mark. Students will listen to recordings of short and longer spoken texts and answer questions regarding them. All listening material is recorded in Chinese.

Coursework

Component 3 is assessed by a 10-13 minute speaking examination which is worth 20% of the final mark. The speaking test consists of three parts: students give a 2-3 minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.

Entry requirements

There are no entry requirements, but the course has been designed for students who have had prior contact with Chinese at school and/or in their community and achieved a level corresponding to the requirements of WCIH Chinese programme Year 9.



Chinese – (Chinese as a foreign language)

Course and assessment

Exam Board – CAIE

Content

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Chinese is spoken. The five topic areas of study are:

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

- The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Students will be expected to read and understand a variety of written and spoken texts on familiar topics. Students will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Chinese on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Examination

Paper 1 is assessed by a 35 minute examination which is worth 25% of the final mark. Students will listen to a number of recordings and answer multiple choice and matching questions.

Paper 2 is assessed by a 1 hour 15 minute examination which is worth 25% of the final mark. Students read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.

Paper 4 is assessed by a 1 hour 15 minute examination which is worth 25% of the final mark. Students complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Coursework

Paper 3 is assessed by a 10 minute speaking examination which is worth 25% of the final mark. Students complete one role play and conversations on two topics.

Entry requirements

There are no entry requirements and the course has been designed for learners who have previously studied Chinese at key stage 3 and show a passion for languages.

Why Chinese?

Cambridge IGCSE Chinese aims to develop successful readers, writers, listeners, speakers and thinkers. The emphasis is on language skills. It encourages students to use relevant vocabulary, correct grammar, spelling and punctuation, and to demonstrate a sense of style and an awareness of audience.



Optional subjects

Detailed subject information

Students can choose any subject/s from the below list in line with how many option choices they have. We advise you to read the information contained in this booklet to help guide you in making the right choices. Students may also want to have a conversation with their subject teachers as to the suitability of them selecting their subject.

We will endeavour to give the students the options that they want, however, we cannot guarantee this due to timetabling constraints. It is common with other schools offering IGCSE subject choices, that the options choices are offered in blocks. This reduces the number of choices that students have and, as such, we have moved to a more open system to allow for our students to select the subjects that they want.

The following list shows the subject currently on offer at WCIH:

Additional Maths

Art & Design

Business studies

Design and Technology (DT) – Resistant materials

Drama

Economics

French

Geography

Global Perspectives

History

Information & Communication Technology (ICT)

Music

Physical Education (PE)

Spanish

The following pages will give you more information on the optional subjects to help you make an informed choice.

Additional mathematics

Course and assessment

Exam board – CAIE

Students who have not been selected to do additional maths IGCSE alongside the compulsory maths lessons have the option to select additional maths. This means that students will gain an extra three lessons of maths per week in order to sit the additional maths examination.

Content

Students will study functions, quadratic functions, equations, inequalities and graphs, indices and surds. Factors of polynomials, simultaneous equations, logarithmic and exponential functions, straight line graphs, circular measure, trigonometry, permutations and combinations, series, vectors in two dimensions as well as differentiation and integration.

Examination

There will be two separate papers for this subject which will be sat on different days. Both paper 1 and paper 2 are assessed by a 2 hour examination with both being 50% of the final mark.

Entry requirements

There are no formal entry requirements for this course. However, the math's teachers will give guidance on the suitability of a student taking this subject as an option.

Why Additional mathematics?

Cambridge IGCSE additional mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps students to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts.

The course provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. It is designed to stretch the most able students and provides a smooth transition to A Level mathematics.

Art and Design

Course and assessment

Exam board – Edexcel

Content

The course is made up of 2 components. In component 1, the personal portfolio of work demonstrates the knowledge, understanding and skills used in fine art. This portfolio will be based on centre devised themes, which will be given at the start of Year 10.

Component 2 is an externally-set assignment. Students must present personal responses to an externally-set, broad based thematic starting point, set by the exam board. Students will have a preparatory period in which they will explore and develop ideas for the assigned theme. The externally-set assignment will be completed during the timed supervised study, where students will work in exam conditions.

