
ICGSE Programme Course Guide 2011-13



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The Programme in Grades 9 and 10



UNIVERSITY of CAMBRIDGE
International Examinations

CURRICULUM GRADES 9 - 10	
Subject	# periods
First Language English (including Literature) or Foreign Language English (ESL)	6
First Language German or Foreign Language German (GSL)	4
Mathematics	4
Coordinated Science Double Award	6
History	4
Geography	4
Global Perspectives	4
French Foreign Language	4
Spanish Foreign Language	4
Visual arts	4
Information and Communication Technology (ICT)	4
Music	4
Physical Education (PE)	2
Pastoral Lesson or Assembly	2
TOTAL	40

IGCSE Certificates, ICE Diploma

Examinations take place at the end of Grade 10 and can lead to either single subject certificates or to the International Certificate of Education (ICE) diploma. The ICE diploma is the group award for the IGCSE examinations. In order to qualify for the ICE diploma, students must enter and sit for at least seven subjects from the five IGCSE curriculum areas. At LIS students are encouraged to enter and sit for 8-11 subjects, as follows:

2-4 from Group I: Languages

- First Language English
- First Language German or Foreign Language German
- Foreign Language French (optional)
- Self taught first language (optional)

1-2 from Group II: Humanities and Social Sciences

- History
- Literature (optional)

2 from Group III: Sciences

- Coordinated Science Double Award (counts for 2)

1 from Group IV: Mathematics

- Mathematics

2 from Group V: Creative, Technical and Vocational

- Visual Arts
- ICT

The ICE Diploma is awarded at the following three levels:

Distinction: Grade A in five subjects and Grade C or above in two subjects.

Merit: Grade C or above in five subjects and Grade F or above in two subjects.

Pass: Grade G or above in seven subjects from the prescribed subject groups.

The ICE Merit diploma (“five C’s”) is accepted as satisfying the entry requirements for the IB diploma programme in grade 11.

German Recognition

A collection of 5 C’s or better in the following subjects is recognized as Realschulabschluss or Mittlerer Schulabschluss by the State of Saxony:

1. English or ESL
2. German or GSL
3. Mathematics
4. History or Geography
5. Science

Science may be single award or double award. Results in French, Literature, Visual Arts, ICT or other subjects have no effect on German recognition.

Complete syllabi per subject are accessible on the internet at the following address:

<http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects>.

The IGCSE coordinator is Mrs. Reingart Böhmer, reingart.boehmer@intschool-leipzig.com.

LIS Attainment Grades

Attainment is a combination of the knowledge and skills that are tested in formal tests and examinations. The term *achievement* is considered to have a broader meaning and includes situations that are not formally assessed.

From Grade 9 onwards students also collect credits for their LIS High School Diploma. Credit for a course is gained if the year grade is at least an E. In order to calculate the grade point average the following conversion table is used. This conversion table follows official CIE recommendations.

Descriptor	LIS Grade (IGCSE Scale)	High School Grade Equivalent	Grade Point
Excellent	A, A*	A	4.0
Very good	B	A-	3.7
Good	C	B	3.0
Sufficient	D	C+	2.3
Mediocre	E	C	2.0
Poor	F	D+	1.3
Very poor	G	D	1.0
Ungraded	U	F	0

More detailed descriptions of the meaning of a grade A, a grade C and a grade F are presented per subject later on in this booklet.

LIS Endeavour Grades

Endeavour is a combination of

- Behaviour (respect for teachers, fellow students and subject)
- Participation (having materials, being prepared, being engaged)
- Effort (doing homework, taking notes, studying for tests)

Grade	Grade Descriptor
7	Student exceeds expectations. Is an example to others in terms of behaviour, participation and effort.
6	Student meets all expectations. Shows good behaviour, participates in class and works hard.
5	Student meets all expectations in two out of three aspects but there is room for improvement in one aspect.
4	Student mostly meets expectations but there is room for improvement in several aspects.
3	Student mostly does not meet expectations, but does show some positive endeavour in one or more aspects.
2	Student does not meet the expectations regarding behaviour, participation and effort.
1	Behaviour, participation and effort are all unacceptable.

English - First Language (0500)

Introduction

First Language English is a compulsory two-year course designed for students who are native speakers of the language with a high level of competence. At LIS all students are enrolled in this course. The examination is offered at Core and Extended Level and non-fluent English speakers would usually be prepared for the Core level examination.

The appropriate examination level will be decided based on student performance and attainment in the second year of the course.

The aims of the course are to enable students to communicate accurately, appropriately and effectively in speech and writing; to understand and respond appropriately to what they hear, read and experience; to encourage enjoyment and appreciate variety of language; to complement other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences); to promote personal development and an understanding of themselves and others.

Curriculum Content

Students will be expected to demonstrate reading and understanding through directed writing and creative writing tasks. The tasks will be appropriate in nature and scope to either core or extended level.

Reading

Understand and collate explicit meanings; understand, explain and collate implicit meanings and attitudes; select, analyse and evaluate what is relevant to specific purposes; understand how writers achieve effects.

Writing

Articulate experience and express what is thought, felt and imagined; order and present facts, ideas and opinions; understand and use a range of appropriate vocabulary; use language and register appropriate to audience and context; make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling.

Speaking and Listening

Understand, order and present facts, ideas and opinions; articulate experience and express what is thought, felt and imagined; communicate clearly and fluently

Use language and register appropriate to audience and context; listen to and respond appropriately to the contributions of others

Resources / Text Books

We use *IGCSE First Language English* as our major textbook. This is supplemented by various texts and visual media.

Assessment

Students are assessed in the areas of reading, writing, speaking and listening. Students who take the Core tier are eligible for the award of grades C to G. Students who take the Extended tier are eligible for the award or grades A* to E. Detailed Assessment Criteria are used to assess the writing skills and tasks:

Assessment Composition Tasks Grades 9 – 10: Descriptive

	Content and Structure		Style and Accuracy
Band 1 11 – 13 A	There are many well defined, well developed ideas and images, describing complex atmospheres with a range of details. Overall structure is provided through devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. There is no confusion with writing a story. Repetition is avoided and the sequence of sentences makes the picture clear to the reader.	Band 1 11 – 12 A	Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Some use of grammatical devices; assured use of punctuation; spelling accurate.
Band 2 9 – 10 B	There is a good selection of interesting ideas and images, with a range of details. These are formed into an overall picture of some clarity, largely consistent. There may be occasional repetition and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced and the description is often effective.	Band 2 9 – 10 B	Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3 7 – 8 C	There is a selection of effective ideas and images that are relevant to the topic and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details. The description provides a series of points rather than a sense of their being combined to make an overall picture, but some of the ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.	Band 3 7 – 8 C	Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes-but no error of any sort impedes communication.
Band 4 5 – 6 D	Some relevant and effective ideas are provided and occasionally developed a little, perhaps as a narrative. There is some feeling of atmosphere, but most of the writing is of event or description of objects or people. There is some overall structure, but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.	Band 4 5 – 6 D	Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5 3 – 4 E	Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.	Band 5 3 – 4 E	There may be some straightforward grammatically complex sentences, but others are simple and repetitively joined by 'and', 'but', and 'so' with other conjunctions used ineffectively if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but overall meaning is never in doubt.
Band 6 1 – 2 F	Some relevant facts are identified, but the overall picture is unclear and lacks development. There are examples of sequenced sentences, but there is also repetition and muddled ordering.	Band 6 1 – 2 F	Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
0 G	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	0 G	Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Assessment Composition Tasks Grades 9 – 10: Argumentative/Discursive

