



LA CÔTE
INTERNATIONAL SCHOOL
AUBONNE

IGCSE COURSES OPTIONS

2026-2028

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INTRODUCTION

This is an exciting time in your son or daughter's education. They are soon to begin courses that will lead to their first major external assessments and they are, for the first time, being allowed to make real choices in the subjects they will be studying. To make these choices, it is important that both you, as parents, and they are well informed. This 'Options Information Booklet' and the IGCSE

Information Evening will provide you with much of that information and you will have the opportunity to put further questions to subject teachers; however, should you find that you still have unanswered questions, do not hesitate to contact the Head of Department, for subject specific enquiries, Mrs Prior or Mrs Hardwicke for more general questions.

The IGCSE Curriculum

The International General Certificate of Secondary Education (IGCSE) is the principle means of assessing student attainment at the end of Year 11. This marks the end of compulsory Secondary education for students. The IGCSE examinations are devised to satisfy internationally agreed criteria and any syllabi followed must be approved by the Qualifications and Curriculum Authority (QCA). These examinations are taken after students have completed the two-year programme of study during Year 10 and Year 11.

Each student will study 9 IGCSE subjects.

OPTIONS

COMPULSORY CORE	OPTIONS
French A or French B	Academic PE
First Language English or Second Language English	Art
English Literature	Business
Mathematics	Design Technology
Double Award Science (Biology, Chemistry & Physics = 2x IGCSE) or Triple Science (Biology, Chemistry, Physics = 3 x IGCSE)	Drama
Core (including Theory Of Knowledge, Extended Essay skills and CAS)	Computer Science
Games	German
PSHE	Geography
	History
	Music
	Spanish
	Additional Support: Learning Support (LS) and English as an Additional Language (EAL)

N.B.
EAL – you will already be aware if your child requires additional support with their English language acquisition and this will be by invitation only.

LS – this is for those children with additional learning needs

Choosing EAL or LS will replace one IGCSE option choice. Students will therefore only be able to choose two IGCSE choices from the 'option' column.

CONSIDERATIONS WHEN CHOOSING

When considering their choices students should try to balance the following factors:

- Interest and enjoyment
- Ability and progress
- Sensible combinations (those which are likely to ensure a broad education)

Above all, we recommend that students study the subjects that they enjoy most, and at which they perform best. It is most likely that these are the subjects which would earn them the best

grades at IGCSE, and they will be among the subjects from which the students will eventually select their Diploma Programme options. Needless to say, we expect students to work hard in all of their subjects, compulsory or chosen.

TIMETABLE FOR CHOOSING

Students will be given advice about choosing, and about the various subject choices, by subject teachers and their homeroom tutors.

As soon as we have your provisional choices, we will start using the information to finalise the option blocks for 2026-2028.

CONFIRMED CHOICES

Please note that this provisional selection does not guarantee that the school will be able to offer all choices to your son or daughter next year.

WHAT IF MY CHILD CHANGES HIS OR HER MIND?

You will need to complete a new option choice form and submit it to Mrs Prior between the initial choice deadline and the confirmed option deadline. Any changes after this date cannot be guaranteed and will be subject to the option blocks.

BETWEEN THE OPTIONS BEING CONFIRMED AND THE START OF YEAR 10

You should make an appointment to see Mrs Prior to discuss the change. It is unlikely that any changes can be made. This will be subject to the option blocks. To allow accurate information to be prepared for the start of the school year, any such appointment must be made before the start of term.

AFTER THE COURSES HAVE STARTED BUT BEFORE THE END OF SEPTEMBER

Occasionally students feel that they have made a mistake once the course has started. In these circumstances, the student should first speak to their Homeroom teacher and then Mr Seymour.

It can be difficult to start a course after the beginning of term, so the school requires that any student requesting a change should speak to both their subject teacher of the subject they wish to drop and the Head of Department of the subject they wish to take up before submitting a formal request. The students will then be required to meet with Mrs Prior, who will make the final authorisation to change.

We expect students to make their final choices carefully and give each option a fair try before requesting a change. Any request for a change after the beginning of term will only be considered during September. This gives students time before the half-term break to find out what work needs to be caught up and the half term break to catch up with missed work.

AFTER THE END OF SEPTEMBER

Any request to change must be initiated before the end of September. After this deadline has passed we would regard it as too late to start a new course. At this stage, we expect all students to remain committed to the full two-year IGCSE courses that they have chosen.

IGCSE COURSE OVERVIEW

ART AND DESIGN

Exam Board: Edexcel

Specification code: 4FA1

INTRODUCTION

Ideally students will have some knowledge and understanding of the subject before undertaking the IGCSE course. More importantly, you should have a genuine interest in Art and feel motivated to develop your technical ability and express your own visual ideas.

- The Edexcel IGCSE course encourages students to:
- Actively engage with art and design.
- Develop creative skills, through learning to use imaginative and intuitive abilities when exploring and creating images and artefacts that are original and of value.
- Become confident in taking risks and learning from their mistakes when exploring and experimenting with ideas, materials, tools and techniques.
- Develop competence, with increasing independence, refining and developing ideas and proposals, personal outcomes or solutions.
- Actively engage with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- Develop cultural knowledge, understanding and application of art, craft, design, and of media and technologies in historical and contemporary contexts, societies and cultures.
- Develop an understanding of the different roles, functions, audiences and consumers of art, craft and design practice.
- Develop critical understanding through investigative, analytical, experimental, interpretive, practical, technical and expressive skills to develop as effective and independent students and as critical and reflective thinkers with enquiring minds.
- Develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

FORM OF ASSESSMENT

Edexcel's IGCSE Art & Design is made up of two units:

Unit 1: Personal Portfolio in Art and Design this is an internally set theme which is then marked and externally moderated.

Unit 2: Externally Set Assignment in Art and Design this is an externally set theme which is then marked and externally moderated.

Both units are assessed using four Assessment Objectives. The units are marked out of 80 and have a weighting of 60% for Unit 1 and 40% for Unit 2 towards their final mark.

COURSE OUTLINE

Students will be introduced to a variety of materials, techniques and processes in photography, painting, print making, drawing and sculpture. They will investigate a given theme, researching work by artists and making contextual links. They will be guided through the project by the teacher and set specific tasks for homework. As the year progresses, they will be taught to think more independently, using their skills in analysis, recording observations, exploring ideas, experimenting and developing. They will begin a final piece that is in their chosen material. They will plan and develop their work, taking it in their own direction with the guidance and support of the teacher. By the end of the course the students should understand the assessment objectives, enabling them to complete their examination unit confidently and successfully. In order to meet the four assessment objectives, the students will be:

- generating and developing ideas informed by primary and contextual sources
- refining their ideas through experimenting with media, and developing and applying skills
- researching, recording, analysing and reviewing their own and others' work
- selecting, creating, realising and presenting personally developed outcomes.

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

It is recommended that students should regularly visit galleries, museums and art events. Keep a sketchbook using both drawing and photography to record ideas.

FURTHER STUDY

Students could progress to Art at a Higher Level or Standard Level in the IB Diploma Programme and then onto a related degree course in which they will produce a range of different styles of work and create their own portfolio. For employment, there are numerous opportunities to work in artistic industries in both Art and Design; this covers a large area of study from fashion, theatre, graphic, interior and computer design, as well as the chance to work as a commercial artist.

BUSINESS

Exam Board: Cambridge

Specification code: 0986

INTRODUCTION

This is a course aiming to prepare students to meet the demands of a modern, fast-moving business world. It develops understanding of basic business concepts and calculations that are later expanded at LCIS in the IB Business Management courses. As such, it lays an invaluable foundation of knowledge that will enable students to have a better understanding of the business world and better rise to the challenge of any subsequent study of Business.

SYLLABUS OVERVIEW

Topic 1: Understanding business activity

Topic 2: People in business

Topic 3: Marketing

Topic 4: Operations management

Topic 5: Financial information and decisions

Topic 6: External influences on business activity

ASSESSMENT

Paper 1: Short Answer and Data Response

- 90 Minutes, 80 marks, answer all 4 questions
- Mix of short answers and structured data responses
- Each question is introduced by stimulus material eg tables, graphs, images

Paper 2: Case Study (insert)

- 90 Minutes, 80 marks, answer all 4 questions

COURSE OUTLINE

The course aims to enable students to know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will need to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts, using an enquiring, critical approach to make informed judgements. They will thus need to investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business. In order to do this, they will also develop and apply quantitative skills relevant to business, including using and interpreting data.

SUPPORTING MATERIAL

The syllabus and supporting materials, past exam papers and mark schemes may be accessed on:

www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-business-studies-9-1-0986

Students will be provided with base course notes, case studies, exercises and examples. Online sites include:

- Tutor2U: www.tutor2u.net/business
- BBC Bitesize: www.bbc.co.uk/bitesize/subjects/zpsvr82

There are, however, a wide range of similarly useful sites available. Business is a very popular subject and online options reflect this.

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

Students will benefit from reading online newspapers, subscribing to news apps, discussion of current business news and taking opportunities to attend business-related, school-arranged conferences and visits. Practicing examination technique and being familiar with the style of examination questions is essential for success in any examination. Students are encouraged to not only make comprehensive revision notes but to also practice past paper questions, paying particular attention to the mark schemes.

FURTHER STUDY

As previously mentioned, IGCSE Business gives a firm foundation for progression to IB Business Management.

Business and related courses are consistently the most popular university choice. In the UK this accounts for around 15% of all university places. It is only in the USA that Business is normally considered to be a postgraduate subject. Courses range from the general to the specialised, spanning subjects including accounting, finance, business administration, economics, marketing and management – each of which provides further opportunities for specialisation.