The objectives of the course are to develop creative and imaginative ability and the practical skills for engaging with and for communicating and expressing ideas, feelings and meanings in art, craft and design. To develop investigative, analytical, experimental and interpretive capabilities; aesthetic understanding and critical and enquiring minds, with increasing independence; cultural knowledge and understanding of art, craft, design and of the media and technologies used in different times, contexts and societies; and to develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

The skills that will be developed will include recording experiences and observations and undertaking research and gathering, selecting and organising visual, tactile and sensory materials and other relevant information. Exploring relevant resources, analysing and evaluating images, objects and products, and making independent judgements as to their relevance in visual art.



Examination

Component 2 – An externally-set assignment which is worth 50% of the final mark. Alongside the portfolio of work, students will also need to submit supporting evidence.

Coursework

Component 1 – A personal Portfolio in art and design which is worth 50% of final mark. Alongside the portfolio of work, students will also need to submit supporting evidence.

Entry requirements

There are no entry requirements for this IGCSE, however, an interest in visual culture is encouraged.

Why Art and Design?

Edexcel IGCSE art & design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for students to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times.

The course is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used. The course appeals to students who wish to explore practical work through a range of two and/or three dimensional processes and include new media and technologies in addition to traditional media and processes.

The syllabus helps equip students with lifelong skills including:

- Confidence and enthusiasm as they develop technical skills in two and/or three dimensional form and composition.
- The ability to identify and solve problems in visual and tactile forms.
- The ability to develop ideas from initial attempts to outcomes.

IGCSE art and design provides a wide range of exciting and stimulating opportunities to explore personal creative interests.



Business studies

Course and assessment

Exam Board – CAIE

Content

Understanding business activity: This section introduces the underlying ideas and concepts of business and includes the purpose and nature of business activity and how businesses can be classified. Enterprise and entrepreneurs, and why some businesses grow while others remain small are further important issues. How

business size can be measured, types of business organisation, business objectives and stakeholder objectives are the concluding topics.

People in business: The focus is the functional area of human resources and includes the importance and methods of motivating a workforce. How businesses are organised and managed and the methods of recruitment, selection and training of employees are also considered. Finally, the section covers the importance and methods of effective internal and external communication.

Marketing: This section includes the role of marketing, the distinctions between niche and mass markets and the techniques of market segmentation. The methods and importance of market research are covered. The central role of the marketing mix, i.e. the four Ps, is made clear. Marketing strategies to influence consumer decisions at home and in new foreign markets are the final topics in this section.

Operations management: The focus is the functional area of production and includes the meaning and methods of production and how productivity can be increased. The different costs of production and break-even analysis are covered. The section concludes with the importance and methods of achieving quality in the production process and location decisions of businesses.

Financial information and decisions: This finance and accounting section covers the need for and sources of business finance, cash-flow forecasting and working capital. Simple income statements are covered as well as statements of financial position and the analysis of accounts including why and how accounts are used.

External influences on business activity: This section focuses on different external influences on business activity and how these impact on a business. It includes government influences on economic, environmental and ethical issues and how they impact on the functional areas of businesses. In addition, the international economy including globalisation and its effects on businesses and governments, multinational businesses and exchange rates are important issues.

Examination

Paper 1 is assessed by a 1 hour 30 minutes examination which is worth 50% of the final mark. Students are tasked with answering four questions made up of short answers and structured data responses.

Paper 2 is assessed by a 1 hour 30 minutes case study examination which is worth 50% of the final mark. Students will be given four questions based upon the case study, which is provided as an insert in the paper.

Entry requirements

There are no formal entry requirements for this course. A knowledge of current affairs and the ability to think critically would be a distinct advantage.

Why Business studies?

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses.

Our students will be able to:

- Understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance.

- Appreciate the role of people in business success.

They will also gain lifelong skills, including:

- The ability to calculate and interpret business data.
- Communication skills needed to support arguments with reasons.
- The ability to analyse business situations and reach decisions or judgements.

The course gives a balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.



Design and Technology (DT) – Resistant materials

Course and assessment

Exam board – CAIE

Content

During Year 10, students will learn how to explore the needs, wants and opportunities in the context of designing for a real client. They will further develop flexible and independent thinking skills and draw upon a wide range of information sources.

Students will learn how to present, modify and transform ideas using the iterative design model as they solve hands on design problems, making judgements on material selection, manufacturing processes and form and function. This is called the core knowledge.

In Year 11, the students will put their core knowledge into action, producing a working prototype of a product via a major project and also prepare for the end of year examination.

Examination

Paper 1 is assessed by a 1 hour 15 minutes examination which is worth 25% of the final mark. Students will answer questions based on the content of product design.

