

Made
for
Learning



HIGH SCHOOL CURRICULUM GUIDE

Grade IG2



COLLÈGE DU LÉMAN
International School · Geneva



NORD ANGLIA EDUCATION

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2 English

2.1 First Language English IGCSE

2.1.1 Learning objectives

Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

2.1.2 Content

The Language course is split between developing skills in reading comprehension and writing. Students will show that they can comprehend the subtle nature of language and how it is used through the skills of summary, text transformation and close analysis of language connotation. The course focuses on key skills in extracting relevant information and synthesising this in an articulate format. Within the writing element, students will write descriptive, narrative and argumentative texts as well as writing to suit form, audience and purpose multiple text types such as newspaper reports, letters and speeches.

Texts used:

- 'First Language Coursebook: Cambridge IGCSE' by Marian Cox

2.2 Second Language English IGCSE

2.2.1 Learning objectives

Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

2.2.2 Content

The Second Language course is split between developing skills in reading comprehension and writing based on an emerging B2 level developing towards a C1 fluency. Students will show that they can comprehend basic B2 reading comprehension exercises through summary, note taking and the writing of an informal letter and a magazine article under timed conditions. The course focuses on key skills on filtering and extracting relevant information. Students are expected to be able to write produce work at three different registers: informal, academic, and analytical.

2.3 English Literature

2.3.1 Learning Objectives

Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

2.3.2 Content

Students will be exposed to a broad range of literature types and genres in order to develop their skills in analytical and critical thinking. They will have the opportunity to read, interpret, evaluate and respond to texts. They will be enabled to deepen their understanding of the importance of language and how literature can promote a better understanding of the world. Furthermore, students will hone their skills in formulating arguments and supporting with logic, reason and evidence.

Texts studied:

- Stories of Ourselves: selected short stories from the 20th and 21st centuries
- Songs of Ourselves: selected poetry from the 19th and 20th centuries

- Novels: Student study chosen from the prescribed list in Reading Partnerships
- Play: William Shakespeare's *Othello*

3 Mathematics

3.1 Core Mathematics IGCSE

3.1.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

3.1.2 Content

- Nets
- Angles in Circles
- Symmetry
- Equations with Fractions
- Solving Problems Using Equations
- Drawing Graphs of Parabolas
- Straight lines
- Graphical solution of Equations
- Percentage and Interest
- Interpreting Pie Charts
- Vectors
- Real Life Graphs
- Sketching Graphs of Functions
- Brackets and Factorising.

3.2 Extended Mathematics IGCSE

3.2.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

3.2.2 Content

- Angles review, circle theorems
 - Geometry, perimeter, area, volume, surface area
 - Right angle trigonometry and applications including 3 dimensional problems and bearings
 - Non right-angle trigonometry sine and cosine rules, area of a triangle
 - Sequences & Variation
 - Graphs in practical situations
 - Functions
 - Probability & Sets
 - Coordinate geometry: Straight line graphs, midpoints, distance
 - Statistics
 - Vectors
-
- Basic calculus, differentiation of simple functions and application to finding extreme values and tangents
 - Transformations

3.3 Cambridge International Mathematics IGCSE

3.3.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

3.3.2 Content

- Functions
- Transformation Geometry
- Sequences
- Circle Geometry
- Exponentials
- Logarithms
- Quadratic Equations and Functions
- Advanced Trigonometry
- Polynomial Functions
- Probability
- Variation and Power Modelling
- Inequalities
- Vectors

3.4 Additional Mathematics IGCSE

3.4.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

3.4.2 Content

- Prerequisite Course: Cambridge International Mathematics
- Polynomial Functions
- Straight Line Graphs
- Transforming Curves to Straight Lines
- The Unit Circle and Radian Measure
- Trigonometric Functions
- Counting and the Binomial Expansion
- Sequences and Series (Arithmetic and Geometric)
- Vectors
- Introduction to Differential Calculus
- Applications of Differential Calculus
- Integration
- Applications of Integration

4 French

4.1 Foreign Language French IGCSE

4.1.1 Learning objectives

Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

Reading

Finds specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

4.1.2 Content

Topics :

- Holidays
- School and afterschool activities
- Films and TV
- Descriptions and characteristics
- Clothes and shopping
- Illness and injury
- Expressing opinions

Grammar :

- Enrich and reinforce basic grammar from language A2y1
- Past tense- regular and irregular
- Future tense
- Comparative and superlative adjectives.
- Possessive adjectives

4.2 French B1

4.2.1 Learning objectives

Listening

Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; understand the main point of many radio or TV on current affairs or topics programs of personal or professional interest when the delivery is relatively slow and clear.