COMPUTER SCIENCE

Exam Board: Cambridge

Specification code: 0984

INTRODUCTION

IGCSE Computer Science enables students to become discerning computer users, able to make informed decisions regarding hardware, software, storage, memory, networks and programming. It allows them to acquire and apply creative and technical skills, knowledge and understanding of computers and computer programs in a range of contexts.

They will develop an understanding of how computer systems work and improve their understanding of current technologies and trends towards the future, while developing their understanding of the legal, social economic, ethical and environmental issues that arise in this digital age.

IGCSE Computer Science teaches students to recognise potential risks when developing safe and secure systems using professional standards and how to communicate effectively both orally and in writing. In effect, students will be better prepared for further education, training or employment.

Computer Science requires students to demonstrate knowledge and understanding of:

- how computer systems work, including the function of their individual components
- methods of storage and their sustainability for different tasks
- types of memory and their functions
- the functions of operating systems and utility programmes
- how the internet and other communication networks function
- the relevance of different number of systems in computing
- legal, social economic, ethical and environmental implications of computer use in current and emerging technologies.

Computer Science requires students to demonstrate the ability to:

- think creatively, innovatively, analytically, algorithmically, logically and critically
- show that they can follow a brief to meet requirements
- use computational thinking to design, create and develop their own programming solution to a problem
- use abstraction to model, decompose and generalise
- detect errors in computer programs and correct them
- manipulate data, sequence instructions, test designs and explore ideas
- adopt safe, secure and responsible practice when using computers
- evaluate and improve systems they have created as well as those of others.

FORM OF ASSESSMENT

Paper 1: Computer Systems - 1 hour 45 minutes (60%)

This written paper contains short-answer and structured questions. All questions are compulsory.

- No calculators are permitted in this paper
- 75 marks
- Externally assessed.

Paper 2: Algorithms, Programming and Logic - 1 hour 45 minutes (50%)

Short-answer and structured questions and a scenario based question.

- No calculators are permitted in this paper
- 75 marks
- Externally assessed.

SUPPORTING MATERIAL

The department will provide the necessary books. More resources can be found online:

- www.teach-ict.com/gcse_computing.html
- www.csunplugged.org
- www.computer.howstuffworks.com
- www.cs4fn.org
- www.computingatschool.org.uk
- www.quizlet.com/subject/computing
- www.mrfraser.org/resources
- www.igcseict.info

FURTHER STUDY

Computing is of enormous importance to the economy. The role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly. Computer technology continues to advance and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically aware individuals. This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind.

DESIGN AND TECHNOLOGY

Exam Board: Edexcel

Specification code: 1DT0

INTRODUCTION

The GCSE in Design and Technology enables students to understand and apply interactive design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines.

There are strong cross curricular links with a variety of subjects. Maths skills are fundamental to design and technology. Science skills, knowledge and understanding underpin the theory and practice of design and technology.

In addition to maths and science, the GCSE in Design and Technology embeds knowledge, techniques and practices from a wide range of subjects, including art and design, business, computer science and geography. (Edexcel DT Specification).

FORM OF ASSESSMENT

Design and Technology GCSE is broken down into two main components:

Component 1: Written paper, representing 50% of the final marks available.

Component 2: NEA (Non-Examined Assessment) Design Project providing 50% of the final marks available.

COURSE CONTENT

Students cover a wide range of theoretical core content such as:

- New and emerging technology
- Movement and mechanisms
- Modern & smart materials, composites and technical textiles
- Timbers, metals, textiles, papers & boards and polymers
- Electronics and programmable components
- Sources of energy

Students specialise in one material area – Polymers. The specialist material area develops deeper knowledge and understanding. For example, more understanding of a wide variety of types of polymers available, origins and sources of polymers, environmental and social issues and manufacturing techniques.

COURSE OUTLINE

In Year 10 students focus 50% of the time developing their project skills in preparation for their NEA (coursework). This includes: sketching, computer aided design, prototype manufacture, research and evaluation. The remaining 50% of time is spent focusing on the theory for the polymers specialism.

The polymers specialism is 60% of the final exam.

Students start their coursework in June of Year 10 and work on this through to March of Year 11.

In Year 11 students complete their coursework and develop knowledge and understanding of a greater range of materials and technology topics that make up core content. The core content is 40% of the final exam.

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

When students are completing their coursework (Design Project) they need to get feedback on their design ideas and development of designs from potential users. It is highly recommended that students gain feedback on their designs from parents to check if they are appropriate to the context they are using for their NEA.

There is a wide range of content covered in preparation for the exam and supporting students with active recall will help embed knowledge that is beneficial for exam preparation.

SUPPORTING MATERIAL

Edexcel GCSE (9-1) Design and Technology Student Book.

DRAMA

Exam Board: Cambridge

Specification code: 0994

OVERVIEW

In IGCSE Drama with Cambridge, through practical and theoretical study, students develop a coherent understanding and passion for the performing arts of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Students also develop their performance skills, the demonstration of which will form part of the final assessment and will culminate in an evening of drama showcase at the end of the academic year.

The IGCSE Drama course has as its core the key aim of teaching students a wide range of speaking and acting techniques; these will make them confident actors but also enable them to carry forward the important skills of public speaking and confident presentation into their future lives and careers.

Drama is an exciting, creative and challenging course for young actors. During the course, students will learn how to use their voice, facial expressions and physicality to create character and engage with an audience. They will study improvisation, devised theatre techniques, physical theatre

and script work and theatre history. Their practical coursework will be displayed to an audience celebrated in an evening of performances. We look forward to welcoming family and friends to share in the hard work and talent of our IGCSE cohort.

Drama IGCSE requires a commitment to performance, excellent group-work skills, a passion for being imaginative and a willingness to discover a level of creativity that the student may not even have known he or she had the capacity for.

FORM OF ASSESSMENT

There are two assessment components that all students will take:

COMPONENT 1:

- Written Examination Paper (40%)
- 80 marks
- 2 hours 30 minutes

Candidates answer all questions in Section A and choose one question from Section B and one question from Section C.

The questions on this paper relate to the pre-release material which is sent to centres in the December preceding the examination.

The pre-release material consists of:

- Three stimuli such as short titles, poems, pictures, songs, historical events, stories, etc. Candidates will work in groups of between two and six performers to devise and perform a piece of drama based on one of the stimuli. The piece should last approximately 15 minutes. In the written examination candidates will be required to reflect on and evaluate aspects of their practical work.
- An extended extract (or an abridged version of an entire play) from one of a repertoire of plays from a variety of genres, countries and periods. Students will study the extract to enable them to understand both the text and the practical aspects of production.
- A clean copy of the pre-release material will be provided in the examination.

The question paper is structured as follows:

- **Section A** (30 marks). Students will answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the piece devised from their chosen stimulus (10 marks).
- **Section B** (25 marks). Students answer one longer-answer question from a choice of three on the extract from the play.
- **Section C** (25 marks). Students answer one longer-answer question from a choice of three on the drama they have devised from their chosen stimulus.

The students will be asked to divide their time equally between the three sections.

Questions will cover a variety of aspects of:

- **Acting** (e.g. interaction, pacing, physicality, proxemics, role, vocal expression).
- **Devising** (e.g. characterisation, contrast, structure, tension).
- **Directing** (e.g. advice to actors, directorial concept, mood, staging).
- **Design** (costume and make-up, lighting, props, scenography, set, sound).

COMPONENT 2:

- Coursework (60%)
- 120 marks

One individual piece:

- one performance of an extract from a play.

The individual piece must last between three and five minutes.

Two group pieces:

- one performance of an extract from a play
- and one original devised piece.

Students will be assessed individually on:

- their practical understanding of repertoire
- their ability to devise and reflect on performance material
- their acting skills and ability to communicate effectively to an audience.

This coursework is internally assessed and externally moderated.

All work must be intended for live performance to an audience and staged in an appropriate performance space. Whilst performances should be video recorded for moderation purposes, the pieces produced should not be conceived for film or television performance.

INDEPENDENT STUDY

It is an expectation of the Drama department that students will keep a diary of their Drama activities which will be written up following every lesson. The expectation is that students will spend a minimum of three hours a week on independent study for Drama. Some of this will be directed homework set by the teacher while the rest will be independent research and study, wider reading or rehearsals. Students are expected to complete a log of these hours at the end of each week and provide some tangible evidence of these independent study hours.

ENGLISH LANGUAGE AND ENGLISH LITERATURE *

Exam Board: Cambridge / Edexcel

Specification code: 0990 / 4XET1

**Most students will study both the English Language IGCSE (Cambridge) and the English Literature IGCSE (Edexcel) concurrently in English lessons, enabling progress in each to be tracked over the two years. For students who may be new to English or would benefit from a reduction in load, English Literature will be taught without the expectation of a final certification.*

OVERVIEW

English Language and Literature IGCSE enables students to read, interpret and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

Cambridge IGCSE (9–1) First Language English allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE (9–1) First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

A clean copy of the pre-release material will be provided in the examination.

ASSESSMENT OBJECTIVES

AO1: Reading Assessment Objectives

Candidates will be assessed on their ability to:

- R1 Demonstrate understanding of explicit meanings;
- R2 Demonstrate understanding of implicit meanings and attitudes;
- R3 Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text;
- R4 Demonstrate understanding of how writers achieve effects and influence readers;
- R5 Select and use information for specific purposes.

