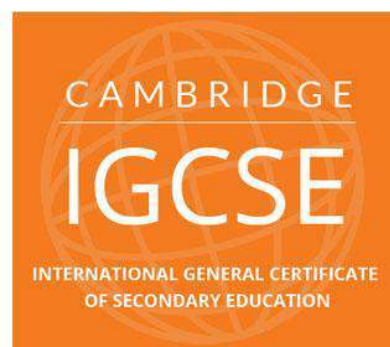


# IGCSE

## Course Options for Years 10 & 11

Two-year courses, commencing August 2024



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## School Vision and Mission



“We aim to provide **academic excellence** within a **caring community**”



“We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.”

## Schoolwide Learning Outcomes

Lanna’s “Schoolwide Learning Outcomes” are cross-curricular learning objectives which are pertinent to all classes taught at Lanna. In planning lessons and activities we consider not only the curricular objectives of the course, but also these more global objectives, to be:

### EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within Lanna's culturally diverse school community.

### COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.

### GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognizing how the actions of individuals and society have consequences.

### CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

## **Overview of Courses Offered to Students in Years 10 and 11**

In the Upper Secondary School (Years 10 to 13) we offer a range of courses that enable students to gain internationally recognised, externally assessed, qualifications. These courses are also designed to prepare students for higher level academic courses which are followed in Years 12 and 13, and life beyond.

Our programme of core and elective courses in the Upper Secondary enables students to follow individual interests deeply, while maintaining a broad curriculum. All classes are taught by subject specialists and all language teachers are native speakers. Lanna offers very small class sizes in the upper years, ensuring personal attention and assistance for our students.

During Years 10 and 11 the curriculum that we offer is anchored by the International General Certificate of Secondary Education (IGCSE), an external examination program designed for 14 to 16 year olds (Years 10 to 11) and based upon the British National Curriculum.

The IGCSE provides a very broad programme of study. In each subject there is a balance between practical and theoretical knowledge but the emphasis in almost all subjects is skills related to that subject. The curriculum is designed so that students can use examples related to their own experiences and residence. The nature of the program is such that students of different abilities can follow it.

Students sit examinations at the end of the IGCSE courses, in Year 11. These examinations are marked by experienced examiners appointed by CIE (Cambridge International Examinations). CIE is a division of the University of Cambridge Local Examinations Syndicate which in turn is part of the University of Cambridge.

### **Choose Carefully...**

IGCSE is recognised internationally and it is evidence of ability to academics and employers throughout the world. A strong performance at this stage could have a significant impact on your future.

**It is essential that the subjects you choose are the ones that:**

- a) are relevant to you,**
- b) interest you, and**
- c) give you a good chance of success.**

### **IMPORTANT TO NOTE:**

Should an elective/option choice be oversubscribed then students will be required to justify their reasons for choosing the course, and a follow-up interview may be required. Furthermore, should an elective/option choice be selected by an insufficient number of students then the course will not run and students will be asked to select an alternative option subject within the same block.

## Curriculum Choices for Years 10 and 11

### Core Subjects (all students study these)

Subjects	Number of 40 minute lessons per week	
	Y10	Y11
IGCSE English	7	7
IGCSE Mathematics	5	5
IGCSE Coordinated Science (double award)	7	7
Physical Education	2	2
Personal & Social Development	1	1
<b>Total Lessons Per Week:</b>	<b>22</b>	<b>22</b>

### Electives/Option Choices (Students choose one option from each elective group)

Subject Area	Electives Group	Number of 40 minute Lessons per Week	
		Y10	Y11
IGCSE Computer Science, or	(A)	5	5
IGCSE Music, or		5	5
IGCSE Physical Education (PE), or		5	5
IGCSE Psychology		5	5
IGCSE Enterprise, or	(B)	5	5
IGCSE Geography, or		5	5
IGCSE ICT, or		5	5
IGCSE Sociology		5	5
IGCSE Art & Design, or	(C)	5	5
IGCSE Drama, or		5	5
IGCSE Global Perspectives, or		5	5
IGCSE History		5	5
Thai Culture (1) + IGCSE Thai (5), or Thai Culture (1) + IGCSE French (5), or Thai Culture (1) + IGCSE Chinese (5), or Thai Culture (1) + Extra English (5)	(D)	1 + 5	1 + 5
<b>Total Lessons Per Week:</b>		<b>21</b>	<b>21</b>

**Notes on Language Choice:** All students that hold a Thai passport only are required to study a significant amount of Thai language and culture, and should therefore select "Thai" as their language choice. Alternative Thai arrangements may be available on a case by case basis. Please contact us to discuss this.

## Years 10 and 11 Curriculum and Weekly Lesson Allocation

Subject area	Internal	IGCSE	Number of 40 minute lessons per week	
			10	11
English – Language and/or Literature		■ x 2	7	7
Mathematics		■	5	5
Science – Coordinated Science (double award)		■ x 2	7	7
Geography		■	5	5
History		■	5	5
Enterprise		■	5	5
Drama		■	5	5
Music		■	5	5
Art and Design		■	5	5
Computer Science		■	5	5
ICT (Information Communication Technology)		■	5	5
PE (Physical Education)		■	5	5
Global Perspectives		■	5	5
Sociology		■	5	5
Psychology		■	5	5
Thai 'Advanced'		■	6 or 1	6 or 1
Thai 'Intermediate'	■		6 or 1	6 or 1
Thai 'Beginner'	■		6 or 1	6 or 1
French		■	5	5
Chinese		■	5	5
Physical Education (for all)	■		2	2
Personal & Social Development	■		1	1

Notes:

- 1.) **Internal** - Courses that are assessed within school and have no external examination.
- 2.) **IGCSE** (International General Certificate of Secondary Education) – Internationally recognised qualifications, with external examinations, based upon the British National Curriculum. Syllabus and past examination papers for all IGCSE subjects can be obtained free of charge by visiting the examination board's site:  
 Cambridge: <http://www.cie.org.uk>, or  
 Edexcel: <https://qualifications.pearson.com>

## English - Language and Literature IGCSEs (Years 10 & 11)

### Areas of Study:

1. First Language English IGCSE
2. English Literature IGCSE
3. Second Language English IGCSE

Each of these areas of study represents a separate IGCSE, each with a separate set of examinations and a separate qualification.

In an effort to push students to their highest potential, all students will be entered for First Language English. However, English is organised so that we are able to offer different combinations of the three areas of study based on the appropriate needs of a group.

What each student studies is based on assessment and achievement in year 9 and at the beginning of Y10 in terms of language level, need and attitude to study. We have, in the past, offered these courses both singularly and as different combinations. The decision as to which combinations of courses will be run is based on a number of assessments of student performance and their achievement throughout Key Stage 3.

This flexible approach means we can better structure our course to suit all and therefore raise the attainment of all.

On the following pages are the details of each course.

## English - First Language IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Pearson Edexcel IGCSE English Language A (4XEA1). This is a modular course therefore students will sit the first paper at the end of Year 10 and the second paper at the end of Y11. This approach will allow students to narrow their studies and substantially ease the pressure when in Year 11.

### Paper 1: Non-Fiction Texts & Transactional Writing (4WEA1/01)

Candidates will be assessed on their ability to:

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences.
- Use spelling, punctuation and grammar accurately.

### Paper 2: Poetry and Prose Texts & Imaginative Writing (4WEA2/01\*)

Candidates will be assessed on their ability to:

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.
- 

### Statement of Purpose:

Students will study a total of 20 carefully curated texts compiled in the Edexcel iGCSE Anthology. These texts come from a range of cultures and have been written by a rich, diverse group of authors. Anthology texts include: autobiographies, biographies, articles, poems, TED talks, prose and more.

This objectives of this course are:

- To enable candidates to understand and respond to a variety of texts, selecting and interpreting information, ideas and perspectives.
- To enable candidates to communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
- To encourage candidates to enjoy and appreciate a variety of text types and compositions.
- To ensure candidates understand and analyse how writers use linguistic and structural devices to achieve their effects and comment on efficacy.
- To promote candidates' personal development and an understanding of themselves and others.
- To push candidates to explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
- To inspire candidates to write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.



### How is this course assessed?

Students are assessed externally by Pearson Edexcel.

<b>Paper 1: Non-Fiction Texts &amp; Transactional Writing - 60% of total IGCSE</b> <b>Students complete this paper in Year 10.</b>	<b>Paper 2: Poetry and Prose Texts &amp; Imaginative Writing - 40% of total IGCSE</b> <b>Students complete this paper in Year 11.</b>
<ul style="list-style-type: none"> <li>● 2 hours 15 minutes</li> <li>● 90 marks</li>   <li>● Section A: Reading               <ul style="list-style-type: none"> <li>○ A combination of short and extended open-response questions related to a non-fiction text from Part 1 of the Pearson Edexcel iGCSE English Anthology and one previously unseen extract.</li> <li>○ Total of 45 marks.</li> </ul> </li>   <li>● Section B: Transactional Writing               <ul style="list-style-type: none"> <li>○ A non-fiction writing task, from a choice of two involving a given audience, form or purpose.</li> <li>○ Total of 45 marks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 1 hour 30 minutes</li> <li>● 60 marks</li>   <li>● Section A: Reading               <ul style="list-style-type: none"> <li>○ One essay question on a poetry or prose text from Part 2 of the Pearson Edexcel iGCSE English Anthology.</li> <li>○ Total 30 marks.</li> </ul> </li>   <li>● Section B: Imaginative Writing               <ul style="list-style-type: none"> <li>○ One imaginative writing task from a choice of three prompts.</li> <li>○ Total 30 marks.</li> </ul> </li> </ul>

## English Literature IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Pearson Edexcel iGCSE English Literature syllabus (4XET1). This is a modular course therefore students will sit the first paper at the end of Year 10 and the second paper at the end of Y11. This approach will allow students to narrow their studies and substantially ease the pressure when in Year 11.