Paper 3 is assessed by a 1 hour examination which is worth 25% of the final mark. Students will answer questions based on the content of resistant materials.

Coursework

The coursework (Component 2) is worth 50% of the final mark. Students will submit a school-based project that is internally assessed and externally moderated.

Entry requirements

There are no entry requirements to undertake this IGCSE, however due to the intensity of the course and the volume of coursework involved, good drawing and presentational skills, plus a keen interest in mathematics and science is highly recommended as there are calculations and application of scientific information included within the final examination.

Why Design and Technology?

In the first instance, any student interested in studying design and technology should be encouraged to participate. Those interested in subjects such as advertising, marketing business or social sciences should also consider the course. Finally, anyone with an interest in the products around us, the clothes that we wear, the transport we use or the activities which we do, would learn a great deal about how design shapes the way that we live our lives.

Design and technology also gives students the opportunity to develop their creativity, their presentation and collaborative skills and learn a broad range of practical skills. The facilities at the college are excellent and students will experience, first hand, traditional and modern manufacturing techniques including 3D printers and laser cutting machines.

Drama

Course and assessment

Exam Board – CAIE

Content

Through practical and theoretical study, learners will develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They will learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners will also develop their performance skills, the demonstration of which will form part of the final assessment.

Skills will be developed through three assessable objectives, which together form the core of this IGCSE.

AO1 Knowledge and understanding of repertoire

Learners will demonstrate their knowledge and understanding of the process of moving from script to performance, and can justify artistic choices as actor, director or designer.

AO2 Devising original drama

Learners will demonstrate their ability to devise and evaluate their own original pieces of drama.

AO3 Performance skills

Learners will demonstrate their performance skills and their ability to communicate effectively with an audience.

Examination - written

Component 1 is assessed by a 2 hour 30 minutes examination which is worth 40% of the final mark. Students will be tasked with answering structured and extended writing answers to questions that encompasses the whole content of the course.

Coursework

Component 2 is assessed through practical assessment which is worth 60% of the final mark. Students are to submit three pieces of practical coursework; an individual performance based on an extract from a play, a group performance based on an extract from a play and a group performance based on an original devised piece.

Entry requirements

There are no entry requirements for this IGCSE, however, an interest in the performing arts is essential. Students also need strong English communication skills (spoken and written).

Why Drama?

Cambridge IGCSE drama provides opportunities for learners to develop practical skills in performance, both as an individual and within a group. Students will understand the artistic choices made by actors, directors and designers in presenting performances for an audience. They will also learn about theatrical styles and genres. Students will explore how to develop their own ideas in creating original drama.

Our approach in Cambridge IGCSE drama encourages students to be:

Confident - developing practical skills to deliver dramatic performance for an audience.

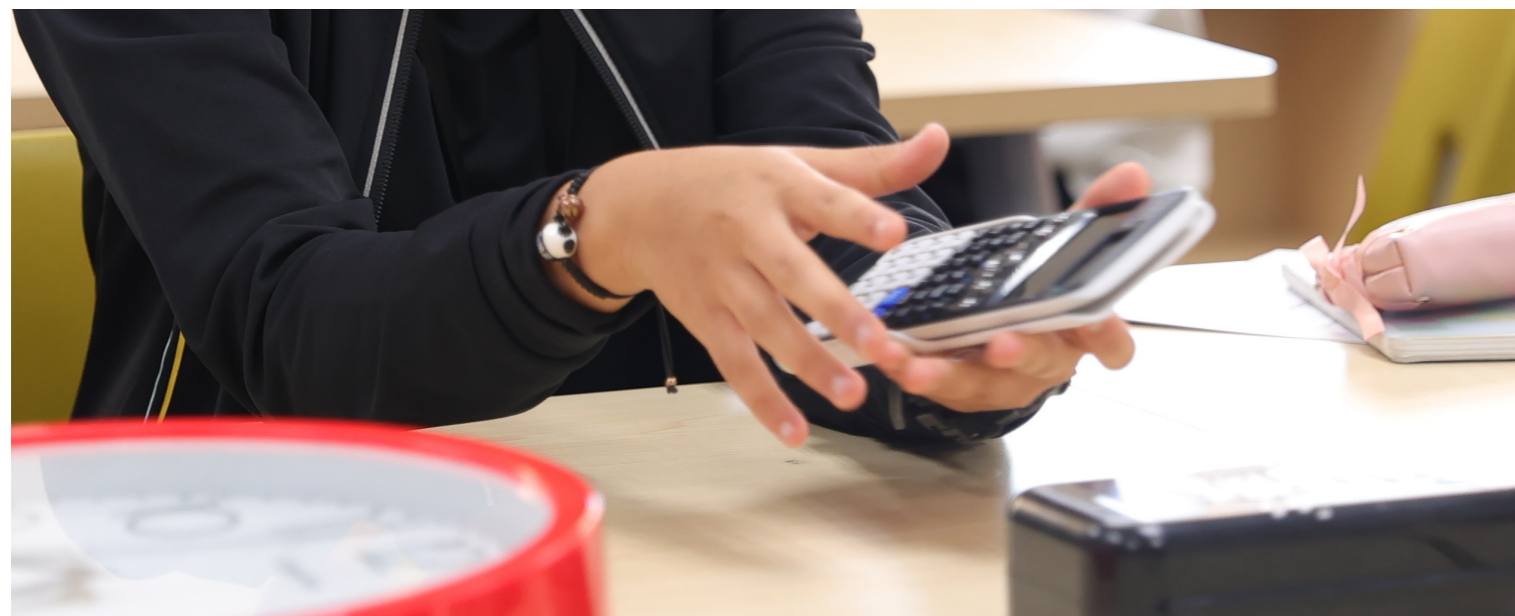
Responsible - developing shared responsibility working with others and understanding the power of drama to engage, influence and persuade.

