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FOREWORD

The move from Key Stage 3 to Key Stage 4 is an important one. In September you will be starting IGCSE courses, which will lead to examinations at the end of Year 11. It is important for your future career and higher education ambitions that you do as well as possible in these examinations.

For the first time in your education you have some real choice about which subjects you study. You must choose wisely if you are to achieve good qualifications in two years' time. There are a number of points to consider:

- Select as wide a range of subjects as possible – universities and employers look for this
- Choose subjects that you enjoy
- Choose subjects that you are good at

Do not choose a subject:

- Because you like a teacher
- Because your friend is doing it
- Because one particular person recommends it

Choose carefully, once you have made your decisions you are committed to the study of the subjects for the next two years.

Please read through this booklet carefully, discuss your choices with your parents and your teachers, listen to their advice and make your decisions wisely.

Graham Wilson
Head of Secondary

INTRODUCTION

This booklet is designed to provide pupils and parents with information about the courses available in Key Stage 4 – Years 10 and 11. We hope that the information contained will assist in making sure that pupils can select courses with confidence, with all the information they need easily to hand.

This introductory section contains an outline of the GIS IGCSE programme and the structure of the Key Stage 4 Curriculum. We also summarise the factors that we believe that you and your son/daughter will want to consider in making choices. The introduction also details the options timetable and the support and guidance that are available within School to assist you and your son/daughter in making these important decisions.

The main body of the booklet then provides details both of our core curriculum subjects and the options that are available, explaining the subject content of each course and the methods of assessment relevant to the course.

THE GIS IGCSE PROGRAMME

Pupils at Garden School in Key Stage 4 follow International General Certificate of Secondary Education (IGCSE) programmes of study. The IGCSE is designed for 14–16 year olds and provides a common assessment system suitable for pupils of a wide range of abilities.

Pupils who obtain IGCSE qualifications are well prepared for further academic success, including progression to AS and A Level study, and will be equipped with the skills needed for immediate employment. IGCSE is recognised as evidence of ability by academic institutions and employers around the world.

IGCSE provides a broad study programme across a wide range of subject areas. Within the curriculum there is a balanced mix of practical experience and theoretical knowledge. The IGCSE courses on offer allow teaching to be placed in a local context, making it relevant to our particular region. It is also suitable for pupils whose first language may not be English and this is acknowledged throughout the examination process.

For all the subjects examined at IGCSE, the level of attainment will be measured on a scale from A* to G. However, many subjects offer a choice of core and extended papers; this means a restricted range of grades is made available ensuring the courses are suitable for pupils with different levels of ability.

IGCSE examinations require a two year course of study; hence the need to choose now which subjects will be studied from September 2010, leading to examinations which will be taken in May/June 2012.

THE GIS KEY STAGE 4 CURRICULUM

The Core Curriculum

All pupils in Years 10 & 11 follow a common compulsory core curriculum. The KS4 core curriculum consists of the following subjects:

- English Language and English Literature or English as a Second Language
- Mathematics
- Information and Communications Technology

The core curriculum is designed to give all our pupils a broad base of knowledge and the opportunity to develop the essential skills necessary for further study and employment.

The Options Pathways

Pupils must select two or three single Science subjects (chosen from Biology, Chemistry and Physics), or Double Award Science.

Pupils can then select IGCSE courses from the following curriculum areas:

- Art, Design and Technology, Drama, Music
- Humanities subjects: Environmental Management, Geography, History, Sociology
- Modern Foreign Languages: French, Mandarin, Malay, Spanish
- Business Education subjects: Accounting, Business Studies, Economics
- Physical Education
- Computer Studies
- Additional Mathematics (this is only for pupils who expect to achieve level 7 or 8 in their Key Stage 3 examinations, and with the approval of their teacher)

All pupils also follow non-examined courses in Physical Education and Personal, Social & Health Education.

Opportunity and Obligation

We have done our best this year to offer a wider range of options choices as we seek to accommodate the preferences of each and every student.

We must however reserve the right to withdraw a subject from the options offer in circumstances where very few pupils opt for this particular subject. We have a duty to ensure that our provision is cost effective, and that we are making best use of the resources we have to benefit the greatest number of pupils.

Once a pupil has embarked upon a course, changes of subject are permitted in the first half term only in exceptional circumstances and where class sizes allow. Pupils will not be allowed to change courses after the first half term of study.

MAKING INFORMED CHOICES

When selecting your IGCSE subjects we would ask you to encourage your son/daughter to keep a number of questions in mind:

Will I enjoy these subjects?

It is very important that your son/daughter has an interest in the subjects that they are proposing to study at IGCSE level. You need to make sure that the content is of interest to your son/daughter and that they are happy about the styles of teaching, learning and assessment that they will encounter.

Some subjects require coursework as a substantial element of the course. The weighting (i.e. number of marks or percentage) given to coursework varies between subjects from 0% - 60%. You and your son/daughter will need to find out about the particular requirements of the subjects they are considering and decide if this suits the way they prefer to learn.

Have I been successful in these or related subjects in KS3?

IGCSE study is challenging as well as stimulating. Success at KS3 may suggest they have the knowledge and skills to succeed at IGCSE level and beyond in the subject. If they are unsure, then talk to your Y9 subject tutors – would they recommend that your son/daughter continue studying their subject? Remember that KS4 offers some subjects that have not been on offer until now - Economics, Sociology, etc – so consider these too!

Will they allow me to do what I want to do after IGCSE's and beyond?

Some careers and Higher Education courses require specific A-level subjects. Your son/daughters chances of success in these post 16 courses may depend on what options are selected in KS4. If they have a specific course or career in mind you need to make sure the proposed combination of IGCSE subjects is suitable. In most cases though, the aim should be to avoid choosing too narrow a range of subjects which may limit options later on.

How does my proposed subject combination fit together?

