



MUTIARA INTERNATIONAL GRAMMAR SCHOOL



IGCSE HANDBOOK

SUBJECT SELECTION GUIDE

2016/2017

Discovering Potential | Learning to Care | Respecting Differences

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IGCSE Subjects 2016-2017

Core Subjects:

- IGCSE English (Literature, 1st Language or 2nd Language)
- IGCSE Mathematics (Mathematics or Additional Mathematics)
- IGCSE Global Perspectives (Examinable and non-examinable classes)
- Physical Education
- Community Arts

Preferences:

- GCSE Drama
- IGCSE French as a Foreign Language
- IGCSE Mandarin as a Foreign Language
- IGCSE Biology
- IGCSE Chemistry
- IGCSE Physics
- IGCSE History
- IGCSE Geography
- IGCSE Business Studies
- IGCSE Accounting
- IGCSE Islamic Studies
- IGCSE Information & Communication Technology
- IGCSE Art and Design
- IGCSE Physical Education (PE)
- IGCSE Sociology

Compulsory for Malaysian Students:

- IGCSE Malay as a Foreign Language is studied and examined in Year 9

Instructions:

ALL STUDENTS STUDY THE CORE SUBJECTS, BUT WILL NEED TO SELECT SEVEN (7) PREFERENCES FROM THOSE LISTED ABOVE.

IGCSE English First Language

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| Full subject title | English First Language (extended) |
| Syllabus number | 0500 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | 50% Reading 50% Directed Writing and Composition |
| Some topics covered | A wide range of topics ranging from current affairs to student interest will be used as a vehicle to develop an understanding of various text types. |
| Course description | First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. The course also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. |
| What do students need to know about this course before they choose it for IGCSE? | This is not a Literature course, but one in which the students will be expected to read widely and analyse both what is written and how it is written. Style and audience are key features of written tasks. |
| What types of students do well in this course? | Students for whom English is their first language. |
| What types of students struggle with this course? | Students who gain less than a C grade at Year 9/Year 10 may struggle with this course. |
| What kinds of activities are done in class regularly? | Reading and analysing a variety of text types. Writing responses to text and completing narratives in response to a number of stimuli. Taking notes, making summaries, answering questions orally, small group discussions, as well as practice examination exercises for reading and writing. |
| What kinds of activities are done in class occasionally? | Research projects. |
| What do students like the most about this course? | The students enjoy the opportunity to undertake creative writing, writing and presenting speeches and debating. |
| What do students like the least about this course? | Reading for meaning (analysing texts) is a large component of this course, as is writing for different audiences. This can be challenging at times but will lead to life-long skills. |
| Other information | The core course can be studied, but students will only be eligible for grades C – G. |

IGCSE English Second Language

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| Full subject title | English Second Language (extended) |
| Syllabus number | 510 |
| % Course Work | 0% |
| Speaking | Certificates record separately the achievements of grades 1 (high) to 5 (low) |
| Listening | Candidates listen to several short extracts and longer texts, and complete a range of task-types, including short-answer questions, gap filling, matching, multiple choice and note taking. 30% |
| Final exam/reading and writing | There are seven tasks in the paper, testing a range of reading and writing skills. 70% |
| Some topics covered | Interviews, Advertisements, Biographies, Dairy writing, friendly and formal letters. |
| Course description | Second Language learners will be able to develop confidence in working with information and ideas- their own and those of others. They learn to be responsible for themselves, respond and be respectful of others. The course also develops the student's ability to engage intellectually and socially with others and be ready to make a difference. Learners have the opportunity to gain lifelong skills and knowledge, improve their communicative ability in English. They will have an improved ability to understand English in a range of everyday situations and in a variety of social registers and styles. |
| What do students need to know about this course before they choose it for IGCSE? | The course is designed for learners whose first language is not English but who use it as a lingua franca or language of study. |
| What types of students do well in this course? | Students who come from different cultural and language backgrounds do well to take this course as it provides a solid foundation for moving on to higher level studies. |
| What types of students struggle with this course? | Students who gain less than a C grade in Year 9/Year 10 may struggle with this course. |
| What kinds of activities are done in class regularly? | Listening and speaking practice. Group work and classroom presentations. |
| What kinds of activities are done in class occasionally? | Research projects. |
| What do students like the most about this course? | Students enjoy the speaking and listening exercises. |
| What do students like the least about this course? | Learners have to work hard and diligently on improving spelling, grammar, sentence construction, vocabulary, paragraphing and handwriting. |
| Other information | The core course can be studied, but students will only be eligible for grades C-G. Candidates who take the extended paper and are awarded grades A* to C in IGCSE English as a Second Language are well prepared to follow courses leading to A level English or the equivalent. |

IGCSE English Literature

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| Full subject title | English Literature |
| Syllabus number | 0486 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | 50% Poetry and Prose 50% Drama |
| Some topics covered | Component 1: Poetry and Prose: Candidates must answer on two different texts. Component 2: Drama: Candidates must answer on two different set texts. |
| Course description | English Literature learners develop the ability to sustain a critical understanding of the set texts showing individuality and insight. They learn to respond sensitively and in detail to the way the writer achieves her/his effects. They also learn to incorporate well-selected references to the text skilfully and with flair. The aim is to develop learners who understand and respond to literary texts in different forms and from different periods and cultures. They will be able to experience literature's contribution to aesthetic, imaginative and intellectual growth. Finally they will be able to explore the contribution of literature to an understanding of areas of human concern. |
| What do students need to know about this course before they choose it for IGCSE? | Students will be expected to read widely and analyse what is written and how it written. They should enjoy the experience of reading literature. |
| What types of students do well in this course? | Students who enjoy reading poetry, drama and prose and are able to engage in the ideas, themes, and characters portrayed in the set texts. Students who are able to avail themselves of and benefit from all sorts of related material that are written about the poet, writer and playwright and their works. |
| What types of students struggle with this course? | Second language students and those who do not read the set texts may struggle. |
| What kinds of activities are done in class regularly? | Reading, dramatizing, listening to audio books, watching plays, YouTube presentations and taking notes. Students practise answering passage-based questions and essay questions. They share ideas with the rest of the class, looking at interpretations and alternative explanations. They do homework in order to research and complete the set tasks. |
| What kinds of activities are done in class occasionally? | Research projects. |
| What do students like the most about this course? | The students enjoy the experience of sharing their written answers in class. |
| What do students like the least about this course? | Some students may struggle in writing answers that show a detailed knowledge of the content of the set texts. |
| Other information | All students will sit for two papers. (one and a half hours) Component 1: They answer one question on poetry, one on prose. Component 2: They answer two questions on drama based on different texts. |