### Paper 1: Poetry and Modern Prose

#### Candidates will be assessed on their ability to:

- Develop skills to analyse unseen poetry.
- Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills

### Paper 2: Modern Drama and Literary Heritage Texts

#### Candidates will be assessed on their ability to:

- Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect.
- Develop skills to maintain a critical style and informed personal response

Students are evaluated based on a selection of literary works, encompassing a poetry anthology, a contemporary novel, a modern play, and a text representing literary heritage.

### Statement of Purpose:

The aims of this qualification are to enable learners to:

1. Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world.
2. Develop an appreciation of the ways in which writers achieve their literary effects.
3. Develop the skills needed for literary study.
4. Explore, through literature, the cultures of their own and other societies.
5. Find enjoyment in reading literature and understand its influence on individuals and societies.

## How is this course assessed?

Students are assessed externally by Pearson Edexcel.

<p><b>Paper 1: Poetry and Modern Prose</b>  <b>60% of the total iGCSE</b>  <u>Students complete this paper in Year 10.</u></p>	<p><b>Paper 2: Modern Drama and Literary Heritage</b>  <b>40% of total iGCSE</b>  <u>Students complete this paper in Year 11.</u></p>
<ul style="list-style-type: none"> <li>● 2 hours</li> <li>● 90 marks</li>   <li>● Section A: Unseen Poetry <ul style="list-style-type: none"> <li>○ One essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.</li> <li>○ Total of 20 marks.</li> </ul> </li>   <li>● Section B: Anthology Poetry <ul style="list-style-type: none"> <li>○ One essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.</li> <li>○ Total of 30 marks.</li> </ul> </li>   <li>● Section C: Modern Prose <ul style="list-style-type: none"> <li>○ One essay question from a choice of two on each of the set texts.</li> <li>○ Total of 40 marks.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 1 hour 30 minutes</li> <li>● 60 marks</li>   <li>● Section A: Modern Drama <ul style="list-style-type: none"> <li>○ One question from a choice of two on each of the set texts.</li> <li>○ Total of 30 marks.</li> </ul> </li>   <li>● Section B: Literary Heritage Texts <ul style="list-style-type: none"> <li>○ One essay question from a choice of two on each of the set texts.</li> <li>○ Total 30 marks.</li> </ul> </li> </ul>

## English - Second Language IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0510 and incorporates:

1. Writing skills.
2. Reading comprehension.
3. Spoken language skills.
4. Listening Skills.

### Statement of Purpose:

The course focuses on the development of essential English language skills and does not involve the in-depth study of English literature.

It is presumed that most students will have a primarily instrumental motivation – that is they will be studying English to promote their educational or employment opportunities. The rationale for English as a Second Language is based on the widespread use of English as the medium of instruction and as the language of commerce and entertainment. The subject matter reflects this international perspective.

Candidates will be expected to understand a wider range of social styles and registers than they themselves can produce, and to communicate appropriately. Topics of study relate to the interests and needs of the candidates e.g. education, current affairs, travel etc. The settings used are ones that the candidates will be likely to encounter, e.g. in dealings with official and semi-official bodies; in studying for academic or occupational purposes etc.

### Topics studied during the two year course are:

Health and Fitness; Travel and Exploration; Fashion; Friends and family; Other Cultures; Entertainment; Science and the Environment; Sports; Technology and the future; Work and Education.

### How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11:

<b>Paper 1: Reading and Writing (70%)</b>	<b>Paper 2: Listening (30%)</b>
<ul style="list-style-type: none"> <li>● 2 hours, 60 marks</li> <li>● Candidates respond to six exercises: four reading and two writing.</li> <li>● Structured and essay style questions.</li> </ul>	<ul style="list-style-type: none"> <li>● 50 minutes, 40 marks</li> <li>● Candidates listen to five exercises of short and longer texts.</li> <li>● Multiple-choice style questions.</li> </ul>

Candidates must also take:

<b>Paper 3: Speaking (Separately Endorsed)</b>
<ul style="list-style-type: none"> <li>● 10-15 minutes, 40 marks</li> <li>● Candidates take part in an interview, short talk and discussion.</li> </ul>

## Mathematics IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0580. It is studied over a two-year period before examination, as recommended by the examination board, incorporating a wide range of mathematical skills, knowledge and understanding.

Candidates may follow either the Core curriculum or the Extended curriculum. Candidates aiming for grades A\* to B should follow the Extended curriculum. Candidates following the Core curriculum can achieve a maximum grade of a C.

### Statement of Purpose:

An essential subject for all students, IGCSE Mathematics is a fully examined course which encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study.

The aims of the syllabus are to enable students to:

- develop an understanding of mathematical principles to encourage confidence and develop a positive attitude towards mathematics.
- apply mathematics in everyday situations.
- analyse and solve problems, present solutions clearly and interpret results.
- recognise when and how a situation may be represented mathematically and select an appropriate mathematical method.
- use mathematics as a means of communication with emphasis on the use of clear expression and structured argument.
- develop an ability to apply mathematics in other subjects, particularly science and technology.
- develop the ability to reason logically, make deductions and inferences, and draw conclusions.
- appreciate patterns and relationships in mathematics and make generalisations.
- acquire a foundation for further study of mathematics or for other disciplines.

### Assessment overview:

All candidates take two components.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C and G.

Candidates who have studied the Extended subject content, and who are expected to achieve a grade C or above, should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A\* to E.

Candidates should have a scientific calculator for Paper 3 and Paper 4. Calculators are **not** allowed for Paper 1 and Paper 2.

### Core assessment

Core candidates take Paper 1 and Paper 3. The questions are based on the Core subject content only.

<b>Paper 1: Non - calculator (Core)</b>	<b>Paper 3: Calculator (Core)</b>
1 hour 30 minutes 80 marks <span style="float: right;">50%</span> Structured and unstructured questions Use of a calculator is not allowed List of formulas provided Externally assessed	1 hour 30 minutes 80 marks <span style="float: right;">50%</span> Structured and unstructured questions A scientific calculator is required List of formulas provided Externally assessed

### Extended assessment

Extended candidates take Paper 2 and Paper 4. The questions are based on the Extended subject content only.

<b>Paper 2: Non - calculator (Extended)</b>	<b>Paper 4: Calculator (Extended)</b>
2 hours 100 marks <span style="float: right;">50%</span> Structured and unstructured questions Use of a calculator is <b>not</b> allowed List of formulas is provided Externally assessed	2 hours 100 marks <span style="float: right;">50%</span> Structured and unstructured questions A scientific calculator is required List of formulas is provided Externally assessed

## Mathematics – Years 10 and 11 content

### Topics covered in Year 10 and 11 Core Syllabus:

#### 1. Number

Properties of number  
Decimals, Fractions and Percentages  
Arithmetic  
Powers and Roots  
Time, measures and units  
Interest (simple and compound)  
Inequalities  
Proportion & ratio  
Map scales and approximations  
Speed, distance & time  
Powers, roots and standard form

#### 2. Algebra

Algebraic Expressions  
Sequences  
Equations  
Graphs  
Formulae

#### 3. Shape and Space

Accurate drawings  
Geometrical Terms and Relationships  
Geometrical Constructions  
Symmetry  
Coordinate Geometry  
Angle Properties  
Basic Circle Theorems  
Area and Volume  
Scale Drawing  
Transformations  
Bearings  
Right-angled triangles  
Similar Shapes

#### 4. Probability and Statistics

Interpreting Data  
Displaying Data  
Averages  
Questionnaires  
Probability

### Topics covered in Year 10 and 11 Extended Syllabus (knowledge of all core content plus):

#### 1. Number

Calculations with Standard Form  
Set notation  
Indices (fractional, negative and zero)  
Calculations with upper and lower bounds  
Reverse percentages  
Exponential Growth and Decay

#### 2. Algebra

Construct and transform complicated formulae and equations  
Factorise linear and quadratic expressions  
Manipulate algebraic fractions  
Factorise and simplify rational expressions  
Derive, manipulate and solve quadratic equations  
Non-linear simultaneous equations  
Graphical inequalities  
Direct and Inverse Proportion  
Function Notation  
Understand and use derivatives.  
Apply differentiation to determine stationary points.

#### 3. Shape and Space

Gradient of parallel and perpendicular lines  
Advanced circle theorems  
Trigonometry for all triangles  
Graphs of trigonometric functions  
Angles in three dimensions  
Vector geometry  
Combined transformations

#### 4. Probability and Statistics

Using and comparing data sets  
Exclusive and independent events  
Conditional Probability

## **Coordinated Science IGCSE Double Award (Years 10 & 11)**

### **Areas of Study:**

The course is based on Cambridge International Examinations Syllabus 0654. It is studied over a two-year period before examination, as recommended by the examination board. A double award, earning two grades, IGCSE Co-ordinated Sciences gives students the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus.