Finally when you have made the choices, consider the implications of the proposed subject *combinations*. Do the options chosen play to your son/daughters strengths? Is there sufficient variety and breadth? Consider the teaching and learning approaches likely to be adopted e.g. does the combination chosen include a high percentage of coursework assessment or a heavy essay writing load; if so, will this present a problem?

Choices should be made in partnership, with teachers and supporting staff from the School working together with pupils and parents. Our options process and timelines are designed to make sure that you have access to all the information you need, and all the people who can help, at the right times, to allow you to make fully informed choices.

THE OPTIONS TIMETABLE

The Options Timetable

We are committed to providing all the assistance required to ensure that pupils choose the right courses. It is important that pupils take full advantage of the guidance on offer.

The options and guidance timetable is outlined below:

On going	Guidance given to students through the PSHE/ Careers programme with a focus on self evaluation and the implications for course selection
February	Individual subject teachers make presentations to Year 9 pupils
February 3rd February 24th From February 24th	Y9 Options Assembly - Options Booklet issued to pupils Y9 Options Afternoon and PTC 2.45-5.15pm Staff available to guide pupils in their choices
March 10th From March 10th	Final date for the return of option forms SMT interviews with pupils regarding their option choices

Classes in an individual option block may be closed after the deadline, and it may not be possible to accommodate late requests. It is therefore imperative that you return the option form by the stated deadline to ensure that it is possible to accommodate your son/daughter's options preferences.

If you have any queries about this process, please contact your child's pastoral tutor, Ms J Alford (Head of Year 9), Ms F Pow (Assistant Head of Year 9) or Mr C Jones (Deputy Head, Curriculum).

NOTES

ADVICE AND GUIDANCE AVAILABLE

The following staff are able to offer help and guidance upon request:

Head of Secondary - Mr G Wilson

Senior Deputy Head - Mrs Lim
Deputy Head (Curriculum) – Mr C Jones
Deputy Head (Pastoral) – Mrs L Cook

Head of Year 9 – Ms J Alford
Assistant Head of Year 9 – Ms F Pow

Head of Sixth Form – Mr S Ellis

Careers Advisor - Ms V Sharma

Examinations Officer - Mr M Moore

Heads of Faculty

Head of English Faculty - Ms A Owen
Head of EAL Faculty - Ms S Santharamohana
Head of Mathematics Faculty - Mrs H Lopez
Head of ICT Faculty - Mr M Smith
Head of Science Faculty - Ms N Mason
Head of Art & Design Faculty - Ms C Smithyman
Head of Business Education Faculty - Mrs C Hooper
Head of Design & Technology Faculty - Mr M Perry
Head of Drama Faculty - Ms J Lee
Head of Humanities Faculty and Head of Geography Department - Ms K Haward
Head of Learning Support Faculty- Ms N Winstone
Head of MFL Faculty - Ms G Bruce
Head of Music Faculty - Mrs H Long
Head of Physical Education Faculty - Mr P Wellington

Heads of Department

Head of Biology - Ms J Kaur
Head of Chemistry- Mr J Donaldson
Head of Physics - Mr J Grierson
Head of History - Mr D Kinvig
Head of Sociology - Mr I Ruck
Head of French - Mr G Conti
Head of Spanish - Mr N McKenna
Head of Malay - Ms Punitha
Head of Mandarin - Ms V Yap

HEAD OF YEAR 9 ADVICE

We have reached the stage in your child's educational life when a number of choices have to be made relating to subjects to be studied in Years 10 and 11. This two-year course of study will begin in September 2010 and end with the public examinations which will take place in May and June 2012. The selection of a programme of courses will be the result of much discussion between the pupil, parents and the school.

In deciding upon the choice of subjects in Key Stage 4, two points should be uppermost in your mind:

- the choice of a broad-based, balanced range of subjects
- the levels of enjoyment and interest in the subjects

We would like to emphasise that it is essential to keep open as many avenues of study as possible in order to stay abreast of the rapidly changing demands of society. Contrary to popular belief, career aspirations are a relatively minor factor in the choice of subjects at IGCSE. Very few 13 and 14 years olds know what they want to do and any ambitions they may have may change next year, next month or even tomorrow! There is also a growing demand for flexibility in career goals in today's rapidly evolving employment sectors.

Please feel free to contact me via the school office if you have any queries; if I am unable to speak to you at the time, be assured I shall contact you as soon as possible thereafter. This is an important process, which will occupy the effort and attention of many members of staff between now, and September 2010. I would urge you to regard these decisions as binding ones which will require a considerable degree of commitment on the part of the pupils; it is two years of hard work, homework and regular attendance in lessons, which will, we hope, lead to examination success and a constructive step into the next stage of the student's career.



Ms J Alford

FIRST LANGUAGE ENGLISH
(Core Programme)

The IGCSE English and Literature courses aim to introduce students to a wide range of texts, enabling them to appreciate writers' thoughts, ideologies, and viewpoints. As they progress, students will develop an awareness of the creative art and construction of various forms of writing. Consequently, students will be able to take pride in their own growing ability to respond creatively, appropriately and accurately.

Students will develop the ability to:

- Communicate accurately, appropriately and effectively in speech and writing;
- Understand and respond appropriately and imaginatively to what they hear, read and experience in a variety of media;
- Enjoy and appreciate the variety of the language;
- Enjoy the reading of literature and appreciate its contribution to aesthetic and imaginative growth;
- Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis and drawing of inferences);
- Explore areas of universal human concern, leading to a greater understanding of themselves and others.

Assessment:

IGCSE English

Examination	Coursework
50% of final mark	50% of final mark
Component 2: 2 hour paper – Reading Passages Students will answer three questions testing their Reading skills based on two non fiction passages.	Component 4: Students draft three pieces reflecting a range of writing styles addressing descriptive, argumentative and informative skills.