	Content and Structure		Style and Accuracy
Band 1 11 – 13 A	There is a consistent quality of well developed, logical stages in an overall, at times complex argument. Each stage is linked to and follows the preceding one and sentences within paragraphs are soundly sequenced.	Band 1 11 – 12 A	Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Some use of grammatical devices; assured use of punctuation; spelling accurate.
Band 2 9 – 10 B	Each stage of the argument is defined and developed, although the quality of the explanation may not be consistent. The stages follow in a generally cohesive progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.	Band 2 9 – 10 B	Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3 7 – 8 C	There is a series of relevant points and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.	Band 3 7 – 8 C	Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes-but no error of any sort impedes communication.
Band 4 5 – 6 D	Mainly relevant points are made and they are developed partially with some brief effectiveness. The overall argument shows signs of structure but may be sounder at the beginning than at the end. There may be some repetition. It is normally possible follow sequences of ideas, but there may be intrusive ideas or misleading sentences.	Band 4 5 – 6 D	Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5 3 – 4 E	A few relevant points are made and although they are expanded into paragraphs, development is very simple and not always logical. Overall structure lacks a sense of sequencing. Paragraphs used only for obvious divisions. It is sometimes possible to follow sequencing of sentences within paragraphs.	Band 5 3 – 4 E	There may be some straightforward grammatically complex sentences, but others are simple and repetitively joined by 'and', 'but', and 'so' with other conjunctions used ineffectively if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but overall meaning is never in doubt.
Band 6 1 – 2 F	A few points are discernible but any attempt to develop them is limited. Overall argument only progresses here and there and the sequence of sentences is poor.	Band 6 1 – 2 F	Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
0 G	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	0 G	Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Assessment Composition Tasks Grades 9 – 10: Narrative

	Content and Structure		Style and Accuracy
Band 1 11 – 13 A	The narrative is complex and sophisticated and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate. The different sections of the story are carefully balanced and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.	Band 1 11 – 12 A	Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Some use of grammatical devices; assured use of punctuation; spelling accurate.
Band 2 9 – 10 B	The writing develops some features that are of interest to a reader, although not consistently so. Expect the use of detail and some build-up of character and setting. The writing is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed fully effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.	Band 2 9 – 10 B	Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3 7 – 8 C	A straightforward story (or part of story) with satisfactory identification of features such as character and setting. While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. Sentences are usually sequenced to narrate events.	Band 3 7 – 8 C	Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes-but no error of any sort impedes communication.
Band 4 5 – 6 D	A relevant response to the topic, but largely a series of events with occasional details of character and setting. The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.	Band 4 5 – 6 D	Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5 3 – 4 E	A simple narrative with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or unlikely, unengaging events. Unequal or inappropriate importance is given to the sections of the story. Dialogue that has no function may be used or over-used. There is no real climax. Sentence sequences are used only to link simple series of events.	Band 5 3 – 4 E	There may be some straightforward grammatically complex sentences, but others are simple and repetitively joined by 'and', 'but', and 'so' with other conjunctions used ineffectively if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but overall meaning is never in doubt.
Band 6 1 – 2 F	Stories are very simple and narrate events indiscriminately. Endings are simple and lack effect. The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity	Band 6 1 – 2 F	Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
0 G	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	0 G	Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Examination

Candidates sit either paper 1 (Core) or paper 2 (Extended). All candidates sit paper 3.

Component	Duration of Examination	Weighting
Paper 1 Reading Passage (Core)	1 hour 45 minutes	50%
or		
Paper 2 Reading Passages (Extended)	2 hours	50%
and		
Paper 3 Directed Writing and Composition (Core + Extended combined)	2 hours	50%

Candidates who take the Core tier are eligible for the award of grades C to G. Candidates who take the Extended tier are eligible for the award of grades A* to E.

Candidates who take the Extended tier but do not reach the level required for a grade E will receive a grade U (unqualified). For this reason, candidates who have no realistic expectation to score an A or a B are advised to take the Core tier.

English as a Second Language (ESL)

Why Cambridge IGCSE English as a Second Language?

Cambridge IGCSE English as a Second Language is accepted by universities and employers as proof of ability to understand and communicate in English. It is aimed at students whose first language is not English, but who use it as a lingua franca or language of study. Successful English as a Second Language candidates have better educational or employment prospects and gain lifelong skills, including:

- better communicative ability in English
- improved ability to understand a range of social registers and styles
- a greater awareness of the nature of language and language-learning skills
- a greater international perspective
- a sound foundation for progression to employment or further study at Levels 2 and 3 including AS and A Level GCE, and Cambridge Pre-U qualifications.

Cambridge IGCSE English as a Second Language Syllabus Code 0510 (Oral Endorsement)*

Candidates take either:

- **Paper 1 Reading and Writing (Core)**
1 hour 30 minutes
Eligible for grades C–G
70% of total marks

or

- **Paper 2 Reading and Writing (Extended)**
2 hours
Eligible for grades A*–E
70% of total marks

And either:

- **Paper 3 Listening (Core)**
Approx. 30–40 minutes
Eligible for grades C–G
30% of total marks

or

- **Paper 4 Listening (Extended)**
Approx. 45 minutes
Eligible for grades A*–E
30% of total marks

And either:

- **Component 5 Oral**
Approx. 10–12 minutes
Separately endorsed

or

- **Component 6 Oral Coursework**
n/a
Separately endorsed

Oral Endorsement

In Syllabus 0510, marks for the oral component do not contribute to the overall grade candidates receive for the written components. Instead, where candidates perform to an appropriate standard, certificates record separately the achievements of grades 1 (high) to 5 (low) for Speaking.

Early Examination Entry

Some of the students may be entered for their IGCSE ESL examination at the end of Grade 9 and then continue with English as a First Language in Grade 10. This decision will be at the discretion of their teacher.

English – Literature (0486)

Introduction

English Literature is a two-year course, taught in conjunction with First Language English, designed for students who are native speakers of the language with a high level of competence. Based on performance and attainment students will be entered for the IGCSE English Literature examination in the second year of the course.

Aims of the course are to enjoy the experience of reading literature; to understand and respond to literary texts in different forms and from different periods and cultures; to communicate and informed personal response appropriately and effectively; to appreciate different ways in which writers achieve their effects; to experience literature's contribution to aesthetic, imaginative and intellectual growth; to explore the contribution of literature to an understanding of areas of human concern.

Curriculum Content

In each year of the course students will study the three genres (Prose, Poetry and Drama). Students will be expected to demonstrate reading and understanding through different styles of response questions: a passage-based question, an essay question and an 'empathic' (creative response) question. All questions will encourage informed personal response and are designed to test all the assessment objectives.

Resources / Text Books

The students will study between 3 and 6 works, depending upon the choice made by their teacher. The 2 year course will include *Stories of Ourselves*, *Songs of Ourselves* and a play.

Assessment

Students are assessed on their detailed knowledge of the content of literary texts in the three main forms (Drama, Poetry, and Prose). They need to understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes; to recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects; to communicate a sensitive and informed personal response to literary texts.

