




THE BRITISH INTERNATIONAL SCHOOL  
BRATISLAVA  
A NORD ANGLIA EDUCATION SCHOOL

# IGCSE COURSE DESCRIPTION GUIDE

2025-2027





TO SHAPE A GENERATION  
OF CREATIVE AND  
RESILIENT GLOBAL  
CITIZENS – A GENERATION  
THAT WILL CHANGE  
OUR WORLD FOR THE  
BETTER.

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# KEY STAGE 4 & IGCSE

## WELCOME TO KEY STAGE 4

Years 10 and 11 are called 'key stage 4' in the English system. Students at BISB study examinations called IGCSEs - International General Certificate of Secondary Education – administered by Cambridge International Examinations (CIE). IGCSEs are recognised world-wide as a major educational qualification for this age range and are excellent preparation for the IB Diploma.

Students entering Year 10 will be beginning a very important phase of their education. They will have to make significant choices about the courses that they study, probably for the first time. This guide helps students to make an informed choice of the subjects that they study in Years 10 and 11. These choices may well influence what they go on to study in the IB Diploma and later at college or university.

Although students are being asked to make some choices for the next two years, some of what they will study is compulsory at examination level:

- Mathematics (single maths)
- Science: biology, chemistry & physics as separate science or double award, coordinated science. Both are equally challenging, but some students may wish to have a different focus on science.
- English language and literature or English 2nd language
- Slovak (compulsory for Slovak students, not an IGCSE)

In addition, students will continue to take non-examined courses:

- Core Physical Education
- The Wellbeing Programme

Not including the Science choice, students are being asked to make four IGCSE option choices (3 choices for Slovak Nationals – as Slovak is one of these options) from a range of subjects available which are:

- Art and design
- Double maths (additional maths)
- Business studies
- Computer science
- Drama
- French
- Geography
- German
- Global perspectives
- History
- Korean (a course only, not an IGCSE)
- Music
- Spanish
- Sport science (IGCSE Physical Education)

We expect students to be studying for a full range of IGCSE subjects. However, some students may be better suited to a reduced programme of IGCSEs and they will receive some extra language and/or learning support to help them cope with the demands of these examination courses. SEN/EAL staff will talk with students and parents in these cases.

## HOW SHOULD STUDENTS CHOOSE?

We cannot, and would not want to, choose for them. We would strongly urge parents to take the same line. These are their choices. They should, however, listen to advice and guidance so that they make an informed decision about what to study.

- Students should consider subjects, which they already enjoy. There are two years of study involved with each option leading to examinations.
- Students should play to their strengths.
- Students should consider the promise of studying something new like computer science or global perspectives

- Students need to think now about what they might like to study for the IB Diploma in 2027-29. Please look at the current IB booklets on the school's website. e.g. to take a language B course, they should be studying the language in years 10 and 11.
- Students should even think ahead to the future – to what they might study after school at college & university.
- Students should be aware of what doors close by not choosing certain subjects.
- All this involves talking with, and listening to, teachers, other students and family members.

Please feel free to contact our Careers and University Guidance counsellor if you or your child have any queries about IB choices, universities and careers guidance and would like to book an appointment.

## WHAT NEXT?

Students in Year 9 will receive information and advice. Then, there is the options presentation in Term 2 for both students and parents.

At this presentation evening, you will also have the opportunity to talk with subject teachers about IGCSE. This is not the only opportunity to do this and subject teachers will be available to talk to parents and students throughout the options process.

I trust year 9 students will enjoy making these choices with a view to doing the IGCSE subjects they are passionate about but also looking to the future of IB subjects and eventually having options to go on to study at their first-choice university.

**Mark Hatherell**  
Head of Secondary



# THE WELLBEING PROGRAMME

## PERSONAL, SOCIAL, HEALTH EDUCATION

The PSHE curriculum empowers our students to make informed decisions about issues that will affect their lives, both now and in the future. Our PSHE programme is split into three themes; Relationships; Health, Wellbeing and Resilience; and Purpose and Global Connectedness. Students will have the opportunity to discover research, learning and revision techniques; reflect on their personal strengths and weaknesses; research possible career paths linked to their personalities; and learn how to manage money effectively. They will also have the opportunity to discuss wider societal influences and pressures, such as drugs, alcohol and smoking, as well as issues around interpersonal relationships in general and the concept of consent within a relationship.

The holistic nature of the programme promotes an understanding of the different viewpoints that are present within our international school community and in the outside world. The emphasis is on being able to make personal decisions based on fact and taking personal responsibility for actions.

We also have the **BISB CAS Programme and the extra-curricular clubs offer**. The aim of these programmes is to provide unique opportunities for students to participate in broader educational experiences, to enable students to work together outside the classroom and ultimately to explore non-academic life skills and passions. In particular, the CAS programme mirrors the mandatory IB CAS core requirements thus preparing students for life on the IBDP.

We believe that participating in BISB's Wellbeing Programme will help our students develop into well-rounded, confident global citizens, who are fully equipped to meet the challenges of their future lives, and to be the type of people who make a positive difference to the world around them.



# ENGLISH FACULTY

## ENGLISH LANGUAGE AND LITERATURE

The aim of the English Department at BISB is to provide each student with the opportunity and support required to complete the IBDP in the A1 Literature, Language and Literature course, or English B. To further this ambition, we have extended the scope and nature of our teaching and learning at KS3 and IGCSE so all our students gain experience of responding to literature. We are working toward the point where virtually all our students will be entered for First Language English and English Literature IGCSE examinations.

While this is the vision, we accept that many students will continue to require language support in a variety of ways, including withdrawal and in-class assistance. Some of our students will continue to be offered the opportunity to prepare for the English as a Second Language IGCSE examination.

Students wishing to study the A1 Literature, Language and Literature, or English B course for the IB Diploma at either Standard or Higher level, will be expected to achieve at least a C grade at IGCSE.

## IGCSE FIRST LANGUAGE ENGLISH (CIE 0500)

### THIS COURSE AIMS TO ALLOW STUDENTS TO:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities;
- develop the ability to read, understand and respond to material from a variety of sources; to recognize and appreciate themes and attitudes and the ways in which writers achieve their effects;
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

### DETAILS OF WHAT THE COURSE INVOLVES:

- Students will learn how to understand and collate explicit and implicit meanings from a range of texts.
- They will also gain experience of selecting, evaluating and analysing material for specific purposes.
- To help develop writing skills, they will learn how to write for a range of audiences and purposes.

### HOW THE COURSE WILL BE ASSESSED:

#### READING

Students will take a final Reading examination (Paper 1) in Year 11 which will test their understanding of three unseen passages, their ability to select specific information in the form of a summary and to demonstrate an awareness of how writers use language to create an effect. This is worth 50% of the overall IGCSE First Language qualification.

#### WRITING

Writing is assessed through a final Writing examination in Year 11. (Paper 2), which will require them to write develop written responses which take into account text type and audience, as well as a more creative writing task. This is worth 50% of the overall IGCSE First Language Qualification.

### SPEAKING AND LISTENING

Speaking and Listening is assessed through a 15 minute examination in the spring term of Year 11. Students will prepare an individual talk of 3-4 minutes on a single topic or theme of particular interest to them, followed by 7-8 minutes of conversation related to their chosen topic. The assessment focuses on clear and effective presentation of facts and opinions, responding appropriately, and communicating fluently in an appropriate register for the task. Students will be awarded a grade of 1 (high) to low (5) which will be in addition to the A\*-G grade for Reading and Writing.

### CAMBRIDGE IGCSE LITERATURE (CIE 0475)

#### THIS COURSE AIMS TO ENCOURAGE STUDENTS TO:

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

#### DETAILS OF WHAT THE COURSE INVOLVES:

- Students will study in detail three or four texts each from the three main genres of poetry, prose and drama.
- They will develop the ability to respond sensitively to these texts and explore how writers employ vocabulary and structure language to shape meaning
- They will gain practice in communicating their personal response to a range of texts and develop the ability to do so in a coherent and structured manner.

#### HOW THE COURSE WILL BE ASSESSED:

There will be three final literature examinations. Students will take three examination papers and answer questions on three set texts from the main genres of play, poetry and prose and one paper where they respond to an unseen passage or poem.