IGCSE English Literature

Examination	Coursework
75% of final mark	25% of final mark
Open book examination of 2 hours 15 minutes. Students must answer one text-based question and two essay questions. Texts for examination in 2011 are: <ul style="list-style-type: none"> • <u>When Rain Clouds Gather</u>, Bessie Head • <u>Songs of Ourselves</u>, U. of Cambridge • <u>Richard III</u>, Shakespeare • <u>Journey's End</u>, Sheriff 	To include: Two different pieces of writing showing wider reading in the areas of: <ul style="list-style-type: none"> • Prose • Poetry • Drama

ENGLISH AS A SECOND LANGUAGE 0510 (Oral Endorsement) and 0511 (Count-in-Oral)
(Core Programme)

English as a Second Language falls into Group 1, Languages, of the International Certificate of Education (ICE) Subjects together with First Languages and Foreign Languages. The syllabus is designed as a two year course for Year 10 and Year 11.

It is presumed that most candidates for English as a Second Language will have a primarily instrumental motivation – that is they will be studying the language in order to promote their educational or employment prospects. The subject matter of the examination reflects an international perspective.

Candidates will be expected to understand a wider range of social registers and styles than they can produce. They will be expected to communicate appropriately within formal and semi-formal relationships. The topics selected will relate to the interests and needs of the candidates in using English as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

Assessment:

The papers for assessment are as follows:

Paper 0510 (Oral Endorsement)

Extended Paper	Core Paper	Weighting
Grades available: A* to E	Grades available: C-G Please note a grade A in the core paper is equal to a C grade in the extended paper *The minimum grade for university entry is a grade A in the core paper	
Paper 2 (2 hours) Reading/Writing	Paper 1 (1 hour 30 minutes) Reading/Writing	70%
Paper 4 (45 minutes) Listening	Paper 3 (30-40 minutes) Listening	30%
Paper 5 (10-15 minutes) Oral (endorsed by CIE)	Same as Extended Paper	Separately endorsed

* Marks for the Oral component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of grades 1 (high) to 5 (low) for Speaking.

INFORMATION AND COMMUNICATIONS TECHNOLOGY
(Core Programme)

The aims are to:

- help students to develop and consolidate their knowledge, skills and understanding in Information and Communication Technology;
- encourage students to develop further as autonomous users of Information and Communication Technology;
- encourage students to continue to develop their Information and Communication Technology skills in order to enhance their work in a variety of subject areas;
- provide opportunities for students to analyse, design, implement, test and evaluate Information and Communication Technology systems;
- encourage students to consider the impact of new technologies on methods of working in the outside world and on social, economic, ethical and moral issues;
- help students to grow in their awareness of the ways in which Information and Communication Technology is used in practical and work-related situations.

Practical Skills

Students should be able to efficiently:

- use e-mail and the Internet to gather and communicate information;
- use word processing facilities to prepare documents;
- use database facilities to manipulate data to solve problems and represent data graphically;
- integrate data from different sources into a single document or report;
- produce output in a specified format;
- use a spreadsheet to create and test a data model, extracting and summarising data;
- represent data as information in a variety of chart formats;
- create a structured website with style sheets, tables and hyperlinks;
- create and control an interactive presentation.

Knowledge and Understanding

Students should be able to demonstrate knowledge and understanding in relation to:

- the functions of the main hardware and software components of computer systems;
- the networking of information-processing systems;
- the ways in which information and communication technology is used and the effects of its use;
- the stages and methods of system analysis and design;
- computing terminology.

Assessment

Papers	Weighting	Assessment Objective
Paper 1	40%	<u>Knowledge & understanding:</u> A 2 hour paper, consisting of short structured questions based on the theory covered by the syllabus.
Paper 2 Paper 3	30% 30%	<u>Practical skills:</u> Two 2½ hour practical tests based on the practical skills acquired during the course.

PHYSICAL EDUCATION
(Core Programme)

Physical Education is compulsory for all students in Years 10 and 11. This programme aims to maintain and develop a positive attitude to physical activity, and an understanding of its relationship to physical, social and mental well-being.

In Year 10 pupils follow a set programme building on their existing knowledge and also introducing new activities. Pupils will follow an option programme in Year 11 which is designed to allow them to build upon their experiences and skills developed at key stage 3 as well as allowing them to choose options that best suit personal preference. This allows some students to use facilities off the school site. The activities offered include;

Football, Netball, Basketball, Softball, Volleyball, Badminton, Water Polo, Rugby, Aerobics, Conditioning, Golf, Weight Training, Tennis, and Dance.

In addition students will follow a programme of Health Related Exercise and Life Saving as a compulsory part of the course.

Throughout the two years it is hoped that the course will foster an awareness of the benefits of lifelong activity and sport within the community.

All students will be required to wear school PE kit (House T-shirt and black shorts) that can be obtained from the school shop.

A note from parents or guardians **must** be produced to explain any reason why pupils are prevented from participating in PE.

Continuous assessment will be used to evaluate progress throughout the course.

NOTES

SCIENCE
(Option)

The National Curriculum requirements at KS4 for Science encourage a broad and balanced approach to Science, valuing all aspects of Science (Biology, Physics and Chemistry) and their individual roles in preparing pupils for the future.

“Studying Science teaches us to be good at analysis and helps us to make complex things simple. It trains minds in a way that industry prizes.”
Brendan O'Neill, Chief Executive, Imperial Chemical Industries PLC.

“Science is an integral part of modern culture. It stretches the imagination and creativity of young people. Its challenges are quite enormous.”
Professor Malcolm Longair, Institute of Physics Fellow in Public Understanding of Physics, Head of Cavendish Laboratory, University of Cambridge.

Students have two options pathways to choose from within Science:

1. DOUBLE AWARD SCIENCE

This involves study of Biology, Chemistry and Physics, leading to a qualification equivalent to two IGCSE's.