In developing reading skills, candidates should engage with a range of genres and text types from the twentieth and/or twenty-first centuries, including literature, fiction and non-fiction, and other forms of writing, such as discursive essays, reviews and articles. This study should include focus on writers' use of language and style and the ways in which writers achieve effects and influence

readers. Candidates should study how influence may include fact, ideas, perspectives, opinions and bias.

AO2: Writing Assessment Objectives

Candidates will be assessed on their ability to:

- W1 Articulate experience and express what is thought, felt and imagined;
- W2 Organise and structure ideas and opinions for deliberate effect;
- W3 Use a range of vocabulary and sentence structures appropriate to context;
- W4 Use register appropriate to context;
- W5 Make accurate use of spelling, punctuation and grammar.

As developing writers themselves, candidates should be introduced to a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes, e.g. descriptive, narrative, discursive, argumentative and persuasive. This study should include focus on the following text types: letter, report, article, journal, speech, interview and summary.

COURSE ASSESSMENT OVERVIEW

All candidates take two papers.

Paper 1: Reading (50%)

This will be in the form of an externally assessed two-hour examination, where all questions are focused around three reading texts, which students should spend approximately 15 minutes reading.

Students will be asked structured and extended questions focusing on comprehension, summary writing, and language.

Paper 2: Writing (50%)

This will be in the form of an externally assessed two-hour examination with two questions.

Candidates will be required to:

- Section A: Write a discursive, persuasive or argumentative piece based on their reading of two short texts.
- Section B: Write a composition piece from a choice of a descriptive or a narrative task.

ENGLISH LITERATURE IGCSE

ASSESSMENT OBJECTIVES

- AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an Informed personal engagement.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects.
- AO3: Explore links and connections between texts.
- AO4: Show understanding of the relationships between texts and the contexts in which they were written.

COURSE ASSESSMENT OVERVIEW

The modular course is assessed through two examinations. Paper 2 will be sat in November of Year 11 with the final module, Paper 2: Literary Heritage, at the end of the course. Paper 1: Poetry and Modern Prose, will be sat in the November of Year 11. The Paper 1 examination is two hours in length and

makes up 60% of the overall total for IGCSE English Literature.

Students must answer three questions for each of the topic areas below. These questions come in the form of essay questions.

1. Unseen Poetry – one 20 mark essay question exploring the meaning and effects created.
2. Anthology Poem – one 30 mark essay question from a choice of two, comparing two poems from the Anthology studied in class.
3. Modern prose – one 40 mark essay question from a choice of two on a set text.

Paper 2: Modern Drama and Literary Heritage Texts

This exam counts for 40% of the overall total for IGCSE English Literature and is sat in November of Year 11.

Candidates answer two questions which are essay based and on two of the set texts studied in class.

SUPPORTING MATERIAL

Pupils may wish to use study guides for the texts studied and any textbook which is appropriate for the Cambridge First Language English and Edexcel English Literature IGCSE Specifications for examination in 2023 onwards. Textbooks will not be used in lessons although material may be provided to aid study in key areas. Students will be asked to provide their own copies of the Literature set texts for annotation in class but the English Department will provide copies of the poetry anthology and clean copies of texts required in the exams.

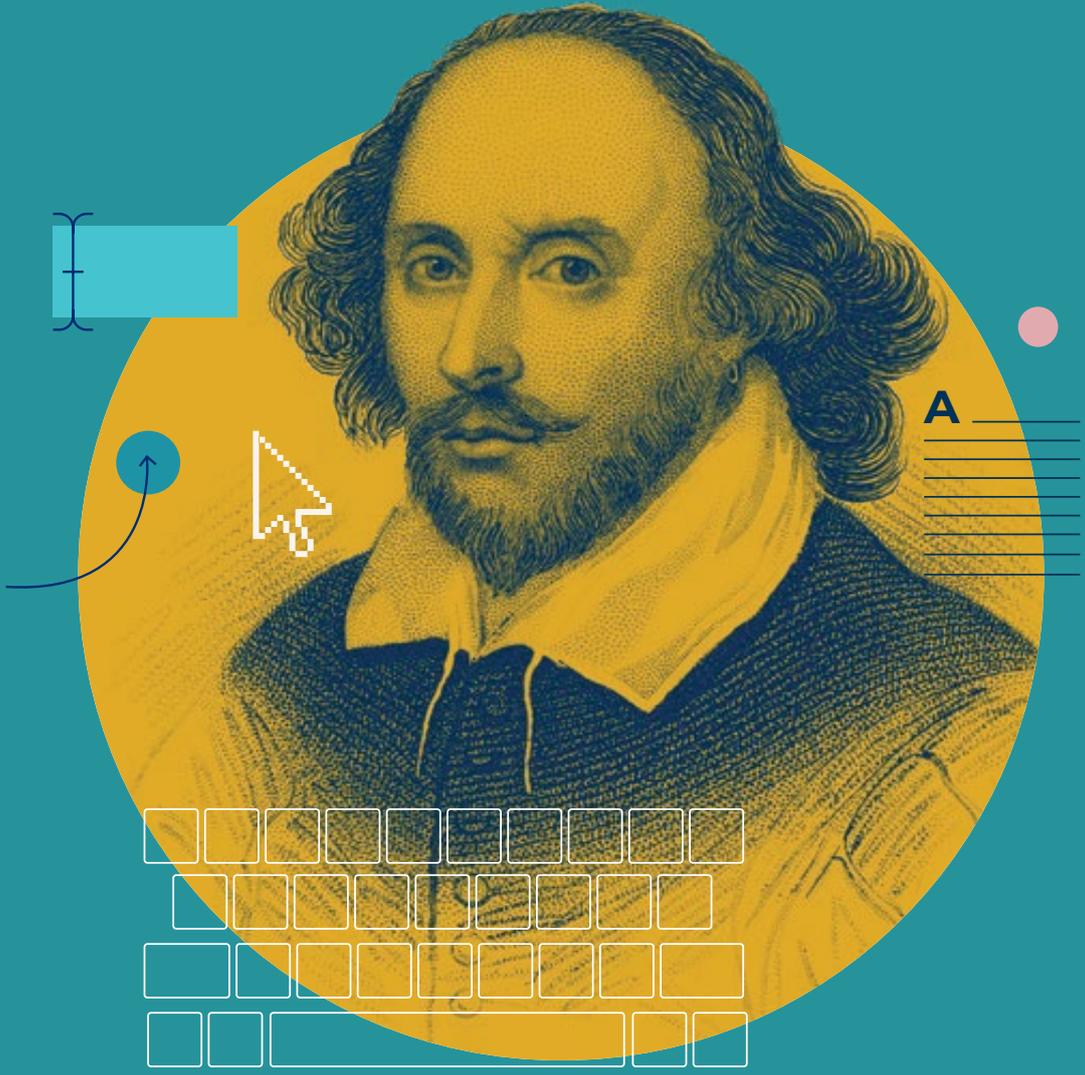
TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

It is important to acknowledge that pupils will be continuously assessed throughout the two years and that coursework can make a significant difference to the final IGCSE mark. Students will have opportunities to draft and improve their coursework in two different tasks per assignment to ensure they have produced their best work. However, success in the final exams will be dependent on the application and progress students make over the two years as we approach the course with a skills-based focus. Reading suitable material should be a natural accompaniment to this course as it will develop numerous skills necessary for success at IGCSE. Pupils will be encouraged to read other texts beyond the exam assessed ones as this will also be important as part of their preparation to access the Diploma course. Parents who read the selected texts would also be supporting their child. Further discussion of issues, themes and ideas at home would be an invaluable stimulation for analytical thinking.

FURTHER STUDY

English Language and English Literature are vitally important in the development of your child as an analytical, intelligent and insightful thinker, writer and speaker. Success and determination in this course will demonstrably affect achievement in other subjects spanning Year 10 and Year 11 and beyond.

There are opportunities for pupils to continue their studies at DP level as they will be developing the skills needed for the Language and Literature course.



FRENCH FIRST LANGUAGE*

Exam Board: Cambridge

Specification code: 0501

INTRODUCTION

Our French Mother Tongue programme is well embedded across the school. It was initiated in direct response to a market need of Francophone families who are increasingly seeking an international education in English for their children whilst maintaining their studies of French language and literacy.

Cambridge IGCSE First Language qualifications are accepted by universities and employers as proof of knowledge and understanding of a language. Successful candidates gain lifelong skills including:

- the ability to communicate clearly, accurately and effectively in writing
- the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation
- a personal style and an awareness of the audience being addressed.

ASSESSMENT OUTLINE & OBJECTIVES

The Cambridge IGCSE First Language examination comprises of two papers. Dictionaries may not be used.

Paper 1: Reading and Directed Writing (2 hours) – 50 marks

Candidates answer **all** questions in two compulsory sections (Comprehension & Use of Language and Directed Writing task). Candidates write all their answers in the space provided on the question paper. The texts will be printed in the question paper insert.

1. Section A: Comprehension task & Use of Language task – 25 marks

Question 1 – Comprehension task

Candidates respond to a series of sub-questions based on Text A, a fiction text. These include short answers testing understanding of both explicit and implicit meanings worth 16 marks. Text A will be approximately 850–950 words long and will be from either the twentieth or the twenty-first century.

Question 2 – Use of Language task

Candidates respond to a series of sub-questions based on Text A. These include short answers worth a total of 9 marks relating to figurative language, the author's use of language and structure, and the effect these have.