Assessment Criteria

Literature Grades 9 and 10

Band 1 A Excellent 17-20	<p>Candidate will:</p> <p>Sustain a perceptive and convincing response with well chosen detail of narrative and situation</p> <p>Demonstrate clear, critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays</p> <p>Make much well selected reference to the text</p> <p>Respond sensitively and in detail to the way language works in the text</p> <p>Communicate a considered and reflective personal response to the text</p>
Band 2 B Very good 14-16	<p>Candidate will:</p> <p>Make a convincing response with well chosen detail of narrative and situation</p> <p>Demonstrate clear, sustained understanding of the author's intentions and the text's deeper implications and the attitudes it displays</p> <p>Make careful and relevant reference to the text</p> <p>Respond with some thoroughness/detail to the way language works in the text</p> <p>Communicate a considered personal response to the text</p>
Band 3 C Good 11-13	<p>Candidate will:</p> <p>Make a reasonably sustained/extended response with detail of narrative and situation</p> <p>Demonstrate understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays</p> <p>Show some thoroughness in use of the text for support</p> <p>Make some response to the way language works in the text</p> <p>Communicate an informed personal response to the text</p>
Band 4 D Satisfactory 8-10	<p>Candidate will:</p> <p>Begin to develop a response with detail of narrative and situation</p> <p>Demonstrate understanding of the author's intentions and some of the text's implications and the attitudes it displays</p> <p>Use some detail from the text for support</p> <p>Make some reference to the language in the text</p> <p>Communicate some personal response to the text</p>
Band 5 E Mediocre 5-7	<p>Candidate will:</p> <p>Make some relevant comments in terms of narrative and situation</p> <p>Demonstrate some understanding of the author's intentions and the surface meaning of the text</p> <p>Make a little reference to the text for support</p> <p>Make a little reference to the language in the text</p> <p>Communicate a basic personal response to the text</p>
Band 6 F Poor 2-4	<p>Candidate will:</p> <p>Make a few straightforward points in terms of narrative and situation</p> <p>Show a few signs of understanding of the author's intentions and the surface meaning of the text</p> <p>Make a little reference to the text</p> <p>Make a little reference to the language in the text</p> <p>Show evidence of a simple personal response to the text</p>
Band 7 G Very poor 0-1	<p>Candidate will:</p> <p>Show a little awareness of narrative and situation</p> <p>Make some comment about the surface meaning of the text</p>

Grade A

A Grade A candidate will have demonstrated the ability to:

- sustain a perceptive and convincing response with well-chosen detail of narrative and situation;
- demonstrate clear critical/analytical understanding of the author's intentions and the text's deeper implications and the attitudes it displays;
- make much well-selected reference to the text;
- respond sensitively and in detail to the way language works in the text;
- communicate a considered and reflective personal response to the text.

Grade C

A Grade C candidate will have demonstrated the ability to:

- make a reasonably sustained/extended response with detail of narrative and situation;
- show understanding of the author's intentions and some of the text's deeper implications and the attitudes it displays;
- show some thoroughness in use of the text for support;
- make some response to the way language works in the text;
- communicate an informed personal response to the text.

Grade E

A Grade E candidate will have demonstrated the ability to:

- make some relevant comments in terms of narrative and situation;
- show some understanding of the author's intentions and the surface meaning of the text;
- make a little reference to the text for support;
- make a little reference to the language of the text;
- communicate a basic personal response to the text.

Grade F

A Grade F candidate will have demonstrated the ability to:

- make a few straightforward points in terms of narrative and situation;
- show a few signs of understanding of the author's intentions and the surface meanings of the text;
- make a little reference to the text;
- show evidence of a simple personal response to the text.

German First Language (0505)

Introduction

All First Languages other than English follow a syllabus that is focused on reading and writing at the mother tongue level. There is no distinction between Core and Extended: all candidates are eligible for grades A* to G.

Curriculum Content

At LIS we develop a lot of the reading and writing skills through the analysis of novels, poems, theatre plays, films, and newspaper articles on topical questions in preparation of discursive/argumentative as well as the descriptive written tasks.

In grade 9 the overall theme is school – youth – authority.

In grade 10 the overall theme is (anti-)war – lost youth, adolescence, civil disobedience.

Resources / Text Books

The textbooks used are *Deutsch Plus 9* and *Deutsch Plus 10* plus *Arbeitsheft*, supplemented by *Deutsch 9* and *10 - Texte, Literatur, Medien*.

The main themes/projects for the school year 2011-12 are:

Grade 9 (Themes: Youth, Education, Authority)

- Language: repetition of basic grammar (sentence structure, different text genre and styles, appropriate response writing...)
- Literature:
- extracts of different texts of different times to the year topic: youth, education, authority
- at least one novel is planned also because of the celebrations of the reunification: "Am kürzeren Ende der Sonnenallee" by Thomas Brussig

Grade 10 (Themes: War and Ethical Principles)

- E.M. Remarque, *Im Westen nichts Neues* - novel
- *FOCUS Magazine* Project – topical issues
- Brecht, *Dreigroschenoper*- play
- Intensive writing course to practise IGCSE topics and genre (summary, comparison, argumentation, narration and descriptive writing)

Assessment

Candidates will be assessed on their first language reading and writing skills. The assessment of writing skills uses the following rubrics:

Assessment Composition Tasks Grades 9 – 10: Descriptive

	Content and Structure		Style and Accuracy
Band 1 11 – 13 A	There are many well defined, well developed ideas and images, describing complex atmospheres with a range of details. Overall structure is provided through devices such as the movements of the writer, the creation of a short time span, or the creation of atmosphere or tension. There is no confusion with writing a story. Repetition is avoided and the sequence of sentences makes the picture clear to the reader.	Band 1 11 – 12 A	Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Some use of grammatical devices; assured use of punctuation; spelling accurate.
Band 2 9 – 10 B	There is a good selection of interesting ideas and images, with a range of details. These are formed into an overall picture of some clarity, largely consistent. There may be occasional repetition and opportunities for development or the provision of detail may be missed. Sentences are often well sequenced and the description is often effective.	Band 2 9 – 10 B	Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3 7 – 8 C	There is a selection of effective ideas and images that are relevant to the topic and which satisfactorily address the task. An attempt is made to create atmosphere and to provide some details. The description provides a series of points rather than a sense of their being combined to make an overall picture, but some of the ideas are developed successfully, albeit straightforwardly. Some sentences are well sequenced.	Band 3 7 – 8 C	Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes-but no error of any sort impedes communication.
Band 4 5 – 6 D	Some relevant and effective ideas are provided and occasionally developed a little, perhaps as a narrative. There is some feeling of atmosphere, but most of the writing is of event or description of objects or people. There is some overall structure, but the writing may lack direction and intent. There may be interruptions in the sequence of sentences and/or some lack of clarity.	Band 4 5 – 6 D	Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5 3 – 4 E	Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.	Band 5 3 – 4 E	There may be some straightforward grammatically complex sentences, but others are simple and repetitively joined by 'and', 'but', and 'so' with other conjunctions used ineffectively if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but overall meaning is never in doubt.
Band 6 1 – 2 F	Some relevant facts are identified, but the overall picture is unclear and lacks development. There are examples of sequenced sentences, but there is also repetition and muddled ordering.	Band 6 1 – 2 F	Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
0 G	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	0 G	Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Assessment Composition Tasks Grades 9 – 10: Argumentative/Discursive