OR

2. SINGLE SCIENCES

Biology, Chemistry and Physics IGCSE's, leading to the award of up to three separate IGCSE grades, are available within this pathway.

The combination of Biology, Chemistry and Physics IGCSE's studied together has in previous years been called Triple Award.

All students must choose a minimum of two single Sciences from Biology, Chemistry and Physics, if following this pathway.

PREPARATION FOR SCIENCE A' LEVELS

Double Award Science (Coordinated) or Triple Award Science (all three separate Science subjects studied together) are an excellent preparation for all Science A' Levels.

Students who opt for just two single Sciences will not have access to the full range of Science A Levels, thereby limiting Higher Education choices and potentially compromising future career plans. Students considering taking two single Science subjects therefore must give this decision very careful consideration and must seek guidance from their Science teacher to ensure that this choice is appropriate both for their level of ability, and that the choice is consistent with any possible plans for post 16 study and beyond.

DOUBLE SCIENCE (Double Award)
(Option)

This syllabus is designed for most students taking Co-ordinated Science in order to fulfill National Curriculum requirements and as a preparation for A Level sciences. The curriculum objectives are divided into three sections: Biology, Chemistry and Physics.

The aims are to:

- Maintain a broad and balanced science curriculum whilst preparing pupils for A Level courses
- Provide, through well designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge
- Develop abilities and skills
- Stimulate curiosity, interest and enjoyment in Science and its methods of enquiry and
- Promote an awareness of scientific theories, developments and many other related factors.

This course is intended for students wishing to maintain a broad quality grounding in Science and is a firm foundation for all A Level Science subjects.

The three domains in Double Award Science are:

1. Knowledge with understanding
2. Handling information and solving problems
3. Experimental skills and investigations

Assessment:

The IGCSE Double Award Science examination includes:		
Paper 1	45 minutes	Multiple choice paper of forty items of the four choice types
Paper 2	2 hours	Short answer and structured questions
Paper 3	2 hours	Structured and free-response questions
Practical assessment can be carried out from Paper 4 or 5 or 6. The students will be entered for Paper 5 only which is a practical test lasting 2 hours.		
Weighting:		
Core:	30% of Paper 1,	50% of Paper 2, 20% of Paper 5
Extension:	30% of Paper 1,	50% of Paper 3, 20% of Paper 5
For this Double Award Science, candidates will be awarded two identical grades (A* A*, B B etc). Intermediate grades such as (A B or C D) will not be awarded.		

ACCOUNTING
(Option)

The aim of this syllabus is to encourage an understanding of the theory and concepts of accounting and their application in a variety of business situations within a modern economic environment. Accounting involves three broad objectives concerning financial information: How to record, how to report and how to interpret.

The subject content includes:

- Accounting Concepts, conventions and principles.
- Sources of data and recording of data: Double entry bookkeeping.
- Trading and Profit and Loss Accounts of sole traders, partnerships and companies.
- The Balance Sheet: The designation of fixed assets, current assets, current liabilities, working capital and long-term liabilities.
- Manufacturing Accounts: Showing cost of raw material consumed, prime cost and cost of production.
- The Accounts of Non-Trading Organisations: Preparing Receipts and Payments Accounts, Income and Expenditure Accounts.
- Verification of Accounting Records: Trial Balance, Bank Reconciliation Statements and Control Accounts.
- Recognition and matching of revenues and expenses, provision for bad debts and depreciation
- Partners' current and capital accounts in ledger form.
- Understand the capital structure of a limited company.
- The calculation, analysis and interpretation of accounting ratios.

Assessment:

Paper 1	50%	Structured question paper with 8-12 multiple choice items and short answer questions. Paper 1 will usually consist of between 4 to 5 questions drawn from topics across the whole of the syllabus. All questions are compulsory and will mainly test Knowledge and understanding, with some Analysis and Evaluation. Candidates answer on the question paper.
Paper 2	50%	Structured question paper. Paper 2 will usually consist of between 4 to 6 questions drawn from topics across the whole of the syllabus. All questions are compulsory and will test Knowledge and understanding, but with an emphasis on Analysis and Evaluation. Candidates answer on the question paper.

BUSINESS STUDIES
(Option)

The aims of the IGCSE Business Studies course are as follows:

- To develop knowledge and understanding of the environment within which business activity takes place and the way in which changes in the environment influence business behaviour.
- To develop knowledge and understanding of the internal operations of business organisations.
- To develop knowledge and understanding of the language, concepts, techniques and decision-making procedures used in a business context.
- To develop skills of numeracy, literacy, enquiry, and the selection and employment of relevant sources of information to particular business scenarios.

The subject content will address:

- Why business activity is needed, types of business activities and ways to organise them. Forms of business organisation in the private and the public sector, business objectives.
- Production: Methods of production, making decisions about what and how much to produce, costing, quality, stock control, scale of production, small and large firms.
- Accounting and finance: Sources of finance, budgets, cash flow, final accounts and the analysis of final accounts to measure performance.
- Marketing: Marketing budgets, marketing strategy, market segmentation, market research, the marketing mix.
- Human resource management: Recruitment, selection, training, dismissal, methods of motivating staff, industrial relations.
- Internal organisation of firms: Organisational structures. communication.
- The external business environment: Government and other stakeholder influence upon business activities.

Assessment:

Paper 1	40%	A paper containing short answer questions and structured data response questions.
Paper 2	40%	Candidates are required to answer questions pertaining to a given business situation or problem. This is a case study based paper.
Paper 3	20%	Coursework (School-based assessment). Students will construct a 3000-4000 word-processed business report for a new business venture.

ENVIRONMENTAL MANAGEMENT
(Option)

IGCSE Environmental Management is concerned with education for sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. This approach makes the course extremely interesting in view of the environments role in current affairs. It is a very topical subject and engages the students' interest and concerns for our environment.