### **Statement of Purpose:**

The course itself is designed to be taken both by students with some prior general science knowledge, and those without - both can be equally successful. The course has been designed to allow students to acquire understanding and knowledge of the concepts, principles and applications of Biology, Chemistry and Physics and, where appropriate, other related sciences. Students learn about the basic principles of each subject through a mix of theoretical and practical studies, whilst also developing an understanding of the scientific skills essential for further study.

The practical work involved allows for the development of skills in handling and using scientific apparatus, but also the skills required to follow and appreciate the process of “scientific method”.

### **The objectives of the two year course include:**

1. The demonstration of knowledge and understanding in relation to:
  - scientific phenomena, facts, laws, definitions, concepts and theories,
  - scientific vocabulary, terminology and conventions,
  - scientific instruments and apparatus, including techniques of operation,
  - scientific quantities and their determination,
  - scientific and technological applications with their social, economic and environmental implications.
2. The development of the ability to:
  - locate, select, organise and present information from a variety of sources,
  - translate information from one form to another,
  - manipulate numerical and other data,
  - use information to identify patterns, report trends and draw inferences,
  - present reasoned explanations for phenomena, patterns and relationships,
  - make predictions and hypotheses,
  - solve problems,
  - use techniques, apparatus and materials,
  - make and record observations, measurements and estimates,
  - interpret and evaluate experimental observations and data,
  - plan investigations and/or evaluate methods and suggest improvements.



## Coordinated Science – Years 10 and 11 content

The syllabus has been designed to set the content, ideas, skills, processes and applications of science in the broadest possible contexts. It sets out to make students continuously aware of the interrelationships between the main areas of science whilst making it possible to retain the separate identities of Biology, Chemistry and Physics. This coordination is the feature that distinguishes this syllabus from independent, self-supporting syllabuses in the separate sciences on the one hand and integrated science on the other.

### Topics covered during Years 10 and 11:

#### **Biology**

Characteristics of living organisms  
 Cells  
 Biological molecules  
 Enzymes  
 Plant nutrition  
 Animal nutrition  
 Transport  
 Gas exchange and respiration  
 Coordination and response  
 Reproduction  
 Inheritance  
 Organisms and their environment  
 Human influences on ecosystems

#### **Chemistry**

The particulate nature of matter  
 Experimental techniques  
 Atoms, elements and compounds  
 Stoichiometry  
 Electricity and Chemistry  
 Energy changes in chemical reactions  
 Chemical reactions  
 Acids, bases and salts  
 The periodic table  
 Metals  
 Air and water  
 Sulphur  
 Carbonates  
 Organic chemistry

#### **Physics**

Motion  
 Matter and forces  
 Energy, work and power  
 Simple kinetic molecular model of matter  
 Matter and thermal properties  
 Transfer of thermal energy  
 Waves  
 Light

Electromagnetic spectrum  
 Sound  
 Magnetism  
 Electricity  
 Electric circuits  
 Electromagnetic effects  
 Radioactivity

## Assessment overview

All candidates take three components.

Candidates who have studied the **Core** subject content, or who are expected to achieve a grade DD or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades CC to GG.

Candidates who have studied the **Extended** subject content (Core and Supplement), and who are expected to achieve a grade CC or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A\*A\* to GG.

<b>Paper 1 (core) 45 mins</b>	<b>Paper 2 (extended)</b>
Multiple Choice (Core) 30% 40 marks 40 four-option multiple-choice questions Questions will be based on the Core subject content. Externally assessed	Multiple Choice (Extended) 30% 40 marks 40 four-option multiple-choice questions Questions will be based on the Extended subject content (Core and Supplement). Externally assessed
and <b>Core</b> candidates take: <b>Paper 3: 2 hrs</b>	and <b>extended</b> candidates take: <b>Paper 4: 2 hrs</b>
Theory (Core) 50% 120 marks Short-answer and structured questions Questions will be based on the Core subject content. Externally assessed	Paper 4 2 hours Theory (Extended) 50% 120 marks Short-answer and structured questions Questions will be based on the Extended subject content (Core and Supplement). Externally assessed
All candidates take: <b>Paper 6: 1hr 30mins</b>	
Alternative to Practical 20% 60 marks Questions will be based on the experimental skills in section 4. Externally assessed	

## Geography IGCSE (Years 10 & 11)

### Areas of Study:

The course followed is the Cambridge International Examinations Syllabus 0460. It is studied over a two-year period before examination, as recommended by the examination board. The syllabus is broad in scope and incorporates elements of physical, human and environmental geography.

### Statement of Purpose:

The course offers opportunities to stimulate students' interest in their surroundings and in the variety of human and physical conditions on the earth's surface. Students will develop an informed concern about the quality of the environment and the future of the human habitat and thereby enhance their sense of responsibility for the care of the earth and its people.

The aims of the course are to encourage students to develop:

- a sense of place and an understanding of relative location on a local, regional and global scale;
- an awareness of the characteristics and distribution of a selection of contrasting physical and human environments;
- an understanding of some of the processes affecting the development of such environments;
- an understanding of the spatial effects of the ways in which people interact with each other and with their environments;
- an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

Alongside the aims listed above the course seeks to develop the students' knowledge and skills in the following areas: A: Knowledge with understanding / B: Analysis / C: Judgement and decision making / D: Investigation (enquiry skills, practical skills and presentation skills).

### Content:

Theme 1: Population and Settlement	Theme 2: The Natural Environment	Theme 3: Economic Development and Resources
<ul style="list-style-type: none"> <li>• Population dynamics</li> <li>• Migration</li> <li>• Population structure</li> <li>• Population density and distribution</li> <li>• Settlements and service provision</li> <li>• Urban settlements</li> <li>• Urbanisation</li> </ul>	<ul style="list-style-type: none"> <li>• Earthquakes and volcanoes</li> <li>• Rivers</li> <li>• Coasts</li> <li>• Weather</li> <li>• Climate and natural vegetation</li> </ul>	<ul style="list-style-type: none"> <li>• Development</li> <li>• Food production</li> <li>• Industry</li> <li>• Tourism</li> <li>• Energy</li> <li>• Water</li> <li>• Environmental risks of economic development</li> </ul>

A range of '**Geographical Skills**' will also be taught and examined, including:

- Map skills
- Graphing and mapping numerical data
- Using illustrations
- Fieldwork skills
- Interpretation of GIS and satellite images

**Assessment:**

Paper 1 - Geographical Themes (45% of IGCSE)	Paper 2 - Geographical Skills (27.5% of IGCSE)	Coursework (27.5% of IGCSE)
<ul style="list-style-type: none"> <li>- Written examination (1hr45)</li> <li>- 75 marks</li> <li>- Externally assessed</li> </ul>	<ul style="list-style-type: none"> <li>- Written examination (1hr30)</li> <li>- 60 marks</li> <li>- Externally assessed</li> </ul>	<ul style="list-style-type: none"> <li>- 2000 word fieldwork project write up</li> <li>- 60 marks</li> <li>- Centre-based assessment with external moderation</li> </ul>

**Fieldwork:**

It is required that all students taking Geography attend the Year 10 Fieldtrip to Thaton. On this trip data will be collected which will form the basis of the coursework project. This field trip is paid for by parents as a fee separate from regular tuition.

## History IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on the Pearson Edexcel International GCSE in History.

It is studied over a two-year period before examination, as recommended by the examination board. The History IGCSE syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth.

### Statement of Purpose:

The emphasis of the course is on both historical knowledge and the skills required for historical research. Students learn about the nature of cause and effect, continuity and change, similarity and difference and find out how to apply critical thinking skills to the analysis and interpretation of historical evidence. IGCSE History will stimulate any student already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in History for the IGCSE examination. They are not listed in order of priority.

### The aims are to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

## History – Years 10 and 11 content

All students will do 2 depth studies covering the following areas:

- **Germany: development of dictatorship, 1918–45**
- **A world divided: superpower relations, 1943–72**

Students carry out one historical investigation and one breadth study in change covering the following areas:

- **The Vietnam Conflict, 1945–75**
- **The Middle East: conflict, crisis and change, 1917–2012**

The course is examined through two externally-marked examination papers.

<b>Paper 1 (Depth Studies) - Written examination (1hr 30 minutes)</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● gain knowledge and understanding of the key features and characteristics of historical periods</li> <li>● develop skills to analyse and evaluate historical interpretations in the context of historical events studied</li> <li>● develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.</li> </ul> <p><b><u>Assessment overview</u></b></p> <p>Students are assessed through an examination based on their selected depth studies answering two questions, one on each of the depth studies they have studied.</p>
<b>Paper 2 (Investigation &amp; Breadth Studies) - Written examination (1hr 30 minutes)</b>
<p>Students will:</p> <ul style="list-style-type: none"> <li>● gain knowledge and understanding of the key features and characteristics of historical periods</li> <li>● develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts</li> <li>● learn how to use a range of source material to comprehend, interpret and cross-reference sources</li> <li>● develop skills to analyse and evaluate historical interpretations in the context of historical events studied.</li> </ul> <p><b><u>Assessment overview</u></b></p> <p>Students are assessed through an examination based on their historical investigation and breadth study in change. They will answer two questions, one question on their historical investigation and one question on their breadth study in change.</p>

## Enterprise IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0454. It is studied over a two-year period before examination, as recommended by the examination board. The Enterprise IGCSE is a unique course that brings the **world of business** into the classroom and gives learners a **clear insight into what it means to think like an entrepreneur**. It asks learners to adopt the thoughts and actions of entrepreneurs, developing their knowledge and understanding of the practicalities of setting up and running their own new enterprise.