IGCSE Mathematics

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| Full subject title | Mathematics |
| Syllabus number | 0580 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | Paper 1: Mathematics Questions of various lengths 35% Paper 2: Mathematics Questions of various lengths (Extended) – 65% |
| Some topics covered | Calculate squares, square roots, cubes and cube roots of numbers. Make estimates of numbers, quantities and lengths, give approximations to specified numbers of significant figures and decimal places and round off answers to reasonable accuracy in the context of a given problem. Interpret and obtain the equation of a straight line graph in the form $y = mx + c$. Solve problems using the sine and cosine rules for any triangle and the formula area of a triangle = $\frac{1}{2} ab \sin C$. |
| Course description | Students learn to recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem, to use mathematics as a means of communication with emphasis on the use of clear expression and to develop an ability to apply mathematics in other subjects, particularly science and technology. |
| What do students need to know about this course before they choose it for IGCSE? | IGCSE Mathematics gives a general qualification which enables students to progress to further qualifications which require Mathematics. Starting with A Level, Pre-U Mathematics or IB Certificates in Mathematics, the students can move on to the fields of Medicine, Engineering, Statistics, and Actuarial Sciences. |
| What types of students do well in this course? | Students who have an enquiring and innovative mind will enjoy Mathematics. |
| What types of students struggle with this course? | Students with difficulty in analytical thinking and numerical logic find IGCSE Mathematics challenging. A good foundation in KS3 Mathematics is essential for IGCSE Mathematics. |
| What kinds of activities are done in class regularly? | Investigative work for many topics in the syllabus. Past year examination papers revisions as part of the preparation for IGCSE examinations. |
| What kinds of activities are done in class occasionally? | Group activities with presentation of research work and problem solving Field trips to boost the understanding of selected topics. |
| What do students like the most about this course? | The problem solving and presentation of worked examples done in class. |
| What do students like the least about this course? | The topics which require good comprehension of the language used in word problems. |
| Other information | Students who study Mathematics develop creativity and perseverance in the approach to problem solving, appreciate the interdependence of different branches of mathematics and acquire a foundation appropriate to their further study of mathematics and of other disciplines. |

IGCSE Additional Mathematics

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| Full subject title | Additional Mathematics |
| Syllabus number | 0606 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | Paper 1: Mathematics Questions of various lengths 50% Paper 2: Mathematics Questions of various lengths 50% |
| Some topics covered | Calculate squares, square roots, cubes and cube roots of numbers. Make estimates of numbers, quantities and lengths, give approximations to specified numbers of significant figures and decimal places and round off answers to reasonable accuracy in the context of a given problem. Interpret and obtain the equation of a straight line graph in the form $y = mx + c$. Solve problems using the sine and cosine rules for any triangle and the formula area of a triangle = $\frac{1}{2} ab \sin C$. |
| Course description | The IGCSE Mathematics syllabus consolidates and extends the elementary mathematical skills, and use these in the context of more advanced techniques. It also further develops the knowledge of mathematical concepts and principles, and use this knowledge for problem solving. |
| What do students need to know about this course before they choose it for IGCSE? | IGCSE Additional Mathematics gives a general qualification which enables students to progress to further qualifications which require Mathematics. Starting with A Level, Pre-U Mathematics or IB Certificates in Mathematics, the students can move on to the fields of Medicine, Engineering, Statistics, Actuarial Sciences. |
| What types of students do well in this course? | Students who have an enquiring and innovative mind will enjoy Additional Mathematics. |
| What types of students struggle with this course? | Students with difficulty in analytical thinking and numerical logic find IGCSE Additional Mathematics challenging. A very strong foundation in KS3 Mathematics is essential for IGCSE Additional Mathematics. |
| What kinds of activities are done in class regularly? | Investigative work for many topics in the syllabus. Past year examination papers revisions as part of the preparation for IGCSE examinations. |
| What kinds of activities are done in class occasionally? | Group activities with presentation of research work and problem solving Field trips to boost the understanding of selected topics. |
| What do students like the most about this course? | The problem solving and presentation of worked examples done in class. |
| What do students like the least about this course? | The topics which require good comprehension of the language used in a word problems. |
| Other information | Students who study Additional Mathematics develop creativity and perseverance in the approach to problem solving. They also derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics. |

IGCSE Global Perspectives

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| Full subject title | Global Perspectives |
| Syllabus number | 0457 |
| % Course Work | 40% Research Project 30% Group Project |
| % Oral assessment | 0% |
| % Final exam | 30% |
| Some topics covered | Belief systems, biodiversity and ecosystem loss, climate change, conflict and peace, disease and health, education for all, employment, family and demographic change, fuel and energy, humans and other species, language and communication, law and criminality, poverty and inequality, sport and recreation, technology and economic divide, trade and aid, tradition, culture and identity, transport and infrastructure, urbanisation, water, food and agriculture. |
| Course description | IGCSE Global Perspectives is a ground breaking new course that is cross-curricular, stretching across traditional subject boundaries. It taps into the way today's students enjoy learning – including group work, seminars projects, and working with other students around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. |
| What do students need to know about this course before they choose it for IGCSE? | 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, and opening hearts to the diversity of human experience and feeling. |
| What types of students do well in this course? | Open, internationally minded students who enjoy vigorous discussion and debate and learning about other people's perspectives on the world. |
| What types of students struggle with this course? | Students who struggle to appreciate other people's point of view, and who are very set in their ideas of right and wrong. |
| What kinds of activities are done in class regularly? | Discussion, debate, research projects, oral presentations. |
| What kinds of activities are done in class occasionally? | Interacting with other students in Kuala Lumpur, in Malaysia and around the world. |
| What do students like the most about this course? | Learning about the world and how they can be a force for good in changing the destiny of our planet and societies. |
| What do students like the least about this course? | Writing essays |
| Other information | This subject is compulsory for all students. They will be given the opportunity to select this subject as either an IGCSE Examinable or Non-Examinable course. Classes will be organised accordingly. |