The syllabus draws upon disciplines such as biology, earth science, geography, economics and anthropology which makes it an extremely interesting, but varied subject. The syllabus starts with the interdependence of the Earth's natural systems and how people use natural resources. It moves on to examine the impact of development on the environment. Such issues as environmental pollution and resource depletion are examined, but the view of them is forward looking, to see how we may change the nature of development towards future sustainability.

For the earth's environment the following aspects are covered.

1. Resources: how do natural systems work?
2. Development: How do people use natural resources?
3. Impact: How does development change the environment?
4. Management: How can the environment be developed sustainably?

The course is examined in June at the end of Year 11.

Assessment

Paper 1	1.5 hours	Compulsory Short Answers
Paper 2	1.75 hours	Short and Free Response
Paper 4	1.5 hours	Alternative to Coursework

GEOGRAPHY
(Option)

The world in which we live is likely to change more in the next 50 years than it has ever done before. We live in an increasingly globalised society where almost everything we do is linked to another part of the world. Geography IGCSE provides an ideal opportunity for students to explore a wide range of cultures, places, skills and disciplines.

WHY CHOOSE GEOGRAPHY AT GCSE?

Geography can offer students:

- The chance to further develop a global outlook and an awareness of global environmental, economic and political issues;
- ICT skills in a range of contexts – spreadsheets, data analysis and research;
- A bridge between the arts and the sciences, supporting learning in other subjects and enabling students to develop their key skills of reading, writing and arithmetic;
- High academic standards – geography is welcomed by universities;
- Study of key geographical topics that provide students with the knowledge, understanding and skills to help you prepare for further study in higher education or the world of work;
- A wider range of job opportunities than almost any other subject – transferable skills developed by geographers are much sought after in the workplace.

WHAT DOES THE COURSE COVER?

The Cambridge IGCSE comprises three units:

1. **Population and settlement**
2. **The natural environment**
3. **Economic development and resources**

This course balances human and physical geography with the study of environmental themes. A wide range of teaching methods and activities are used, including discussions, debates, role play, independent research, map reading, data interpretation, fieldwork and display work. The residential fieldtrip is a highlight of the course for many students.

HOW IS THE COURSE ASSESSED?

Paper 1	1 hour 45 mins	45%	3 from 6 structured questions; case study based.
Paper 2	1 hour 30 mins	27.5%	Skills based, interpretation of maps, photos and graphs.
Paper 4	1 hour 45 mins	27.5%	Investigation based on fieldwork skills.

The skills acquired through Geography mean students have much to offer an employer.

Geographers are:

Good communicators
Problem solvers and decision makers
Good team players
Socially and environmentally aware
Well rounded, flexible thinkers

Geographers can:

Make a concise report
Handle data
Make decisions about an issue
Analyse material
Think creatively and independently

HISTORY
(Option)

Have you ever wondered why you cannot turn on your TV or open a newspaper without the world's top news stories screaming their history-making headlines at you? What do words like Iraq, nuclear-testing, the UN or non-proliferation mean to you? Is it information, misinformation or deliberate disinformation?

"Historical awareness should be an essential part of the education of all young people" according to the Council of Europe. How else can you make sense of the present unless you have a good understanding of the past? How are you going to participate in the system if you don't know how it works?

If you want to be knowledgeable about current affairs or learn to distinguish between fact and fiction or be your own judge about human affairs around you, let the Garden International School syllabus open for you a window into humankind's 20th Century past. It could well be a peep into your own 21st Century future!

History can give you the skills most employers want - whatever the job you have in mind; be it in accountancy, law, mass communications, journalism, science or advertising.

Garden International School's IGCSE History offers you the opportunity of studying some of the major international issues of the 20th Century; causes of the Second World War, the onset of the Cold War, the Cuban Missile Crisis, Vietnam War and the work of the United Nations.

The emphasis within the syllabus is as much on the development of your historical skills such as acquisition of knowledge, synthesis and evaluation.

Assessment:

Candidates will be entered for the following written papers:

Paper 1 (2 hours) 40%

- Core content - 20th Century History; International Relations (1919-1975)
- Depth Study - USA (1919-1941).

Paper 2 (2 hours) 33%

Source-based analysis prescribed each year from the core content.

Paper 4, Alternative to Coursework (1 hour) 27%

- A one hour examination based on the Depth Study - USA (1919-1941).

SOCIOLOGY
(Option)

If you are interested in Society and people, Sociology could be the course for you! How do individuals relate to one another? What shapes our behavior? What is the relationship between individuals and society? Why are there rules in society and why are they sometimes broken? Why is society changing?

These are some of the questions that can be answered in the IGCSE Sociology course. Sociology is the study of individuals, groups and institutions that make up human society. We are all influenced by interaction with other people. When you study sociology, you will learn about human relationships and how people living and working together affects those relationships. It increases our understanding of our society and ourselves by providing us with concepts that describe and explain society and how they influence us. The aims of the syllabus are to:

1. Promote students' understanding of continuity and change in social life
2. Encourage a critical awareness of social, economic and political arrangements, and their effects
3. Develop an understanding of sociological method, including the collection, analysis and interpretation of data
4. Develop the capacity for the critical evaluation of different forms of information and evidence
5. Enhance students' ability to apply sociological knowledge and understanding to their own lives and 'participation' within society.

The content of the curriculum is:

1. Culture and socialization
2. Methodology
3. Social differentiation and inequality
4. Conformity, deviance and social control
5. Family
6. Education
7. Mass Media

Questions you will have to consider:

- Why do people commit crimes?
- What impact do the media have on our behaviour?
- Does equality between men and women really exist?
- Is Human behaviour learnt or inherited?
- How and why is the family changing?
- How do we conduct sociological research?