The texts for examination are chosen from a changing list of set texts that include the following for 2025-2027: Songs of Ourselves (the Cambridge Poetry Anthology), A Midsummer Night's Dream and To Kill a Mockingbird.

### IGCSE ENGLISH AS A SECOND LANGUAGE (CIE 0511)

This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking. By gaining at least a Grade C in this subject many British Universities accept this qualification as suitable proof of competency in English for the purposes of undergraduate study.

#### AIMS OF THE COURSE

##### Reading

- To read a wide variety of texts from brochures and reports to public notices and advertisements and demonstrate the ability to extract relevant information from them.
- To scan for particular information, organise the relevant information and present it in a logical manner or prescribed format.

##### Writing

- To carry out writing tasks, such as review writing, article writing, report writing, essay writing and letter / email writing using both formal and informal registers.
- To make notes on a variety of topics.

##### Listening

- To understand specific details, information and semi-formal announcements, e.g. news, weather, travel and in interviews, dialogues and telephone conversations.

- To demonstrate general comprehension and take notes from material heard.

##### Speaking

- To speak clearly, confidently and competently on a range of topics within a defined range such as past and present schooling, future plans or current affairs.

#### HOW THE COURSE WILL BE ASSESSED:

##### Reading and Writing

- One paper of 2 hours.

##### Listening

- An examination lasting around 50 minutes.

##### Oral

- one examination of 15 minutes.

#### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

Successful completion of any of the above courses with at least a grade B would allow the student to apply for one of the English courses offered at IBDP.



# MATHEMATICS FACULTY

## SINGLE AWARD - IGCSE MATHEMATICS (CIE 0580)

Mathematics is a compulsory two-year IGCSE subject. There are two levels in the program:

- EXTENDED – Awarding grades from A\* to E
- CORE - Awarding grades C to G

All students will study the CORE programme and most students will study the EXTENDED program. Students will be entered for the level they are most likely to be successful for the final Examination.

### AIMS OF THE COURSE

The aim of the 0580 course is to enable students to:

- Demonstrate knowledge and understanding of mathematical techniques
- Reason, interpret and communicate mathematically when solving problem

### DETAILS OF WHAT THE COURSES INVOLVE:

The courses include the following content areas:

- Number
- Algebra and graphs
- Coordinate geometry
- Trigonometry
- Probability and statistics
- Transformations and vectors
- Geometry
- Mensuration
- Differentiation

### HOW THE COURSE WILL BE ASSESSED:

The 0580 course is assessed with two papers, both two hours long and equally weighted. Both papers contain a mix of short-response and extended-response questions. The first paper is non-calculator and for the second paper a scientific calculator must be used.

IGCSE EXTENDED
Paper 2 – 120 Minutes – Weighted 50% Mixture of structured and unstructured questions without a calculator
Paper 4 – 120 Minutes – Weighted 50% Mixture of structured and unstructured questions with a scientific calculator
IGCSE CORE
Paper 1 – 90 Minutes – Weighted 50% Mixture of structured and unstructured questions without a calculator
Paper 3 – 90 Minutes – Weighted 50% Mixture of structured and unstructured questions with a scientific calculator

### CALCULATOR

All students are required to have a scientific calculator, which they should already have from Key Stage 3. The department recommends a Natural Display calculator, such as the Casio fx-85ES PLUS.

## DOUBLE AWARD - IGCSE INTERNATIONAL MATHEMATICS (CIE 0607 ) AND IGCSE ADDITIONAL MATHEMATICS (CIE 0606)

NOTE – Students must be invited to select this option

The Double award is a two-year IGCSE program, where students have the opportunity to take an additional IGCSE in Mathematics. The program is split into two years:

- Year 10 - EXTENDED 0607 – Final Examination in Term 3 of Y10 - Expectation of A/A\*
- Year 11 – ADDITIONAL 0606 – Final Examination in Term 3 of Y11 - Expectation of A\* to C

### AIMS OF THE COURSE

The aim of the 0607/0606 course is to enable students to:

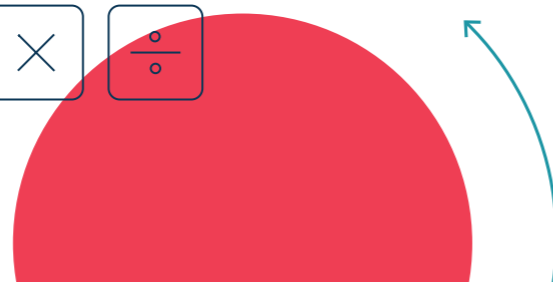
- Demonstrate knowledge and understanding of mathematical techniques
- Analyse, interpret and communicate mathematically

The 0606 course reinforces and extends the mathematical skills learnt in Year 10, applying them to more complex problems and within more complex topics.

### DETAILS OF WHAT THE COURSES INVOLVE:

The courses include the following content areas:

Y10 - IGCSE 0607
<ul style="list-style-type: none"> <li>■ Number</li> <li>■ Algebra</li> <li>■ Functions</li> <li>■ Coordinate geometry</li> <li>■ Geometry</li> <li>■ Mensuration</li> <li>■ Trigonometry</li> <li>■ Transformations and vectors</li> <li>■ Probability</li> <li>■ Statistics</li> </ul>
Y11 - IGCSE 0606
<ul style="list-style-type: none"> <li>■ Functions</li> <li>■ Quadratic functions</li> <li>■ Factors of polynomials</li> <li>■ Equations, inequalities and graphs</li> <li>■ Simultaneous equations</li> <li>■ Logarithmic and exponential functions</li> <li>■ Straight-line graphs</li> <li>■ Coordinate geometry of the circle</li> <li>■ Circular measure</li> <li>■ Trigonometry</li> <li>■ Permutations and combinations</li> <li>■ Series</li> <li>■ Vectors in two dimensions</li> <li>■ Calculus</li> </ul>



**HOW THE COURSE WILL BE ASSESSED:**

Both courses contain papers with and without the calculator.

Y10 - IGCSE 0607
Paper 2 – 90 Minutes – Weighted 40% Mixture of structured and unstructured questions without a calculator
Paper 4 – 90 Minutes – Weighted 40% Mixture of structured and unstructured questions with a graphical calculator
Paper 6 – 90 Minutes – Weighted 20% One investigation section and one modelling section.
Y11 - IGCSE 0606
Paper 1 – 120 Minutes – Weighted 50% Mixture of Structured and unstructured questions without a calculator.
Paper 2 – 120 Minutes – Weighted 50% Mixture of Structured and unstructured questions with a scientific calculator.

**CALCULATOR**

All students are required to have a scientific calculator, which they should already have from Key Stage 3. The department recommends a Natural Display calculator, such as the Casio fx-85ES PLUS. A scientific calculator is required for 0606. Students are also required to purchase a graphic display calculator (GDC). The GDC is an important learning tool which students will acquire proficiency with during this course, and which will then be used extensively in IB Mathematics and Science courses. A GDC is required for the second and third 0607 examination papers and will be used as a learning tool in the Additional Mathematics lessons. The department insists on the students purchasing the Texas Instruments' TI-84 Plus CE model.

**WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?**

Mathematics is a compulsory component of the IB Diploma with two pathways:

APPROACHES AND ANALYSIS
Approaches is "Designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization." (IBO)
Students should consider this course if they plan on pursuing a university degree which includes a strong mathematical component, such as Physics or Engineering.
APPLICATIONS AND INTERPRETATIONS
Applications is designed "for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. These students will be those who enjoy mathematics best when seen in a practical context." (IBO).
This course of study is best for those considering degrees in the Social Sciences or Business & Management.

**WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?**

The department requires the following grades at IGCSE for automatic entrance onto the IB mathematics courses:

- minimum grade C at IGCSE for SL Applications and Interpretations
- minimum grade B at IGCSE for SL Analysis and Approaches
- minimum grade A at IGCSE for HL Applications and Interpretations
- minimum grade A at IGCSE for HL Analysis and Approaches

# SCIENCE FACULTY

Year 10 students have two options for studying science: Coordinated Science or Single Sciences. All students are required to study Biology, Chemistry, and Physics. Exceptions may be made for students who join the school partway through Key Stage 4. In the Single Science route, students take each science as a separate subject, resulting in three IGCSE grades, one for each science. Alternatively, the Coordinated Science route offers a combined course covering all three sciences equally, leading to two IGCSE grades after three exams. Students will be advised on which option to choose based on their Key Stage 3 science performance.