Core Physical Education

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| Full subject title | Core Physical Education |
| Syllabus number | n/a |
| % Course Work | n/a |
| % Oral assessment | n/a |
| % Final exam | n/a |
| Some topics covered | Invasion Games Striking and Fielding Games Fitness Athletics Net Games Swimming (upon completion of our swimming pool) Leadership Officiating |
| Course description | A core subject in which students will receive 2 hours of physical activity time per week with the purpose of developing and enhancing healthy behaviours that influence lifestyle choices and student health and fitness. Students will be expected to take full participation in every lesson, whether it be physically participating, leading or officiating. |
| What do students need to know about this course before they choose it for IGCSE? | n/a |
| What types of students do well in this course? | n/a |
| What types of students struggle with this course? | n/a |
| What kinds of activities are done in class regularly? | Practical work forms the majority of the lessons; it is expected that students must raise their heart rate during this lesson. Throughout most of the subject, students are asked to work in groups of varying size with the objective of achieving a common outcome. |
| What kinds of activities are done in class occasionally? | Independent learning is implemented into lessons and for larger assessment tasks. |
| What do students like the most about this course? | The ability to be able to express themselves outside of the four walls. In addition, it is an opportunity for students to release the energy that is built up throughout their week. |
| What do students like the least about this course? | Living in a tropical country it is difficult to get away from the heat and humidity. Some students find this factor quite tough, and it can affect their participation levels. In addition to this, some students are not fond of feeling hot, sweaty and out of breath. |
| Other information | Students must be open-minded to understand that core PE isn't just about running around and playing sport; there are other opportunities of roles that can and will be included into this course. |

Core Community Art Projects

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| Full subject title | Core Community Art |
| Syllabus number | n/a |
| % Course Work | n/a |
| % Oral assessment | n/a |
| % Final exam | n/a |
| Some topics covered | <p>Students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning through TOK sessions.</p> <p>They will learn to collaborate with others from another culture, community, developing an independence of thought through various challenging projects.</p> <p>Class, school and community projects (local and international) focusing on the school values. Environmental projects- global and local. School community projects- appreciation day, talent show and the organisation of it. Projects beyond the four walls of School; reading at local schools.</p> |
| Course description | <p>A core subject in which students are given the opportunity to take control of their learning.</p> <p>Teachers are the facilitators, and students are the deciders. Throughout the two years students shall be given opportunities to lead, communicate, work collaboratively, think creatively, appreciate others and much more.</p> <p>Each term, students will be given a theme to work around, but it is up to them to work as a year group to achieve the overall objective.</p> <p>Theory of Knowledge- Ideas of knowing, Areas of knowledge, How we come to know? Using ways of knowing carefully.</p> |
| What do students need to know about this course before they choose it for IGCSE? | <p>Basic knowledge about environmental and social issues. This subject stretches across traditional subject boundaries and develops transferable skills. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.</p> |
| What types of students do well in this course? | <p>Those who have natural leadership qualities, who can communicate, organise and motivate themselves and others to achieve a common outcome.</p> <p>Those who research understand and present global issues from different perspectives.</p> <p>Those who explore the current situation, the causes and effects, and suggest possible consequences and courses of action.</p> <p>Those who collaborate with others to plan and carry out a project leading to a clear outcome.</p> |

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| What types of students struggle with this course? | Those who find being proactive quite difficult. Students need to be self-motivated to achieve in this subject. Students are quite in nature tends to collaborate with others to achieve the final goal. |
| What kinds of activities are done in class regularly? | <p>Discussion of objectives, projects and tasks. Plan and carry out relevant research. Gather and present information, representing different perspectives.</p> <p>Group work in smaller committees which are related to the larger outcome. Resource making for upcoming events. Fund raising. Field trips. Workshops with junior school and local schools.</p> <p>It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world.</p> |
| What kinds of activities are done in class occasionally? | <p>Communication with the wider-school community.</p> <p>Interacting with local authorities for field trips and visits.</p> |
| What do students like the most about this course? | <p>The independence that they are given. The decision making is in their hands, and the teachers only facilitate.</p> <p>Students enjoy being able to work collaboratively as a whole year group and creating long-lasting memories.</p> |
| What do students like the least about this course? | Many discussions need to take place to ensure that all outcomes are covered; this can be tedious for those who prefer hands-on tasks. |
| Other information | |

GCSE Drama

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| Full subject title | GCSE Drama |
| Syllabus number | GCSE Drama (2DR01) Units 5DR01, 5DR02, 5DR03 |
| % Course Work | Unit 1: The unit is comprised of two parts. For part 1, students are awarded marks for their practical exploration during 6 hours of practical drama sessions led by the drama teacher. Part 2, is their individual documentary responses completed under controlled conditions. Unit 2: Students are awarded marks for their practical exploration during 6 hours of practical drama sessions led by the drama teacher and their individual documentary responses completed under controlled conditions. |
| % Oral assessment | None |
| % Final exam | Unit 3: Drama Performance Performances are recorded to ensure that the best possible and unobstructed recording is made, as it would be seen by the examiner. |
| Some topics covered | <ol style="list-style-type: none"> 1. Explorative strategies: Still image, Thought-tracking, Narrating, Hot-seating, Role play, Cross-cutting, Marking the moment 2. The drama medium: The use of costume, The use of masks, The use of sound and/or music, The use of space and/or levels, The use of set and/or props, The use of movement, mime and gesture, The use of voice 3. The elements of drama: Action/plot/content, Forms, Climax/anti-climax, Rhythm/pace/tempo, Contrasts, Characterisation, Conventions, Symbols 4. Forms of stimuli |
| Course description | The Program of Study sets out the essential content for the qualification. It represents a comprehensive scheme that allows students to gain relevant skills, knowledge and understanding that can be applied to the required work in the assessment units. The content of the Program of Study is designed to cover all the main requirements that contribute to the drama form and allows students to appreciate what is needed to communicate meaning through drama. |
| What do students need to know about this course before they choose it for GCSE? | Knowledge of Drama done during Key stage 4 at MIGS or Basic knowledge of Drama Strategies/Elements/Medium. |
| What types of students do well in this course? | Students who have full interest in the subject and those who want grow as creative thinkers/ performers/ artists. The language of theatre is international, understood by everyone. It provides an opportunity for students to explore the world of people from other places, times and cultures, and to examine differences and similarities with their own environment. |