Assessment:

Paper 1	2 hrs 30 mins 60%	Candidates will answer one compulsory question on sociological research methods from Section A (based on source material) and three questions from Sections B to D (Structured questions based on stimulus material.)
Paper 2	1 hr 45 mins 40%	This will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement from a sociological source.

FRENCH
(Option)

This two-year course is ideal for students who have enjoyed learning French in the lower school, and wish to attain a good standard of communication in a major European language.

The aims of the syllabus are to:

- Develop the ability to use the language effectively for purposes of practical communication
- Develop effective independent learning skills
- Offer insights into the culture and civilisation of French-speaking countries
- Provide enjoyment and intellectual stimulation

Curriculum objectives

- Paper 1 Listening: All students should be able to demonstrate understanding of specific details in formal or informal announcements, conversations and interviews and a general comprehension of the above.
- Paper 2 Reading and Directed Writing: All students should be able to show comprehension of a wide range of texts (magazines, newspapers) and carry out writing tasks in response to a stimulus, such as a letter, an advertisement or short notice.
- Paper 3 Speaking: All students should be able to play a part in a discussion, respond to unprepared questions in a general conversation, express themselves on the basis of a stimulus in French, such as plans, brochures etc.
- Paper 4 Continuous Writing: All students should be able to express thoughts, feelings and opinions; to demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

Assessment:

Paper 1	25%	Listening (45 minutes) Sections 1, 2 & 3
Paper 3	25%	Speaking (15 minutes) Role-play, presentation and general conversation.
Paper 2	25%	Reading & Directed Writing (1 hour 15 minutes) Sections 1, 2 & 3
Paper 4	25%	Continuous Writing (1 hour 15 minutes)

GIS candidates will be encouraged to study the extended Curriculum, which leads to the awards of grades A* - C. This is a challenging option, but will prepare the student well for further studies to advanced or University level in the future.

MALAY
(Option)

The aims of the syllabus are to:

- Develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken
- Form a sound base of the skills, language and attitudes required for further study, work and leisure
- Offer insights into the culture and civilisation of the countries where the language is spoken - this may include literature where appropriate
- Encourage fuller integration into the local community, where relevant
- Develop a fuller awareness of the nature of language and language learning
- Encourage positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to other cultures and civilisations
- Provide enjoyment and intellectual stimulation
- Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences)

Curriculum objectives:

- Paper 2 Reading and Directed Writing: All students should be able to show comprehension of a wide range of texts (magazines, newspapers) and carry out writing tasks in response to a stimulus, such as a letter, an advertisement or short notice.
- Paper 3 Speaking: All students should be able to play a part in a discussion, respond to unprepared questions in a general conversation, express themselves on the basis of a stimulus in French, such as plans, brochures etc.
- Paper 4 Continuous Writing: All students should be able to express thoughts, feelings and opinions; to demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

Assessment:

Paper 2	35%	Reading and Directed Writing (1 hour 30 minutes) Section 1, 2 & 3
Paper 3	30%	Speaking (15 minutes)
Paper 4	35%	Continuous writing (1 hour 15 minutes)

Extended Curriculum candidates will take Papers 2, 3 & 4. Candidates will be expected to attempt all three Sections of Paper 2. While those sitting for the Core Paper will take Paper 2 and Paper 3. However, at GIS, students will be encouraged to sit for the Extended Paper, where they can expect to gain grades A* to C.

MANDARIN CHINESE
(Option)

This is a two-year course for pupils with a prior knowledge of the Chinese language. The paper is written in the simplified form, and candidates will be expected to respond in this form for all papers in the examination. This will give pupils a formal qualification in a major Asian language and help with entry requirements for university entrance worldwide.

The aims of the syllabus are to:

- Develop the ability to use the language effectively for purposes of practical communication
- Offer insights into the culture and civilisation of Mandarin-speaking countries
- Provide enjoyment and intellectual stimulation
- Provide language skills – as an economic advantage for the future, which enables students to communicate and interact effectively in the global marketplace and workplace.

Curriculum objectives

- Paper 1 Listening: All students should be able to demonstrate understanding of specific details in conversations, discussions, interviews, factual reports as well as information about travel, weather etc.
- Paper 2 Reading and Directed Writing: All students should be able to show comprehension of a wide range of texts (magazines, newspapers) and carry out writing tasks in response to a stimulus, such as a letter, an advertisement or short notice.
- Paper 3 Speaking: All students should be able to play a part in a discussion, respond to unprepared questions in a general conversation, express themselves on the basis of a stimulus in Mandarin, such as plans, brochures etc.
- Paper 4 Continuous Writing: All students should be able to express thoughts, feelings and opinions; to demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

Assessment:

Paper 1	25%	Listening (35 minutes) Sections 1, 2 & 3
Paper 2	25%	Reading & Directed Writing (1 hour 30 minutes) Sections 1, 2 & 3
Paper 3	25%	Speaking (15 minutes)
Paper 4	25%	Continuous Writing (1 hour 15 minutes)

Candidates will be encouraged to study the extended Curriculum, which leads to the awards of grades A* - C.

SPANISH
(Option)

This two-year course is ideal for students who wish to attain a good standard of communication in one of the most widely spoken languages in the world.