	Content and Structure		Style and Accuracy
Band 1 11 – 13 A	There is a consistent quality of well developed, logical stages in an overall, at times complex argument. Each stage is linked to and follows the preceding one and sentences within paragraphs are soundly sequenced.	Band 1 11 – 12 A	Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Some use of grammatical devices; assured use of punctuation; spelling accurate.
Band 2 9 – 10 B	Each stage of the argument is defined and developed, although the quality of the explanation may not be consistent. The stages follow in a generally cohesive progression. Paragraphs are mostly well sequenced, although some may finish less strongly than they begin.	Band 2 9 – 10 B	Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3 7 – 8 C	There is a series of relevant points and a clear attempt is made to develop some of them. These points are relevant, straightforward and logical/coherent. Repetition is avoided, but the order of the stages in the overall argument can be changed without adverse effect. The sequence of the sentences within paragraphs is satisfactory, although opportunities to link ideas may not be taken.	Band 3 7 – 8 C	Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes-but no error of any sort impedes communication.
Band 4 5 – 6 D	Mainly relevant points are made and they are developed partially with some brief effectiveness. The overall argument shows signs of structure but may be sounder at the beginning than at the end. There maybe some repetition. It is normally possible follow sequences of ideas, but there may be intrusive ideas or misleading sentences.	Band 4 5 – 6 D	Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5 3 – 4 E	A few relevant points are made and although they are expanded into paragraphs, development is very simple and not always logical. Overall structure lacks a sense of sequencing. Paragraphs used only for obvious divisions. It is sometimes possible to follow sequencing of sentences within paragraphs.	Band 5 3 – 4 E	There may be some straightforward grammatically complex sentences, but others are simple and repetitively joined by 'and', 'but', and 'so' with other conjunctions used ineffectively if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but overall meaning is never in doubt.
Band 6 1 – 2 F	A few points are discernible but any attempt to develop them is limited. Overall argument only progresses here and there and the sequence of sentences is poor.	Band 6 1 – 2 F	Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
0 G	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	0 G	Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Assessment Composition Tasks Grades 9 – 10: Narrative

	Content and Structure		Style and Accuracy
Band 1 11 – 13 A	The narrative is complex and sophisticated and may contain devices such as sub-texts, flashbacks and time lapses. Cogent details are provided where necessary or appropriate. The different sections of the story are carefully balanced and the climax carefully managed. Sentence sequences are sometimes arranged to produce effects such as the building up of tension or providing a sudden turn of events.	Band 1 11 – 12 A	Fluent; variety of well-made sentences, including sophisticated complex sentences where appropriate, used to achieve particular effects. Wide, consistently effective range of vocabulary with appropriately used ambitious words. Some use of grammatical devices; assured use of punctuation; spelling accurate.
Band 2 9 – 10 B	The writing develops some features that are of interest to a reader, although not consistently so. Expect the use of detail and some build-up of character and setting. The writing is orderly and the beginning and ending (where required) are satisfactorily managed. The reader is aware of the climax even if it is not managed fully effectively. The sequencing of sentences provides clarity and engages the reader in events or atmosphere.	Band 2 9 – 10 B	Mostly fluent; sentences correctly constructed, including a variety of complex sentences. Vocabulary often effective, sometimes complex, mostly varied. Grammatically correct; punctuation mostly correct between and within sentences; very occasional spelling mistakes.
Band 3 7 – 8 C	A straightforward story (or part of story) with satisfactory identification of features such as character and setting. While opportunities for appropriate development of ideas are sometimes missed, the overall structure is competent, and features of a developed narrative are evident. sentences are usually sequenced to narrate events.	Band 3 7 – 8 C	Occasional fluency; sentences of some variety and complexity, correctly constructed. Appropriate and accurate vocabulary with occasional examples of choice made to communicate precise meaning or to give interest. Simple grammatical terms correct; sentence separation mostly correct but other forms of punctuation sometimes inconsistently used; occasional spelling mistakes-but no error of any sort impedes communication.
Band 4 5 – 6 D	A relevant response to the topic, but largely a series of events with occasional details of character and setting. The overall structure is sound although there are examples where a particular section is too long or too short. A climax is identified but is not effectively described or led up to. Sentence sequences narrate events and occasionally contain intrusive facts or misleading ideas.	Band 4 5 – 6 D	Sentences tend to be simple and patterns repetitive. Where more complicated structures are attempted there is lack of clarity and inaccuracy. Vocabulary communicates general meaning accurately. Some errors of punctuation including sentence separation; several spelling and grammatical errors, rarely serious.
Band 5 3 – 4 E	A simple narrative with a beginning, middle and end (where appropriate). It may consist of simple, everyday happenings or unlikely, unengaging events. Unequal or inappropriate importance is given to the sections of the story. Dialogue that has no function may be used or over-used. There is no real climax. Sentence sequences are used only to link simple series of events.	Band 5 3 – 4 E	There may be some straightforward grammatically complex sentences, but others are simple and repetitively joined by 'and', 'but', and 'so' with other conjunctions used ineffectively if at all. Vocabulary communicates simple details/facts accurately. Many errors of punctuation, grammar and spelling, but overall meaning is never in doubt.
Band 6 1 – 2 F	Stories are very simple and narrate events indiscriminately. Endings are simple and lack effect. The shape of the narrative is unclear; some of the content has no relevance to the plot. Sequences of sentences are sometimes poor, leading to a lack of clarity	Band 6 1 – 2 F	Sentences are simple and sometimes faulty and/or rambling sentences obscure meaning. Vocabulary is limited and may be inaccurate. Errors of punctuation, grammar and spelling may be serious enough to impede meaning.
0 G	Rarely relevant, little material, and presented in a disorderly structure. Not sufficient to be placed in Band 6.	0 G	Meaning of the writing is often lost because of poor control of language; errors of punctuation, grammar and spelling too intrusive to award a mark in Band 6.

Examination

All candidates sit

Paper 1 (reading, 2 hours, 50%) – text comprehension questions and text summary and

Paper 2 (writing, 2 hours, 50%) 2 essays, one argumentative/ discursive, one descriptive or narrative, max.25 points each can be gained per essay.

NOTE: There is no **German literature** examination as students have an English literature examination. However, literature is being studied in all three different areas (prose, drama, poetry) in order to prepare the students for the IB course in grade 11 and 12.

Grade A

- Candidates understand and communicate information at both a straightforward and a complex level
- Candidates understand facts, ideas and opinions, and order and present in detail what is relevant for specific purposes
- Candidates describe and reflect upon experience and detail, analysing effectively what is felt and what is imagined
- Candidates recognise implicit meanings and attitudes of a writer
- Candidates show a clear sense of audience and an understanding of appropriate uses of language
- Candidates write in well constructed paragraphs, using a full range of appropriate sentence structures and showing accuracy in spelling and punctuation

Grade C

- Candidates understand and convey information both at a straightforward level and at a more complex level
- Candidates understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy
- Candidates evaluate material from texts and select what is relevant for specific purposes
- Candidates describe and reflect upon experience and express effectively what is felt and what is imagined
- Candidates recognise the more obvious implicit meanings and attitudes of a writer
- Candidates show a sense of audience and an awareness of appropriate uses of language
- Candidates write in paragraphs, using sentences of varied kinds and exercising care over spelling and punctuation

Grade F

- Candidates understand and convey information at a straightforward level
- Candidates understand basic facts, ideas and opinions, presenting them with a degree of coherence
- Candidates select material from texts and comment upon it at a literal level
- Candidates describe experience in concrete terms and express intelligibly what is felt and what is imagined
- Candidates recognise clear meanings and explicit attitudes of a writer
- Candidates show awareness that language is used in different ways in different circumstances
- Candidates write at least in simple sentences – weaknesses in spelling and punctuation and the construction of complex sentences will be apparent, but will not seriously impair communication

German as a Foreign Language (0525)

Introduction

German as a Foreign Language is a two-year course that addresses all four language skills: reading, writing, listening and speaking.