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| What types of students struggle with this course? | Students who consider this subject to be easy and those who have not had an experience of theatre or stage. |
| What kinds of activities are done in class regularly? | Students working in drama will be constantly involved in making, performing and responding and may participate in more than one at any time. A student making drama could be one of the following: an individual researching the historical or cultural background to a play; someone with profound and multiple learning difficulties experimenting with a sound instrument to transform a mood; a member of a group contributing to an improvisation; or a student devising an original piece of work. |
| What kinds of activities are done in class occasionally? | Performing takes place in many different spaces from imaginative role-play areas to school drama studio to school auditorium, where it may involve students as technicians as well as actors. Students can be found responding to drama in many settings, including classrooms, when watching film, video or television, as well as in theatres and school halls. |
| What do students like the most about this course? | Students love the way drama communicates through the language and conventions of theatre. This results in all students gaining access to one of the great forms of human expression! As students develop confidence and control of the medium of drama, they are able to communicate shared understanding and knowledge more effectively. |
| What do students like the least about this course? | Hard work and extra time dedicated during the final stages of the course. |
| Other information | Unit 1 requires students to explore a theme, topic or issue through the application of learning from the Programme of Study. Stimuli, chosen by the teacher, will allow students to deepen their understanding of the central aspects of the chosen theme, topic or issue and come to appreciate how the dramatic medium and strategies can be used. In Unit 2 the emphasis is on students developing an understanding of the ways in which playwrights record their ideas in a script and how performers, directors and designers use drama to interpret and realise these ideas in performance. Along with this students must have experience of live theatre as a member of the audience. In Unit 3, work carried out in Units 1 and 2 can form the basis of the skills needed for this final examination performance. Students have the opportunity to show either their skills as a performer or as a performance support student in one performance only. |

IGCSE French as a Foreign Language

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| Full subject title | French as a Foreign Language |
| Syllabus number | 0520 |
| % Course Work | 0% |
| % Oral assessment | 25% |
| % Final exam | 75% (25% Listening, 25% Reading, 25% Writing) |
| Some topics covered | A wide range of topics are covered, a few being: home and school life; food, health and fitness; holidays and special occasions; career and employment; life in other countries. |
| Course description | The syllabus is designed to develop students' ability to use the French language effectively for purposes of practical communication. The syllabus offer insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages. Students use and manipulate a variety of key grammatical structures and patterns. Students develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. |
| What do students need to know about this course before they choose it for IGCSE? | You need to understand grammar concepts covered in Year 9. The range of vocabulary that you will be required to learn at IGCSE is extensive. Themes covered in Year 7 to Year 9 are revisited with greater depth. |
| What types of students do well in this course? | Students who like to learn languages. Students who have good working habits and study on a regular basis. Students with good grammar understanding. |
| What types of students struggle with this course? | Students who do not regular learn the new vocabulary and grammar concepts. |
| What kinds of activities are done in class regularly? | Reading and answering questions on a text. Writing essays on IGCSE set themes; Speaking in French and doing role plays. Working on grammar acquisition and vocabulary development. |
| What kinds of activities are done in class occasionally? | Project work |
| What do students like the most about this course? | The variety of activities that can be done to develop language skills. |
| What do students like the least about this course? | The quantity of topics covered is extensive. The rote learning part of learning a language. |
| Other information | There is no core option. |

IGCSE Mandarin as a Foreign Language

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| Full subject title | Mandarin Chinese as a Foreign Language |
| Syllabus number | 0547 |
| % Course Work | 25% |
| % Oral assessment | 25% |
| % Final exam | 50% |
| Some topics covered | <p>The Topic areas are:</p> <ul style="list-style-type: none"> • Everyday activities • Personal and social life • The world around us • The world of work • The international world. |
| Course description | <p>Cambridge IGCSE Mandarin Chinese is accepted by universities and employers as proof of linguistic ability and understanding. The course encourages learners to develop lifelong skills, including:</p> <ul style="list-style-type: none"> • the ability to use a foreign language as a means of practical communication • insight into the culture and civilisation of countries where the language is spoken • a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations • techniques which can be applied to other areas of learning, such as analysis and memory skills • a sound foundation for progression to employment or further study |
| What do students need to know about this course before they choose it for IGCSE? | We recommend that learners who are beginning this course should have previously achieved a level corresponding to the requirements of the Key Stage 3 programme of study for Modern Foreign Languages within the National Curriculum for England. |
| What types of students do well in this course? | Students with at least 5 continuous years of learning Mandarin Chinese in Junior/Middle school. |
| What types of students struggle with this course? | Students are having no basic knowledge of Mandarin. |
| What kinds of activities are done in class regularly? | <p>Speaking- presentation, interviews, voice recording and role play. Listening- sound file Reading comprehension Writing Pair work</p> |
| What kinds of activities are done in class occasionally? | Watching Chinese drama and video |

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| What do students like the most about this course? | Classroom activities and pair work |
| What do students like the least about this course? | Writing (Too many Chinese characters are difficult to remember, need practice more at home). |
| Other information | <p>This syllabus provides a foundation for further study at Levels 2 and 3 of the National Qualifications Framework, including GCSE, AS and A Level GCE, and Cambridge Pre-U qualifications.</p> <p>Candidates who are awarded grades A* to C are well prepared to follow courses leading to Level 3 AS and A Level GCE Chinese, Cambridge Pre-U Mandarin Chinese, IB Certificates in Language, or the Cambridge International AS and A Level Chinese.</p> |