2. Section B: Directed Writing Task – 25 marks

Candidates answer one compulsory question on two non-fiction texts – Text B and Text C. Candidates use and evaluate the information in the two texts to create an argumentative/discursive response. Candidates write about 250–350 words, responding in one of the following text types: email, report, article or speech. This exercise is about demonstrating understanding of the ideas in the reading texts. Candidates can develop their ideas but they should not bring their own ideas from outside the text. Text B and Text C will have a combined total of up to 750 words and will be from either the twentieth or the twenty-first century, or both, and will be thematically linked.

Paper 2: Writing (2 hours) – 50 marks

Candidates answer **two** questions, one from each section.

1. Section A: Discursive/Argumentative Writing – 25 marks

Candidates answer **one** question from a choice of two titles: one discursive and one argumentative. Candidates use the title to develop and write a response. Candidates write about 350–450 words.

2. Section B: Descriptive/Narrative Writing – 25 marks

Candidates answer **one** question from a choice of two titles: one descriptive and one narrative.

Candidates use the title to develop and write a response. Candidates write about 350–450 words. Each of these will be externally assessed at the end of Year 11

COURSE OUTLINE

Throughout this course, students will be able to improve their reading and writing skills.

They will learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

Candidates' reading skills will be assessed on their ability to understand and collate explicit meanings and attitudes, select, analyse and evaluate what is relevant to specific purposes as well as understand how writers achieve effects.

Candidates will also be assessed on their written ability: how they articulate experience and express what is thought, felt and imagined; how they order and present facts, ideas and opinions; whether they understand and use a range of appropriate vocabulary or use language and register appropriate to audience and context and finally whether they make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Tips for parents to help with their child's study: students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which the language can be used.

FURTHER STUDY

Language skills and knowledge are highly thought of in the modern world. People who can master other languages stand out as talented and successful people, with broad and exciting horizons.

Taking IGCSE French A course means you will:

- Be able to study the DP French A course and consequently obtain a bilingual Diploma
- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- Learn a language that you will enjoy using for leisure, travel and personal interest.

FRENCH SECOND LANGUAGE*

Exam Board: Cambridge

Specification code: 7156

INTRODUCTION

The Cambridge IGCSE French syllabus is an ideal syllabus for non-native speakers of the language and has been created especially for international students. It is a highly challenging course, well established and its academic worth is comparable to many secondary school curricula worldwide. The IGCSE French course prepares students for further academic study, including progression to the IB Diploma Programme and other equivalents.

FORM OF ASSESSMENT

Students will take separate assessments in the four skills including listening, reading, speaking and writing. Each of these will be formal assessments at the end of Year 11 (or earlier) and each examination represents 25% of the final IGCSE French grade.

COURSE OUTLINE

French IGCSE is a two-year course, although in some advanced groups, it could be offered with the possibility to take the exam before. Students will build up their skills in all four language areas over the course of the two years, including translation skills, dealing with authentic texts and speaking with spontaneity. The IGCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes.

The subject content is organised around five broad 'Topic Areas' which provide contexts for acquisition of vocabulary and the study of grammar and tenses. Through the study of these topic areas, students will gain insight into target language countries and communities.

The Topic Areas are:

- everyday activities
- personal and social life
- the world around us
- the world of work
- the international world

SUPPORTING MATERIALS

The 'Cambridge IGCSE textbook is used as a core textbook but is supplemented with a wide range of other resources including online support and social media. Students are encouraged to use internet resources in order to supplement their 'writing and speaking' work and to enhance their 'reading and listening' skills. We advise students to use 'WordReference' online as a bilingual dictionary (and not Google Translate).

Many websites are available for students to use independently and for homework, and sites such YouTube, Twitter and Pinterest offer a huge range of language learning resources. Many free and paid apps are also available. The following are recommended for improving IGCSE skills:

- www.quizlet.com (an excellent vocabulary builder)
- <https://app.senecalearning.com/login> (online revision platform specific to course content and grammar)
- www.wordreference.com (an online dictionary)
- www.funwithlanguages.vacau.com (a vast range of interactive ICT activities to practice GCSE vocabulary & grammar)
- www.languagesonline.org.uk (for vocabulary & grammar practice)
- www.bbc.co.uk/languages/french (French practice from the BBC)

- www.bbc.com/education/subjects (French practice by subjects)
- www.languageguide.org/french/vocabulary (vocabulary revisions)
- www.linguascope.com (vocabulary and 4 skills revision – school will give out login details to students)
- www.s-cool.co.uk (Vocabulary and skills revisions)
- www.cambridgeinternational.org (The Cambridge examination board also offers examination advice for IGCSE French)

ITS AIMS ARE:

- To develop the ability to communicate effectively using the target language
- To offer insights into the culture and society of French speaking countries
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- To provide enjoyment and intellectual stimulation to develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area, skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies
- Create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

Little and often is recommended. French is not a subject that a student can cram the night before the examination. 15-20 minutes at a time is best.

- Students need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board (this will be provided at the beginning of Year 1 of the IGCSE course)
- Parents can read an English word to a student and the students can give the French. This could be while you are watching TV, having dinner, in the car or even on the school bus with a friend
- Encourage students to keep a word diary of words that they are going to learn for the week
- Download any useful apps you can find
- Watch favourite DVDs/Netflix/MP4 films with French subtitles or dubbing

FURTHER STUDY

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons.

Taking IGCSE French means you will:

- be more confident in your everyday communication in Switzerland
- learn a language that you will enjoy using for leisure, travel and personal interest
- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.

GEOGRAPHY

Exam Board: Edexcel

Specification code: 4GE1

INTRODUCTION

For students who want to appreciate the relevance of our changing world; the importance of people and environments from local to global. In short, in Geography you will learn 'from the real world, about the real world, in the real world!' You will investigate the earth and its peoples; study the features of the earth and how they are formed; and enquire into places where people and environments meet. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why and helps to prepare you for those changes.

Geographers can:

- Handle data
- Ask questions and find answers
- Make decisions about an issue
- Organise themselves
- Think creatively and independently

Geographers are:

- Good communicators
- Spatially aware
- Problem solvers
- Good team players

During the course, students will:

- actively engage in the process of Geography to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- appreciate the differences and similarities in people's views of the world and its environment, societies and cultures
- develop and apply their learning to the real world through fieldwork and other out-of-the-classroom learning

FORM OF ASSESSMENT

The specification contains three key components:

Component 1: Physical Geography

- Exam paper 1 hour 10 minutes (40% of final grade)

Key themes include:

- River Environments and Hazardous Environments

Component 2: Human Geography

- Exam paper 1 hour 45 minutes (60% of final grade)

Key themes include:

- Economic Activity and Energy Urban Environments; Globalisation and Migration

Fieldwork: Candidates must complete TWO days of fieldwork, one for human geography and one for physical geography. These skills will be examined within each of the two exam papers.

IGCSE COURSE OVERVIEW

Students will have opportunities to gain skills that will support progression to further study of geography, and to enhance their educational or employment prospects. This qualification enables students to explore the world, the challenges it faces and their own place in it, and to help prepare them to succeed in their chosen pathway. The content and assessment approach for this qualification has been designed to meet students' needs in the following ways.

Two-paper assessment – a new, two-paper model allows students to focus on physical and human geography. The qualification will test knowledge and understanding, as well as analytical, evaluation and fieldwork skills in both papers.

Concepts and content – the content in both Paper 1: Physical geography and Paper 2: Human geography is engaging and accessible for all students. The material is appropriate and relevant for progression, building understanding and awareness of a range of geographical concepts and skills, including fieldwork.

Localised content – teachers can localise the fieldwork and content covered to suit the needs and interests of a range of international learners in different regions.

Clear and straightforward question papers – the question papers are clear and accessible for students of all ability ranges. A range of question styles will be used. The mark schemes are straightforward so that the assessment requirements are clear.

Broad and deep development of skills – the design of the revised IGCSE aims to extend students' knowledge by broadening and deepening skills. For example, students will develop and apply a holistic range of knowledge and understanding of geographical concepts and skills, including fieldwork, present and analyse data, draw conclusions and evaluate information from different sources, develop awareness of global issues and challenges and that, in moving towards a sustainable future, people have different views and attitudes to the environment.

SUPPORTING MATERIAL

Pearson Edexcel International GCSE (9-1) Geography Student Book” by Michael Witherick is the main core class textbook.

- https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Geography/2017/specification-and-sample-assessments/9781446958360_INT_GCSE_GEOG_Issue_3.pdf

USEFUL RESOURCES

- www.bbc.co.uk/schools/gcsebitesize/geography
- www.rgs.org
- www.geographyinthenews.org
- www.geography.learnontheinternet.co.uk
- www.geographypages.co.uk/nextindex.html
- www.sln.org.uk/geography/schools/blythebridge/gcserevision.htm

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

- Parents can allow and encourage students to read and watch the news, documentaries and keep up with world events by discussing issues. Exam boards like examples to be up-to-date and relevant.
- Encourage students to keep a word diary of key geographical words that they are going to learn for the topic.
- Encourage students to complete past IGCSE papers (these will be shared with students by the teacher).

GERMAN

Exam Board: Cambridge

Specification code: 7159

INTRODUCTION

For students who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying IGCSE German is an excellent choice. During the course students will:

- learn to understand spoken and written German and develop their own spoken and written language skills;
- learn about countries where German is spoken;
- learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies;
- create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

It is presumed that students will have studied some German before.

FORM OF ASSESSMENT

Students will take separate assessments in the four skills of listening, reading, speaking and writing. Each of these will be formal assessments completed at the end of Year 11 and each examination represents 25 % of the final IGCSE German grade.

COURSE OUTLINE

In this specification, students will build up their skills in all four language areas over the course of two years, including translation skills, dealing with authentic texts and speaking with spontaneity. The IGCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes.