Reflective - engaging with performance processes and using them to inform future practice.

Innovative - creating original dramatic work and formulating imaginative responses to existing repertoire.

Engaged - developing their enjoyment of drama to support their practical, intellectual and artistic growth.





Economics

Course and assessment

Exam Board – CAIE

Content

The basic economic problem: The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

The allocation of resources: The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

Microeconomic decision makers: The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

Government and the macroeconomy: Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve

them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

Economic development: As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

International trade and globalisation: The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

Examination

Paper 1 is assessed by a 45 minute examination which is worth 30% of the final mark. Students are tasked with answering 30 multiple choice questions.

Paper 2 is assessed by a 2 hour 15 minute examination which is worth 70% of the final mark. Students will answer one compulsory question and three questions from a choice of four.

Entry requirements

There are no formal entry requirements for this course. A knowledge of current affairs and the ability to think critically would be a distinct advantage.

Why Economics?

The nature of the subject and the approach to learning demands the development of critical thinking, decision making and problem-solving skills. All of these are relevant regardless of career choices made at a later stage. Students will be required to work both independently and collaboratively during the course. They will learn to discuss and analyse current affairs and the implications for various stakeholders, as well as the use of theories and concept learned in class to support their views.

French

Course and assessment

Exam Board - CAIE

Content

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken. The five topic areas listed are:

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

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Students will be expected to read and understand a variety of written and spoken texts on familiar topics. Students will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Examination

Paper 1 is assessed by a 45 minute examination which is worth 25% of the final mark. Students will listen to a number of recordings and answer multiple choice and matching questions.

Paper 2 is assessed by a 1 hour examination which is worth 25% of the final mark. Students will read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.

Paper 4 is assessed by a 1 hour examination which is worth 25% of the final mark. Students complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Coursework

Paper 3 is assessed by a 10 minutes speaking examination which is worth 25% of the final mark. Students complete one role play and conversations on two topics.

Entry requirements

There are no entry requirements and the course has been designed for learners who have previously studied French at Key Stage 3 and show a passion for languages.

Why French?

Cambridge IGCSE French develops a set of transferable skills for understanding and communicating in everyday situations in French. Students begin to develop cultural awareness of countries and communities where French is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE French encourages students to be:

Confident - using new and familiar structures and vocabulary to communicate with others in everyday situations.

Responsible - seeking opportunities to use and develop their language skills.

Reflective - considering how to communicate different ideas and attitudes.

Innovative - applying language to a variety of situations.

Engaged - developing learning strategies which help them to express their ideas and their understanding of other cultures.



Geography

Course and assessment

Exam Board - CAIE

Content

The subject content is organised in three themes. They are designed to develop an understanding of natural and human environments. The three themes areas listed are:

- Population and settlement
- The natural environment
- Economic development

Cambridge IGCSE will give students an understanding of location on a local, regional and global scale. They will gain an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments. Whilst understanding the ways in which people interact with each other and with their environment.