IGCSE Biology

| Full subject title | Biology | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Syllabus number | 0610 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Course Work | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Oral assessment | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % Final exam | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 10%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: right;">Paper code</th> </tr> </thead> <tbody> <tr> <td>Paper 1 Multiple Choice</td> <td>30%</td> <td>of total marks</td> <td style="text-align: right;">(0610/11)</td> </tr> <tr> <td>Paper 2 Core</td> <td>50 %</td> <td>of total marks.</td> <td style="text-align: right;">(0610/32)</td> </tr> <tr> <td>Paper 6 Alternative to Practical</td> <td>20%</td> <td>of total marks</td> <td style="text-align: right;">(0610/62) or</td> </tr> <tr> <td>Paper 2 Multiple choice.</td> <td>30%</td> <td>of total marks.</td> <td style="text-align: right;">(0610/22)</td> </tr> <tr> <td>Paper 3 Extended</td> <td>50 %</td> <td>of total marks</td> <td style="text-align: right;">(0610/42)</td> </tr> <tr> <td>Paper 6 Alternative to Practical</td> <td>20%</td> <td>of total marks</td> <td style="text-align: right;">(0610/62)</td> </tr> </tbody> </table> | | | | Paper code | Paper 1 Multiple Choice | 30% | of total marks | (0610/11) | Paper 2 Core | 50 % | of total marks. | (0610/32) | Paper 6 Alternative to Practical | 20% | of total marks | (0610/62) or | Paper 2 Multiple choice. | 30% | of total marks. | (0610/22) | Paper 3 Extended | 50 % | of total marks | (0610/42) | Paper 6 Alternative to Practical | 20% | of total marks | (0610/62) |
| | | | Paper code | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paper 1 Multiple Choice | 30% | of total marks | (0610/11) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paper 2 Core | 50 % | of total marks. | (0610/32) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paper 6 Alternative to Practical | 20% | of total marks | (0610/62) or | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paper 2 Multiple choice. | 30% | of total marks. | (0610/22) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paper 3 Extended | 50 % | of total marks | (0610/42) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Paper 6 Alternative to Practical | 20% | of total marks | (0610/62) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Some topics covered | Characteristics and classification of living things, Organisation of the Organism, Movement in and out of cells, Biological molecules, Enzymes, Plant nutrition, Human nutrition, Transport in plants, transport in humans. Diseases and immunity, Respiration, Excretion in humans, Coordination and response, Drugs, Reproduction. Inheritance and Variation and Inheritance. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course description | It is a wide, organised study of life and living things and their interaction with one another and the natural environment. The study also encompasses structures and functions of living organisms and their response to changes in their environment, their development and adaptations to the changes overtime. There is also some introduction into fields of biotechnology and its use in industry as well as in the treatment of certain diseases. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do students need to know about this course before they choose it for IGCSE? | The course opens an avenue into a wide variety of courses that can be taken in the future. Some of them include Zoology, Ecology, Biogeography, Microbiology, Biochemistry, Genetics, Biotechnology, Medicine and many other areas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What types of students do well in this course? | Students who have an inquisitive mind and want a better understanding of the diversity of species and how we all fit into the pattern of life on earth. They should also be interested in carrying out research work, explore ideas and make critical judgements on the results of practical work carried out indoors and outdoors. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What types of students struggle with this course? | Students who are complacent about the world around and not willing to invest time and effort into the subject. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What kinds of activities are done in class regularly? | Activities that involve scientific process and manipulative process skills. Practical work where necessary. Presentations, videos and animations. Discussions and quizzes. Questions and answers, and self- analysis. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What kinds of activities are done in class occasionally? | Carrying out simple chemical reaction. Making models, Posters, Watching videos for better visual understanding. Students' research and make power point presentation. Attempting questions from past years IGCSE papers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do students like the most about this course? | Activities that involve research, reasoning, remembering, imagining, or learning new words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do students like the least about this course? | Learning vocabulary and definitions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other information | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

IGCSE Chemistry

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| Full subject title | Chemistry |
| Syllabus number | 0620 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | Paper 1: Multiple choice (core)- 30% Paper 2: Multiple choice(Extended) – 30% Paper 3: Theory (core)-50% Paper 4: Theory (Extended)-50% Paper 6: Alternative to Practical -20% |
| Some topics covered | The Particulate nature of matter, Atoms, elements & compounds, Stoichiometry, Electricity & Chemistry, Chemical energetics, Rates of reactions, Acids, bases & salts, The Periodic Table, Metals, Air & Water, Sulphur, Carbonates and Organic Chemistry |
| Course description | The IGCSE Chemistry syllabus enables learners to understand the technological world with an informed interest in scientific matters, recognise the usefulness and also limitations of scientific methods and apply this to other disciplines and everyday life, develop an interest in the environment, develop a concern for accuracy and precision, objectivity, enquiry and inventiveness. |
| What do students need to know about this course before they choose it for IGCSE? | IGCSE Chemistry gives a general qualification which enables students to progress to further qualifications which require Chemistry. Starting with A Level, Pre-U Chemistry or IB Certificates in Chemistry the students can move on to the fields of Medicine, Engineering and Bio chemical studies. |
| What types of students do well in this course? | Students who have an enquiring and innovative mind will enjoy Chemistry. Simple mathematical skills are also required in some areas at the IGCSE level. |
| What types of students struggle with this course? | Students with difficulty in analytical thinking and mathematics find IGCSE Chemistry challenging. A proper foundation in KS3 Science is essential for IGCSE Chemistry. |
| What kinds of activities are done in class regularly? | Practical work for all topics in the syllabus. Past year examination papers revisions as part of the preparation for IGCSE examinations. |
| What kinds of activities are done in class occasionally? | Group activities with presentation of research work on their topics of study. Trips to boost the understanding of selected topics. |
| What do students like the most about this course? | The experiments done in class. |
| What do students like the least about this course? | The stoichiometric calculations. |
| Other information | IGCSE Chemistry studies help learners to become confident, responsible, reflective, innovative and engaged. |

IGCSE Physics

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| Full subject title | Physics |
| Syllabus number | 0625 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | Paper 1: Multiple choice (core)- 30% Paper 2: Multiple choice(Extended) – 30% Paper 3: Theory (core)-50% Paper 4: Theory (Extended)-50% Paper 6: Alternative to Practical -20% |
| Some topics covered | The magnetic effect of a current Force on a current-carrying conductor Electromagnetic induction Digital electronics Thermal expansion of solids, liquids and gases |
| Course description | The IGCSE Physics syllabus enables learners to understand the technological world with an informed interest in scientific matters, especially the measurement of various physical quantities, recognise the usefulness and also limitations of scientific methods and apply this to other disciplines and everyday life, develop an interest in the environment, develop a concern for accuracy and precision, objectivity, enquiry and inventiveness. |
| What do students need to know about this course before they choose it for IGCSE? | IGCSE Physics gives a general qualification which enables students to progress to further qualifications which require Physics. Starting with A Level, Pre-U Physics or IB Certificates in Physics the students can move on to the fields of Medicine, Engineering, Robotics, Electronics and Nano Technology studies. |
| What types of students do well in this course? | Students who have an enquiring and innovative mind will enjoy Physics. Good mathematical skills are also required in many areas at the IGCSE level. |
| What types of students struggle with this course? | Students with difficulty in analytical thinking and mathematics find IGCSE Physics challenging. A proper foundation in KS3 Science is essential for IGCSE Physics. |
| What kinds of activities are done in class regularly? | Practical work for all topics in the syllabus. Past year examination papers revisions as part of the preparation for IGCSE examinations. Project work on Physics in everyday life e.g. Propulsion of rockets and Secure Egg containers. |
| What kinds of activities are done in class occasionally? | Group activities with presentation of research work on their topics of study. Trips to boost the understanding of selected topics. |
| What do students like the most about this course? | The experiments done in class. |
| What do students like the least about this course? | Explaining in words or writing out the Kinetic Theory and related topics like Thermal Physics, where a lot of specific vocabulary is essential. |
| Other information | IGCSE Physics studies help learners to become confident, responsible, reflective, innovative and engaged. |