The aim of the course is to develop and built on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form (linked language skills of listening, speaking, reading and writing) in an appropriate range of societal contexts — work, home, leisure, education and training. The syllabus also aims for skills such as mediation and intercultural understanding and to encourage positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the course are to

- enable the student to use the language effectively as a means of practical communication in speech and in writing within a range of contexts,
- develop the ability to understand and respond to the language demands in transactional and social contacts,
- provide the students with a sound linguistic base necessary for further study, work and leisure,
- offer some insight into the nature of language,
- develop an appreciation of German literature.

The course is offered at Core and Extended Level. The appropriate level will be decided based on student performance and attainment in the second year of the course.

Curriculum Content

The student will be integrated in the course depending on his/ her language level in dependence on the Common European Framework of Reference.

The overall themes are:

Area A: Everyday activities

Home life and school: Daily routine;

Food, health and fitness: Eating and drinking, Health and fitness, Sports, Hobbies;

Area B: Personal and social life

Self, family and personal relationships: Self, family, pets, personal relationships, Wishes and dreams, House and home, Leisure, Entertainments, Invitations, Eating out;

Holidays and special occasions: Festivals and special occasions, Holidays, Getting around, Accommodation;

Area C: The world around us

Home town and local area: Home town and geographical surroundings, Shopping, Public services, Conflicts and solutions;

Natural and made environment: Natural environment, Weather, Finding the way;

People, places and customs: Meeting people, Places and customs, Travel and transport;

Area D: The world of work

Continuing education: Further education and training;

Careers and employment: Future career plans, Employment;

Language and communication in the work place: Communication, Language at work;

Area E: The international world

Tourism at home and abroad: Holiday travel and transport, Geographical surroundings, Weather;

Life in other countries and communities: Places and customs, Food and drink, Meeting people;

World events and issues: Issues according to available resources and individual interest, Media world and technology;

Resources / Text Books

We use *Themen aktuell* and *Begegnungen* as our major textbooks. This is supplemented by various texts, books and visual media.

Assessment

The general course level is pitched at level B1 of the Common European Framework of Reference:

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.”

A	Excellent work, almost without mistakes. Excellent oral and written comprehension, and written and spoken production. Very good pronunciation and intonation. Very good presentation of work. A* candidates would be able to cope with authentic spoken and written language.
B	Very good work. Some mistakes that do not interfere with meaning. Very good oral and written comprehension, and written and spoken production Good pronunciation. Good presentation of work.
C	A good standard of work with regular mistakes. Good oral and written comprehension, and written and spoken production. Able to speak and write clearly about events in past, present and future. Quite good pronunciation. Good presentation of work.
D	A satisfactory standard of work. Regular mistakes that interfere with clarity of meaning. Satisfactory oral and written comprehension, and written and spoken production. Satisfactory presentation of work.
E	Minimum standard of work. Many mistakes that interfere with clarity of meaning. Mediocre oral and written comprehension, and written and spoken production. Mediocre presentation of work.
F	Unsatisfactory standard of work. Poor oral and written comprehension, and written and spoken production. Poor presentation of work.
G	A very poor standard of work. Very poor oral and written comprehension, and written and spoken production. Very poor presentation of work.
U	An unacceptable standard of work. No positive achievement at the required level.

Examination

All candidates have access to all elements of the examination; but for the examination to be appropriate to candidates across the full ability range, there is a different scheme of assessment for candidates expected to gain grades D to G (Core curriculum candidates) and for candidates expected to gain grades A* to C (Extended curriculum candidates).

Candidates who have followed the Core curriculum and take papers 1, 2 and 3 are eligible for the award of grades C to G only. Candidates who have followed the Core and Extended curriculum and take all the relevant papers 1, 2, 3 and 4 are eligible for the award of grades A* to G.

Those candidates who are likely to obtain grade C or higher should be entered for the Extended curriculum papers. All Extended curriculum candidates will be graded twice: once on their performance on the Core curriculum papers and once on their performance on the Extended curriculum papers. Candidates are awarded the higher of the two grades they achieve.

The elements in the assessment are as follows:

<i>Core curriculum</i> Grades available: C to G		<i>Extended curriculum (Core + Supplement)</i> Grades available: A* to G	
Paper 1	Listening (45 minutes) Sections 1, 2 and 3	Paper 1	Listening (45 minutes) Sections 1, 2 and 3
Paper 2	Reading and Directed Writing (1½ hours) Sections 1, 2 and 3	Paper 2	Reading and Directed Writing (1½ hours) Sections 1, 2 and 3
Paper 3*	Speaking (15 minutes)	Paper 3*	Speaking (15 minutes)
		Paper 4	Continuous Writing (1¼ hours)

* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.

This syllabus is to be read in conjunction with the relevant language-specific Defined Content Booklet, available from CIE Publications.

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting: Core</i>	<i>Weighting: Extended</i>
1	33%	25%
2	33%	25%
3	33%	25%
4	n/a	25%

French as a Foreign Language (0520)

Introduction

French as a Foreign Language is a two-year course that addresses all four language skills: reading, writing, listening and speaking. The course is offered at Core and Extended Level. The appropriate level will be decided based on student performance and attainment in the second year of the course.

The aim is to allow our students to get the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves in oral and writing, to understand French-speakers and texts and to be understood. We also would like to offer them an approach of the French culture to make them curious, to wake in them one more interest for inter- and multi culture and in this way to encourage comprehension and tolerance.

Curriculum Content

Grade 9

These are the themes from *Encore Tricolore 4* Units 1-6.

- Yourself and your family
- Towns and regions
- Forms of transport
- Future plans
- Daily Routine
- Meals and eating habits.

Grade 10

These are the themes from *Encore Tricolore 4* Units 7-10

- Leisure activities
- Opinion about different types of holidays
- Common holiday ailments
- Work experience

Resources / Text Books

We use *Encore Tricolore 4* as our major textbook. This is supplemented by various texts and visual media.

Assessment

The general course level is pitched at level B1 of the Common European Framework of Reference:

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.”

A	Excellent work, almost without mistakes. Excellent oral and written comprehension, and written and spoken production. Very good pronunciation and intonation. Very good presentation of work. A* candidates would be able to cope with authentic spoken and written language.
B	Very good work. Some mistakes that do not interfere with meaning. Very good oral and written comprehension, and written and spoken production. Good pronunciation. Good presentation of work.
C	A good standard of work with regular mistakes. Good oral and written comprehension, and written and spoken production. Able to speak and write clearly about events in past, present and future. Quite good pronunciation. Quite good presentation of work.
D	A satisfactory standard of work. Regular mistakes that interfere with clarity of meaning. Satisfactory oral and written comprehension, and written and spoken production. Satisfactory presentation of work.
E	Minimum standard of work. Many mistakes that interfere with clarity of meaning. Mediocre oral and written comprehension, and written and spoken production. Mediocre presentation of work.
F	Unsatisfactory standard of work. Poor oral and written comprehension, and written and spoken production. Poor presentation of work.
G	A very poor standard of work. Very poor oral and written comprehension, and written and spoken production. Very poor presentation of work.
U	An unacceptable standard of work. No positive achievement at the required level.