Students will gain an appreciation for the environment, including its people, places, landscapes, natural processes and phenomena. They will gain awareness of the contrasting opportunities and constraints presented by the different environments.

Examination - written

Students must sit two formal examination papers:

Paper 1 – Geographical themes. Is assessed by a 1 hour 45 minute examination which is worth 45% of the final mark. Students will answer three questions

worth 25 marks each.

Paper 2 – Geographical skills. Is assessed by a 1 hour 30 minute examination which is worth 27.5% of the final mark.

Coursework

Students must complete a coursework section. There are two options, one of which, will be chosen by the school. They are:

Component 3 – Coursework. Teachers set one centre-based assignment of up to 2000 words. This is worth 27.5% of the final mark.

Or

Paper 4 – Alternative to coursework. Candidates answer two compulsory questions completing a series of written tasks. This is worth 27.5% of the final mark.

Entry requirements

There are no entry requirements and the course has been designed for learners who have previously studied geography at Key Stage 3. Humanities lessons at Key Stage 3 are designed to prepare students for the skills needed at IGCSE.



Why Geography?

Successful Geography candidates develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments.
- An understanding of location on a local, regional and global scale.
- The ability to use and understand geographical data and information
- An understanding of how communities around the world are affected and constrained by different environments.

The combination of knowledge and skills in Cambridge IGCSE geography gives students a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including A level geography.



Global perspectives

Course and assessment

Exam Board - CAIE

Content

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices.

Cambridge IGCSE global perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- Researching, analysing and evaluating information.
- Developing and justifying a line of reasoning.
- Reflecting on processes and outcomes.
- Communicating information and reasoning.
- Collaborating to achieve a common outcome.

Students will explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Cambridge IGCSE global perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Students will develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Examination

Component 1 is assessed by a 1 hour 15 minute examination which is worth 35% of the final mark. Students will answer four compulsory questions based on a range of sources. The sources will present a global issue from a range of perspectives and will be drawn from a list of eight topics.

Coursework

Component 2 is assessed by an Individual Report which is worth 30% of the final mark. Students research one topic area of local, national or global significance and submit a report based on their research. The title is devised by the students themselves. The report must be 1500-2000 words and written in continuous prose.

Element 1 – Team Element

Students will produce as a team one 'outcome' and one 'explanation' as a collaboration. The explanation must be 200-300 words in length.

Element 2 – Personal Element

Students will each write a reflective paper on their research, contribution and personal learning. The paper must be 750-1000 words in length.

Component 3 is assessed by a team project which is worth 35% of the final mark. Students devise and develop a collaborative project into an aspect of one topic. The team project comprises of two elements.

Entry requirements

There are no entry requirements for this IGCSE, however an interest in critical thinking and reasoning is encouraged.

Why Global perspectives?

Cambridge IGCSE global perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.

Cambridge IGCSE global perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought and encouraging empathy for the diversity of human experience and feeling.

History

Course and assessment

Exam Board - CAIE

Content

Cambridge IGCSE history offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. It encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners will explore history from a diversity of perspectives, including social, economical, cultural and political, and 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 inter-relationships
- Learn how to present clear, logical arguments.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

As a truly international course, IGCSE history promotes international understanding and is an excellent foundation to progress to A level, particularly the subjects where essay writing is required.

Examination

Paper 1 is assessed by a 2 hour examination which is worth 40% of the final mark. Students answer two questions from the core content (see above) and one question from Germany 1918 – 1945. All questions are in the form of structured essays, split into three parts.

Paper 2 is assessed by a 2 hour examination which is worth 33% of the final mark. Students answer six questions on one prescribed topic from the core content. Students will be given a range of source material to analyse and evaluate.

Paper 4 is assessed by a 1 hour examination which is worth 27% of the final mark. Students will answer one question in essay form.

Entry requirements

There are no formal entry requirements, however; the highest grades in history are obtained by those students with strong literacy skills. Humanities lessons at Key Stage 3 are designed to prepare students for the skills needed at IGCSE.

Why History?

Although history does not focus on a particular set of jobs, the skills gained in digesting information and forming a coherent analysis of a particular situation are widely applicable across many industries. History is highly valued and qualification by universities and employers. Accordingly, the assessment for this course does not focus on the depth of a student's knowledge of the events covered, but on the deployment of that knowledge in formulating coherent arguments.