IGCSE History

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| Full subject title | History |
| Syllabus number | 0470 |
| % Course Work | 27% |
| % Oral assessment | 0% |
| % Final exam | 40% Paper 1 – Structured Questions 33% Paper 2 – Source Analysis |
| Some topics covered | <ul style="list-style-type: none"> • Were the peace treaties of 1919–23 fair? • Why had international peace collapsed by 1939? • Who was to blame for the Cold War? • How effectively did the USA contain the spread of Communism? • Why did events in the Gulf matter, c.1970–2000? • The USA, 1919–41 |
| Course description | History at IGCSE focuses on key events and periods from the 20 th Century and an in depth study of the USA. The emphasis is on both historical knowledge and on the skills required for historical research. Pupils develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. IGCSE History will stimulate any pupil already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. |
| What do students need to know about this course before they choose it for IGCSE? | Pupils need to read around subjects and do a lot of independent learning to enhance their subject knowledge. Pupils that actively enjoy being part of history rather than just learning the facts and dates. |
| What types of students do well in this course? | Pupils for whom English is their first language and students who have a strong grasp of the English language. Pupils who are inquisitive and like to examine events in term of how they have shaped the world. |
| What types of students struggle with this course? | Pupils who do not enjoy reading or writing essays. Pupils who take things at face value and prefer objective subjects. |
| What kinds of activities are done in class regularly? | Reading and analysing a variety of sources. Writing responses to structured questions based on the syllabus. Taking notes, making summaries, answering questions orally, small group discussions, as well as practise examination exercises in preparation for Paper 1 & 2. |
| What kinds of activities are done in class occasionally? | Group Presentations. |
| What do students like the most about this course? | The students enjoy the researching of key events especially how close the world came to Nuclear War. They also like learning about Vietnam especially as it is a school study tour in Year 9. |
| What do students like the least about this course? | The analysing of sources and practising the key skills to succeed in preparation for Paper 2. This can be challenging at times but will lead to cross-curricular skills and prepare them for further study. |
| Other information | The coursework component consists of a 2000 word essay and will focus on an area of the Depth Study – The USA, 1919-1941. |

IGCSE Geography

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| Full subject title | Geography |
| Syllabus number | O460 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | 100 % (Paper 1 = 45%, Paper 2 = 27.5% & Paper 4 = 27.5%) |
| Some topics covered | A wide range of topics covering an understanding of the processes which affects physical and human environments – local, regional and global. It relates with how communities around the world are affected and constrained by different environment. It also includes the ability to use and understand geographical data and information. |
| Course description | The syllabus is divided into three themes: Population & Settlement, The Natural Environment and Economic Development. The course demonstrates knowledge and understanding of the wide range of processes, human actions, contributing to the development of the physical, economic and social environments and their effects on the landscapes. The study covers spatial patterns, interaction and relationship between human activity and the environment. Apart from geographical themes, the learners are required to apply geographical skills: interpret and analyse geographical data and techniques of data presentation to recognise patterns and deduce relationships. Through this geographical training, candidates should be to make able judgements and decisions within the geographical context. |
| What do students need to know about this course before they choose it for IGCSE? | Students need to know the structure and format of the paper. |
| What types of students do well in this course? | Students who are studious in nature and those who possess good writing skills. |
| What types of students struggle with this course? | Students who gain less than a C in Year 9 may struggle with this course. |
| What kinds of activities are done in class regularly? | PowerPoint presentations on the various topics will be widely used by the teacher. Student-based activities – case studies, group work and fieldwork activities will be conducted on a regular basis. Google classroom techniques will be a source of communication with the students. |
| What kinds of activities are done in class occasionally? | Conducting Case Studies, Research projects and Fieldwork activities. |
| What do students like the most about this course? | Learning about geographical phenomena, people and their interaction with the environment. |
| What do students like the least about this course? | It is a content heavy course and does involve essay writing |
| Other information | |

IGCSE Business Studies

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| Full subject title | Business Studies |
| Syllabus number | 0450 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | 100% written assessment |
| Some topics covered | <ol style="list-style-type: none"> 1. Understanding business activity 2. People in business 3. Marketing 4. Operations management 5. Financial information and Decisions 6. External influences on business activity |
| Course description | <p>Business Studies IGCSE course will enable students to:</p> <ul style="list-style-type: none"> • make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business. • apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts • distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements. • appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise. • develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities. • develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated. • develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation. • develop an awareness of the nature and significance of innovation and change within the context of business activities. |
| What do students need to know about this course before they choose it for IGCSE? | Some basic understanding on how businesses operate. |
| What types of students do well in this course? | Students with keen interest to explore knowledge on successful entrepreneurs. Students with interest to investigate the success and failure of businesses. |

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| What types of students struggle with this course? | Student must have the skills to express their ideas in writing. Students who lack writing skills will find this course challenging. |
| What kinds of activities are done in class regularly? | Presentation Projects/Coursework Group work Discussion Past year papers |
| What kinds of activities are done in class occasionally? | Educational visits. |
| What do students like the most about this course? | Students enjoy classroom discussion on how businesses operate and how businesses and governments drive world economies. |
| What do students like the least about this course? | Writing essays. |
| Other information | MIGS has always maintained a good percentage of distinction achievers for this subject. |