Examination

All candidates have access to all elements of the examination; but for the examination to be appropriate to candidates across the full ability range, there is a different scheme of assessment for candidates expected to gain grades D to G (Core curriculum candidates) and for candidates expected to gain grades A* to C (Extended curriculum candidates).

Candidates who have followed the Core curriculum and take papers 1, 2 and 3 are eligible for the award of grades C to G only. Candidates who have followed the Core and Extended curriculum and take all the relevant papers 1, 2, 3 and 4 are eligible for the award of grades A* to G.

Those candidates who are likely to obtain grade C or higher should be entered for the Extended curriculum papers. All Extended curriculum candidates will be graded twice: once on their performance on the Core curriculum papers and once on their performance on the Extended curriculum papers. Candidates are awarded the higher of the two grades they achieve.

The elements in the assessment are as follows:

<i>Core curriculum</i> Grades available: C to G		<i>Extended curriculum (Core + Supplement)</i> Grades available: A* to G	
Paper 1	Listening (45 minutes) Sections 1, 2 and 3	Paper 1	Listening (45 minutes) Sections 1, 2 and 3
Paper 2	Reading and Directed Writing (1½ hours) Sections 1, 2 and 3	Paper 2	Reading and Directed Writing (1½ hours) Sections 1, 2 and 3
Paper 3*	Speaking (15 minutes)	Paper 3*	Speaking (15 minutes)
		Paper 4	Continuous Writing (1¼ hours)

* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.

This syllabus is to be read in conjunction with the relevant language-specific Defined Content Booklet, available from CIE Publications.

WEIGHTING OF PAPERS

<i>Paper</i>	<i>Weighting: Core</i>	<i>Weighting: Extended</i>
1	33%	25%
2	33%	25%
3	33%	25%
4	n/a	25%

History (0470)

Introduction

History is an important subject in the modern world where different cultures and traditions not only need to understand each other but need some understanding of how we all got where we are today.

This many-faceted subject is concerned with individuals, societies, cultures, traditions and developments. In the wider context it embraces human existence within political, social, economic, religious and technological contexts. It is concerned with trends, change and continuity, and with specific events.

Historical knowledge rests on widely accepted evidence, derived from a variety of sources. Work with primary evidence allows the students to form their own opinions and values. The ability to compare and contrast opinions, to ‘read between the lines’ when examining source materials such as newspaper articles, cartoons, posters and when listening to speeches is skill. Skill based activities that focus on the ways to recognise bias and to understand the motivations of people in the past are an integral part of the course. The process of enquiry and interpretation is a never-ending activity, and this course allows students to obtain historical knowledge whilst understanding why there are different accounts of the past and criteria on which they may be judged.

It is a two-year Modern History course, designed for examination at the end of the second year. Students have the opportunity to study some of the major International events of the 20th Century as well as looking at depth studies of particular regions. The course is designed to develop historical skills as well as knowledge and includes various approaches to learning about the past from traditional textbook learning, to the use of a range of visual stimuli, fieldtrips, guest speakers and interactive web site teaching tools.

Aims of the course are to:

- Stimulate interest and enthusiasm in the past
- Promote the acquisition of knowledge and understanding on human activity in the past
- Promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference and motivation.
- Promote the acquisition of enquiry skills and enable the learner to retain an open mind and form balanced conclusion with regard to different source material. The detection of bias, from opinion and fact.
- Provide a sound basis for further study and the pursuit of personal interest
- Encourage the development of linguistic and communication skills
- Promote international understanding and co-operation.

Curriculum Content

The search for International order between 1919-'39	Peacemaking after the First World War The League of Nations <i>International Agreements</i>
The Collapse of International order in the 1930`s	<i>Economic Problems – Wall Street Crash- The Depression</i> <i>The Emergence of aggressive Nationalism in Italy and Germany</i>
The Collapse of Peace by 1939	Causes of the second world war
Who was to blame for the Cold War?	<i>USA and USSR 1945 Breakdown of relations</i>
	<i>Eastern Europe</i>
	<i>Soviet Expansionism and US reactions</i>
	<i>Berlin Blockade</i>
How did the USA contain the spread of Communism?	<i>The Cuban Missile Crisis</i> American Involvement in Vietnam
How secure was the USSR's control over Eastern Europe 1949 – 89?	<i>Opposition in Hungary 1956</i> East German migrations <i>Why was the Berlin Wall built?</i> Significance of Solidarity in Poland Mikhail Gorbachev in the Soviet Union
The United Nations Organisation	<i>Function and effectiveness</i> Agencies and their work Case studies of the UNO in Action
Depth Studies a) Germany 1918- 45	<i>Weimar Republic</i>
	<i>National Socialism – Rise of Hitler</i>
	<i>The Nazi Regime</i>
	<i>The Holocaust</i>
<i>Coursework 1</i>	Kristallnacht and the development of the Final Solution
Depth Studies b) The USA 1919 – 41	<i>The 1920`s Boom- The roaring twenties</i>
	<i>The Wall street Crash and Depression</i>
<i>Coursework 2</i>	Prohibition – Why was Prohibition a failure
	<i>Herbert Hoover</i>
	<i>Roosevelt and The New Deal</i>

Resources / Text Books

Tony McAleavey, *Germany 1919-45*
Ben Walsh, *Modern World History*
Ian Campbell, *The USA 1917-1941*

Assessment

Students are assessed on an internal basis by class work assignments - structured questions and source work and internally assessed and externally moderated coursework worth 27% of the final score.

Grade	Percentage (%)
A*	90-100
A	80-90
B	70-80
C	60-70
D	50-60
E	40-50
F	30-40
G	20-30
U	0-20

*In Grade 9: The above grade boundaries will be used with an allowance for the awarding of half marks for partially correct answers or answers lacking sufficient detail to allow for skill acquisition and development between the first and second year of the course.

*In grade 10 the above grade boundaries will be used as in the IGCSE assessments and exams and half marks will not be awarded and partially correct answers or those answers that are not in sufficient detail will not be awarded marks.

A Grade A Student will be able to:

- Demonstrate an excellent level of historical knowledge and understanding- accumulate, and use a body of information about people, events, societies, dates, ideas, beliefs, movements, and changes.
- Grasp outlines as well as issues in depth
- Analyse and explain cause and effect
- Assess significance of factors, events or periods
- Analyse a wide range of source material and reach conclusions
- Compare and contrast sources using a high level of detail and reference to the source
- Pose valid historical questions
- Use historical terminology accurately/ understand instructions accurately
- Communicate their knowledge using a wide range of techniques- oral, visual, written. / using ICT

A Grade C Student will be able to:

- Explain and describe historical events and understand them
- Investigate issues in depth with some general assistance and be able to see the bigger picture
- Explain and describe cause and effects of events/ developing analysis skills
- Rank significance of various factors
- Use and recognise a wide range of sources
- Compare and contrast sources using some relevant detail (end on comparisons rather than using linkage)
- Ask Historical questions and discuss historical concepts with some general guidance
- Use a range of terminology and develop over time
- Communicate their knowledge using a variety of methods

A Grade F student will be able to

- Understand and explain historical information with structured guidance.
- Investigate issues with guidance and structured questions
- Recognise different sources of evidence and use them with guidance
- Recognise and describe simple similarities and differences between sources.
- Use some historical terminology
- Communicate their knowledge briefly / or in more detail with some structured guidance.