The subject content is organized around five broad 'Topic Areas' which provide contexts for acquisition of vocabulary and the study of grammar and tenses. Through the study of these topic areas, students will gain insight into target language countries and communities.

The Topic Areas are:

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

Extended vocabulary and grammar is introduced throughout the course allowing students to reach their own linguistic potential. A wide range of grammar is covered in line with the IGCSE specification requirements.

SUPPORTING MATERIAL

There will be a core textbook issued to each student, but this will be supplemented with a wide range of other resources. A small English-German / German-English dictionary will be required for home use. Students are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for students to use independently and for homework, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available. The following are recommended for building IGCSE vocabulary:

- www.quizlet.com (an excellent vocab-builder)
- <https://app.senecalearning.com/login> (online revision platform specific to course content and grammar)
- www.wordreference.com (an online dictionary)
- www.funwithlanguages.vacau.com (a vast range of interactive ICT activities to practice IGCSE vocabulary & grammar)
- www.languagesonline.org.uk (for vocabulary & grammar practice)
- www.bbc.co.uk/languages/german (German practice from the BBC)
- www.languageguide.org/german/vocabulary (for vocabulary learning)
- www.lerndeutsch.org.uk (a vast range of interactive activities to practise vocabulary & grammar)
- <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-german-foreign-language-0525/past-papers> (The Cambridge exam board also offers past papers in all skills and examination advice for IGCSE German)

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

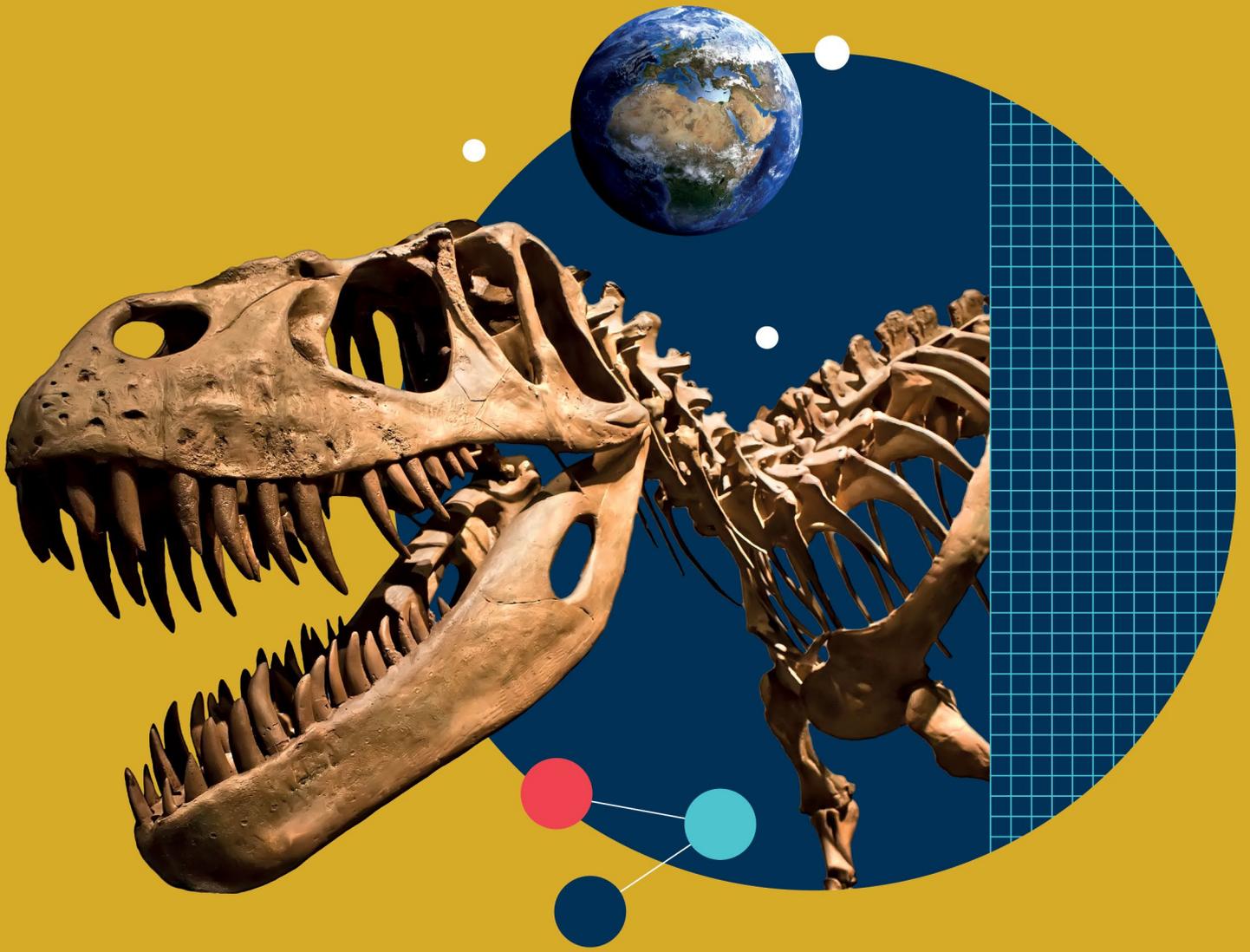
- Little and often is recommended. German is not a subject that a student can cram the night before the examination. 15-20 minutes at a time is best.
- Students need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a child and the child can give the German. This could be while you are watching TV, having dinner, in the car or even on the school bus with a friend.
- Encourage students to keep a word diary of words that they are going to learn for the week.
- Encourage students to complete specimen papers. For extra practice, students can also access a range of past/specimen papers from other Boards such as Edexcel or AQA.
- Watch favourite DVDs with German subtitles or dubbing.

FURTHER STUDY

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons.

Taking IGCSE German means you will:

- add an extra dimension to your personal skills profile which will impress anyone who reads your CV
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad
- learn a language that you will enjoy using for leisure, travel and personal interest.



HISTORY

Exam Board: Cambridge

Specification code: 0977

INTRODUCTION

Why study History? History continues to be amongst the most popular options at IGCSE.

Students enjoy studying History because:

- they study a broad and diverse range of people, places and periods
- they are provided with the opportunity to debate and explore a range of controversial issues and events
- it is very highly regarded by colleges, universities and employers
- it develops your analytical, evaluative and critical skills; these skills will make you an effective historian and will also equip you for a wide range of post-16 opportunities, including DP History SL/HL level.

The IGCSE History content comprises the following elements:

COMPONENT 1:

Option B: Core content

- The Twentieth century: international relations since 1919

The following key questions will act as focus points to be reviewed:

- Was the Treaty of Versailles Fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of War 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

COMPONENT 2: Depth study

In addition, all candidates must also study a depth study:

- The United States 1919–41

Assessment: Paper 1

- Written paper – two hours
- Candidates answer two questions from Section A (Core content) and one question from Section B (Depth studies).
- All questions are in the form of structured essays, split into three parts: (a), (b) and (c).
- 40% IGCSE History

Assessment: Paper 2

- Written paper (one hour forty-five minutes) focusing on a range of source material associated with a prescribed topic identified by IGCSE exam board prior to exam e.g. the origins of the Cold War
- 30% IGCSE History

Assessment: Paper 4

- Candidates answer one question on a depth study.
- all questions are in the form of structured essays, split into two parts: (a) and (b)
- written paper – one hour
- 30% IGCSE History

Historians can:

- select and organise large amounts of information
- explain causes and consequences
- recognise changes, links and patterns
- interpret sources and analyse their significance

During the course, the students will:

- actively engage in the historical process, posing their own questions, investigating and evaluating the source materials and deriving their own interpretations
- appreciate the diversity of human experience in the past and use this to enhance their empathy with other people
- relate their learning about the past to the present-day world to enhance their understanding of each period.

FURTHER STUDY

History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as History, Politics, Law or International Relations at university and are found in a wide range of careers, including the professions, business and management.

RESOURCES TO SUPPORT YOUR STUDY

- www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir2
- www.mrallsophistory.com/revision/revision.html
- <https://spartacus-educational.com>
- www.johndclare.net

MATHEMATICS*

Exam Board: Cambridge

Specification code: 0607

INTRODUCTION

IGCSE Mathematics is the course that will be taken by all students. The examination is not language biased and the syllabus is challenging but fair to all ability levels. It prepares the students well for further study in the subject and gives an excellent indicator of ability.

FORM OF ASSESSMENT

Three written examinations are taken at the end of Year 11;

Core:

- Paper 1 – Structured and unstructured Questions (1 hr 15min) worth 40% without a calculator
- Paper 3 – Structured and unstructured questions (1hr 15min) worth 40% graphical calculator required
- Paper 5 - Investigation (1hr15min) worth 20% graphical calculator required

Extended:

- Paper 2 – Structured and unstructured Questions (1 hr 30min) worth 40% without a calculator
- Paper 4 – Structured and unstructured Questions (1 hr 30min) worth 40% graphical calculator
- Paper 6 – Investigation and Modelling (1hr 30 min) worth 20% graphical calculator required
-

COURSE OUTLINE

Candidates may follow either the Core curriculum or the Extended curriculum. All candidates will study the following topics:

1. Number
2. Algebra
3. Functions
4. Coordinate geometry
5. Geometry
6. Vectors and transformations
7. Mensuration
7. Trigonometry
8. Sets
9. Probability
10. Statistics

AIMS

The aims are to enable students to:

- develop mathematical skills and apply them to other subjects and to the real world;
- develop methods of problem-solving;
- interpret mathematical results and understand their significance;
- develop patience and persistence in solving problems;
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning;
- appreciate the elegance of mathematics;
- appreciate the difference between mathematical proof and pattern spotting;
- appreciate the interdependence of different branches of mathematics and the links with other disciplines;
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world;
- read mathematics and communicate the subject in a variety of ways;
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

SUPPORTING MATERIAL

We recommend using the following websites at home for revision:

- www.corbettmaths.com
- www.drfrstmaths.com
- www.myimaths.com

The calculator required is:

Casio fx-cg 50

(Graphical)



TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

Continuous revision is the key to success in Mathematics, and practice, practice, practice is vital.