### Statement of Purpose:

The Cambridge IGCSE Enterprise course seeks to equip learners with a range of vital life skills for use in planning and organisation, communication and financial management. It encourages learners to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The syllabus provides the knowledge associated with running a small enterprise and an opportunity for learners to apply this knowledge in a practical and engaging way when running their own enterprise project.

### The aims are to:

- understand what it means to be enterprising, and the skills required to be enterprising
- develop the ability to work in an enterprising and independent way
- develop and apply knowledge, understanding and skills to contemporary enterprise issues in a range of local, national and global contexts
- appreciate the roles and perspectives of a range of other people and organisations involved in enterprise and the importance of ethical considerations
- investigate the world of work and entrepreneurial organisations
- develop the ability to communicate effectively, in a variety of situations, using a range of appropriate techniques
- make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour.

The course is **externally assessed** through both examination and coursework:

- Component 1 - Written Paper (50%). Short-answer, structured and open-ended questions based on a pre-released case study. [100 marks]
- Component 2 - Coursework (50%). Assessment of a portfolio of evidence from tasks based on the candidate's own enterprise project. [60 marks]

## Enterprise – Years 10 and 11 content

As part of the course, learners develop their enterprise skills by planning and implementing their own enterprise project. This project will give learners the opportunity to gain practical experience of using the knowledge and skills outlined below. To prepare for the submitted coursework, students undertake 'practice' enterprise projects in Year 10, including developing a social enterprise with peers and undertaking a sole proprietorship enterprise. Students greatly enjoy these opportunities to plan and carry out businesses that align with their goals and interests.

All learners will study the following topics:

- 1 Introduction to enterprise
- 2 Setting up a new enterprise
- 3 Enterprise skills
- 4 Enterprise opportunities, risk, legal obligations and ethical considerations
- 5 Negotiation
- 6 Finance
- 7 Business planning
- 8 Markets and customers
- 9 Help and support for enterprise
- 10 Communication

All learners will complete the following tasks for their enterprise project in the **coursework**:

- Task 1: Choosing a suitable project, including a formal written report of approximately 1200 words.
- Task 2: Planning the project, including the following:
  - Task 2a Planning to manage potential problems or issues in the action plan
  - Task 2b EITHER planning for financing the project OR planning marketing communications.
- Task 3: Using enterprise skills to implement the plan
- Task 4: Evaluating the project, including a formal written report of approximately 1500 words that evaluates:
  - the planning and implementation of the project (compulsory) and one of the following:
    - the financial success of the project (optional)
    - the marketing communications used (optional)
    - the internal communications used (optional)



## **Drama IGCSE (Years 10 & 11)**

### **Areas of Study:**

The course is based on Cambridge International Examinations Syllabus 0411. It is studied over a two-year period before examination, as recommended by the examination board.

### **Statement of Purpose:**

The Drama IGCSE, through practical and theoretical study, helps students to develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students 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.

In today's world many employers/ universities are looking for mature, creative people who can communicate effectively – precisely the skills that Drama helps to develop.

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in Drama for the IGCSE examination. They are not listed in order of priority.

### **The aims are:**

- To develop candidates' understanding of Drama through practical and theoretical study.
- To enable candidates to realise the performance possibilities of text and other stimuli such as headings, pictures and real objects.
- To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.
- To foster the acquisition and development of practical skills in Drama, both individually and in groups.
- To develop understanding of the processes leading to performance and the elements involved in creating a performance and to develop evaluative ability across the various stages of performance work.
- To stimulate an enjoyment of drama.

### **Drama – Years 10 and 11 content**

Students taking Drama at IGCSE can expect a course which is varied and stimulating as well as challenging. The syllabus tests a number of skills: besides acting ability students must demonstrate that they can research a role or topic, work well in a group, manage their time effectively, reflect upon and evaluate their own work and that of others, and analyse live productions. Because the course is so varied no two lessons are the same and homeworks will be similarly diverse – writing up practical work, researching a character, learning lines, finding props and costumes, developing ideas, and so on. Drama is not an easy IGCSE, but it is extremely rewarding and students can expect to gain much in terms of

self-confidence and teamwork skills, as well as developing their dramatic ability and understanding of theatre and performance. Due to the nature of group work in this course, students are expected to attend **one weekly after-school rehearsal** on a Monday or a Wednesday until 5pm. All Drama students **must perform in the secondary school production** on stage in some capacity. Because of the amount of group work within the subject, students are required to have excellent attendance throughout the course.

The course is assessed through both examination and coursework:

1. The written examination (40%) covers the following aspects of drama, and others as appropriate:
  - Characterisation - actors need to have a very clear understanding of the role of the character within the play
  - Role - the function of the character within the play
  - Pacing, Contrast, and Dynamics - it is essential that each actor takes care to go beyond simply learning lines and saying them; a good mark is unlikely to be achieved just because of fluency. The meaning of what is being said must be central to the learning of the lines; the mood should be created through careful pacing, voice control, contrast and dynamics
  - Spatial Awareness - ability to use the space around the candidate effectively
  - Physicality - this refers to an approach to Drama that is distinct from English Literature. Text needs to be brought to life, rather than seen as text on paper. This also refers to the way in which actors make a role their own; a character needs to be physicalised. A character needs to be brought to life in a way that goes beyond reciting lines, for a part to live it needs to be physicalised.
  - Tension - sense of suspense, excitement etc., creating an atmosphere.

**Students sit a 2.5 hour written exam answering short and long answer questions, which makes up 40% of their grade.**

2. Coursework (60% -Internally assessed and externally moderated). Each candidate will submit a total of three pieces of practical work: two group pieces and one individual piece.
  - One individual piece: a performance of an extract from a piece of repertoire. The individual piece must last no longer than 5 minutes.
  - Two group pieces: one original devised piece, and one performance of an extract from a piece of repertoire. Each group piece must last no longer than 15 minutes and must allow each candidate broadly equal exposure. The prescribed group size is between two and six candidates.

Due to the communicative nature of the course, IGCSE Drama requires competent English language skills (both written and spoken).

## Music IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0410. It is studied over a two-year period before examination, as recommended by the examination board. This course is a progression from the work students have done in Years 7 to 9. A significant percentage of the final examination mark is derived from coursework which includes performing and composing. It is therefore advisable that students in this course undertake private study of a musical instrument or singing.

### Statement of Purpose:

The course is designed to encourage students to become informed performers, skilled composers, and understanding listeners. Students will:

- acquire and consolidate a range of basic musical skills, knowledge and understanding through the activities of listening, performing and composing;
- develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music;
- recognize and understand the music of various non-western traditions, and will form an appreciation of cultural similarities and differences;
- develop an informed and lasting love and appreciation of music;
- gain a foundation for further study in music at a higher level.

### Year 10 Topics:

- Baroque, Classical, Romantic and Twentieth Century periods of music history.
- Music theory rudiments.
- Instrumental and/or vocal effects.
- Textures of various styles of music.
- Learning to compose rhythms, melodies and chord structures.
- Solo and ensemble performance.

### Year 11 Topics:

- World music: China, Africa, Latin America, India, Indonesia and Arab.
- Learning to compose rhythms, melodies and chord structures.
- Completion of 2 contrasting compositions.
- Detailed study of a large scale orchestral composition.
- Review and practice listening tasks in preparation for IGCSE exams.
- Solo and ensemble performance.

### Year 11 Assessments:

- 2 compositions (30%)
- 1 solo and 1 ensemble performance (30%)
- Listening exam (40%)

## Art and Design IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0400. It is studied over a two-year period before examination, as recommended by the examination board. The course combines a breadth and depth of study so that it can accommodate a wide range of abilities.

### Statement of Purpose:

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. It is a form of communication and a means of expressing ideas and feelings. An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations. It should widen cultural horizons and enrich the individual.

The very essence of art is centred around being creative, exploring new things based on studies of past creative endeavours and, more importantly, one's own. Although there are "techniques" which can be learned, the study of art is essentially not a study of facts to be retained, and is one which allows and needs considerable freedom of individual expression.

The course seeks to stimulate, encourage and develop:

- confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- an ability to identify and solve problems in visual and tactile form;
- an ability to record from direct observation and personal experience;
- the technical competence and manipulative skills necessary to form, compose and
- communicate in two and three dimensions;
- knowledge of a working vocabulary relevant to the subject;
- the ability to organise and relate abstract ideas to practical outcomes;
- experimentation and innovation through the inventive use of materials and techniques;
- intuitive and imaginative responses showing critical and analytical faculties;
- an interest in, and a critical awareness of, environments and cultures.