Reading

Understands texts that consist mainly of high frequency every day or job-related language; understand the description of events, feelings and wishes in personal letters.

Speaking

Initiates, and maintains a simple face-to-face conversation on topics that are familiar or of personal interest; repeats back part of what someone has said to confirm mutual understanding.

Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

4.2.2 Content

- Greetings and culture
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and home town
- Food and clothes
- Nouns and gender
- Pronouns
- regular and irregular verb conjugation in the present tense

- Definite and indefinite articles
- Prepositions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Imperative
- Sentence structure - question and answer
- Future

4.3 French B2

4.3.1 Learning objectives

Listening

Understands extended speech and lectures and follow complex lines of argument provided the topic is reasonably familiar. Understand most TV news and current affairs programmes. Understands the majority of films in standard dialect.

Reading

Reads articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Understands contemporary literary prose.

Speaking

Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. Some mistakes of accuracy are still made.

Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Longer texts may contain expressions and show coherence problems which makes the text hard to understand.

4.3.2 Content

Topics:

- Family

- Social origins
- The look
- Life environment
- Customs and traditions
- Work conditions
- Tourism
- Sports
- Health

Grammar:

- Enrich and reinforce grammar from Language B1
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Use of subjunctive
- Conditional
- Relative pronouns
- Past Participle

4.4 First Language French

4.4.1 Learning objectives

Reading

Identifies the main and subordinate topics, summarise, paraphrase, re-express and recognise the relationship of ideas. Shows some sense and understanding of how writers achieve their effects. Recognises and responds to simple linguistic devices including figurative language.

Writing

Expresses thoughts, feelings and opinions in order to interest, inform or convince the reader. Demonstrates a sophisticated use of vocabulary and structures. Demonstrates accuracy in punctuation and spelling. Employs varied sentence structures. Uses imaginative and varied vocabulary.

4.4.2 Content

- Writing description
- Writing narrative stories
- Writing argumentative essays
- Literature: Science-fiction, Realism, short stories

5 Modern and Foreign Languages

5.1 Foreign Language German

5.1.1 Learning objectives

Listening

Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; understand the main point of many radio or TV on current affairs or topics programs of personal or professional interest when the delivery is relatively slow and clear.

Reading

Understands texts that consist mainly of high frequency every day or job-related language; understands the description of events, feelings and wishes in personal letters.

Speaking

Initiates, maintains close simple face-to-face conversation on topics that are familiar or of personal interest; repeats back part of the conversation to someone to confirm mutual understanding.

Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

5.1.2 Content

Topics:

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media

- Work conditions
- Tourism and sports
- Youth culture

Grammar:

- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Plusperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

5.2 Foreign Language Italian

5.2.1 Learning objectives

Listening

Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; understand the main point of many radio or TV on current affairs or topics programs of personal or professional interest when the delivery is relatively slow and clear.

Reading

Understands texts that consist mainly of high frequency every day or job-related language; understands the description of events, feelings and wishes in personal letters.

Speaking

Initiates, maintains close simple face-to-face conversation on topics that are familiar or of personal interest; repeats back part of the conversation to someone to confirm mutual understanding.

Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

5.2.2 Content

Topics:

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

Grammar:

- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Plusperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

5.3 Foreign Language Spanish

5.3.1 Learning objectives

Listening

Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; understand the main point of many radio or TV on current affairs or topics programs of personal or professional interest when the delivery is relatively slow and clear.

Reading

Understands texts that consist mainly of high frequency every day or job-related language; understands the description of events, feelings and wishes in personal letters.

Speaking

Initiates, maintains close simple face-to-face conversation on topics that are familiar or of personal interest; repeats back part of the conversation to someone to confirm mutual understanding.

Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

5.3.2 Content

Topics:

- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

Grammar:

- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Plusperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

6 Science

6.1 Biology

6.1.1 Learning objectives

Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Analysis

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately. Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Evaluation

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Experimental Skills

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

6.1.2 Content

- Excretion
- Reproduction in plants and animals,
- Variation and adaptations
- Genetics and genetic engineering,
- Evolution, natural selection and artificial selection

- Photosynthesis and transport in plants.
- Flow of energy through food chains, food webs and pyramids of number and biomass.
- Water, carbon and nitrogen cycles
- Human impact on the environment

6.2 Chemistry

6.2.1 Learning objectives

Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Analysis

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately. Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Evaluation