FURTHER STUDY

Mathematics IGCSE grade is highly valued by all employers and Mathematics at Higher Level is considered to be very desirable by university and academic institutions. Mathematics is a very challenging course, and will equip your child with a foundation for further study at DP and beyond.

MUSIC

Exam Board: Cambridge

Specification code: 0978

WHY STUDY MUSIC?

Students who study Music at IGCSE demonstrate a wealth of skills to universities and future employers. In listening and appraising they show critical and reflective thinking, historical knowledge and understanding, analytical skills and attention to detail. In performing and composing they show musicianship, creativity, discipline, independent working and performing and presenting skills.

Is Music for me? If you enjoy composing and performing music, learning an instrument or singing, learning about all types of music, including classical, popular and world then IGCSE Music is the ideal subject for you. The course is truly International in nature and offers passionate budding musicians the opportunity to fully immerse themselves in music from all around the world, combining creativity and knowledge in perfect balance.

FORM OF ASSESSMENT

The Cambridge IGCSE Music syllabus has three components; Performing, Composing and Listening. The Performing and Composing components are each worth 30% and are internally marked and externally moderated, whereas the Listening component is a 75-minute written examination which is externally marked.

COURSE OUTLINE

Unit 1:

Performing music (30% the total IGCSE)

Within the Performing component, students are guided to prepare two performances, one individual and one ensemble, which they perform and record. It is expected that, upon entry to the course, a student is either Grade 2 or above on their instrument, or a competent singer. If you are interested in taking this course and are unsure if you are of the expected standard, please speak to Miss Monteith prior to making your option choices.

Unit 2:

Composing music (30% the total IGCSE)

Within the Composing component, students learn to use both traditional music notation as well as Logic Pro X software and compose two pieces in contrasting styles/genres. Year 10 is spent building a toolkit of compositional skills and Year 11 on the application of this skill.

Unit 3:

Music Listening and Appraising (40% the total IGCSE)

The Listening unit is organised into seven areas of study through which candidates experience a rich mixture of music from different traditions, times and places.

- Area 1 Baroque Music
- Area 2 Classical Music
- Area 3 Romantic Music

- Area 4 Music and Words
- Area 5 Music for Dance
- Area 6 Music for Small Ensemble
- Area 7 Music for Stage and Screen

Students will be assessed in a 1hr 15 written examination where they will listen to numerous extracts, taken from the areas of study above, and be asked to listen and respond to questions relating to the extracts genre and musical features, using appropriate musical terminology.

SUPPORTING MATERIAL

Students will be issued with a Musical Context Workbook, a Retrieval Practice Book for all homework tasks, a Music Theory Workbook and Guide, an Aural Dictation Book, a Guide to Performance and Composition and user accounts to both Logic Pro X and Noteflight (online music notation software).

FURTHER STUDY

Whilst on the course, students can also be entered for either Grade 3 or Grade 5 ABRSM Music Theory which is another public examination. If they pass Grade 5, they are able to take ABRSM Grade 6 instrumental and theory examinations which benefit from carrying UCAS points which can be used as part of a university application in the UK.

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

It would be useful to revise some general music theory topics, however the IGCSE theory knowledge is covered in the Year 7-9 curriculum at LCIS.

The website www.musictheory.net provides an excellent online resource for students looking to improve their skills.



PHYSICAL EDUCATION

Exam Board: Edexcel

Specification code: 1PE0

INTRODUCTION

For students who are practically talented in a range of sports and have a keen interest in learning about health, fitness and performance, the GCSE in Physical Education is a perfect choice for you. PE will offer students the opportunity to showcase their individual and team skills along with providing them with a chance to develop their knowledge and understanding of fitness and health. Students will learn to develop skills through the process of planning, performing and evaluating. Students will learn about exercise, how the body works during exercise and how performance can be improved through training and psychology.

ASSESSMENT

All pupils take four compulsory components.

COMPONENT 1: Fitness and Body Systems

- Written Examination 1hr 30mins (36% of the qualification)
- Applied anatomy and physiology
- Movement analysis
- Physical Training

COMPONENT 2: Health and Performance

- Written Examination 1hr 15mins (24% of the qualification)
- Health fitness and wellbeing
- Sport psychology
- Socio-cultural influences

COMPONENT 3: Practical Performance

- Internal assessment and externally moderated (30% of the qualification)
- Students complete **three** physical activities from a set list – **list below**
- One must be an **individual** activity
- One must be a **team** activity
- The final activity can be a **free choice**

COMPONENT 4: PERSONAL EXERCISE PROGRAM (PEP)

- Internal assessment and externally moderated (10% of the qualification)
- Pupils plan, carry out and monitor a PEP
- Pupils evaluate the success of their PEP

CATEGORIES	PHYSICAL ACTIVITIES	
TEAM ACTIVITIES	<ul style="list-style-type: none"> • Acrobatic gymnastics • Association football • Badminton • Basketball • Carnogie • Cricket • Dance • Field hockey • Figure skating • Futsal • Gaelic football • Handball • Hurling 	<ul style="list-style-type: none"> • Ice hockey • Inline hockey • Lacrosse • Netball • Rowing • Rugby League or Rugby Union • Sailing • Squash • Table tennis • Tennis • Volleyball • Waterpolo
INDIVIDUAL ACTIVITIES	<ul style="list-style-type: none"> • Amateur boxing • Athletics / Cross country • Badminton • BMX cycling (racing) • Canoeing • Cycling (track or road) • Dance • Diving (platform) • Figure skating • Golf • Gymnastics (floor and apparatus) • Equestrian 	<ul style="list-style-type: none"> • Kayaking • Rock climbing • Sailing • Sculling • Skiing • Snowboarding • Squash • Swimming • Table tennis • Tennis • Trampolining • Windsurfing

It is good to have a clear view of the **three** activities you can achieve well in before starting the course.

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

- Ensure your child participates in Extra-Curricular Sports Activities as instructed to by teachers.
- Encourage your child to participate in a variety of sporting activities outside of school hours.
- Encourage students to complete past papers. Many examination papers are available on the Edexcel website for extra practice.
- Encourage your child to go to the BBC Bitesize website for a fun and interactive way of learning.

FURTHER STUDY

GCSE Physical Education allows for progression to related qualifications. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities. This can include further training in areas such as recreation and leisure management, national/international governing bodies, coaching, officiating, the fitness industry, the armed forces, the civil service, and physiotherapy.

SUPPORTING MATERIAL

The following websites are useful for curriculum content and revision:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>
- www.bbc.co.uk/schools/IGCSEbitesize/pe
- www.brianmac.co.uk

THE SCIENCES

All students will study the three sciences and will be entered for either the Double or Triple Award Science course which awards 2 or 3 IGCSEs respectively.

For those excelling in the three sciences by the end of Year 10, there will be an option of taking Triple Science (3 IGCSEs, one for each of Biology, Chemistry and Physics). This decision will be taken by the Head of Science and will be informed by the subject specialist teachers.

SCIENCE (DOUBLE AWARD)

Exam Board: Edexcel

Specification code: 4SD0

INTRODUCTION

This course allows students a broad exposure to all three sciences. There is a reduced amount of content, but the qualification is assessed to the same standard as the Biology, Chemistry and Physics IGCSEs and will still allow progression to further study of the sciences beyond IGCSE. Students will be taught each of the three sciences separately and by subject specialists. The course leads to the award of a double grade (2 IGCSEs) in Science.

FORMS OF ASSESSMENT

The course is assessed by means of three 2-hour written examinations, one in each of Biology, Chemistry and Physics. Each examination will contain a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

BIOLOGY, CHEMISTRY, PHYSICS (TRIPLE AWARD)

Exam Board: Edexcel

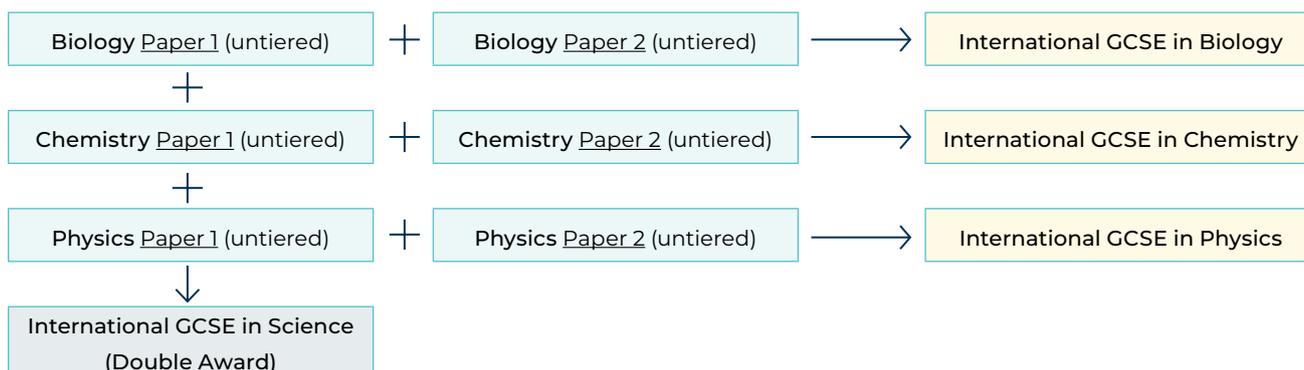
Specification code: 4BI1, 4CH1, 4PH1

INTRODUCTION

These courses are assessed to the same standard as Double-Award Science but cover more content. The decision to undertake the three separate sciences will be taken by the end of Year 10. Students are taught each of the three sciences separately and by subject specialists. The courses lead to the award of three separate grades in Biology, Chemistry and Physics.