The aims of the syllabus are to:

- Develop the ability to use the language effectively for purposes of practical communication
- Offer insights into the culture and civilisation of Spanish-speaking countries
- Provide enjoyment and intellectual stimulation

Curriculum objectives

- Paper 1 Listening: All students should be able to demonstrate understanding of specific details in formal or informal announcements, conversations and interviews and a general comprehension of the above.
- Paper 2 Reading and Directed Writing: All students should be able to show comprehension of a wide range of texts (magazines, newspapers) and carry out writing task in response to a stimulus, such as a letter, an advertisement or short notice.
- Paper 3 Speaking: All students should be able to play a part in a discussion, respond to unprepared questions in a general conversation, express themselves on the basis of a stimulus in Spanish, such as plans, brochures etc.
- Paper 4 Continuous Writing: All students should be able to express thoughts, feelings and opinions; to demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

Assessment:

Paper 1	25%	Listening (45 minutes) Sections 1, 2 & 3
Paper 3	25%	Speaking (15 minutes) Role-play, presentation and general conversation.
Paper 2	25%	Reading & Directed Writing (1 hour 15 minutes) Sections 1, 2 & 3
Paper 4	25%	Continuous Writing (1 hour 15 minutes)

GIS candidates will be encouraged to study the extended Curriculum, which leads to the awards of grades A* - C. This is a challenging option, but will prepare the student well for further studies to advanced or University level in the future.

ART AND DESIGN
(Option)

Why study Art?

Not only is it a fun and expressive subject to study but it will provide essential skills necessary in the ever changing technological world that we live in. Art and Design is a part of our everyday lives and it is a 'global language'. Creative thinking and problem solving skills are invaluable in any career and these are introduced and experienced consistently in Art & Design.

Just as students need to be taught how to interpret the written and spoken word, they also need to be taught how to decipher imagery from the world around us.

Art and Design helps develop attitudes, characteristics, and intellectual skills required to participate effectively in today's society and economy. **Visual literacy is becoming an increasingly important skill in today's high tech world of the 'information superhighway' and the 'global market place'**. Businesses now rely on high speed communication and visual imagery is therefore becoming increasingly important; text is becoming more concise, and colour theory and aesthetics are being employed to give subliminal messages that the average consumer is not aware of. Being able to interpret visual messages, and more importantly learning how to use the visual elements and principles to aid your communication is essential for all students no matter what career they choose.

What does the course involve?

Assessment:

Coursework	50%	The student's best final piece and 8 x A2 boards showing a selection from all the work produced throughout the course.
Exam	50%	One final piece produced in 10 hours, plus 3 X A2 boards of supporting work produced in the weeks leading up to the exam day.

Students will build up a portfolio of work showing a solid foundation of media and technical skills learned. The artwork produced could take many forms; sculpture, painting, drawing, printmaking, textiles, photography and/or multi-media work. The investigation into the work of artists and artefacts from different cultures will be used to inspire their work, and the design process of research and development, experimentation, analysis, evaluation and modification underpins all project work.

The coursework concludes with a timed final piece that serves as the mock for the final exam. Students will submit all of this project work as their coursework for moderation in Year 11.

There is a timed practical examination at the end of the course (there is no written paper). Students are given the exam paper for the practical exam 8 weeks before the date of the exam.

ART AND DESIGN
(Option)

What career possibilities are there for students who study Art?

Everything that is manmade has had artists and designers involved in its making process... that's everything from the cornflakes packet on your breakfast table, to the layout of your newspaper you read, the clothes you wear and the car you get to school in.

Take a pair of trainers... a footwear designer decided what they would look like... a graphic designer decided how they would be packaged... and an advertising design team, a photographer and a computer artist would all be involved in designing how they would be marketed.

From Architects to Zoological Illustrators... look around you and think about it... it's amazing how many artists there are out there making a living.

Who should take this course?

Any student who enjoys the visual world, problem solving, research, coming up with ideas and likes working with different media and materials.

50% of the final grade is awarded for coursework, and the final exam is practical. Therefore all of the lessons for this subject are devoted to practical work. Students who are organised and well motivated in lessons, and who are prepared to commit themselves to 2 hours of homework each week will do very well in this subject.

Post 16 progression

The traditional route to a degree in any one of the Art, Design or Media disciplines is via Art GCSE and Art 'A' level followed by either a foundation course (one year general art & design course) or direct access to an undergraduate degree course.

Enthusiasm, dedication and motivation are more important entry requirements than talent; we can teach you the skills providing you are prepared to practise them and respond to feedback.

DESIGN AND TECHNOLOGY
(Option)

The Design and Technology Faculty offers four options pathways for GCSE:

1. **GRAPHIC PRODUCTS**
2. **SYSTEMS & CONTROL (ELECTRONICS)**
3. **RESISTANT MATERIALS**
4. **TEXTILES TECHNOLOGY**

Aims and Objectives

Design and Technology aims to enable students to foster awareness, understanding and expertise in those areas of creative thinking which can be expressed through the design and make process. They will be encouraged to solve practical and technological problems. A range of making and thinking skills will be developed, along with strategies and methods to investigate, experiment with, model, test and evaluate ideas, solutions and products. Students will develop a technological awareness, foster attitudes of cooperation, teamwork and social responsibility and develop abilities to enhance the quality of the environment by way of design. These are the four main assessment objectives:

Knowledge with understanding	Design problem solving
Design communication	Design realisation

CURRICULUM CONTENT

1. GRAPHIC PRODUCTS

This option will concentrate on developing skills used by designers within the context of design activities undertaken in a studio environment. It is also intended to foster an awareness of the importance of communication techniques concerned with promotion and illustration of ideas and their interrelationship with all stages in commercial manufacture and promotion. Computer Aided Design, Computer Aided Manufacture and other software packages are a feature of the course.

The main content of the course will concentrate on various drawing and communication skills appropriate to different needs, interlaced with the development of a knowledge base incorporating materials and production. It will be delivered using one or more of the following or similar areas:

Packaging	Display	Manuals
Product Design	Architectural Graphics	Transport
Promotional Design	Corporate Identities	Interior Design

2. SYSTEMS AND CONTROL (ELECTRONICS)

This option is directed towards the specific technological area of Electronics. It is intended that practical experience be used to create a broad understanding of the subject by way of mini projects and experimental work. Students are encouraged to look at developing the whole product and not just electronic circuits. The technical nature of this option does not detract from the fact this is a design-based course, albeit with a shift in emphasis to electronic based industrial design. The use of specific electronic software for circuit development and computer aided design is fully incorporated into the course.