**IGCSE BIOLOGY (CIE 0610)**

All students opting for single sciences will study Biology, Chemistry and Physics as separate subjects, obtaining an IGCSE in each.

**AIMS OF THE COURSE**

The aims of the syllabus, listed below, apply to all students and are not in order of priority:

1. To provide a meaningful educational experience for all students through well-structured studies of experimental and practical science, regardless of whether they continue to study science beyond this level.
2. To help students gain a solid understanding and knowledge to:
  - a. Become confident citizens in a technological world and engage with scientific issues.
  - b. Understand the usefulness and limitations of scientific methods and appreciate their relevance in other disciplines and in everyday life.
  - c. Be well-prepared for further studies in pure sciences, applied sciences, or science-related vocational courses.
3. To develop abilities and skills that:
  - a. Are relevant to the study and practice of biology.
  - b. Have practical applications in daily life.
  - c. Promote efficient and safe practices.
  - d. Encourage effective communication.

4. To cultivate attitudes in students that are essential for the study of biology, such as:

- a. A focus on accuracy and precision.
  - b. Objectivity.
  - c. Integrity.
  - d. Curiosity and inquiry.
  - e. Initiative and inventiveness.
5. To stimulate interest in and foster a sense of responsibility towards the environment.
6. To raise awareness that:
- a. Scientific theories and methods have evolved through the collective efforts of individuals and groups.
  - b. The study and practice of science is influenced by social, economic, technological, ethical, and cultural factors.
  - c. The applications of science can have both positive and negative effects on individuals, communities, and the environment.
  - d. Science transcends national boundaries, and its language, when applied correctly and rigorously, is universal.

**DETAILS OF WHAT THE COURSE INVOLVES**

During the course candidates have the opportunity to develop their subject theoretical knowledge and investigative skills. The biology course consists of the following topics:

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement in and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants and animals
- Disease and immunity
- Gas exchange in humans
- Respiration

- Excretion in humans
- Coordination and response
- Drugs
- Reproduction in plants
- Reproduction in humans
- Inheritance
- Variation and selection
- Organisms and their environment
- Biotechnology and genetic engineering
- Human influences on ecosystems

The practical skills acquired include: designing experiments, making and recording observations, measurements and estimates, interpreting and evaluating experimental observations and data, evaluate methods and suggesting possible improvements.

#### HOW THE COURSE WILL BE ASSESSED:

All students taking this course will be entered at the Extended level, where candidates can score grade A\* to G. The Extended level covers all aspects of the course and requires good understanding and the ability to apply theory to unfamiliar situations.

#### FINAL EXAMINATION

All students have to enter for three written Papers at Extended level:

- Paper 2: multiple choice consisting of 40 questions (four-choice type). This has 30% weight of the total and the paper is 45 minutes in duration.
- Paper 4: Extended paper consists of structured questions. This has 50% weight of the total and the paper is 1 hour 15 minutes in duration.
- Paper 6: This is the Alternative to practical. Questions are based on practical skills. This paper has weight of 20% of the total and is 1 hour in duration.

#### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). The study of pure sciences is strongly recommended if you wish to continue to IB Biology as well as another science subject at IB, or if you intend to take HL IB Biology.

#### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Students need to get at least a B grade at IGCSE in Chemistry to take Biology at IB Higher level or Standard level.

#### IGCSE CHEMISTRY (CIE 0620)

All students studying IGCSE Chemistry will have the opportunity to gain a deep understanding of key chemistry principles and learn how these can be applied to real-life situations.

#### THE COURSE AIMS TO:

1. Provide a valuable educational experience for all students through well-structured studies of experimental and practical science, regardless of whether they continue to study Chemistry beyond IGCSE.
2. Equip students with the knowledge and understanding necessary to become confident citizens in a technological world, enabling them to engage with scientific issues in an informed way.
3. Develop skills and abilities that:
  - a. Are relevant to the study of Chemistry and have practical applications in daily life.
  - b. Encourage safe and efficient scientific practices.
4. Stimulate interest in environmental issues and foster a sense of responsibility for caring for the environment.





5. Promote an awareness that:
- Scientific theories and methods have evolved through the collaborative efforts of individuals and groups.
  - The study and practice of science are influenced by social, economic, technological, ethical, and cultural factors.
  - The applications of science can have both positive and negative impacts on individuals, communities, and the environment.
  - Science transcends national boundaries, and its language, when applied accurately and rigorously, is universal.

#### DETAILS OF WHAT THE COURSE INVOLVES

During the course candidates have opportunity to develop their theoretical knowledge and their investigative skills. The Chemistry course consists of the following topics:

- Particulate nature of matter;
- Experimental Techniques;
- Atoms, Elements and Compounds;
- Bonding and Structure;
- Mole Concept and Stoichiometry;
- Electrochemistry;
- Energy Changes;
- Rate of Reactions;
- Acids, Bases and Salts;
- The Periodic Table; Metals;
- Air and Water;
- Sulphur;
- Carbonates;
- Organic Chemistry.

Students perform experiments and acquire required skills in investigations which they can apply in their further studies. This includes selecting and using the correct glassware and chemicals, and following health and safety requirements in a chemistry laboratory.

The practical skills acquired include: designing experiments, making and recording observations, measurements and estimates, interpreting and evaluating experimental observations and data, evaluating methods, and suggesting possible improvements.

#### HOW THE COURSE WILL BE ASSESSED:

All students taking this course will be entered at the Extended level, where candidates can score grade A\* to G. The Extended level covers all aspects of the course and requires good understanding and the ability to apply theory to unfamiliar situations.

#### FINAL EXAMINATION

All students will enter three written papers.

- Extended level paper 2: multiple choice consisting of 40 questions. This has a 30% weighting of the total and the paper is 45 minutes in duration.
- Paper 4: Extended paper consists of short answer and structured questions. This has a 50% weighting of the total and the paper is 1 hour 15 minutes in duration.
- Paper 6: This is the Alternative to practical. Questions are based on practical skills acquired. This paper has a weighting of 20% of the total and is 1 hour in duration.

#### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). The study of pure sciences is strongly recommended if you wish to continue to IB Chemistry as well as another science subject at IB, or if you intend to take HL IB Chemistry.

#### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Students need to get at least a B grade at IGCSE in Chemistry to take Chemistry at IB Higher level or Standard level.

## IGCSE PHYSICS (CIE 0625)

All students opting for single sciences will study Biology, Chemistry and Physics as separate subjects, obtaining an IGCSE in each.

#### AIMS OF THE COURSE

Students should develop a strong understanding of the concepts, principles, and applications of Physics, providing them with the opportunity to:

- Become confident citizens in a technological world, capable of taking an informed interest in important scientific issues.
- Recognize the value and limitations of scientific methods and understand their relevance to other disciplines and everyday life.
- Be well-prepared for post-16 science vocational courses, as well as further studies in both pure and applied sciences.
- Develop skills relevant to the study and safe practice of science, which are also useful in daily life and promote effective communication.
- Foster curiosity, enjoyment, and an interest in the scientific method, along with a commitment to caring for the environment.
- Cultivate attitudes such as accuracy, precision, objectivity, inquiry, integrity, initiative, and creativity.
- Understand that the study and practice of science are collaborative and cumulative, influenced by social, economic, technological, ethical, and cultural factors.
- Be aware that the applications of science can have both positive and negative effects on individuals, communities, and the environment.
- Recognize that scientific concepts evolve and may be transient, and that science transcends national boundaries with its universal language.

#### DETAILS OF WHAT THE COURSE INVOLVES:

During the course candidates have opportunity to develop their theoretical knowledge and their investigative skills. This course covers the traditional areas of Physics and its application. The Physics course consists of the following topics:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Alongside the theoretical section of the course, there is a strong practical aspect. Experimentation is a major part of the subject and occurs throughout the two years of the course. Through this, students will learn essential skills as well as acquiring the ability to plan; execute and evaluate experiments.

#### HOW THE COURSE WILL BE ASSESSED:

All students taking this course will be entered at the EXTENDED level that covers all aspects of the course and requires a good understanding and the ability to apply theory to unfamiliar situations.

A grade between A\* and G is possible.