## Art - Years 10 and 11 content

The main objective is to prepare students both practically and mentally for the IGCSE examination. Non-examination students will be encouraged to “run with it” and explore how best to respond imaginatively to the examination preparatory study challenges, and to treat the discipline of this as a powerful and helpful learning process. Room has been given for individual creative direction and personal self-motivated artwork. Individual strengths will be highlighted and encouraged, and students will focus on what they do well to consolidate skills.

Students will be reminded to continue to explore foundational drawing and the use of imagination and to make the creative process an adventure of learning by trying different art media to express their ideas. Students will be asked to keep sketchbooks and personal art active and alive week by week. Students will be encouraged to use digital media as a design tool for project work, and to use the internet as a visual resource for research which is relevant to their projects.

There will be a major emphasis on working according to IGCSE examination requirements regarding the process of creating “preparatory studies” before creating a final outcome for both components. The management of time when working, and diversifying existing skills by taking risks, will be key components of the course.

For final examination candidates are required to meet 4 Assessment Objectives and submit work for 2 Components.

1. Component 1: Coursework 50%

Candidates are required to produce a portfolio of personal and original interpretations of one or more themes. Work submitted should cover each Assessment Objective which includes a final outcome. This is externally assessed.

2. Component 2: Exam 50%

Candidates are required to produce a preparatory portfolio of one theme from the range provided by Cambridge. Work submitted should cover each Assessment Objective which includes creating a final outcome within an eight hour timed assessment period. This is externally assessed.

## Computer Science IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0478. It is studied over a two-year period before examination, as recommended by the examination board. The course develops students computational thinking skills and an understanding of the principles of problem-solving using computers. Students will solve problems algorithmically and code those solutions using Python.

### Statement of Purpose:

The course seeks to help learners appreciate current and emerging computing technologies, the benefits of their use and potential risks. The course is an ideal foundation for those students who wish to take Computer Science at AS & A Level.

### The aims are to enable students to develop:

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

## Computer Science – Content

### Computer systems

- 1 Data representation
- 2 Data transmission
- 3 Hardware
- 4 Software
- 5 The internet and its uses
- 6 Automated and emerging technologies

### Algorithms, programming and logic

- 7 Algorithm design and problem-solving
- 8 Programming
- 9 Databases
- 10 Boolean logic

**Computer Science – Assessment**

Paper 1	Paper 2
1 hour 45 minutes	1 hours 45 minutes
Computer Systems 50%	Algorithms, Programming & Logic 50%
75 marks	75 marks
Short-answer and structured questions	Short-answer and structured questions and a scenario-based question
based on Topics 1–6	based on Topics 7–10 of the subject content

## ICT - Information Communication Technology IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0417. It is studied over a two-year period before examination, as recommended by the examination board. The course develops a wide range of practical skills and also knowledge and understanding related to Information Technology hardware, software and systems.

### Statement of Purpose:

The course seeks to develop both a theoretical understanding of information technology and the practical skills necessary to make effective use of it.

### Practical Skills:

- 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;
- create a structured website with style sheets, tables and hyperlinks;
- create and control an interactive presentation.

### Knowledge and Understanding:

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

## ICT – Years 10 and 11 content

### Topics covered in Year 10:

<u>Practical:</u>	<u>Theory:</u>
<ul style="list-style-type: none"> <li>● Data Manipulation</li> <li>● Presentations</li> <li>● Data Analysis</li> <li>● Website Authoring</li> </ul>	<ul style="list-style-type: none"> <li>● Components of a Computer System</li> <li>● Input and Output Devices</li> <li>● Storage Devices and Media</li> <li>● Computer Networks</li> <li>● Audiences and Communication</li> </ul>



**Topics covered in Year 11:**

<b>Practical:</b>	<b>Theory:</b>
<ul style="list-style-type: none"> <li>● Layout and Styles</li> <li>● Document Production</li> <li>● Graphs and Charts</li> <li>● File Management and Images</li> </ul>	<ul style="list-style-type: none"> <li>● The Effects of Using IT</li> <li>● ICT Applications</li> <li>● Systems Life Cycle</li> </ul>

**Assessment overview:**

All candidates take three papers. Candidates will be eligible for grades A\* to G.

<b>All candidates take: Paper 1: 1 hour 30 mins</b>	<b>and: Paper 2: 2 hours 15 minutes</b>
<ul style="list-style-type: none"> <li>● Theory (40%)</li> <li>● 80 marks</li> <li>● Questions will be based on sections 1–21 of the subject content</li> <li>● All questions are compulsory</li> <li>● Externally assessed</li> </ul>	<ul style="list-style-type: none"> <li>● Document Production, Databases and Presentations (30%)</li> <li>● 70 marks</li> <li>● This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content</li> <li>● Candidates must demonstrate the practical skills relevant to sections 11–16</li> <li>● All tasks are compulsory</li> <li>● Externally assessed</li> </ul>
<b>and:</b>	
<b>Paper 3: 2 hours 15 minutes</b>	
<ul style="list-style-type: none"> <li>● Spreadsheets and Website authoring (30%)</li> <li>● 70 marks</li> <li>● This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content</li> <li>● Candidates must demonstrate the practical skills relevant to sections 11–16</li> <li>● All tasks are compulsory</li> <li>● Externally assessed</li> </ul>	

## Physical Education IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0413. It is studied over a two-year period before examination. During the course students tackle complex and demanding theory topics in classroom-based lessons, and develop their knowledge and understanding of how to ensure effective sporting performance in practical lessons. They have the opportunity to pursue a range of physical activities that focus on competing or performing, or developing personal fitness.

### Statement of Purpose:

The course aims for students to learn the skills necessary to perform successfully in a variety of lifetime physical activities, become physically fit, understand the implications of and benefits from involvement in physical activities, know the rules, strategies and safety considerations of a variety of physical activities, value physical activity and its contribution to a healthy lifestyle, learn to be part of a team or group, and develop an appreciation and respect for varying physical capabilities. Students are encouraged to improve their ability to plan, analyse and improve, and evaluate practical performance. They also increase their knowledge, skills and understanding of a range of relevant physical activities.

### Students develop knowledge and understanding of physical education theory:

#### Unit 1: Anatomy & Physiology

- Skeletal & Muscular System
- Respiratory System
- Circulatory System
- The Effects of Exercise on the Body
- Simple Biomechanics

#### Unit 2: Health, Safety and Training:

- Health & Wellbeing
- Diet
- Components of Fitness
- Fitness Testing
- Principles of Training
- Methods of Training

#### Unit 3: Skill Acquisition & Psychology:

- Skill & Ability
- Information Processing
- Stages of Learning
- Feedback & Guidance
- Goal Setting
- Motivation & Arousal
- Anxiety & Relaxation Techniques
- Personality Types

#### Unit 4: Social, Cultural & Ethical Influences:

- Leisure & Recreation
- Sponsorship & Media
- Global Events
- Technology
- Performance-Enhancing Drugs
- Injuries

The coursework component assesses candidates' performance in four physical activities from at least two of the seven categories listed below. **We strongly recommend that students be regularly practicing and/or competing in the activities they choose to be assessed in throughout the two year course.**

Categories	Physical Activities	
Games	<ul style="list-style-type: none"> <li>• <b>Association Football*</b></li> <li>• <b>Badminton*</b></li> <li>• <b>Baseball, Rounders or Softball*</b></li> <li>• <b>Basketball*</b></li> <li>• Cricket</li> <li>• Golf</li> <li>• Handball</li> <li>• Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Lacrosse</li> <li>• <b>Netball*</b></li> <li>• Rugby</li> <li>• Squash</li> <li>• <b>Table Tennis*</b></li> <li>• <b>Tennis*</b></li> <li>• <b>Volleyball*</b></li> </ul>
Gymnastic activities	<ul style="list-style-type: none"> <li>• Artistic Gymnastics (Floor and Vault)</li> <li>or</li> <li>• Rhythmic Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Figure Skating</li> <li>• Trampolining</li> </ul>
Dance Activities	<ul style="list-style-type: none"> <li>• Dance</li> </ul>	
Athletic Activities	<ul style="list-style-type: none"> <li>• <b>Cross-Country Running*</b></li> <li>• Cycling</li> <li>• Rowing and Sculling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Track and Field Athletics*</b></li> <li>• <b>Weight Training for Fitness*</b></li> </ul>
Outdoor and Adventurous Activities	<ul style="list-style-type: none"> <li>• Canoeing</li> <li>• Hill Walking or Orienteering</li> <li>• Horse Riding</li> <li>• Mountain Biking</li> </ul>	<ul style="list-style-type: none"> <li>• Rock Climbing</li> <li>• Sailing</li> <li>• Skiing or Snowboarding</li> <li>• Windsurfing</li> </ul>
Swimming	<ul style="list-style-type: none"> <li>• <b>Competitive Swimming*</b></li> <li>• <b>Life Saving or Personal Survival*</b></li> </ul>	<ul style="list-style-type: none"> <li>• Water Polo</li> </ul>
Combat Activities	<ul style="list-style-type: none"> <li>• Judo or Taekwondo</li> </ul>	

*\*Activities denoted with an asterisk are those that can be undertaken as part of the Lanna Physical Education curriculum. Students may choose to be assessed in other activities on the list only if they ALREADY take part in these outside of school (for example, in the past students have chosen to offer activities such as Dance, Rock Climbing, Tae Kwondo, and we have visited their offsite training facility to carry out the assessment).*

## Course Assessment

For the Cambridge IGCSE in Physical Education all candidates take:

### Component 1 - Theory (written examination; 50% of total marks)

Candidates sit a 1hr45min written exam in which they must answer both short and longer structured questions on each of the four units: Anatomy & physiology; Health, fitness and training; Skill acquisition & psychology; Social, cultural and ethical influences.