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Experimental Skills

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

6.2.2 Content

- The mole and stoichiometry
- Redox and electrochemistry
- Energy changes in reactions
- Reversible reactions – Haber & Contact process
- Chemistry of the environment: Water & Fertilizers
- Chemistry of the environment: Air & Air pollutants

- Chemistry of the environment: Climate & Greenhouse effect
- Organic Chemistry
- Macromolecules

6.3 Physics

6.3.1 Learning objectives

Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Analysis

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately. Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Evaluation

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

Experimental Skills

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

6.3.2 Content

- Velocity and acceleration
- Forces
- Momentum
- Moments
- Circular Motion
- Pressure

- Work, energy, power
- Electromagnetism
- Space Physics

6.4 Physical Education

6.4.1 Learning objectives

Knowledge and Understanding

Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport

Application of Knowledge

Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance

Physical Skills

Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.

6.4.2 Content

The course assessment is split evenly between practical and theory components.

Theory topics:

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

Candidates will also be assessed in four different physical activities chosen from at least two of the seven categories.

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and Adventurous Activities

- Swimming

6.5 Computer Science

6.5.1 Learning objectives

The aims are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

6.5.2 Content

- Data representation
- Communications and the Internet
- The processor
- Hardware
- Software
- Security
- Ethics
- Programming
- Problem-solving

7 Humanities

7.1 Economics

7.1.1 Learning objectives

Knowledge and understanding

Demonstrates understanding of economic theories and techniques.

Content

Demonstrates understanding of real-world Economic problems, issues and decisions. Uses economic vocabulary and terminology.

Skills

Applies and analyses knowledge and skills to a variety of real-world business situations. Selects and uses quantitative and qualitative economic tools, techniques and methods. Selects and uses economic material, from a range of primary and secondary sources and is able to organise and interpret data.

Analysis and Application

Applies and analyses knowledge and skills to a variety of real-world business situations and economic decisions by explaining the issues at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts. Uses economic data, to recognise patterns in such data, and to deduce relationships.

Synthesis and Evaluation

Synthesises and evaluates economic principles, practices, economic decisions, opportunity cost. Makes recommendations using critical thinking, distinguishes evidence and opinion. Communicates judgements in an accurate and logical manner, recognises that economic theory has limits and uncertainties as well as the social/environmental effects of economic decisions. Draws conclusions and critically evaluates data, with clear conclusions.

7.1.2 Content

This is the second year of a two-year course leading to an IGCSE certificate. Students will normally be expected to have successfully completed the first year of the course

- Economic Systems
- Production
- Consumption
- Price Determination
- Social costs and benefits
- Types of Firms
- Money
- Public Finance
- International Trade
- Inflation and Unemployment
- Growth
- Stabilization Policies
- Environmental Economics
- Development Economics

7.2 Geography

7.2.1 Learning objectives

Knowledge and understanding

Knows and comprehends the concepts and processes. Uses geographical terminology. Understands inter-relationships and the importance of scale. Appreciates that changes occur in time and space. Makes good use of case study knowledge including places specific knowledge.

Skills

Uses the skills relative to Geography competently: map reading & interpretation; describes & interprets data tables, diagrams, photographs & graphs. Selects & uses techniques for organising & presenting data.

Analysis and Application

Analyses information given in a variety of forms: written, numerical, pictorial & graphical. Applies knowledge to new situations.

Synthesis and Evaluation

Reasons and makes judgements, draws conclusions, evaluates actions & makes decisions. Shows awareness of other's attitudes, values, beliefs & contrasting opportunities.

7.2.2 Content

This is the second year of a two-year course leading to an IGCSE certificate. Students will normally be expected to have successfully completed the first year of the course.

- Tertiary Industries: retailing & questionnaires
- Plate tectonics: earthquakes and volcanoes
- Drainage basins: hydrology and flooding
- River processes and landforms
- Coastal processes and landforms
- Weather, climate and natural vegetation
- Enhanced global warming
- Water management and desertification
- Energy and resource conservation

7.3 History

7.3.1 Learning objectives

Knowledge and understanding

Deploys relevant historical knowledge in support of a logical argument. Distinguishes between cause and consequence, change and continuity, and similarity and difference, by the deployment of accurate though limited evidence.

Skills

Communicates clearly and coherently, using some appropriate historical terminology. Produces answers which indicate that the demands of the question are understood and addressed.

Analysis and Application

Interprets and analyses historical sources and uses them as evidence. Compares and contrasts a range of sources and draws coherent conclusions. Selects historical knowledge to support analysis.

Synthesis and Evaluation

Supports an argument by deploying evidence from a range of historical time periods.