Areas of study include: Basic Concepts, Switches, Resistors, Transistors, Diodes, Transducers, Capacitors, Time Delay Circuits, Op-Amp Circuits, Logic, PIC Technology (programmable chips), the Design Process, and Manufacturing Techniques.

DESIGN AND TECHNOLOGY
(Option)

3. RESISTANT MATERIALS

Resistant Materials is a straight forward design and make course very similar to Graphics, but the projects will be based on outcomes that need to be manufactured in the workshop from plastics, metal, wood and other materials. At KS3 you would have experienced this through projects such as the Desk Tidy and a Clock, but of course at KS4 the assignments will be much more ambitious. Whilst hand tools and machine tools will be used there will also be a great emphasis placed on Computer Aided Machining (CAM), as well as Computer Aided Design (CAD). Resistant Materials develops independent working encouraging students to use their initiative in finding solutions to design problems and manufacturing difficulties. The projects are very broad in scope, as Resistant Materials relates to any man-made product.

Typically projects could be based around: devices for everyday living, equipment to help disabled users, small scale furniture items, toys/novelty products for children and adults, portable storage for artists, musicians, sportsmen etc.

4. TEXTILES TECHNOLOGY

Textiles Technology is aiming to develop the creative and innovative skills used by designers when working with a mixture of fabrics, components and SMART materials in the context of design and make activities undertaken in a Studio or Fashion House environment. It is also intended to foster an awareness of the importance of communication techniques in the presentation and illustration of ideas and their interrelationship with all stages in commercial and small-scale manufacture. Computer Aided Design, Computer Aided Manufacture and other software packages are a feature of the course.

The main content of the programme will concentrate on the range of different uses of fabrics to include knowledge and understanding of soft furnishing, garment manufacture, fashion design in 20th and 21st century, interlaced with the importance of environmental and business ethics through global production and manufacture. This is a highly creative and practical course that offers students the ability to produce unusual, original products free from the normal constraints of a workshop environment.

Areas of study will focus on: Extreme Sports, Interior Design, History of Fashion, Manufacturing Processes, SMART Materials, Modern Fashion, CAD/CAM, Fabric Decoration, and Pattern Construction.

Assessment of All DT Courses

School based assessment is a common feature of all DT options subjects. All students will undertake a major project, based within their chosen specialism that will be completed over the space of two terms. It will consist of an A3 folder of design work and a 'made product', which could be two or three-dimensional for Graphic Products, but only the latter for Systems & Control, Resistant Materials and Textiles. This will require students to write up and manufacture their products in the DT Department putting a lot of emphasis on time management, but at the same time helping to get coursework completed and relieving examination pressure towards the end of Year 11. Broad topic areas for final projects are given by the Examination Board at the start of the examination year. All students following the DT options will also be required to sit an examination to test understanding of the core concepts.

MUSIC
(Option)

The aims of the IGCSE Music syllabus are to:

- Enable students to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- Help students develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music
- Help students to recognise and understand the music of various non Western traditions, and thus to form an appreciation of cultural similarities and differences
- Provide a foundation for the development of an informed appreciation of music
- Provide a foundation for further musical studies.

COURSE CONTENT

Music is an art form. It is all about creating our own music and re-creating music that others have composed. The IGCSE course and examination reflect this and are based upon the three activities of:

- Listening
- Performing
- Composing

Listening

A fundamental activity which caters for particular musical interests as well as introducing pupils to a wide variety of music from:

- Western traditions (e.g. Baroque, Romantic),
- Various countries (e.g. Latin America, Africa, Indonesia)
- Different social contexts (e.g. folk music, jazz, 'pop')

Performing

A very important aspect of music and something that each pupil can do regardless of whether they have studied an instrument for several years or began playing more recently, for example, the guitar, voice or electronic keyboard. It is progress at each pupil's own level that will be taken into account.

Composing

This is an integral part of the entire course. Here the pupil will be able to build upon existing musical interests whilst at the same time learning new techniques, which will help to make their music more interesting and successful.

Assessment:

Component 1	Listening	40%
Component 2	Performing	30%
Component 3	Composing	30%

MUSIC
(Option)

Listening (40%)

This is assessed through a written paper. Questions are based upon recorded extracts of music from Western, Latin American, African, Indian, Chinese and Far Eastern traditions. They are designed to test candidates' understanding and perception of the music and will include questions relating to music theory.

Students will also answer questions based upon one specific work and the music of one specific country, which will be studied in detail in class.

Performing (30%)

All pupils must play one or two solo pieces and perform with other musicians. These performances are recorded on tape, assessed by the teacher, and then submitted to the board for moderation.

- Singing or playing individually (15%)
You will perform and record one or two pieces of your own choice.
- Singing or playing with others (15%)
You will perform and record one or two ensemble pieces in which you are singing or playing an individual part.

Composing (30%)

You will be asked to compose two contrasting pieces of music. Your work will be recorded on CD and submitted to the examination board together with a written score or a detailed commentary.

COURSEWORK DEADLINES

Performance - CD and scores → March 2011
Compositions - CD, scores/commentaries → March 2011

EXPECTATION OF PUPILS

Pupils will be expected to:

- Practice for a minimum of 45 minutes a day;
- Rehearse and perform (where appropriate) with the School Choir or Orchestra and / or a small ensemble;
- Meet all deadlines for the submission of homework/coursework assignments.

Pupils will study music for 4 x 40 minute lessons per week. It is advised that they also receive a weekly instrumental or vocal lesson either in school with an instrumental teacher or with their own private teacher outside school hours.

Interest in and enjoyment of music of any style and instrumental skills on at least one instrument, are the key reasons for choosing to study this subject at Key stage 4.