### Component 2 - Coursework (practical assessment; 50% of total marks)

Candidates undertake and will have their practical performance assessed in four practical activities from at least two of the seven categories listed. Candidates must demonstrate the ability to analyse and improve practical performance in one of their four chosen practical activities.

## Global Perspectives IGCSE (Years 10 & 11)

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0457. It is studied over a two-year period before examination, as recommended by the examination board. Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective.

### Statement of Purpose:

Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. This course aims to better prepare young people to meet these challenges.

### Students will have opportunities to acquire and apply a range of skills, including:

- gathering, synthesising and communicating information
- collaborating with others to achieve a common outcome
- analysing and evaluating planning, processes and outcomes
- developing and justifying a line of reasoning

Students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning and developing an independence of thought. The syllabus emphasises the development and application of skills rather than the acquisition of knowledge. Students will develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers opportunities to explore possible solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the great complexity of the world and of human thought.

### Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national and global perspectives and understand the links between them
- critically assess the information available to them and make judgements
- can support judgements with lines of reasoning
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others

## Topics Studied:

- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems
- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid
- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Sport and recreation
- Tradition, culture and identity
- Water, food and agriculture

## Course Assessment:

For the Cambridge IGCSE in global perspectives, candidates take three compulsory components: Individual Research, a Group Project and a Written Paper.

1. **Written Examination** (1 hour 15 minutes; 35% of total marks): The Written Exam consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives.

Candidates should be able to analyse and evaluate use of evidence and language; Candidates will use their understanding of the following: fact, opinion, prediction, value judgement, bias and vested interest.

2. **Individual Research Report** (30% of total marks): Candidates carry out research based on topic area and submit an Individual Research Report of 2000 words. Candidates decide on their own global research question for this component. The report is externally assessed by Cambridge.
3. **Team Project** (35% of total marks): The Team Project comprises two elements:

Group Element - Candidates collaborate to produce a plan and carry out a group project based on research into one topic area. The topic area must be different from the topics studied for the Individual Research Report.

Individual Element - Candidates evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations.

## **Sociology IGCSE (Years 10 & 11 )**

### **Areas of Study:**

The course is based on Cambridge IGCSE Sociology syllabus (0495). It is designed for students to gain lifelong skills including:

- a better understanding of how we become who we are.
- the ability to analyse human behaviour within their own society, between different cultures and across different periods of time.
- an appreciation of the effects that choice of methodology can have on social science investigations.
- the ability to use sociological evidence and ideas to challenge their own beliefs and the beliefs of other people about issues such as equality, education, the family and crime.

### **Statement of Purpose:**

This objectives of this course are:

- To promote candidates' awareness, knowledge and understanding of human societies.
- To develop candidates' understanding of sociological methods, including the collection, analysis and interpretation of data.
- To provide an introduction to sociological concepts, theories and research findings.
- To stimulate awareness of the range and limitations of sociological theory and research.
- To promote candidates' understanding of continuity and change in social life.
- To encourage a critical awareness of social, economic and political processes, and their effects.
- To develop the capacity for critical evaluation of different forms of information and evidence.
- To promote an appreciation and understanding of individual, social and cultural diversity.
- To enhance candidates' ability to apply sociological knowledge and understanding to their own lives and their participation within society.

### **IGCSE Sociology aims to enable students to:**

- develop knowledge and understanding of sociological concepts, theories, methods and research findings
- understand issues and problems concerning the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- understand the ways in which personal and social identities are constructed and maintained
- encourage a critical awareness of social, economic and political structures and processes, and their effects on individuals and communities

- understand the tensions between individual free will and social structures, and continuity and change in societies
- gain an appreciation and understanding of individual, social and cultural diversity
- apply sociological knowledge and understanding to their own lives and their participation within society

The course is divided into 6 distinct units:

<b>Paper 1</b>	
Unit 1: Research methods	How do different sociologists approach the study of society? What types of data and evidence do sociologists use? How do sociologists investigate society?
Unit 2: Identity: self and society	How do we learn our identity? How does society control us? What influences our social identity?
Unit 3: Social stratification and inequality	What is social stratification? What attempts have been made to reduce social stratification? How has globalisation affected inequalities between societies?
<b>Paper 2</b>	
Unit 4: Family	What are the different types of families? What is the role of the family for the individual and society? How is family life changing?
Unit 5: Education	What is education and schooling? What are the roles and functions of education? What factors help to explain differences in educational achievement and experience?
Unit 6: Crime, deviance and social control	What are crime, deviance and social control? What are the patterns of and explanations for crime and deviance? How is crime dealt with in different societies?

### How is this course assessed?

Students are assessed externally by Cambridge Examinations in Year 11.

<b>Paper 1 (50%)</b>	<b>Paper 2 (50%)</b>
<p><b>Research Methods, Identity and Inequality</b> (80 marks) (2 hours) Candidates answer two structured questions:</p> <ul style="list-style-type: none"> <li>• Question 1 Research methods (compulsory) – all candidates answer this question, which includes data response.</li> <li>• Question 2 and Question 3 – candidates choose to answer either Question 2 or Question 3.</li> <li>• Externally assessed</li> </ul>	<p><b>Family, Education and Crime</b> (80 marks) (1 hour 45 minutes) Candidates answer two optional structured questions from a choice of three.  Externally assessed</p>

## Psychology GCSE (Years 10 & 11)

### Description:

Edexcel's GCSE Psychology (1PS0) is designed to give students an understanding of psychological concepts, theories and research methodology.

The aims and objectives of this qualification are to enable students to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- Understand how psychological research is conducted, including the role of scientific method and data analysis
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society

### How is this course assessed?

Paper 1 (55%)	Paper 2 (45%)
<b>Written examination: 1 hour and 45 min.</b>	<b>Written examination: 1 hour and 20 min.</b>
<p>These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C.</p> <ul style="list-style-type: none"> <li>• Topic 1: Development – How did you develop?</li> <li>• Topic 2: Memory – How does your memory work?</li> <li>• Topic 3: Psychological problems – How would psychological problems affect you?</li> <li>• Topic 4: The brain and neuropsychology – How does your brain affect you?</li> <li>• Topic 5: Social influence – How do others affect you?</li> </ul>	<p>Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.</p> <ul style="list-style-type: none"> <li>• Topic 6: Criminal psychology – Why do people become criminals?</li> <li>• Topic 7: The self – What makes you who you are?</li> <li>• Topic 8: Perception – How do you interpret the world around you?</li> <li>• Topic 9: Sleep and dreaming – Why do you need to sleep and dream?</li> <li>• Topic 10: Language, thought and communication – How do you communicate with others?</li> <li>• Topic 11: Research methods – How do you carry out psychological research?</li> </ul>



## Thai Language and Culture

Thai language and culture is available for all students to study throughout Years 10 and 11. It is available in two ways:

1. as a "Thai Culture" course (studying Thai Culture for just 1 period per week), alongside the study of French or Chinese language (for 5 periods per week)
2. as a full Thai course, studying Thai Culture for 1 period and Thai Language for 5 periods per week, and therefore not studying French or Chinese at all. Thai language is available to students at all three levels to meet their needs: beginner, intermediate, and advanced levels.

Note that it is only students in the "advanced" level class that will be preparing for the Thai First Language IGCSE examination. This is a very challenging course aimed at people who are working at native Thai language level (regardless of their actual nationality). For other students (in beginner, and intermediate classes) the aim is not to work towards an IGCSE examination (there is no Foreign Language IGCSE examination available from any examination board, hence we do not offer this), but to continue to work on developing their communicative Thai language skills - reading, writing, speaking, and listening.

### Advanced Thai IGCSE (Years 10 & 11)

#### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0518. It is studied over a two-year period before examination, as recommended by the examination board.

#### Statement of Purpose:

The course is provided for Thai national students who are able to read and write fluently. The course incorporates Thai language and Thai Social Studies.

The aims are to:

1. enable students to communicate accurately, appropriately and effectively in writing;
2. enable students to understand and respond appropriately to what they read;
3. encourage students to enjoy and appreciate the variety of Thai language and culture
4. complement the students' other areas of study by developing skills of more general application (e.g. analysis, synthesis, drawing of inferences);
5. promote the students' personal development and an understanding of their own and others' cultures.

The materials used are selected from a variety of Thai textbooks, news, magazines and journal articles, literature, and contemporary literature. The students will attend a field trip and also be involved with Thai crafts.

## Assessment objectives

The assessment objectives (AOs) are:

### A01 Reading

Candidates will be assessed on their ability to:

R1 identifies and interprets explicit and implicit information and attitudes.

R2 demonstrates understanding of how writers use language and structure to achieve effects and influence readers.

R3 analyse, evaluate and develop facts, ideas and opinions.

R4 selects and synthesises information for specific purposes.