7.3.2 Content

This course forms the second year of a two-year course leading to an IGCSE certificate.

- The USA between the Wars 1919-1941: A depth study
- The Unification of Italy
- The Unification of Germany
- Revolutions of 1848

7.4 Sociology

7.4.1 Learning objectives

Knowledge and Understanding

Demonstrates understanding of sociological theories as well as theoretical and practical considerations influencing the design and application of sociological enquiry. Understands and applies sociological terminology and concepts. Demonstrates an awareness of the research methods of sociological enquiry and their uses.

Skills

Selects and uses quantitative and/or qualitative sociological research techniques and methods. Selects and uses sociological data and material from a range of primary and secondary sources.

Analysis and Application

Evaluates research, addresses implications of each study/concept/theory. Applies knowledge and skills to real-world sociological situations. Analyses sociological decisions by explaining issues, selecting and interpreting data, and applying appropriate research methods, theories, and concepts. Interprets relevant evidence and data.

Synthesis and Evaluation

Shows evidence of critical thinking, reaching conclusions based on a reasoned consideration of available evidence. Recognises limitations and bias in evidence and distinguishes between fact, opinion and values. Organises and presents sociological evidence and arguments in a coherent and purposeful form.

7.4.2 Content

- Sociological Theory
- Research Methods

- Poverty
- Social Inequality
- Education
- Crime and Deviance

8 Performing Arts

8.1 Drama

8.1.1 Learning objectives

Making

Explores, devises, shapes and interprets drama. Works confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes.

Performing

Selects and operates a range of theatre technologies to create the right space for their drama and to enhance their work. Learns lines, collaborates with others, and prepares in a focused manner for performance. Experiments with voices and movement to create or present different characters.

Responding

Reflects on both emotional and intellectual reactions to drama. Demonstrates an awareness of theatre traditions from different times and places. Discusses the themes or issues in drama and the way they are presented. Reflects on and evaluates own and other students' work.

8.1.2 Content

- Improvisation
- Monologue practice and performance
- Devising theatre/performances
- Acquaintance with great playwrights through play readings (Gogol, Williams, Miller, Wilde)
- Performance of a scripted piece for examination

8.2 Music

8.2.1 Learning objectives

Performance:

Plays or sings with accuracy of rhythm and pitch. Performs with fluency and musicianship.

Music Theory

Demonstrates understanding of pitch and rhythm notation. Demonstrates understanding of dynamics and Italian terminology.

Listening/Aural Skills

Demonstrates aural awareness by responding to a range of musical concepts including musical elements such as timbre, texture, pitch and rhythm.

Improvisation/Composition

Organises ideas in real time with a sense of structure and development of musical ideas. Develops original musical ideas and organizes them logically in a written composition.

8.2.2 Content

- Solo and ensemble performance
- Keyboard skills and Music Theory
- Individual composition using computer software.
- Group improvisation using various cultural stimuli
- Listening skills and set works

9 Visual Arts

9.1 Art and Design

9.1.1 Learning objectives

Research and investigation

Produces sufficient evidence of independent research, experimentation and artist analysis. Produces well-articulated reflections using correct art terminology.

Creativity and development of ideas and personal vision

Produces work that demonstrates originality and innovative thinking. Works independently.

Technical competence

Demonstrates technical competence (use of materials and media). Demonstrates that technical aspects and articulation of ideas do not always work together. Produces work of technical quality.

Design quality and compositional purpose and intent

Produces work that articulates the use of the visual elements and principles of design.

9.1.2 Content

The IGCSE Year 2 Art & Design class follows the creative process from investigation to exploration, development through to outcome. Students learn new skills and techniques as well as building upon those previously learnt.

- Observational Studies
- Use of a variety of wet and dry media
- Painting and Related Media
- Three Dimensional Studies
- Textiles and Printmaking
- Thematic study

10 Physical Education

10.1 Learning objectives

Performance

Effectively executes the movements and exercises required of the activity. Correctly identifies the required skills and techniques and attempts to put them in to practice. Shows an understanding of the rules and regulations of the activity.

Preparation and Participation

Arrives on time with the correct sports kit and remains engaged throughout the lessons.

Behaviour and Sportsmanship

Shows respect for all teachers and classmates. Listens to instructions attentively. Cooperates with classmates. Follows the rules of the activity. Accurately reports scores and admits mistakes or fouls

10.1 Content

- Football
- Physical conditioning
- Floor Hockey
- Volleyball
- Basketball
- Gymnastics
- Badminton
- Athletics
- Softball
- Flag football