FORMS OF ASSESSMENT

Each of the sciences is assessed by means of two written examinations, a 2-hour Paper 1 (containing core content only) and a 1-hour 15-minute Paper 2 (containing core content and additional content). All papers contain a mixture of multiple choice, short answer questions, calculations and extended open-response questions.



The following information is common to both the Double Award and Triple Sciences.

COURSE OUTLINE

BIOLOGY TOPICS

1. The nature and variety of living organisms
2. Structures and functions in living organisms
3. Reproduction and inheritance
4. Ecology and the environment
5. Use of biological resources

In Year 10 you will study Biology based on the following topics: Transport through Plants, Enzymes, The Digestive System, Heart, Blood, Circulation, Nervous System, Hormones, Homeostasis and Reproduction.

In Year 11 you will study Biology based on the following topics: Ecology, DNA, Inheritance, Evolution and Biotechnology. In addition, there will be time available for examination preparation and revision.

CHEMISTRY TOPICS

1. Principles of chemistry
2. Inorganic chemistry
3. Physical chemistry
4. Organic chemistry

In Year 10 you will study Chemistry based on the following topics: Moles, Solutions, Stoichiometry, Acids and Bases, Periodic Table trends, Analytical Chemistry and Types of Reactions.

In Year 11 you will study Chemistry based on the following topics: Organic Chemistry, Energetics, Extraction of Metals, Metals, Redox Reactions, Equilibrium. In addition, there will be time available for examination preparation and revision.

PHYSICS TOPICS

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfers
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. Astrophysics

In Year 10 you will study Physics based on the following topics: Units for waves, Properties of Waves, The Electromagnetic Spectrum, Light and Sound, Energy Resources and Energy Transfers, Units of Energy, Work, Power, Electricity Generation, Density, Pressure, Change of State and Ideal Gas Molecules.

In Year 11 you will study Physics based on the following topics: Magnetism, Electromagnetism, Electromagnetic Induction, Units for Radioactivity, Radioactivity, Fission and Fusion, Units for Astrophysics, Motion in the Universe, Stellar Evolution and Cosmology. In addition, there will be time available for examination preparation and revision.

Details of the differences between the content in the Double and Triple award courses can be found in the subject specifications (see links below and in the separate Biology, Chemistry and Physics Subject sections within this guide). In the Biology, Chemistry and Physics Specifications the additional (Paper 2) content - which is only assessed in the separate science courses - is identified by bold type and a 'P' reference. Additionally, if your child is currently in Year 9 they will already have a Revision Guide which identifies the additional (Paper 2) content with a green box and a 'Paper 2' reference.

SUPPORTING MATERIAL

Students will be provided with an IGCSE textbook and a CGP revision guide for each of the three sciences. The textbook contains the content that is mapped to the specification to provide comprehensive coverage. There is exam practice throughout, with differentiated revision exercises and exam-style questions. It allows students to track progress with a progression scale. It has signposted transferable skills and a glossary of key terminology.

The School has also purchased a useful interactive learning tool for students, which can be accessed here:

- <http://www.focuselearning.co.uk/u/32680/lwbtdlnkzyujinCDEFrnfwlqznemcjtNF>

Or by visiting:

- www.focuselearning.co.uk

Username: student@lacote32680 | **Password:** 8wmz5wj6b

The Edexcel website includes the specifications, past examination papers and mark schemes.

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

Practising examination technique and being familiar with the style of examination questions is essential for success in IGCSE sciences. Students are encouraged to not only make comprehensive revision notes in a style that they are comfortable with but to also practise past paper questions, paying particular attention to the mark schemes.

FURTHER STUDY

As previously mentioned, both the Double and Triple Award options serve as a firm foundation for progression to study any of the Sciences at DP level.

BIOLOGY*

Exam Board: Edexcel

Specification code: 4BI1

INTRODUCTION

IGCSE Biology provides a general background for those wanting to specialise in one or more separate sciences. The course will encourage students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile programme of study. We will encourage students to develop their curiosity about the living world to provide insight into and experience how science works. We will enable students to engage with biology in their everyday lives and to make informed choices about further study in biology and related disciplines and about career choices.

FORM OF ASSESSMENT

There will be two examination papers:

Paper 1 – 2 hours 110 marks – 61.1%

Topics 1–5: Core content only (not in bold within the specification), The Nature and Variety of Living Organisms, Structure and Function of Living Organisms, Reproduction and Inheritance, Ecology and the Environment, Use of Biological Resources.

Questions: a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

Paper 2 – 1 hour 15 minutes 70 marks – 38.9%

Topics 1-5: Core content and additional content (including the topics in bold within the specification), The Nature and Variety of Living Organisms, Structure and Function of Living Organisms, Reproduction and Inheritance, Ecology and the Environment, Use of Biological Resources.

Questions: a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

COURSE OUTLINE

This is a linear qualification. In order to achieve the award, students must complete two examinations at the end of the course.

IGCSE exams in Biology include questions that allow students to demonstrate:

- their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills;
- their ability to apply mathematical and practical skills to areas of content they are not normally developed in;
- their ability to draw together different areas of knowledge and understanding within one answer.

SUPPORTING MATERIAL

All students will be provided with an IGCSE Biology textbook. The textbook contains the content that is mapped to the specification to provide comprehensive coverage. There is exam practice throughout, with differentiated revision exercises and exam-style questions. It allows students to track their progress with a progression scale. It has signposted transferable skills, a glossary of key Biology terminology and an eBook, with access for 3 years.

The BBC has a very useful, education site. This site includes detailed content, interactive examples and mini tests all specific to the course:

- www.bbc.com/education/examspecs/zcq2j6f

Another website that also includes useful tests and summary sheets is:

- www.scool.co.uk/gcse/biology

Comprehensive notes that are relevant can be found here:

- www.igcsepro.org

A website that is excellent for encouraging students to read around the subject and encourage their general scientific interest is:

- www.nationalstemcentre.org.uk

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

There is a significant emphasis towards encouraging students to use scientific terminology. As such, using key terminology and having a good understanding of its meaning is good practice for students. Students should produce key term lists/cards and post-it notes to aid revision. Practising examination technique and being familiar with the style of examination questions is essential for success in IGCSE Biology. Students are encouraged to not only make comprehensive revision notes in a style that they are comfortable with, but also to practise past paper questions, paying particular attention to the mark schemes.

FURTHER STUDY

DP Biology expands on the Biology topics at IGCSE and focuses specifically on Human Physiology, The Variety of Living Organisms, Ecology, Cell Structure, Biomolecules, Photosynthesis, Respiration, as well as specific practical skills and the application of the Nature of Science. DP in any science also continues to develop and assess students' understanding of practical science and how science works.

DP Biology is essential for any university courses in Applied and other Biological Sciences; it is also very helpful for another Science-based course including Medicine (Chemistry is compulsory) as well as Sports and Physical Education based subjects. Biology, as with all pure sciences, is considered a high-level, academic, problem-solving course.



CHEMISTRY*

Exam Board: Edexcel

Specification code: 4CH1

INTRODUCTION

Chemistry is the study of matter and energy and the interaction between them. It is the study of the structure and properties of substances that are all around us and by studying Chemistry we are able to gain a better understanding of ourselves and our environment.

Chemistry plays a role in everyone's lives as it is essential for meeting all our basic needs. Chemical technologies enrich our quality of life by providing new solutions to health, materials and energy. Thus, studying Chemistry is useful in preparing students for the real world. For better or for worse, everything is chemical.

Learning Chemistry means learning how to be objective, how to reason and to solve problems. Students will become flexible and inquisitive, learning how to confidently reach conclusions from gathered evidence. A central science such as Chemistry will equip students with the necessary skills to succeed in this ever-changing environment.

International GCSE Chemistry provides a solid scientific background for those intending on studying a science-based university degree. It is a modern course in which students will be encouraged to develop skills, knowledge and understanding of how science works. These skills will be developed through investigative work and a practical enquiry approach will be adopted to teaching many of the topics. There is a natural progression from the general science syllabus in Year 7-9.

FORM OF ASSESSMENT

There will be two examination papers:

Paper 1 – 2 hours 110 marks – 61.1%

Topics 1-4: Core content only (not in bold within the specification), Principles of Chemistry, Physical Chemistry, Inorganic Chemistry and Organic Chemistry.

Questions: a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

Paper 2 – 1 hour 15 minutes 70 marks – 38.9%

Topics 1-4: Core content and additional content (including the topics in bold within the specification), Principles of Chemistry, Physical Chemistry, Inorganic Chemistry, and Organic Chemistry.

Questions: a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

COURSE OUTLINE

This is a linear qualification. In order to achieve the award, students must complete two examinations at the end of the course.

International GCSE exams in Chemistry include questions that allow students to demonstrate:

- their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills;
- their ability to apply mathematical and practical skills to areas of content they are not normally developed in;
- their ability to draw together different areas of knowledge and understanding within one answer.