### A02 Writing

Candidates will be assessed on their ability to:

W1 communicate clearly, effectively and imaginatively

W2 sequence facts, ideas and opinions

W3 use a range of appropriate vocabulary

W4 use tone, style and register appropriate to audience and context

W5 make accurate use of spelling, punctuation and grammar

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Reading	40
AO2 Writing	60
Total	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Reading	80	0
AO2 Writing	20	100
Total	100	100

During the two year course they study the following topic areas:

**Area A: Reading and Directed Writing**

Students should be able to:

- understand and convey information;
- understand, order and present facts, ideas and opinions;
- evaluate information and select what is relevant to specific purposes;
- articulate experience and express what is felt and what is imagined;
- recognise implicit meaning and attitudes;
- communicate effectively and appropriately.

**Area B: Continuous Writing**

Students should be able to:

- order and present facts, ideas and opinions;
- articulate experience and express what is felt and what is imagined;
- communicate effectively and appropriately.

**Area C: Usage**

Students should be able to:

- exercise control of appropriate grammatical structures;
- understand and employ a range of appropriate vocabulary;
- demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- show a sense of audience and an awareness of register and style in both formal and informal situations.

**How is this course assessed?**

Students are assessed externally by Cambridge Examinations in Year 11.

<p style="text-align: center;"><b>Paper 1: Reading and Directed Writing (50%)</b></p>	<p style="text-align: center;"><b>Paper 2 : Directed Writing (50%)</b></p>
<ul style="list-style-type: none"> <li>● 2 hours, 50 marks</li> <li>● <b>Section 1</b> Comprehension and Use of Language (25 marks) This section tests the following reading assessment objectives R1 and R2</li> <li>● <b>Section 2</b> Directed Writing (25 marks) This section tests the following writing assessment objectives W1-W5 and this question also tests the following reading assessment objectives R3 and R4</li> </ul>	<ul style="list-style-type: none"> <li>● 2 hours 50 marks</li> <li>● <b>Section 1</b> Argumentative/Discursive (25 marks)</li> <li>● <b>Section 2</b> Descriptive/Narrative Writing (25 marks)</li> </ul>

## **Thai – Intermediate (Years 10 & 11)**

### **Areas of Study:**

The Intermediate level course is assessed internally within the school (it does not lead to an IGCSE in Thai). The course incorporates reading, writing, listening, speaking skills, and grammar drills, as well as Thai culture.

### **Statement of Purpose:**

The two-year course is designed so that students will develop reading, writing, listening, speaking skills, and grammar drills. They also will be able to communicate accurately, appropriately and effectively in writing; to understand and respond appropriately. They will also learn to appreciate aspects of Thai culture.

### **Thai: Intermediate – Years 10 and 11**

During the two year course the following areas are studied:

#### **Thai Core Class**

##### **Area A:**

##### **Speaking and Listening**

Students will: Speak Thai basic conversation in daily life; Listen and repeat; Listen to audio materials and respond appropriately.

##### **Reading and Writing**

Students will: Recognise the Thai alphabet, tones and read aloud correctly; Comprehend authentic materials such as charts and pictures; Read, comprehend, and respond; Write simple words and make short sentences.

##### **Area B: Thai Grammar**

Students will: Study Thai grammar rules and use those rules to construct grammatically correct sentences in Speaking, Listening, Reading, and Writing skills; Practice using the language in the right situation and correct sentences.

##### **Thai Culture**

Students will: Study Thai history and culture; Study Thai cooking; Study Thai royal family; Study Thai celebration and Holidays; Study and practice art and crafts.

#### **Thai Culture Class**

##### **Students will develop:**

Communicative Skills: Respond to questions, express a variety of conversational topics; Understand stories, comprehend the audio materials and show positive value of listening; Basic Knowledge of Thai Culture: Show a positive attitude, experiences toward Thai Culture, gain knowledge of Thai culture and apply to their daily lives inside and outside of

the classroom effectively.

**Area C: Thai Culture** - Students will:

- Learn and participate in Thai celebrations and festivals  
(Teacher appreciation day (Wan wai kru), Loy krathong and Songkran)
- Learn and practice Thai arts and crafts
- Learn Thai cooking
- Learn about Thai kings
- Learn about Thai dances
- Learn about Thai folk games
- Learn about Thai movie

## **Thai – Beginner (Years 10 & 11)**

### **Areas of Study:**

The beginner level course is assessed internally within the school (it does not lead to an IGCSE in Thai). The course incorporates reading, writing, listening, speaking skills, and grammar drills, as well as Thai culture.

Students learn to follow and respond to instructions. They ask Y/N questions, answer with phrases, short statements and negative statements using polite ending particles. They use polite expressions for making requests, asking pardon, and thanking people. They use appropriate pronouns and vocabulary for adults and peers at school. The students are encouraged to use the target language through a variety of language activities. For reading and writing, they learn to write letters of their own names, some Thai numbers and basic simple words. They also read and recognize common public signs. They understand and participate in cultural activities in school and outside. They learn part of speech, such as, pronouns, verbs, adjectives, simple classifiers, prepositions and conjunctions including and / but. They use polite gestures and ending particles. They learn to recognize two different tones. They also learn Thai culture in several aspects.

### **Statement of Purpose:**

The course is provided for non-Thai students. The course involves developing all language skills; speaking, listening, reading, writing and culture. They will be able to communicate and express themselves accurately, appropriately and effectively and be able to read and write some basic simple words accurately. In addition, they will be able to understand and learn about Thai culture and history in different aspects through the lessons learned in class, school events and outside school in the form of the field trip.

### **During the two year course the following areas are studied:**

#### **Thai Core Class**

#### **Students will develop:**

Listening skills: Follow the instructions given; Comprehend the various audio materials used; Show positive values of listening.

Speaking skills: Respond to questions and take part in extended conversations; Express their needs and feelings; Describe the information in various situations.

Reading skills: Recognise the Thai alphabet, vowels and tones; Read from spelling; Recognise simple words.

Writing skills: Trace and write Thai alphabet characters, vowels and tones; Write simple words, phrases and sentences.

Basic Knowledge of Thai Culture: Show a positive attitude toward Thai Culture; Gain knowledge of Thai culture and apply it to their daily lives inside and outside of the classroom.

**Area A: Thai Language Skills** - Students will:

- Learn, practice and describe about themselves, career in community, exploring Chiang Mai, and children story
- Apply and present the lessons learned in class to outside classroom or school
- Read and write the simple words, phrases and sentences.
- Do reading comprehension

**Area B: Thai Grammar** - Students will:

- Learn communicative sentence structures (Question and answer forms)
- Learn Thai reading grammar
- Practice and develop their writing

**Thai Culture Class****Students will develop:**

## Communicative Skills:

- Respond to questions, express a variety of conversational topics.
- Understand stories, comprehend the audio materials and show positive value of listening.

## Basic Knowledge of Thai Culture:

- Show a positive attitude, experiences toward Thai Culture, gain knowledge of Thai culture and apply to their daily lives inside and outside of the classroom effectively.

**Area C: Thai Culture** - Students will:

- Learn and participate in Thai celebrations and festivals (Teacher appreciation day (Wan wai kru), Loy krathong and Songkran)
- Learn and practice Thai arts and crafts
- Learn Thai cooking
- Learn about Thai kings
- Learn about Thai dances
- Learn about Thai folk games
- Learn about Thai movie

## **French - Foreign Language IGCSE (Years 10 & 11)**

*Note: For students with higher levels of French language ability, First Language French (0501). All IGCSE French students study in the same class with the same teacher, but they will have differentiated assignments and assessments depending on their respective syllabus.*

### **Areas of Study:**

The course is based on Cambridge International Examinations Syllabus 0520. It is studied over a two-year period before examination, as recommended by the examination board. The course is designed for non-native speakers learning French as a foreign language. In addition to studying the French language the course also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### **Statement of Purpose:**

The main aim of the course is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. The aims of the syllabus are the same for all students. The specific aims are set out below and describe the educational purposes of following a course in a foreign language for the IGCSE examination. They are not listed in order of priority. The aims 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 toward foreign language learning and towards speakers of other 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, and drawing of inferences).

## **French – Years 10 and 11 content**

Candidates follow the syllabus as published by Cambridge International Examinations. During the two year course they study the following topic areas:

### **Area A: Everyday activities**

The language of the classroom

Home life and school

Food, health and fitness



**Area B: Personal and social life**

Self, family and personal relationships  
Holidays and special occasions

**Area C: The world around us**

Home town and local area  
Natural and made environment  
People, places and customs

**Area D: The world of work**

Continuing education  
Careers and employment  
Language and communication in the workplace

**Area E: The international world**

Tourism at home and abroad  
Life in other countries and communities  
World events and issues

These topics are split between the two years of study in the following way:

**Topics studied during Year 10:**

TOPIC AREA A: Everyday activities  
TOPIC AREA B: Personal and social life  
TOPIC AREA C: The world around us

**Topics studied during Year 11:**

TOPIC AREA D: The world of work  
TOPIC AREA E: The international world

Course title	Course code	Assessment
IGCSE French (foreign language)	0520	<ul style="list-style-type: none"> <li>● Paper 1: Listening - Approximately 50 minutes, including 6 minutes' transfer time, 40 marks</li> <li>● Paper 2: Reading - Written paper, 1 hour, 45 marks</li> <li>● Paper 3: Speaking - Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks</li> <li>● Paper 4: Writing - Written paper, 1 hour, 45 marks</li> </ul>
IGCSE French (first language)	0501	<ul style="list-style-type: none"> <li>● Paper 1: Reading and Directed Writing - Written paper, 2 hours, 50 marks</li> <li>● Paper 2: Writing - Written paper, 2 hours, 50 marks</li> </ul>

## Chinese – Foreign Language IGCSE (Years 10 & 11)

*Note: For students with higher levels of Chinese language ability, other syllabuses are also available: Chinese as a Second Language (0523) and First Language Chinese (0509). All IGCSE Chinese students study in the same class with the same teacher, but they will have differentiated assignments and assessments depending on their respective syllabus.*

### Areas of Study:

The course is based on Cambridge International Examinations Syllabus 0547. It is studied over a two-year period before examination, as recommended by the examination board. This is a course designed for students learning Mandarin Chinese as a foreign language. In addition to studying the Chinese language the course also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### Statement of Purpose:

The main aim of the course is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. . The aims of the syllabus are the same for all students. The specific aims are set out below and describe the educational purposes of following a course in a foreign language for the IGCSE examination. They are not listed in order of priority. The aims 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 toward foreign language learning and towards speakers of other 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, and drawing of inferences).