Extended Level candidates: will sit the following papers:

- Paper 2: a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- Paper 4: a 1 hour 15 minute paper consisting of structured and short answer questions that cover the core and extended sections of the syllabus, worth 50% of the total mark.
- Paper 6: a 1 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

#### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme.

Some students take two science subjects (Higher or Standard level). The study of pure sciences is strongly recommended if you wish to continue to IB Physics as well as another science subject at IB, or if you intend to take HL IB Physics.

#### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The normal minimum requirement for Standard Level and Higher level entry for Physics on the IB Diploma is a B grade in Physics.



### IGCSE CO-ORDINATED SCIENCE – DOUBLE AWARD (CIE 0654)

All students opting for co-ordinated science will study Biology, Chemistry and Physics, and obtain 2 IGCSE's overall.

#### Aims of the course

Students should gain knowledge and understanding of the concepts, principles, and applications of science (Biology, Chemistry, and Physics) so they can:

1. Become confident, informed citizens in a technological world, able to engage with scientific issues.
2. Understand the strengths and limitations of the scientific method and recognize its relevance to other fields and daily life.
3. Be well-prepared for post-16 vocational science courses or further study in pure and applied sciences.
4. Develop skills necessary for studying and practicing science safely, while fostering effective communication and practical applications in daily life.
5. Cultivate curiosity and enjoyment in science, its methods of inquiry, and environmental care.
6. Develop attitudes such as accuracy, precision, objectivity, inquiry, integrity, initiative, and creativity.
7. Understand that science is a collaborative and evolving field influenced by social, economic, technological, ethical, and cultural factors.
8. Recognize that scientific applications can have both positive and negative effects on individuals, communities, and the environment.
9. Appreciate that scientific concepts are dynamic and universal, transcending national boundaries.

#### DETAILS OF WHAT THE COURSE INVOLVES:

This double award course covers the traditional areas of Science (Biology, Chemistry and Physics) and its application. Students are awarded 2 IGCSE grades (CC, AA, etc).

#### THE COURSE CONSISTS OF THE FOLLOWING TOPICS:

**Biology:** Characteristics of Living Organisms; Cells; Biological molecules: Enzymes; Nutrition; Transportation; Gas exchange and respiration; Co-ordination and Response; Reproduction; Inheritance; Energy Flow in Ecosystems; Human Influences on the Ecosystem.

**Chemistry:** The Particulate Nature of Matter; Experimental Techniques; Atoms; Elements and Compounds; Stoichiometry; Electricity and Chemistry; Energy Changes in Chemical Reactions; Chemical Reactions; Acids; Bases and Salts; The Periodic Table; Metals; Air and Water; Sulfur; Carbonates; Organic Chemistry.

**Physics:** Motion; Matter and Forces; Energy; Work and Power; Simple Kinetic Theory; Mode of Matter; Matter and Thermal Properties; Transfer of Thermal Energy; Waves; Light; Electromagnetic Spectrum; Sound; Magnetism; Electricity; Electrical Circuits; Electromagnetic Effects; Radioactivity.

Alongside the theoretical section of the course, there is a strong practical aspect. Experimentation is a major part of the subject and occurs throughout the two years of the course. Through this, students will learn essential skills as well as acquiring the ability to plan; execute and evaluate experiments.



#### HOW THE COURSE WILL BE ASSESSED:

The structure of the course allows two levels of entry:

- the EXTENDED level that covers all aspects of the course and requires a good understanding and the ability to apply theory to unfamiliar situations. If the student has been entered at the Extended level, then a grade between AA\* and GG is possible.
- and the CORE level where the extent and depth of knowledge and understanding of the topics listed above is less. If the Core entry is selected, then the grades available are CC to GG only.

Extended Level candidates: will sit the following examination papers:

- Paper 2: a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- Paper 4: a 2 hour paper consisting of structured and short answer questions that cover the core and extended sections of the syllabus, worth 50% of the total mark.
- Paper 6: a 1.5 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

Core Level candidates: will sit the following examination papers:

- Paper 1: a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- Paper 3: a 2 hour paper consisting of structured and short answer questions that cover the core sections of the syllabus, worth 50% of the total mark.
- Paper 6: a 1.5 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

#### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). Students completing the co-ordinated science course will be able to choose either Standard or Higher Level in any of the Sciences, although the study of separate single sciences would be advisable if you know you intend to take HL level or two science IB subjects. Students entered for core exams will be unable to achieve the required BB grade for entry onto a Group 4 Science Diploma programme, but an IB courses option in other subjects will still be open to candidates.

#### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The normal minimum requirement for Standard Level and Higher level entry for all the Sciences on the IB Diploma is a BB grade in Co-ordinated Science.

# HUMANITIES FACULTY

## IGCSE BUSINESS STUDIES (CIE 0450)

### AIMS OF THE COURSE

The aims of the course are to develop knowledge and understanding of business concepts and practices. At the end of the course students will be able to apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts. In addition, they will have developed an awareness of the nature and significance of innovation and change within the context of business activities.

### DETAILS OF WHAT THE COURSE INVOLVES:

There are six main study areas:

- Understanding business activity
- People in business.
- Marketing
- Operations management
- Financial information and financial decisions.
- External influences on business decisions

In addition to the specific content given above, students will develop the ability to:

distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;

- appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation.

### HOW THE COURSE WILL BE ASSESSED:

Students will be examined by sitting two papers (one hour 30 minutes each) at the end of the course.

- Paper 1 - Short-answer questions and structured/data response questions. There will be no choice of questions. 50% of total marks.

- Paper 2 - Questions arising from a given case- study (not pre-released). There will be no choice of questions. 50% of total marks.

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

In the IB Diploma programme, there will be the opportunity to choose Economics as a Group 3 subject.

### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The Department recommends at least a 'B' grade to follow the Economics course.

### DETAILS OF EDUCATIONAL VISITS AND COMPETITIONS:

In the course of the two years of study, students will be able to take part in debates, role plays and will meet local business people. There will also be trips to local businesses to experience real world business practices and to help place business theory into practice. In particular, modern production techniques will be investigated through hands on exercises. In Year 11, students will make Business Plan presentations to local business people in a bid to obtain finance for an imaginary business.

## IGCSE GEOGRAPHY (CIE 0460)

### AIMS OF THE COURSE

Geography is the study of our changing, contemporary world. Geography is ideal for those students who want to learn about the changing physical and human environments in which we live. The course content is diverse, including both human and physical units. The aims of the course are to increase the geographical skills, knowledge and understanding of students through investigation of natural and human processes, and the impacts of these processes.

### DETAILS OF WHAT THE COURSE INVOLVES:

A key concept in modern geography is finding sustainable and resilient solutions to the challenges facing our changing world. This concept runs through the main three curriculum themes; Population and Settlement, The Natural Environment, and Economic Development.

Within these themes students will study a wide range of topics such as; Population growth and policy, Migration, Urbanisation and urban growth, Agricultural systems, Industrial systems, Development, Leisure activities and Tourism, Sustainable development, Plate tectonics, Weather, Climate and Ecosystems, Rivers, Coasts, Energy and Water resources, and Environmental management.

Each of these themes will be studied through the use of case studies from a wide variety of locations.

### HOW THE COURSE WILL BE ASSESSED:

- Paper 1 (1¾ hours) - students answer 3 questions from a choice of 6, using case studies.
- Paper 2 (1½ hours) - a skills-based paper that includes map and graphical skills.
- Paper 4 (1½ hours) - based on fieldwork techniques, which we learn and practise on a trip to the Mala Fatra National Park.

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

In the IB Diploma Programme students can take Geography Higher Level (HL) or Geography Standard Level (SL).

### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Grade 'B' at IGCSE is recommended for Higher Level and grade 'C' at IGCSE for Standard Level. Students may take Geography at IB Diploma level without having studied the subject in Year 10/11, but doing so will give them a great advantage.

### DETAILS OF EDUCATIONAL VISITS / RELEVANT SCHOOL EXCURSIONS AND EVENTS:

We expect all Year 10 Geography students to attend a three-day residential fieldwork trip to Mala Fatra National Park in Northern Slovakia during the Summer Term. The data collected on this trip will form the basis of the Paper 4 exam, which is worth 27.5% of the final grade. Failure to attend the trip will have serious impacts on the students' final grade.