Throughout the course students will develop their skills of working scientifically, mathematically as well as gaining a greater understanding of the use of apparatus and scientific techniques.

SUPPORTING MATERIAL

All students will be provided with an IGCSE Chemistry textbook. The textbook contains the content that is mapped to the specification to provide comprehensive coverage. There is exam practice throughout, with differentiated revision exercises and exam-style questions. It allows students to track progress with a progression scale. It has signposted transferable skills, a glossary of key Chemistry terminology and an eBook, with access for 3 years.

The Edexcel website includes the specification, past examination papers and mark schemes.

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses.html>

The BBC has a very useful, education site. This site includes detailed content, interactive examples and mini tests all specific to the course is:

- www.bbc.com/education/examspecs/zqpshv4

Another website that also includes useful tests and summary sheets is:

- www.s-cool.co.uk/gcse/chemistry

A website that is excellent for encouraging students to read around the course and encourage their general scientific interest is:

- www.nationalstemcentre.org.uk

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

Practising examination technique and being familiar with the style of examination questions is essential for success in IGCSE Chemistry. Students are encouraged to not only make comprehensive revision notes in a style that they are comfortable with but to also practise past paper questions, paying particular attention to the mark schemes.

FURTHER STUDY

With this qualification, there are many possibilities for further study, including courses in Chemistry, Medicine (essential), Pharmacology, Toxicology, Biochemistry, Forensic Science and Patent Law. The skills acquired from DP Chemistry are also adaptable to less obvious courses such as Engineering or Economics. Chemistry, as with all pure sciences, is considered a high-level, academic, problem-solving course.

PHYSICS*

Exam Board: Edexcel

Specification code: 4PH1

INTRODUCTION

Physics IGCSE covers a broad range of the Physics that students need to know to understand developments in Science.

Science attempts to explain the world in which we live. It provides technologies that have had a great impact on our society and the environment. Scientists try to explain phenomena and solve problems using evidence. The data to be used as evidence must be repeatable, reproducible and valid, as only then can appropriate conclusions be made. Students should know how to gather evidence like this, make conclusions and evaluate their methods and data and those of others.

A scientifically literate person should, amongst other things, be equipped to question, and engage in debate on the evidence used in decision-making. A judgement or decision relating to social – scientific issues may not be based on evidence alone, as other societal factors may be relevant.

Students should be able to evaluate decisions taken and give informed opinions on the motivation for such choices.

These ideas are central to science education. They constitute the ‘thinking behind the doing’ that is a necessary complement to the subject content of Physics.

IGCSE Physics provides a thorough grounding in the principles and techniques of classical Physics and is the basis for studying DP Physics at both Standard and Higher Level.

Physics is a modern course that will stimulate students’ interest in how science works. It also provides a general background for those wanting to specialise in one or more of the separate sciences or science-based university courses. The skills provided will be developed through investigative work and a practical enquiry approach will be adopted to teaching many of the topics. There is a natural progression from the general science syllabus in Year 7-9.

FORM OF ASSESSMENT

There will be two examination papers:

Paper 1 – 2 hours 110 marks – 61.1%

Topics 1-8: Core content only (not in bold within the specification), Forces and Motion, Electricity, Waves, Energy Resources, Energy Transfers, Solids, Liquids, Gases, Magnetism, Electromagnetism, Radioactivity, Particles and Astrophysics.

Questions: a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

Paper 2 – 1 hour 15 minutes 70 marks – 38.9%

Topics 1-8: Core content and additional content (including the topics in bold within the specification), Forces and Motion, Electricity, Waves, Energy Resources, Energy Transfers, Solids, Liquids, Gases, Magnetism, Electromagnetism, Radioactivity, Particles and Astrophysics.

Questions: a mixture of multiple choice, short answer questions, calculations and extended open-response questions.

COURSE OUTLINE

This is a linear qualification. In order to achieve the award, students must complete two examinations at the end of the course.

IGCSE exams in Physics include questions that allow students to demonstrate:

- their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills;
- their ability to apply mathematical and practical skills to areas of content they are not normally developed in;
- their ability to draw together different areas of knowledge and understanding within one answer.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. Extended responses may be in written English, extended calculations, or a combination of both, as appropriate to the question.

Throughout the course students will develop their skills of working scientifically, mathematically as well as gaining a greater understanding of the use of apparatus and scientific techniques.

SUPPORTING MATERIAL

All students will be provided with an International GCSE Physics textbook. The textbook contains the content that is mapped to the specification to provide comprehensive coverage. There is exam practice throughout, with differentiated revision exercises and exam-style questions. It allows students to track progress with a progression scale. It has signposted transferable skills, a glossary of key Physics terminology and an eBook, with access for 3 years.

The Edexcel website includes the specification, past examination papers and mark schemes.

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses.html>

The BBC has a very useful, education site. This site includes detailed content, interactive examples and mini tests:

- <https://www.bbc.com/education/examspecs/zy984j6>

A more comprehensive website that also includes useful tests and summary sheets is:

- www.s-cool.co.uk/gcse/physics

Other websites include:

- www.darvill.clara.net/myon.htm

A website that is excellent for encouraging students to read around the course and encourage their general scientific interest is:

- www.nationalstemcentre.org.uk

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

You should encourage your son or daughter to read Physics-based, popular science books as much as possible. These give students a sense of the development of thought in Physics and allow them to see connections between the topics studied (and other sciences), which are essential for a true understanding of the subject.

We recommend that revision in Physics takes place by practising problems and questions; a large range allows students to challenge themselves and gives them experience in looking at the content they learn from different angles. Practising examination technique and being familiar with the style of examination questions is essential for success in IGCSE Physics. Students are encouraged to not only make comprehensive revision notes in a style that they are comfortable with but to also practise past paper questions, paying particular attention to the mark schemes.

FURTHER STUDY

DP Physics expands on the classical Physics learned at IGCSE. DP Physics is essential for any university courses in Physics or Engineering and is very helpful for any other Science-based courses and, as it is considered a high-level, academic, problem-solving course, is beneficial for many other courses e.g., Economics.

SPANISH

Exam Board: Cambridge

Specification code: 7160

INTRODUCTION

For students who enjoy communicating with other people, finding out how language works and learning about different countries and cultures, studying IGCSE Spanish is an excellent choice. During the course students will:

- learn to understand spoken and written Spanish and develop their own spoken and written language skills;
- learn about countries where Spanish is spoken;
- learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies;
- create for themselves greater opportunities to work abroad, or for companies with international links. Many employers look for people with language skills.

It is presumed that they will have studied some Spanish before.

FORM OF ASSESSMENT

Students will take separate assessments in the four skills of Listening, Reading, Speaking and Writing. Each of these will be formal assessments sat at the end of Year 11 and each examination represents 25 % of the final IGCSE Spanish grade.

COURSE OUTLINE

In this specification, students will build up their skills in all four language areas over the course of two years, including translation skills, dealing with authentic texts and speaking with spontaneity. The IGCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes.

The subject content is organized around five broad 'Topic Areas' which provide contexts for acquisition of vocabulary and the study of grammar and tenses. Through the study of these topic areas, students will gain insight into target language countries and communities.

The Topic Areas are:

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

Extended vocabulary and grammar is introduced throughout the course allowing students to reach their own linguistic potential. A wide range of grammar is covered in line with the IGCSE specification requirements.

SUPPORTING MATERIAL

A small English-Spanish / Spanish-English dictionary will be required for home use. Students are encouraged to use internet resources in order to supplement their Writing and Speaking work and to enhance their Reading and Listening skills.

Many websites are available for students to use independently and for homework, and sites such as YouTube offer a huge range of language learning resources. Many free and paid apps are also available. The following are recommended for building IGCSE vocabulary:

- www.quizletlet.com (an excellent vocab-builder) www.wordreference.com (An online dictionary)
- www.funwithlanguages.vacau.com (a vast range of interactive ICT activities to practice IGCSE vocabulary & grammar)
- <https://app.senecalearning.com/login> (online revision platform specific to course content and grammar)
- www.languagesonline.org.uk (for vocabulary & grammar practice)
- www.bbc.co.uk/languages/spanish (Spanish practice from the BBC)
- www.languageguide.org/spanish/vocabulary (for vocabulary learning)
- <http://www.cambridgeinternational.org/images/414815-2020-syllabus.pdf> (The Cambridge examination board also offers past papers in all skills and examination advice for IGCSE Spanish)

TIPS FOR PARENTS TO HELP WITH THEIR CHILD'S STUDY

- Little and often is recommended Spanish is not a subject that a student can cram the night before the examination. 15-20 minutes at a time is best.
- Students need to spend regular amounts of time familiarising themselves with the core vocabulary from the exam board, using word lists and specimen papers.
- Parents can read an English word to a child and the child can give the Spanish. This could be while you are watching TV, having dinner, in the car or even on the school bus with a friend.
- Encourage students to keep a word diary of words that they are going to learn for the week.
- Encourage students to complete specimen papers. For extra practice, students can also access a range of past/specimen papers from other Boards such as AQA or OCR.
- Download any useful apps you can find.
- Watch favourite DVDs with Spanish subtitles or dubbing.

FURTHER STUDY

Language skills and knowledge are highly thought of in the modern world. People who can speak other languages stand out as talented and successful people, with broad and exciting horizons. Taking IGCSE Spanish means you will:

- add an extra dimension to your personal skills profile which will impress anyone who reads your CV;
- be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad;
- learn a language that you will enjoy using for leisure, travel and personal interest.



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