## Chinese – Years 10 and 11 content

Candidates follow the syllabus as published by Cambridge International Examinations. During the two year course they study the following topic areas:

### Area A: Everyday activities

The language of the classroom  
Home life and school  
Food, health and fitness

### Area B: Personal and social life

Self, family and personal relationships  
Holidays and special occasions

### Area C: The world around us

Home town and local area  
Natural and made environment  
People, places and customs

### Area D: The world of work

Continuing education  
Careers and employment  
Language and communication in the workplace

### Area E: The international world

Tourism at home and abroad  
Life in other countries and communities  
World events and issues

These topics are split between the two years of study in the following way:

### Topics studied during Year 10:

- Minimum core vocabularies for Topic Areas A, B, C,D and E
- Required Grammar and structures
- TOPIC AREA A: Everyday activities
- TOPIC AREA B: Personal and social life

### Topics studied during Year 11:

- TOPIC AREA C: The world around us
- TOPIC AREA D: The world of work
- TOPIC AREA E: The international world
- Continuous writing (for extended candidates only)
- Examination preparation and practice

## Chinese IGCSE Y10-11 Course assessment

Course title	Course code	Assessment
Foreign language Chinese	IGCSE 0547	<ul style="list-style-type: none"> <li>● 0547/11 Listening (35') 30 Marks</li> <li>● 0547/21 Reading (1:15') 36 Marks</li> <li>● 0547/31 Speaking (15') 100 Marks</li> <li>● 0547/41 Writing (1:15') 45 Marks</li> </ul>
Chinese as a second language	IGCSE 0523	<ul style="list-style-type: none"> <li>● 0523/01 Reading and Writing 2:00 60 Marks (60%)</li> <li>● 0523/02 Listening 35-45' 30 Marks (20%)</li> <li>● 0523/03 Speaking 10-13' 60 Marks (20%)</li> </ul>
First language Chinese	IGCSE 0509	<ul style="list-style-type: none"> <li>● 0509/01 Paper 1 Reading, Directed Writing and Classical Chinese 2:15' 60 Marks (50%)</li> <li>● 0509/02 Paper 2 Writing 2:00 50 Marks (50%)</li> </ul>

## Physical Education: non-examined (Years 10 & 11)

### Areas of Study:

The course is not based on an examination syllabus, but is assessed internally within the school. Students take part in a wide range of physical activities, which include both individual and team sports.

### Statement of Purpose:

To encourage students to develop the 'individual' and discover the 'self' through physical activities; to develop knowledge and understanding of physical activities.

Students will:

- develop an appreciation and fundamental understanding of the value of Physical Education and its relationship to a healthy active lifestyle;
- develop an awareness of movement as a creative medium in the development of communication, expression, and aesthetic appreciation;
- develop the motor skills necessary to enable students to participate successfully in variety of physical activities success being measured in relation to the individuals' personal development;
- acquire skills and techniques readily applicable in more complex patterns;
- demonstrate knowledge of correct procedure and rules appropriate to the activity;
- focus on developing, implementing and refining team and individual game plans.  
Teams will be expected to plan strategies and implement them in different situations.

### Course components

Students will:

- take part in invasion games such as: capture the flag, football, futsal, netball, basketball – demonstrating strategies and tactics;
- participate in health and fitness unit looking at diet, how to get fit and how to get fit safely using the new school gym;
- demonstrate correct knowledge of swimming and water survival skills;
- demonstrate knowledge of the rules of sport games and even become an official in a variety of sports;
- participate in a physical fitness test according to British Curriculum Standards;
- participate in over the net games such as Volleyball, Badminton and Table Tennis;
- take part in a Sports Leaders Course where they develop their leadership skills and progress onto becoming coaches for the school sports teams as well as giving them the skills and tools to become a good leader after they have left Lanna.

## Personal & Social Development programme (Years 10 & 11)

The Personal & Social Development Programme is scheduled once a week. The programme includes the teaching of PSHE, university preparation, study & revision skills, financial literacy and an opportunity for a study hall.

The course is not based on an examination syllabus, but is designed so that students, at appropriate stages in their own personal development, can explore issues related to personal relationships, personal and financial management, health and safety, social awareness, study skills/techniques, and continue to explore university options.

The programme seeks to develop essential knowledge and life skills into the curriculum, without drawing time from students' IGCSE lessons. The schedule changes from week to week with students experiencing a range of different lessons throughout the academic year.

Example:

	10L	10i	10S	11L	11i	11S
Week 1	PSHE	Study Hall	Financial lit	PSHE	Uni. prep.	Study Skills
Week 2	PSHE	Uni. prep.	Study Skills	PSHE	Study Hall	Financial lit
Week 3	Financial lit	PSHE	Study Hall	Study Skills	PSHE	Study Hall
Week 4	Study Skills	PSHE	Uni. prep.	Financial lit	PSHE	Uni. prep.
Week 5	Study Hall	Financial lit	PSHE	Study Hall	Study Skills	PSHE
Week 6	Uni. prep.	Study Skills	PSHE	Uni. prep.	Financial lit	PSHE

### Statement of Purpose:

The course is designed so that students will:

- Develop mutual respect and support
- Think about issues and make informed opinions
- Be aware of and care for others and for the environment
- Talk about feelings and be sensitive to the feelings of others
- Be constructively critical and questioning
- Be responsible for their behaviour and learning
- Think about, assess and develop their potential

## PSHE

Key topic areas for Years 10 & 11:

- | <u>Personal</u>                                                                                           | <u>Social</u>                                                                                                                                                                                          | <u>Health/Safety</u>                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Changing Awareness</li> <li>● Feelings &amp; Emotions</li> </ul> | <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Self-esteem &amp; Peer Pressure</li> <li>● How Others Live</li> <li>● Social Responsibility</li> <li>● Healthy Scepticism</li> </ul> | <ul style="list-style-type: none"> <li>● Sexual Health</li> <li>● Drugs, Alcohol, Society &amp; You</li> <li>● Why Do People Take Risks?</li> <li>● Internet Safety</li> <li>● Road Safety</li> </ul> |

## Financial Literacy

Key topic areas for Years 10 & 11:

- |                                                                                                        |                                                                                                |                                                                                                |                                                                                           |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Financial Planning</li> <li>● Employment and Taxes</li> </ul> | <ul style="list-style-type: none"> <li>● Budgeting</li> <li>● Saving for University</li> </ul> | <ul style="list-style-type: none"> <li>● Risk and Reward</li> <li>● Managing Credit</li> </ul> | <ul style="list-style-type: none"> <li>● Investing</li> <li>● Economic Factors</li> </ul> |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|

## Study Skills & Revision

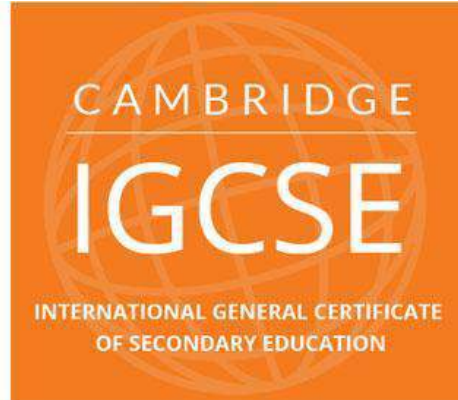
Key topic areas for Years 10 & 11:

- |                                                                 |                                                                            |                                                                   |                                                                         |
|-----------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Flow Theory</li> </ul> | <ul style="list-style-type: none"> <li>● Self-Directed Learning</li> </ul> | <ul style="list-style-type: none"> <li>● Managing Time</li> </ul> | <ul style="list-style-type: none"> <li>● Revision Strategies</li> </ul> |
|-----------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|

## University Preparation

Key topic areas for Years 10 & 11:

- |                                                                          |                                                                      |                                                                          |                                                                         |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Psychometric Testing</li> </ul> | <ul style="list-style-type: none"> <li>● Profile Building</li> </ul> | <ul style="list-style-type: none"> <li>● Academic Counselling</li> </ul> | <ul style="list-style-type: none"> <li>● University Planning</li> </ul> |
|--------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------|



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