ICT – Information and communication technology

Course and assessment

Exam Board - CAIE

Content

The IGCSE course in information and communication technology (ICT) offers and encourages students to explore how digital technology impacts on the lives of individuals, organisations and society. There is ample opportunity for them to learn about current and emerging digital technologies and the issues raised by their use in a range of contexts by individuals and organisations.

Students will develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice. Further to this they will broaden and enhance their ICT skills and capability. Also, their ICT skills will be enhanced as they will be working with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

Finally, students will learn how to reflect critically on their own and others' use of ICT and how to adopt safe, secure and responsible practice.

The ICT Cambridge IGCSE is a 2 year course that is examined through three papers at the end of Year 11.

Examination

Paper 1 is assessed by a 2 hour examination which is worth 40% of the final mark. Students will be asked theoretical questions based on the whole content of the course.

Paper 2 is assessed by a 2 hour 30 minute examination which is worth 30% of the final mark. Students will be tested to demonstrate their practical skills of ICT through document production, data manipulation and presentations.

Paper 3 is assessed by a 2 hour 30 minute examination which is worth 30% of the final mark. Students will be tested to demonstrate their practical skills of ICT through data analysis and website authoring.

Entry requirements

There are no formal entry requirements for this IGSCSE, however, students beginning this course are expected to have shown an aptitude for ICT during their lessons previously.

Why ICT?

Cambridge IGCSE ICT encourages students to develop lifelong skills in understanding and using software applications. By analysing, designing, implementing, testing and then evaluating, students can gain a level of mastery towards systems and their purpose. Students will also gain the understanding of the implications of technology in society, including social, economic and ethical uses.

Music

Course and assessment

Exam Board - Edexcel

Content

When studying the Cambridge IGCSE music syllabus, students will listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, students will enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances lifelong musical enjoyment.

The students will study music of all styles; each style is placed in its historical and cultural context, and learners are encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

Examination

Component 1 is assessed by a 1 hour 15 minute listening examination which is worth 40% of the final mark. Students will give short and extended writing answers based on selected recordings from the exam board.

Coursework

Component 2 is assessed by two prepared musical performances by the student which is worth 30% of the final mark. The first will be an individual solo performance and the second in an ensemble.



Component 3 is assessed by two contrasting compositions which is worth 30% of the final mark. Students will be tasked to compose to differing themes or genres using musical compositional techniques and variation.

Both the performances and compositions will be marked internally and sent to the exam board for moderation.

Entry requirements

Students should be able to play competently on a musical instrument (voice is included) and be able to read western musical notation to a reasonable standard. Students should be having regular lessons on their instrument throughout the 2 years of this IGCSE. This course is unsuitable for beginner musicians.

Why Music?

Studying music at IGCSE will enable students to develop their own practical musical skills and knowledge, specifically through the activities of listening, performing and composing. The course will also help students become familiar with a vast range of musical styles and genres produced throughout history, both in western and non-western traditions.

Physical Education (PE)

Course and assessment

Exam Board - CAIE

Content

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

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 the seven categories. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

Examination

Paper 1 is assessed by a 1 hour 45 minute examination which is worth 50% of the final mark. Students will be asked short and structured theoretical questions based on the whole content of the course.

Coursework

Component 2 is assessed by students undertaking four physical activities from at least two different categories. For example, a choice of sports could be: swimming, badminton, basketball and athletics.

Entry requirements

There are no formal entry requirements for this IGCSE, however, students beginning this course are expected to have shown an aptitude for PE during their lessons previously.

Why PE?

Physical Education encourages students to develop knowledge, skills and understanding of a range of relevant physical activities and an ability to plan, perform and evaluate physical activities. It will give them a good understanding of effective and safe performance in a range of environments. Students will develop an understanding of the role of sport and physical activity in society and in the wider world. Physical education will develop independent and team working skills, whilst encouraging a life long enjoyment of physical activity. This course will also be an excellent foundation for advanced study to A level physical education.