Examination

Candidates must be entered for the following papers:

- (i) Paper 1;
- (ii) Paper 2;
- (iii) either Paper 3* or Paper 4.

Paper 1 (2 hours, 40%)

Section A (Core Content) will contain eight questions, four on the 19th century Core and four on the 20th century Core. Candidates must answer two questions. We prepare candidates for the 20th Century Core, which means they answer 2 out of the 4 questions on the 20th Century Core. Section B (Depth Studies) will contain two questions on each of the Depth Studies. Candidates must answer one question.

Paper 2 (2 hours, 33%)

This paper will have two options: a 19th-century topic and a 20th-century topic. Candidates answer the questions on one option. The topics will be prescribed each year and will be taken from the Core Content. Our candidates answer the question on the 20th Century topic.

For the examination in 2012 the topic will be:

20th century core: "To what extent was the League of Nations a success?"

For the examination in 2013 the topic will be:

20th century core: "Were the Peace Treaties of 1919–23 fair?"

Paper 3, Coursework (School-based assessment, 27%)*

Candidates will be required to produce two pieces of coursework, totaling around 1500 words, on two Depth Studies: one on Germany, one on the USA.

*Candidates who were unable to complete the coursework (e.g. due to entering the school halfway through the course) are offered the alternative-to-coursework option, which is to sit paper 4.

Geography (0460)

Introduction

LIS offers Geography as a subject choice from the group of Social Studies. It is not compulsory, but may be taken in conjunction with History or Global Perspectives.

Geography focuses on the inter-relationships between people's activities and the environment. The physical, economic, social, political and cultural environments and their associated effects on the landscape are explained at a variety of spatial distributions. Students will use, analyze, interpret and apply geographical data in a variety of forms to recognize patterns and deduce relationships. By the end of the course, students will be able to make evaluations and conclusions about geographical patterns and data with sensitivity to the landscape and the people.

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

- a sense of place and understanding of relative location on a local, regional and global scale
- an awareness of physical and human environments and an understanding of the processes which affect their development
- an understanding of different communities and cultures around the world and to promote international and intercultural understanding
- enquiry, investigation and presentation skills
- recognition of the role of decision making

Curriculum Content

Themes will be explored using a variety of local, national and global case studies to illustrate and to prompt students to relate general principles to particular examples.

Themes	Teaching Content
1.1 Population	<ul style="list-style-type: none"> • Benefits and problems of population growth and decline • Causes and consequences of overpopulation and under population • Reasons for and effects of migration • Population structure • Factors influencing population density and distribution
1.2 Settlement	<ul style="list-style-type: none"> • Factors influencing the size, development and function of urban and rural settlements and their spheres of influence • Land use models in LEDCs and MEDCs • Causes of problems and solutions to urban issues • Urbanization and the impact on the environment
The Natural Environment	
2.1 Plate Tectonics	<ul style="list-style-type: none"> • Distribution of earthquakes, volcanoes and fold mountains • Causes and effects of earthquakes and volcanic eruptions
2.2 Landforms and Landscape processes	<ul style="list-style-type: none"> • Weathering • River and marine processes and associated landforms
2.3 Weather, Climate and Natural Vegetation	<ul style="list-style-type: none"> • Collection and measurement of meteorological data • Characteristics of ecosystems – tropical deserts and rainforests • Relationship between climate and natural vegetation
2.4 Humans and the Natural World	<ul style="list-style-type: none"> • Human destruction and management of natural hazards, landscape processes, climate and ecosystems

Economic Development and the Use of Resources	
3.1 Agricultural Systems	<ul style="list-style-type: none"> • Inputs and outputs of large-scale commercial farming and small-scale subsistence farming • Causes, effects and solutions to food shortages
3.2 Industrial Systems	<ul style="list-style-type: none"> • Primary, secondary, tertiary, quaternary industries • Differences in employment based on the level of development • Distribution of high technology and manufacturing industries
3.3 Leisure and Tourism	<ul style="list-style-type: none"> • Reasons for the growth of leisure facilities and tourism • Main attractions of physical and human environment • Benefits and disadvantages of tourism
3.4 Energy and resources	<ul style="list-style-type: none"> • Significance of fuel wood in LEDCs • Positives and negatives of non renewable fossil fuels and renewable energy sources • Siting of nuclear, thermal, hydro-electric, power stations • Competition for water resources • Impact of water shortages
3.5 Environmental Risks and Benefits: Resource Conservation and Management	<ul style="list-style-type: none"> • Soil erosion • Global warming • Pollution (air, water, noise, visual) • Resource and land conservation • Sustainable development

Resources / Text Books

The New Wider World, David Waugh, Nelson Thornes 2006. This textbook is supplemented by various texts and visual media.

Assessment

IGCSE Grade Descriptors

Grade	Percentage	Criteria
A	80-100% Excellent	demonstrates a wide knowledge and comprehension of physical and human geography and a clear understanding of their inter-relationships; analyzes inter-relationships between people and their environment, recognizes the dynamic nature of these relationships and how and why they may change through time and space; makes balanced judgments and shows an awareness of the different attitudes and priorities of individuals and groups and the problematical nature of the interaction of people with the environment; applies appropriate methodology, communicates effectively the gathering, processing and analysis of the information, can recognize that solutions or conclusions may not readily be drawn from the enquiry
B	70-79% Very good	demonstrates a very good knowledge and a solid comprehension of physical and human geography and a mostly clear understanding of their inter-relationships; analyzes inter-relationships between people and their environment, recognizes the dynamic nature of these relationships and briefly addresses how and why they may change through time and space; makes balanced judgments and begins to show an awareness of the different attitudes and priorities of individuals and groups and the problematical nature of the interaction of people with the environment; applies mostly appropriate methodology, communicates effectively at

		most times the gathering, processing and analysis of the information, can recognize that solutions or conclusions maybe not readily be drawn from the enquiry
C	60-69% Satisfactory	demonstrates a knowledge of physical and human geographical phenomena and demonstrates a comprehension of important geographical ideas, concepts, generalizations and processes; analyzes inter-relationships between people and their environment and recognizes the dynamic nature of changes in these relationships; makes balanced judgments on economic, political, environmental and social issues through a recognition of conflicting viewpoints and solutions; plans and carries out effectively a geographical enquiry using relevant data from a variety of primary and/or secondary sources, applies geographical techniques, map interpretation and a range of graphical, numerical and pictorial information
D	50-59% Mediocre	demonstrates a mediocre knowledge of physical and human geographical phenomena, demonstrates a mediocre comprehension of geographical ideas, concepts, generalizations and processes; some analysis of inter-relationships between people and their environment and recognizes the dynamic nature of changes in these relationships; makes some balanced judgments on economic, political, environmental and social issues through a recognition of conflicting viewpoints and solutions; plans and carries out a geographical enquiry using mostly relevant data from some primary and/or secondary sources, applies geographical techniques, map interpretation and a range of graphical, numerical and pictorial information
E	40-49% Poor	demonstrates a poor level of knowledge of physical and human geography, demonstrates a poor level of comprehension of geographical ideas, concepts, generalizations and processes; minimal analysis of inter-relationships between people and their environment and begins to recognize the nature of change in these relationships; recognizes that there differing systems of values which influence economic, political and social issues and attempts to balance conflicting viewpoints; observes, records and classifies geographical data while planning and carrying out a geographical enquiry using some relevant data from primary and/or secondary sources; applies some geographical techniques, limited map interpretation and some graphical, numerical and pictorial information in brief statements
F	30-39% Very poor	demonstrates an elementary level of knowledge of physical and human geography, demonstrates a comprehension of simple geographical ideas and simple geographical relationships; describes inter-relationships between people and their environment and analyzes them in simple terms; recognizes at an elementary level, the existence of differing systems of values which influence economic, political and social issues; observes, records and attempts to classify geographical data, uses a range of source materials including maps, communicates information by brief statements
G	20-29% Simplistic	demonstrates a very limited knowledge of physical and human geography, very limited comprehension of simple geographical ideas and simple geographical relationships; limited descriptions of inter-relationships between people and their environment and analyzes them in simple terms; recognizes at a very limited level, the existence of differing systems of values which influence economic, political and social issues; observes, records and attempts to classify geographical data, uses very few source materials, communicates information by very brief statements
U	0-19% Ungraded	