IGCSE Accounting

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| Full subject title | Accounting |
| Syllabus number | 0452 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | 100% written assessment |
| Some topics covered | The purpose of accounting Sources and recording of data Verification of accounting records Accounting procedures Principles of financial statements Preparation of financial statements Analysis and interpretation Accounting principles and policies |
| Course description | IGCSE Accounting syllabus allows students to develop: <ol style="list-style-type: none"> 1. knowledge and understanding of the principles and purposes of accounting for individuals, businesses, non-trading organizations and society as a whole 2. an understanding of accounting principles, policies, techniques, procedures and terminology 3. improved skills of numeracy, literacy, communication, enquiry, presentation and interpretation 4. Improved accuracy, orderliness and the ability to think logically. |
| What do students need to know about this course before they choose it for IGCSE? | Students beginning this course are not expected to have studied Accounting previously. |
| What types of students do well in this course? | Students with keen interest to pursue their career in business and finance. Students who appreciate the fact that accounting knowledge is vital for their future undertakings. |
| What types of students struggle with this course? | Students who are inconsistent in attendance will find it difficult to cope with Accounting. Basic accounting knowledge is taught in term 1 and those absent will find it difficult to manage. |
| What kinds of activities are done in class regularly? | Group work Classroom discussion Exercise from textbook Past year papers |
| What kinds of activities are done in class occasionally? | Project (coursework) and Educational visits. |
| What do students like the most about this course? | Students enjoy the course when they are able to interpret and evaluate accounting information and to draw reasoned conclusions. Every time a student is able to balance his/her accounts gives them great sense of achievement and pride. |

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| What do students like the least about this course? | Students do not enjoy the amount of documents involved in preparing full accounting record. |
| Other information | MIGS has always maintained a high percentage of distinction achievers for Accounting. |

IGCSE Islamic Studies

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| Full subject title | Islamic Studies |
| Syllabus number | 2068 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | Paper 1 History and Scriptures 50% Paper 2 Development, Sources, Beliefs and Observances 50% |
| Some topics covered | Learners are provided with an introduction to the basic teachings of the Qur'an and the Hadith. It provides them with knowledge of Arabia in the Pre-Islamic period, the Prophet Muhammad, the Caliphate period, the four pious Caliphs, the structure and history of the Qur'an and Hadith, application and significance of Articles of faith and The Five Pillars. |
| Course description | In this course, learners will study the history and culture of Islam and key figures in the faith. They will also study and reflect upon different extracts of religious texts and have the opportunity to think about how texts relate to how Muslims think and act in everyday life today. Learners are encouraged to apply historical and other relevant knowledge, for example, in exploring the development of Islam and its beliefs, practices and traditions. |
| What do students need to know about this course before they choose it for IGCSE? | Learners beginning this course are not expected to have previously studied Islam. The course is examined in the November examination series only. The syllabus's content has been reorganised into two papers: Paper 1 History and Scriptures and Paper 2 Development, Sources, Beliefs and Observances. |
| What types of students do well in this course? | Students who have experience of the key knowledge of the key figures, events and the prescribed texts in Islam. |
| What types of students struggle with this course? | Students who gain less than a C grade at Year 9/Year 10 may struggle with this course. |
| What kinds of activities are done in class regularly? | Reading and analysing a variety of prescribe texts, historical analysis and review, taking notes, making summaries, answering questions orally, evaluating and reflecting upon a teaching, group discussions and presentations, as well as practice examination exercises for essay writing. |
| What kinds of activities are done in class occasionally? | Research projects. |
| What do students like the most about this course? | The students enjoy the opportunity to explore the religious and ethical issues raised in the Qur'an and Hadith while also gaining an understanding of the effect of Islam on its believers. |
| What do students like the least about this course? | Historical review and analysing prescribe texts are a necessity for this course, as is essay writing. This can be challenging at times but will lead to life-long skills. |
| Other information | This course is formerly known as Cambridge O Level Islamic Religion and Culture (2056). |

IGCSE Information Communication and Technology (ICT)

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| Full subject title | Information Communication and Technology (ICT) |
| Syllabus number | 0417 |
| % Course Work | 0% |
| % Oral assessment | 0% |
| % Final exam | 40% Paper 1 – 2 hour written paper testing theoretical knowledge. 30% Paper 2 – Practical test 30% Paper 3 – Practical test |
| Some topics covered | ICT combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. The theory section will cover Components of a Computer System, Input and Output Devices, Storage Devices and Media, Computer Network, Data Types, The Effects of using IT, The Way in which IT is used and System Analysis and Design. |
| Course description | The Information Communication Technology encourages learners to develop lifelong skills, which will be useful to them in their work across the curriculum and prepare them for future employment. They will develop understanding of the implications of technology in society, including social, economic and ethical uses and awareness of the ways ICT can help in home, learning and work environments. |
| What do students need to know about this course before they choose it for IGCSE? | Students are expected to have basic foundation of the Microsoft Office Suite, sending emails, creating webpages, surfing the internet, editing images and must understand the theory aspect of ICT. |
| What types of students do well in this course? | Students, who can understand, analyse and perform the technological skills on the computer confidently, will do well in ICT. |
| What types of students struggle with this course? | Students who miss classes often in Year 9 or if they do not complete their assignments and projects given will struggle with ICT. Students with language difficulties will too struggle with ICT. Basic ICT knowledge is taught in term 1 and if students who join MIGS after term 1 in Year 10 will find it difficult to manage this subject. |
| What kind of activities is done in class regularly? | Hands-on practical activities: by applying their knowledge and understanding to the following software: Word, PowerPoint, Microsoft Excel, Microsoft Access, Dreamweaver, Email and Internet. Theory questions and past years ICT papers. Collaborative and cooperative learning do take place in the classroom. |
| What kind of activities is done in class occasionally? | Group projects. |
| What do students like the most about this course? | Students enjoyed working with computers and the supporting files given. They learn to use a range of Software and at the same time students learn to use various search engines to source out information. They apply |

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| | knowledge, understanding and skills to a variety of situations, selecting and using a range of ICT tools efficiently. |
| What do students like the least about this course? | Reading, understanding facts, writing and answering questions given in the theory aspect of ICT is least liked by students. |
| Other information | Students who achieved Grade minimum D in Year 9 and who are willing to sacrifice their time to master the practical and theoretical aspect of ICT are eligible to take this course. |

IGCSE Art and Design

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| Full subject title | Art and Design |
| Syllabus number | 0400 |
| % Course Work | 50% |
| % Oral assessment | None |
| % Final exam | 50% |
| Some topics covered | Subjects may could include: <ul style="list-style-type: none"> • landscapes • figure studies • portraits • the natural or man-made environment • still-life • artefacts • abstract notions or feelings • personal experiences • visual ideas inspired by literary sources |
| Course description | Cambridge IGCSE Art and Design encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. Learners will have opportunities to gain a greater understanding of the role of the visual arts in the history of civilisations, and so widen and enrich their cultural horizons. The syllabus has been designed to combine a breadth and depth of study, to accommodate a wide range of abilities and individual resources, and to provide opportunities for learners to explore both practical and critical/contextual work. |
| What do students need to know about this course before they choose it for IGCSE? | Cambridge IGCSE Art and Design will appeal to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes. |
| What types of students do well in this course? | Students who have an aptitude for Art and Design do well in this subject. |
| What types of students struggle with this course? | Some students consider this subject easy; they struggle through course work and the final exam. Students who take IGCSE Art and Design must have basic drawing and painting skills. |
| What kinds of activities are done in class regularly? | Research tasks. |
| What kinds of activities are done in class occasionally? | Research a particular aspect of art and design. Carry out relevant exploration of materials, media and appropriate processes Document and evaluate ideas and concepts against aims and objectives as the work proceeds. Develop these into a cohesive outcome (final piece). |