## IGCSE HISTORY (CIE 0470)

### AIMS OF THE COURSE

Students will explore history from a diversity of perspectives, including social, economic, cultural and political. IGCSE History encourages students to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.

### STUDENTS OF IGCSE HISTORY 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.

### DETAILS OF WHAT THE COURSE INVOLVES:

There are 2 main elements to the course:

- The 20th century: International Relations since 1919

The content focuses on the following Key Questions:

- 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 1948-1989?
- Why did events in the Gulf matter, 1970-2000?

- Germany, 1918-1945

- Was the Weimar Republic doomed from the start?

- Why was Hitler able to dominate Germany by 1934?
- How effectively did the Nazis control Germany, 1933-45?
- What was it like to live in Nazi Germany?

It is important to bear in mind that students require a very good level of English to access this course.

### HOW THE COURSE WILL BE ASSESSED:

The course is examined in May of Year 11. Students will sit 3 exam papers.

- Paper 1 - 2 hours - students answer 3, three-part questions using knowledge and understanding of the Core Curriculum and Depth Study.
- Paper 2 - 1 hour 45 minutes – uses historical source material to assess a prescribed topic.
- Paper 4 - 1-hour - requires students to answer one, two-part question, on their Depth Study.

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

In the IB programme students can take Higher Level (HL) or Standard Level (SL) History.

### WHAT ARE THE ENTRANCE REQUIREMENTS FOR IB DIPLOMA?

It is recommended that students wishing to study either HL or SL History achieve at least a grade 'B' in the IGCSE.

### DETAILS OF EDUCATIONAL VISITS

We review the availability of educational visits each year. Recent trips have included visits to Vienna Military Museum and to local sites of interest.

## IGCSE GLOBAL PERSPECTIVES (CIE 0457)

### AIMS OF THE COURSE

Global Perspectives is a skills-based curriculum, there is no specific knowledge content to learn, that enables students to develop key skills such as critical thinking, research, analysis, reasoning, problem solving, reflection, evaluation, collaboration and communication. Our aim is to encourage awareness of global challenges and to offer a range of opportunities to explore solutions. The course is designed to open students' minds to the complexity of the world and of human thought, and to encourage empathy for the diversity of human experience and feeling.

### DETAILS OF WHAT THE COURSE INVOLVES:

Global Perspectives is built around an active learning process in which students have a great deal of autonomy in choosing what issues are explored, often reacting to events that are happening at that time.

We research and analyse:

- the causes and consequences of an issue
- the different perspectives involved (local, national and global)
- Different courses of action and their respective feasibility
- Evaluate our sources for reliability

Finally, armed with a deeper understanding, students must also form their own ideas and opinions. This approach empowers students to really take ownership of their learning and become skilled in independent enquiry and collaborative action.

The options of topics offered in Global Perspectives are issues of global importance such as: demographic change, fuel and energy, globalisation, migration, belief systems, biodiversity, sustainable living, conflict and peace, disease and health, human rights, poverty and inequality, language and communication, culture and identity.

It is important to bear in mind that students require a very good level of English to access this course.

### HOW THE COURSE WILL BE ASSESSED:

Component 1 Written Examination  
35% (1 hour 25 minutes)

Component 2 Individual Report  
30% (2000 words)

Component 3 Team Project 35% (Team Outcome and Explanation, and Individual Reflection)

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

While not a discrete subject at IB, the skills and mindset that are developed with Global Perspectives are a very strong foundation for Theory of Knowledge and the Extended Essay, both of which are a compulsory part of the Core of the IB Diploma Programme. The topic areas which are studied by students in Global Perspectives all relate to the contemporary world and therefore link to many other subject areas.

### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Global Perspectives is not an option in the IB Diploma but a good grade at IGCSE in Global Perspectives will fulfill the entry requirements for other subject options.

### DETAILS OF EDUCATIONAL VISITS / RELEVANT SCHOOL EXCURSIONS AND EVENTS:

The process of research gives students the option to conduct their own primary research which will open up possibilities for visits and fieldwork. The Team Project must include a real-world outcome and therefore this allows for many possibilities for visits, excursions, events and actual action outside the confines of the classroom.

# WORLD LANGUAGE FACULTY

## IGCSE FRENCH, GERMAN & SPANISH\* (CIE 0520, CIE 0525 & CIE 0530)

\* Please note that all the language courses (French, German and Spanish) require at least a year's experience.

The syllabus content of each course is essentially the same, thus all three languages are covered here in the same section. Please note that exams in French, German and Spanish will be held in Year 10 already. The high level of second language knowledge of our students allows us to do so. This leaves more space in Year 11 for students to take B1 and B2 exams, which makes their transition to IB DP smoother and opens wider study opportunities later at the university.

### AIMS OF THE COURSE

The aim of any of these IGCSE language courses is the same: to foster a better understanding of the languages and to encourage students to become confident users of the languages in a variety of different situations. The courses will focus on the four key skills areas of speaking, reading, listening and writing. The syllabus develops language proficiency at Level A2 with elements of B1 of the Common European Framework of Reference for Languages.

### DETAILS OF WHAT THE COURSE INVOLVES:

Each two-year course will be structured around numerous broad topic areas such as, Everyday Life and Activities, Personal and Social life, The World Around us, The World of Work and The International World.

The target language will be the main means of communication in the lessons and whilst students will have access to bi-lingual dictionaries and be taught how to use them effectively, they will not be allowed to use them in their final examination.

### HOW THE COURSE WILL BE ASSESSED:

The final examination is made up of four papers:

- Paper 1 - Listening: Candidates demonstrate

understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews.

- Paper 2 - Reading: Candidates demonstrate understanding of words within short texts such as public notices, texts, including magazines and newspapers, instructions and signs, and they extract relevant specific information from texts.
- Paper 3 - Speaking: Candidates perform one role-play task and a conversation of two topics which involve both taking the initiative and responding to questions.
- Paper 4 - Writing: Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. They also demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

French, German and Spanish exist as 'B' languages (a 'B' language is one which students will have already studied for at least two years) as part of the school's International Baccalaureate Diploma Programme (IBDP). There also exists the chance to choose a language as an ab initio (i.e. 'beginner') subject in the IBDP.

### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Candidates who successfully complete the course with at least an A grade will be able to continue the subject as their Group 2 B Language on the school's IBDP. A pass of this quality should also grant access to an alternative 16+ years course of a similar standard to the IBDP 'B' Language. There is no entry requirement for ab initio language course, other than one should technically be a 'beginner' in the language.

### DETAILS OF EDUCATIONAL VISITS

The language curriculum is supported by local educational visits to Vienna, the Goethe Institute and French Institute in Bratislava.

## FIRST LANGUAGE KOREAN

### 교육과정 목표

국어로 이루어지는 이해·표현 활동 및 문법과 문학의 본질을 이해하고, 의사소통이 이루어지는 맥락의 다양한 요소를 고려하여 품위 있고 개성 있는 국어를 사용하며, 국어문화를 향유하면서 국어의 발전과 국어문화 창조에 이바지하는 능력과 태도를 기릅니다.

- 다양한 유형의 담화, 글, 작품을 정확하고 비판적으로 이해하고 효과적이고 창의적으로 표현하며 소통하는 데 필요한 기능을 익힙니다.
- 듣기·말하기, 읽기, 쓰기 활동 및 문학 향유에 도움이 되는 기본 지식을 갖추입니다.
- 국어의 가치와 국어 능력의 중요성을 인식하고 주체적으로 국어생활을 하는 태도를 기릅니다.