Categories	Physical activities	
Games activities	Association football	Lacrosse
	Badminton	Netball
	Baseball, Rounders or Softball	Rugby league or Rugby union
	Basketball	Squash
	Cricket	Table tennis
	Golf	Tennis
	Handball	volleyball
	Hockey	
Gymnastics activities	Artistic gymnastics (floor and vault) or Rhythmic gymnastics	Individual figure skating Trampolining
Dance activities	Dance	
Athletic activities	Cross-country running	Track and field athletics
	Cycling	Weight training for fitness
	Rowing and sculling	
Outdoor and adventurous activities	Canoeing	Rock climbing
	Hill walking or Orienteering	Sailing
	Horse riding	Skiing or Snowboarding
	Mountain biking	Windsurfing
Swimming	Competitive swimming	Water polo
	Life saving or Personal survival	
Combat activities	Judo or Taekwondo	

Exam Board - CAIE

Content

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Spanish is spoken.

The five topic areas listed below are:

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

The IGCSE gives students opportunities to develop and apply a wide range of foreign language skills. Students will be expected to read and understand a variety of written and spoken texts on familiar topics. Students will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in Spanish on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Examination

Paper 1 is assessed by a 45 minute examination which is worth 25% of the final mark. Students will listen to a number of recordings and answer multiple choice and matching questions.

Paper 2 is assessed by a 1 hour examination which is worth 25% of the final mark. Students will read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.

Paper 4 is assessed by a 1 hour examination which is worth 25% of the final mark. Students complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Coursework

Paper 3 is assessed by a 10 minute speaking examination which is worth 25% of the final mark. Students complete one role play and conversations on two topics.

Entry requirements

There are no entry requirements and the course has been designed for learners who have previously studied Spanish at Key Stage 3 and show a passion for languages.

Why Spanish?

Cambridge IGCSE Spanish develops a set of transferable skills for understanding and communicating in everyday situations in Spanish. Students will begin to develop cultural awareness of countries and communities where Spanish is spoken. They will acquire the essential linguistic skills required for progression to further studies or employment. Our approach in Cambridge IGCSE Spanish encourages students to be:

Confident - using new and familiar structures and vocabulary to communicate with others in everyday situations.

Responsible - seeking opportunities to use and develop their language skills.

Reflective - considering how to communicate different ideas and attitudes.

Innovative - applying language to a variety of situations.

Engaged - developing learning strategies which help them to express their ideas and their understanding of other cultures.



Useful Contacts

Having read this booklet we hope that you have a better insight into choosing your options for Year 10 and Year 11. If, however, there are further questions you still feel you need answering, please contact us.

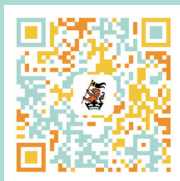
Further queries may be addressed to your child's Tutor and Deputy Head of Senior School in the first instance.

Role	Name	Contact Details
Master	Kathryn Richardson	kathryn.richardson@wellingtoncollege.cn
Deputy Head of Senior School	Philip Stainton	philip.stainton@wellingtoncollege.cn
Director of Studies	Robert Deacon	robert.deacon@huilieducation.cn
Head of Pastoral	David MacKinnon	david.makinnon@wellingtoncollege.cn
Year 9 Tutor	Bradley Dennon	bradley.dennon@wellingtoncollege.cn
University Officer	Emily Deacon	emily.deacon@huilieducation.cn

Frequently Asked Questions

This space is for you to note down any questions that you would like to ask the potential subject before selecting it as an option.

Question	Answer
Does the IGCSE lead onto the IB as well?	Yes, the IGCSE is a curriculum pathway that leads into both A Level and IB.
Which are the best subjects to choose?	The best subjects are those that your child is enjoying, passionate about and achieving well in. A balance of written exams and coursework is advisable for workload management.
Am I at a disadvantage taking fewer IGCSEs?	No, it is better to do fewer IGCSEs and score higher grades, than more and score lower grades. IGCSEs are the gateway examinations to allow students to continue their higher education pathway to A Levels/IB.
Who marks the exams and when will I be informed of results?	All IGCSEs are marked externally and the school has no influence on those grades. This is to maintain the integrity of the examination. All IGCSE results are released in August.
What textbooks should I buy?	The subject teacher will give a list of textbooks/resources/revision guides that are useful for their learning. Speak to the teacher before purchasing any books to make sure they are suitable.
Are IGCSEs recognised by American universities?	Yes! IGCSEs and A Levels are recognised by universities all over the world, including the USA. Hundreds of A Level students from the Wellington group have been offered places at US colleges, with many at Ivy League universities.
Do universities look at IGCSE results?	A Level predicted grades are the most important evidence for universities admissions. However, most universities will consider prior IGCSE results as further evidence of academic ability.



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