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| | Observational studies, photography, collage; design media, landscapes are few other areas that are covered according to the research topic. |
| What do students like the most about this course? | Students enjoy the vibrant possibilities of creating an art work. The freedom to choose a topic and media of their like and expertise. Flexible classroom methodologies. |
| What do students like the least about this course? | The hard work involved in creating an art work. The research aspect and “creative blocks”! |
| Other information | <p>Subject specification:</p> <p>Component 1 - Broad-based assignment (100 marks) - Externally assessed Supporting Portfolio (2 months) - Candidates produce a portfolio of up to two sheets (four sides) A2 portfolio</p> <p>Final Outcome- Eight hour exam</p> <p>Component 4, Coursework assignment (100 marks) - Internally marked by teachers and externally moderated.</p> <p>Supporting portfolio (5 academic terms) - Candidates produce a portfolio of up to four sheets (eight sides) of A2.</p> <p>Final outcome Candidates produce a final outcome in a chosen medium.</p> |

IGCSE Physical Education

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| Full subject title | Physical Education |
| Syllabus number | 0413 |
| % Course Work | 60% Students choose to undertake four practical activities from at least two of the seven categories: Game Activities; Gymnastic Activities; Dance Activities; Athletic Activities; Outdoor and Adventurous Activities; Swimming and Combat Activities (50% of total marks). Students must show the ability to analyse and improve practical performance in one of their four chosen practical activities (10% of total marks). |
| % Oral assessment | 0% |
| % Final exam | 40% 1 hour 45 minute written paper <u>Section A:</u> Students answer short answer questions on each of the three units: <i>Factors affecting performance; Health, safety and training; Reasons and opportunities for participation in physical activity.</i> <u>Section B:</u> Students answer three structured questions, one from each of the three units they have studied (see above). |
| Some topics covered | In the practical unit students will experience activities from most of these groups: Game Activities; Gymnastic Activities; Dance Activities; Athletic Activities; Outdoor and Adventurous Activities; Swimming and Combat Activities. In consideration of the theory units, students will focus on three units, namely: Factors affecting performance; Health, safety and training; Reasons and opportunities for participation in physical activity. |
| Course description | The syllabus provides students with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to encourage enjoyment in physical activity by providing students with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance. This helps students to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being. All students will be supported to develop: <ul style="list-style-type: none"> • an ability to plan, perform, analyse and improve, and evaluate physical activities; • knowledge, skills and understanding of a range of relevant physical activities; • an understanding of effective and safe performance; |

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| | <ul style="list-style-type: none"> • an understanding of the role of sport and physical activity in society and in the wider world; • an excellent foundation for advanced study; • an enjoyment of physical activity. |
| What do students need to know about this course before they choose it for IGCSE? | <p>The course will be split between practical and theory, and thus approximately 40% of the IGCSE PE lessons will be spent in a classroom environment.</p> <p>Students will undertake lessons in a variety of sports throughout the course and this will help the teacher and student decide which physical activities the student should select for their final assessment.</p> |
| What types of students do well in this course? | Students should have an interest and enjoy taking part in physical practical activities. They should be good at managing multiple tasks, as well as having good time management. |
| What types of students struggle with this course? | Students who don't have an interest or enjoy taking part in physical practical activities. In addition, students who lack independent study skills. |
| What kinds of activities are done in class regularly? | Practical activities relating to invasion, striking and fielding and net and wall games, along with fitness, athletics, swimming and possibly outdoor adventure activities. Application of theoretical knowledge to practical activities, society and general lifestyle. Group work, individual work, research, as well as completing practice examination questions. |
| What kinds of activities are done in class occasionally? | Practical experiments and group or individual presentations. |
| What do students like the most about this course? | Taken from current GCSE students: “Learning the correct techniques to different activities”, “fun and interesting”, “how we all work together...it feels like a family as we all help each other out” and “learning about how physical activity can benefit us”. |
| What do students like the least about this course? | The shift of practical only PE lessons from previous years, to the inclusion of theory. Some students have found the extra work that they wouldn't usually have had in core PE to be a little more demanding. |
| Other information | This course has strong links with Anatomy and Physiology, Psychology, Medicine, Sociology, Geography and Media. |

IGCSE Sociology

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| Full subject title | Sociology |
| Syllabus number | 0495 |
| % Course Work | Nil |
| % Oral assessment | Nil |
| % Final exam | 100 |
| Some topics covered | What are crime, deviance and social control? What are the explanations of crime and deviance? Who controls the media? What is the influence of the media? What is the function of education? What are the changes affecting the family? What are the main features of social inequality and how are these created? How do we learn to be human? What is the relationship between the individual and society? |
| Course description | The syllabus has been designed so that teachers in any society can apply candidates' own experiences, local case studies and sociological work relating to their own way of life to an understanding of the central ideas and themes of sociology in modern industrial societies. |
| What do students need to know about this course before they choose it for IGCSE? | Sociology is the study of how society is organized and how we experience life. Many sociological ideas, such as 'moral panic' and charisma, are now in everyday use. The questions sociology asks are relevant, challenging and exciting. |
| What types of students do well in this course? | Students who enjoy discussing and debating issues to do with society and the human condition and who approach such issues with an open mind and from a global perspective. |
| What types of students struggle with this course? | Students who are not interested in the relationship between the individual and society and the workings of society. Students who are not open to new ideas views and not interested in debate and discussion. |
| What kinds of activities are done in class regularly? | Discussion, debate, research projects and presentations. |
| What kinds of activities are done in class occasionally? | Outside speakers invited in. |
| What do students like the most about this course? | The course content and the opportunities provided for discussion and debate of issues to life in the twenty first century. |
| What do students like the least about this course? | There are essays to be written. |
| Other information | This is a new and exciting option subject MIGS is offering at IGCSE. |