### 언어 기능별 학습 요소

- 듣기·말하기: 공식적·비공식적 상황에서 이루어지는 다양한 듣기·말하기에 관한 지식, 기능, 태도를 체계적으로 갖추는 데 중점을 두어 목적과 맥락을 고려하며 다양한 유형의 듣기·말하기를 수행하고, 듣기·말하기를 통해 의사소통 능력과 문제 해결 능력을 기르는 데 주안점을 둡니다. 의미 공유 과정으로서의 듣기·말하기, 대화하기(공감), 면담하기(질문), 토의하기(문제 해결), 토론하기(논박), 청중 분석하기, 말하기 불안에 대처하기, 발표하기(내용 구성, 핵심 정보 전달), 비판하며 듣기(설득 전략, 내용의 타당성, 매체 자료의 효과), 매체 활용하기, 언어폭력의 문제점 알기, 배려하며 말하기를 학습합니다.
- 읽기: 한 편의 완결된 글을 읽어 내는 독서 경험을 바탕으로 하여 읽기의 가치와 즐거움을 아는 능동적인 독자를 기르는 데 중점을 두어 문제 해결적 사고 과정으로서 읽기의 특성을 이해하고, 독서 목적에 따라 적절한 읽기 방법을 적용하여 다양한 유형의 자료를 비판적으로 읽으며 적극적으로 의미를 구성하는 데 주안점을 둡니다. 문제 해결 과정으로서의 읽기, 예측하기, 요약하기(글의 목적과 특성), 예측하기, 설명 방법 파악하기(정의, 예시, 비교와 대조, 분류와 구분, 인과, 분석), 논증 방법 파악하기(귀납, 연역, 유추), 동일한 화제의 글 비교하며 읽기, 표현 방법과 의도 평가하기(매체), 한 편의 글 읽기(참고 자료 활용), 읽기 과정 점검하며 읽기, 읽기를 생활화하기를 학습합니다.
- 쓰기: 쓰기의 과정을 이해하고 주제, 목적, 독자, 매체 등에 따라 효과적인 표현 방법을 사용하여 다양한 유형의 글을 쓰는 능력을 갖추는 데 중점을 두어 다양한 방법과 매체를 활용하여 생각이나 느낌, 경험을 표현하고, 쓰기 윤리를 지키며 글을 쓰는 태도를 기르는 데 주안점을 둡니다. 문제 해결 과정으로서의 쓰기, 설명하는 글 쓰기(정의, 예시, 비교와 대조, 분류와 구분, 인과, 분석), 보고서 쓰기(절차와 결과), 주장하는 글 쓰기(근거 구성, 감동이나 즐거움을 주는 글 쓰기,

내용 선정하기, 내용의 통일성 갖추기, 개성적으로 표현하기, 매체 언어의 특성을 살려 표현하기(복합 양식적 특성), 고쳐쓰기, 쓰기 윤리 지키기를 학습합니다.

- 문학: 작품을 수용하고 생산하는 과정에서 다양한 가치를 발견하고 이를 인간의 보편적인 삶과 관련지어 성찰하며 내면화하는 데 중점을 두어 심미적 체험으로서 문학의 특성에 대한 이해를 바탕으로 하여 다양한 관점과 방법으로 작품을 해석하고 평가하며 자신의 일상적인 삶을 문학적으로 표현하는 능력을 기르는 데 주안점을 둡니다. 심미적 체험으로서의 문학, 문학적 소통, 비유와 상징의 효과, 갈등의 진행과 해결, 보는 이나 말하는 이의 관점, 작품의 사회·문화적 배경, 현재적 의미를 고려한 감상, 해석의 다양성, 작품의 재구성 상상, 개성적 발상과 표현(운율, 반어, 역설, 풍자), 문학을 통하여 삶을 성찰하기를 학습합니다.
- IB 준비 학습: 12학년 13학년에 걸쳐 진행될 IBDP Korean A과목 준비 과정으로 문학 이론, 문학 논평, 사회 쟁점의 기초를 학습합니다.

### 평가 방법 및 성취 수준

평가할 영역에 따라 지필평가와 수행평가로 구분하며, 서술형·논술형 평가 위주로 이루어집니다. 성취 수준은 A, B, C, D로 나뉘며, IGCSE 교육과정 평가 척도(A\*-U)에 따라 변환하면 A\*, A = A; B = B; C, D = C; E, F, G, U = D가 됩니다.

### IBDP과정에 들어오기 위한 조건

IBDP Korean 과목 수강은 Higher Level은 10학년, 11학년 국어 과목에서 항시적으로 A를, Standard Level은 B이상 받아야 가능합니다.

### 교재

현대 소설 및 수필집, 다양한 비문학 단행본 등

## SLOVENSKÝ JAZYK A LITERATÚRA PRE 1. A 2. ROČNÍK STREDNÝCH ŠKÔL

### CIEĽ VZDELÁVACIEHO PROGRAMU

Oboznámiť žiakov s osnovami učiva pre prvý a druhý ročník stredných škôl. Osvojiť si základné literárno-historické fakty z obdobia od starovekej literatúry až po literárnu modernu. Rozšíriť si vedomosti o stylistickej, lexikálnej, morfolologickej a syntaktickej rovine jazyka.

### PODROBNEJŠIE CIELE OBSIAHNUTÉ V PROGRAME

Môžeme ich rozdeliť do štyroch oblastí.

- Literárno-historické vedomosti a čitateľská percepcia umeleckého textu.
- Literárno-teoretické zručnosti a kritická analýza umeleckého textu.
- Jazyk a jeho gramatické a pravopisné zákonitosti s dôrazom na ich využitie pri vytváraní rečového prejavu.
- Jazyk z hľadiska funkčných jazykových štýlov a slohových postupov s dôrazom na primeraný obsah a prehľadné formálne členenie vypracovávaných slohových útvarov.

Ročníky 10 a 11 zodpovedajú učebnými osnovami ročníkom 1 a 2 štátnych stredných škôl ukončených maturitnou skúškou.

### AKÉ SPÔSOBY TESTOVANIA A HODNOTENIA BUDÚ V ŠTUDIJNOM PROGRAME VYUŽITÉ?

Preskúšavanie je rozložené do čiastkových vedomostných testov podľa preberaných literárnych období. Väčšina testov je doplnená aj vypracovaním eseje o povinne voliteľnom literárnom diele spadajúcom do predmetného obdobia. Pri vylepšení hodnotenia môžu byť využívané aj ústne odpovede a prednesová interpretácia ukážok poézie, ako aj kontrola záznamu učiva poznámkovaním a zhrňujúcimi prehľadmi učiva na konci tematického celku.

Na testovanie vedomostí z gramatiky sú využívané pravopisné cvičenia a schopnosť zoštylizovať rečový prejav sa okrem koncipovania

esejí testuje aj polročnými slohovými písomnými prácami. Testovanie býva doplnené aj zhrňujúcim testom na záver 10. ročníka pokrývajúcim všetky štyri oblasti, ktorými sú ciele programu bližšie zadefinované.

Hodnotiaca škála vychádza zo študijného programu IGCSE a je tak upravená, aby zodpovedala päťstupňovej škále využívanej na štátnych školách (A\*, A = 1; B = 2; C, D = 3; E, F = 4; G, U = 5). Assessment reflects the Slovak 1-5 scale.

### ŠTRUKTÚRA A ČLENENIE ŠTUDIJNÉHO PROGRAMU DO ÚROVNÍ

Učivo týchto dvoch ročníkov strednej školy je ponúkané podľa slovenských učebných plánov a osnov iba na jednej úrovni.

### AKÉ MOŽNOSTI POSKYTUJE TENTO PROGRAM PRI ĎALŠOM ŠTÚDIU VO VYŠŠÍCH ROČNÍKOCH?

V študijnom programe IB si študenti môžu zvoliť Higher Level (HL) alebo Standard Level (SL), pričom oba sú slovenskými univerzitami akceptované ako ekvivalent štátnej maturitnej skúšky.

### VSTUPNÉ POŽIADAVKY NA ŠTÚDIUM PREDMETU V ŠTUDIJNOM PROGRAME IB

Vyučujúci odporúča dosiahnuť nasledovné koncoročné hodnotenia v oboch ročníkoch:

- Higher Level IB minimálne 1 v oboch ročníkoch,
- Standard Level IB minimálne 2 v oboch ročníkoch.

### WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

- Higher Level IB min. 1 in year 10 and 11
- Standard Level IB min. 2 in year 10 and 11

# PERFORMING AND VISUAL ARTS FACULTY

## IGCSE ART AND DESIGN (CIE 0400)

### AIMS OF THE COURSE

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics and is a form of communication and a means of expressing ideas and feelings.

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes.

### DETAILS OF WHAT THE COURSE INVOLVES

- Component 1: Coursework
- Component 2: Exam

Most of the formal training takes place in Year 10 and students will learn techniques in drawing, painting, design, and exploring some Art history.

### HOW THE COURSE WILL BE ASSESSED

Coursework - Choose one area of study and produce a project and final piece with a theme set by you and your teacher. This is marked by Cambridge International. It is worth 50% of the final qualification. Portfolio and final outcome: · Portfolio is 4 × A2 sheets · Final outcome is up to A2 size.

Exam - Choose one question from the exam paper and produce a project in response to it. This is marked by Cambridge International. It is worth 50% of the final qualification. Supporting studies are made in class, then taken into Exam, where final outcome is produced during an 8-hour examination: · Supporting studies is 2 × A2 sheets · Final outcome is up to A2 size.

Assessment objectives (AO) addressed in both components – AO1 Record ideas, observations and insights relevant to intentions as work progresses. AO2 Explore and select appropriate resources, media, materials, techniques and processes. AO3 Develop ideas through investigation, demonstrating critical understanding. AO4

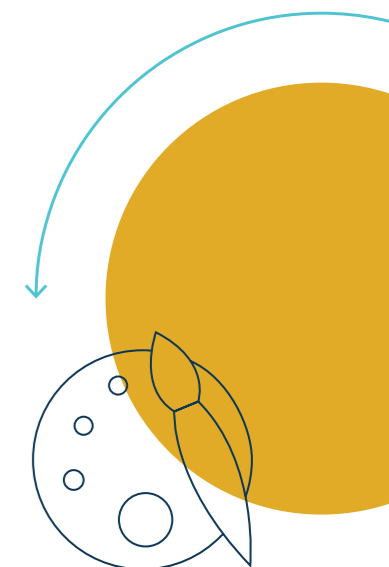
Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language. All Assessment objectives are equally weighted.

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13

In the IB programme, students can opt for Higher Level (HL) or Standard Level (SL). It is usually recommended that students wishing to study Art, or Design at university should opt for the Higher Level.

### DETAILS OF EDUCATIONAL VISITS / OPPORTUNITIES FOR YOUNG ARTISTS AT BISB

Our IGCSE Art students have opportunities to draw and paint in various locations outside school. We visit local galleries to develop understanding of Art movements and Artists. Previous students have had the opportunity to see works by Paul Klee, Oskar Kokoshka, Van Gogh, Impressionists, Michelangelo, Lichtenstein and Picasso.



## IGCSE DRAMA (CIE 0411)

"I regard the theatre as the greatest of all art forms... the most immediate way in which a human being can share with another the sense of what it is to be a human being." (Oscar Wilde)

### AIMS OF THE COURSE

Drama is skills-rich. Drama fosters creativity, which will be the third most important skill in the jobs market according to the World Economic Forum. Drama allows for complex problem solving and critical thinking, it sharpens communication skills and breeds confidence. Drama allows for cooperation, leadership, negotiation, and interaction with others. Drama is multi-faceted and interdisciplinary, making you strong across the board. It teaches management and self-management: you'll develop the ability to bring people together quickly and enthusiastically. You'll learn time-management skills. You'll have to show initiative, promptness and respect for deadlines; be adaptable, flexible and work under pressure. Drama creates positive interdependence, individual accountability, equal participation, and simultaneous action.

This syllabus is intended to explore practical and critical/contextual work through a range of texts and stimulus materials.

### WHY DO WE STUDY DRAMA?

Because Drama is Story. "Theatre is an art form that brings people together to celebrate, challenge and provoke through the telling of stories" (Joanna Read). "I wouldn't just tell the story, I would become the story... Stories of heartache and betrayal, as well as triumph and forgiveness. Stories that promote vital discourse and social change which inspire students to be creative and engaged citizens" (Nilaja Sun).

Because Drama is Social Justice. "Art is essential to how we live our lives, it can change us, inform us and position our lives relative to others... Make the work that tells the stories you feel are important to you and your generation. The role of a theatre maker is to tell the stories of our lives" (Joanna Read). "The performing arts teach society about itself, hoping to point out the attitudes and mindsets of current society. The fact that governments regularly

attempt to close down theatres when there is a revolution demonstrates the importance theatre has in order to maintaining the history and understanding of a country's citizens. Without a creative voice, a society may become all but dead inside; a social group without creativity is likely to be repressive and tyrannical rather than a force for good" (AMTA).

Because Drama is Self-Awareness. "Drama shows you how to use your body to express thoughts and collaborate with other people; you learn how to read body language and work with your bodies" (Mareike Hachemer). "You must be fearless and brave. You must be willing to express what you feel. People have a fear of expression, and we must encourage them to do the hard, hard work it takes to overcome this and know they are empowered to make work" (James Houghton). Drama is your inner feelings outwardly expressed, vulnerably exposed, compassionately felt, truthfully given, offered in hope.

### DETAILS OF WHAT THE COURSE INVOLVES:

There are three key aspects of drama that are covered in the course:

- Students will learn to understand repertoire (published plays) in order to demonstrate knowledge and understanding of how to interpret and actualise them in a live performance.
- Students will devise their own original dramatic material and reflect on its effectiveness.
- Students will develop acting skills and learn to communicate effectively to an audience

### HOW THE COURSE WILL BE ASSESSED:

Drama IGCSE is formed of two components:

#### Component 1: 2½ hour Written Examination (40%)

The questions on this paper relate to pre-prepared devised work, and a pre-released booklet of material which is sent to schools before the examination. This pre-release consists of two extended extracts from two different published plays, which change every year. The questions on the paper will require candidates to have engaged with the pre-release script





material from the perspective of actor, director and designer, and to engage with the devised questions from the perspective of creator. The question paper is structured as follows:

- Section A: students answer up to 8 short-answer and extended-response questions that range from 2-10 marks on Extract 1. (30 marks).
- Section B: students answer 2 extended-response questions, one compulsory question (10 marks) and one question from a choice of two (15 marks) on Extract 2. (25 marks)
- Section C: students answer 2 extended-response questions (one question is worth 10 marks, the other 15 marks) on the devised piece that students have developed and performed (25 marks).

#### Component 2: Coursework (60%)

Students submit three pieces of practical work, which are internally assessed then externally moderated. Each piece of practical work will receive marks for performance as well as marks for either creating the piece (group devised) or the actualisation of the work (individual and group work from a published play).

- one individual performance based on an extract from a play (3 mins)
- one group performance (2-6 candidates) of an extract from a published play (3-5 minutes per candidate, 20 min max)
- one group performance (2-6 candidates) of an original devised piece (3-5 minutes per candidate, 20 mins max)

#### EDUCATIONAL VISITS / OPPORTUNITIES FOR DRAMA STUDENTS AT BISB

Students will be given opportunities to see performances of plays and take part in workshops and festivals to give them a broader frame of reference on which to build their own performances.

## IGCSE MUSIC (CIE 0410)

### AIMS OF THE COURSE

IGCSE Music is a very interesting and challenging course for students who have a passion for music of all styles. It offers students the opportunity to build on the knowledge and skills they have already learned whilst helping them to develop a more sophisticated understanding of music. There is a wealth of evidence which suggests that ongoing music education helps students develop across a wide range of skills including overall academic performance, communication skills, working within a team, problem solving, and resilience, and because of this, Music allows students to have a balance of creative and core subject experience throughout year 10 and 11.

### DETAILS OF WHAT THE COURSE INVOLVES:

IGCSE Music is an academic course designed to develop skills in performance, composition and music analysis through the exploration of Western Classical and World Music cultures. In addition to this, students will be taught the rudiments of music including standard notation, harmony, melody and rhythm, making them confident, dynamic, and well-rounded musicians.

Students will develop an understanding of music through the three skills of listening, performing and composing in seven areas of study:

1. Baroque music
2. Classical music
3. Romantic music
4. Music and words
5. Music for dance
6. Music for a small ensemble
7. Music for stage and screen

Performance constitutes a large percentage of the IGCSE Music course and therefore it is essential that your child plays a musical instrument and has some understanding of basic music theory to ensure they are able to progress throughout the course. It is a requirement of this course that students take

additional weekly one-to-one instrumental lessons on their chosen instrument. The study of ABRSM Theory to grade 5 level is also advantageous, although not essential. The school can assist students who may need help finding a suitable instrumental tutor.

### HOW THE COURSE WILL BE ASSESSED:

There are three components to the course as follows:

#### 1. Unprepared Listening and Prepared Listening (Component 1 - 40%)

The listening section of the course is examined as a 1hr 15min exam at the end of the course. The Listening Paper aims to establish the students' understanding of a range of musical styles and cultures. Over the course of 2 years, students will study 4 main areas in Western Classical Music, Jazz and Musical Theatre. They will also study the music of non-Western cultures such as the music of India, Indonesia, Latin America, China and Japan.

Students will develop the listening and interpreting skills required to analyse musical scores and identify key features in the music.

In addition, students will make an in-depth study of one orchestral piece over the 2-year study period. They will examine the score in detail and will develop an understanding of the composer's intentions and musical style.

#### 2. Performing (Component 2 – 30%)

The performance element of the course is examined through a recorded examination which is sent for moderation in March of the final year of study.

For many students, performance is the most enjoyable part of music. Students who take IGCSE Music will be encouraged to perform a range of musical pieces both as solo and ensemble performances. Students will take practice performance assessments every half term on their instruments and be encouraged to perform at concerts, both at BISB and beyond.

For the practical part of the examination students must perform and record 2 contrasting performance pieces on an instrument (or voice).

- one piece playing a solo instrument or singing
- one piece singing or playing in an ensemble

The duration of the total performance is from 4 – 10 minutes.

#### 3. Composing (Component 3 – 30%)

The composition element of the course is examined through written and computer coursework which is recorded and sent for moderation in March of the final year of study.

Composition is an exciting area of study for many students and the opportunity to create a piece of music from scratch is extremely rewarding and satisfying.

Students will be challenged throughout the 2-year course to build a portfolio of musical compositions for a variety of musical instruments and styles. Students will be taught how to use sophisticated computer software in our Music Technology Suite, which is used widely by universities and professional composers around the world to create complex and sophisticated compositions.

#### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12/13 AND BEYOND?

An IGCSE in music is an excellent foundation for those students who would like to take their study of music further. Students can study Music at Standard Level in the IB Diploma programme offered at BISB.

Careers in music are varied and broad, and include roles such as composing for film, Television, and video games; music production; music therapy; music teaching; performance; analysis; arranging. However, even if musicians choose not to pursue a career in music, the subject provides a lifelong passion for music and are an attractive proposition for universities and employers who know musicians to be great problem solvers, team workers, and creative thinkers.



# PHYSICAL EDUCATION

## IGCSE PHYSICAL EDUCATION (CIE 0413) AND CORE PHYSICAL EDUCATION

### AIMS OF THE COURSE

Physical Education develops students' competence and confidence to participate in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their and others' performances and find ways to improve them.

At BISB, students engage in 1.5 - 2.0 hours of physical activity a week. At Key Stage 4 students follow a range of activities in mixed-gender groups, with growing opportunities to represent the school at several sports.

### DETAILS OF WHAT THE COURSE INVOLVES

The course builds on the knowledge, understanding, and skills established in Key Stage 3 Physical Education. It allows students to be involved in many physical activities in the roles of participants, leaders and officials.

During lessons, with a mix of practical and theoretical elements, students will:

- Develop their knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve their own performance in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity

By the close of KS4, we expect students to have achieved well in these areas and in these ways:

CONCEPT	CONTENT
Competence 1.1	<ul style="list-style-type: none"> <li>Developing control of whole-body skills and fine manipulation skills.</li> <li>Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.</li> <li>Responding with body and mind to the demands of an activity.</li> <li>Adapting to a widening range of familiar and unfamiliar contexts</li> </ul>
Performance 1.2	<ul style="list-style-type: none"> <li>Understanding how the components of competence combine and applying them to produce effective outcomes.</li> <li>Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.</li> <li>Appreciating how to adjust and adapt when performing in different contexts and when working individually, in groups, and in teams.</li> <li>Understanding the nature of success in different types of activity.</li> </ul>
Creativity 1.3	<ul style="list-style-type: none"> <li>Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.</li> <li>Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.</li> </ul>
Healthy, Active Lifestyle 1.4.	<ul style="list-style-type: none"> <li>Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.</li> <li>Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.</li> <li>Developing leadership skills, teamwork skills and the ability to practice in a safe manner.</li> </ul>

Assessment of the above concepts will be conducted through the curriculum shown below.

Each sport provides us with the opportunity to assess a conceptual focus:

TYPE	SPORT	CONCEPTUAL FOCUS
Invasion games	Floorball/Football/Basketball/Volleyball	Priority Concepts: Competence 1.1 and Performance 1.2
Striking and Fielding	Softball/Rounder's/Cricket	Priority Concepts: Competence 1.1 and Performance 1.2
Athletics	Athletics	Priority Concepts: Healthy Active Lifestyle 1.4 and Creativity 1.3
Composition and Movement	Dance/Gymnastics	Priority Concepts: Performance 1.2 and Creativity 1.3
Fitness and Health	Personal Exercise Programme Development	Priority Concept: Healthy Lifestyle 1.4

### HOW WILL CORE PE BE ASSESSED?

Self-assessment

- Analysis of work through video evidence. Draw comparisons with previous work and have an awareness of standards. Success criteria – meeting targets set either individually or as a whole group.

Peer assessment

- Analysis of video evidence enabling students to focus upon strengths/areas for development in performance.
- Observation of demonstrations and completed work providing verbal feedback and utilising appropriate PE vocabulary associated with the specific area e.g. extension, fluency and consistency within gymnastics.
- Use of wall target areas to determine overall or specific areas of performance.

Teacher assessment

- Performed within each unit of work to determine progress. Assessment will be a reflection on ability, effort and conceptual focus in relation to level descriptors. Students will be expected to grade between A\*-C.

- Teacher assessment within lessons also includes the use of lower/higher order questioning to establish understanding and ability to relate skills. (Knowledge & Understanding).

### HOW WILL IGCSE PE BE ASSESSED:

This covers all the above, but formalises assessment for both practical and theory, providing students with an IGCSE in this subject. Students will do an extra 5 hours of lessons per fortnight including classroom based theoretical lessons and practical lessons. Attainable grades for this course are A\* to F.

All candidates will be assessed in the following manner:

Candidates will study all the following topics:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

COMPONENT 1	COMPONENT 2
Paper 1: 1 hour 45 min	Coursework Centre-based assessment
Theory 100 Marks Short structured questions Candidates answer all questions Externally assessed	Candidates undertake <b>FOUR</b> practical activities from at least two different categories  Internally assessed and externally moderated
50% of total marks	50% of total marks



# COMPUTER SCIENCE

## IGCSE COMPUTER SCIENCE (CIE 0478)

IGCSE Computer Science is a challenging course with possible grades A\*-E. Learners following the Cambridge IGCSE Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. Cambridge IGCSE Computer Science helps learners develop an interest in computing and gain confidence in computational thinking. It is an ideal foundation the skills learnt can also be used in other areas of study and in everyday life.

### AIMS OF THE COURSE

- The aims of the course are to develop:
  - computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
  - understanding of the main principles of solving problems by using computers
  - understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
  - understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
  - skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

### DETAILS OF WHAT THE COURSE INVOLVES

#### Computer systems

- 1.1 Data representation
- 1.2 Data transmission
- 1.3 Hardware

- 1.4 Software
- 1.5 The internet and its uses
- 1.6 Automated and emerging technologies

#### Algorithms, programming and logic

- 2.1 Algorithm design and problem-solving
- 2.2 Programming
- 2.3 Databases
- 2.4 Boolean logic

### HOW THE COURSE WILL BE ASSESSED:

The course is assessed entirely by two 1 hour 45 minutes long final examination papers. The paper 1 test examines students' knowledge from theoretical topics of the syllabus. It will include short-answer and structured questions. Questions will be based on section 1 of the subject content. All questions are compulsory and no calculators are permitted. Paper 2 contains short-answer and structured questions. Questions will be based on section 2 of the subject content. All questions are compulsory. No calculators are permitted. The exam tests a student's ability to solve multi-step problems, often involving several different techniques and incorporating various areas of the syllabus.

### WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

Computer Science can be studied as part of the IB Diploma. We aim to offer this subject option at both Standard and Higher Level, although this is not always possible and depends on the level of student interest in each course.



**THE BRITISH INTERNATIONAL SCHOOL  
BRATISLAVA**

A NORD ANGLIA EDUCATION SCHOOL



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