Examination

This two year course will be ultimately assessed by three external exam papers.

Paper 1	1 hour 45 minutes	Resource based paper – problem solving and free response questions based on geographical themes	45% of total marks
Paper 2	1 hour 30 minutes	Skills based paper- analysis, interpretation and application of geographical data and graphical techniques	27.5% of total marks
*Paper 4	1 hour 30 minutes	Alternative to coursework paper – fieldwork studies techniques	27.5% of total marks
*Paper 5	1 hour 30 minutes	Computer-based test – alternative to coursework – fieldwork studies techniques	27.5% of total marks

*Students write both Paper 4 and Paper 5. The paper on which they score the highest grade is the paper that accounts for their grade.

Coordinated Sciences (0654)

Introduction

All students at LIS take a combination of Biology, Chemistry and Physics in the form of Coordinated Sciences (Double Award). This subject counts as two single subjects and the examination grades range from A*A* to GG. The double subject provides students with a solid foundation for any of the three sciences at the IB level in grade 11 later on. The subjects are taught separately with 2 periods per week each. Students receive a combined report card grade for Coordinated Sciences. The End-Of-Year test is a combination of all three sciences. The examination is offered at Core and Extended Level. The appropriate level will be decided based on student performance and attainment in the second year of the course.

Curriculum Content

B4 PHOTOSYNTHESIS	C14 FUELS
B5 GASEOUS EXCHANGE IN ANIMALS	C15 BATTERIES
B6 TRANSPORT SYSTEMS	C16 METALS AND ALLOYS
B7 RESPIRATION	C17 THE PERIODIC TABLE
B8 DIET AND HEALTH	
B9 DIGESTION	P1 THE STRENGTH OF SOLIDS
B10 RESPONDING TO THE ENVIRONMENT	P2 PARTICLES IN MOTION
B11 HOMEOSTASIS	P3 MOTION
B12 REPRODUCTION	P4 FORCE AND MOTION
B13 HUMAN REPRODUCTION	P5 ENERGY TRANSFER
B14 INHERITANCE	P6 HEATING
B15 EVOLUTION	P7 USING ELECTRICITY
B16 ORGANISMS IN THEIR ENVIRONMENT	P8 ENERGY AND ELECTRICITY
B17 THE EFFECTS ON THE ENVIRONMENT	P9 WAVES
	P10 LIGHT AND SOUND
C1 THE ELEMENTS OF CHEMISTRY	P11 MAKING USE OF WAVES
C2 CLASSIFYING THE ELEMENTS	P12 KINETIC ENERGY AND MOMENTUM
C3 PETROCHEMICALS	P13 GRAVITY
C4 CHEMICALS FROM PLANTS	P14 MAGNETISM AND ELECTRICITY
C5 MATERIALS AND STRUCTURES	P15 COMMUNICATION
C6 OXIDATION AND REDUCTION	P16 ELECTRONS
C7 IONS AND ELECTROLYSIS	P17 RADIOACTIVITY
C8 SOLVENTS AND SOLUTIONS	P18 ENERGY RESOURCES
C12 DYES AND DRUGS	P19 ENERGY DISTRIBUTION
C13 COLLOIDS	P20 ELECTRONICS

Resources / Text Books

Complete Biology, Complete Chemistry, Complete Physics (OU Press)

Assessment

A Grade A candidate is likely to

- recall all facts contained in the syllabus
- communicate logically and precisely using scientific language and conventions
- solve problems in situations which may involve a wide range of variables
- successfully plan, carry out and analyse a systematic investigation

A Grade C candidate is likely to

- recall almost all facts contained in the syllabus
- use scientific vocabulary appropriately
- solve problems involving more than one step
- successfully carry out and report on an investigation

A Grade F candidate is likely to

- recall some facts contained in the syllabus
- begin to use appropriate scientific terms
- solve one-step problems
- successfully carry out one-step practical tasks

For assessment tests pitched at the examination level the guideline grade boundaries used in science are as follows.

Percentage Range	Grade
90-100	A*
80-90	A
70-80	B
60-70	C
50-60	D
40-50	E
30-40	F
20-30	G
0-20	U

In Grade 10 we follow the examination procedure. Students gain a mark for every correct statement according to the mark scheme. Half marks are not awarded. Statements that are partly correct will not receive a mark. In Grade 9 we do not expect students to have reached examination level already and we recognise that assessment needs to take this into account. Therefore we do award half marks for partially correct answers in Grade 9.

Homework assignments are not always suitable to assess attainment. For this reason homework may receive an endeavour grade (1-7) rather than an attainment grade (A*-U). Students who did all that they were asked to do receive an endeavour grade 6. Students who do more than was asked, exceeding expectations, can gain an endeavour grade 7.

Examination

All candidates must enter for three Papers. These will be Paper 1, one from either Paper 2 or Paper 3, and one from Papers 4, 5 or 6.

Candidates who have only studied the Core curriculum or who are expected to achieve a grade D or below should normally be entered for Paper 2. Candidates who have studied the Extended curriculum and who are expected to achieve a grade C or above should be entered for Paper 3.

All candidates must take a practical paper, chosen from Paper 4 (School-based Assessment of Practical Skills), or Paper 5 (Practical Test), or Paper 6 (Alternative to Practical).

The data sheet (Periodic Table) will be included in Papers 1, 2 and 3.

<i>Core curriculum</i> Grades C to G available	<i>Extended curriculum</i> Grades A* to G available
<p>Paper 1 (45 minutes)</p> <p>Compulsory A multiple-choice paper consisting of forty items of the four-choice type.</p> <p>The questions will be based on the Core curriculum, will be of a difficulty appropriate to grades C to G, and will test skills mainly in Assessment Objectives A and B.</p> <p>This paper will be weighted at 30% of the final total available marks.</p>	
<p>Either:</p> <p>Paper 2 (2 hours)</p> <p>Core theory paper consisting of 100 marks of short-answer and structured questions.</p> <p>The questions will be of a difficulty appropriate to grades C to G and will test skills mainly in Assessment Objectives A and B.</p> <p>The questions will be based on the Core curriculum.</p> <p>This Paper will be weighted at 50% of the final total available marks.</p>	<p>Or:</p> <p>Paper 3 (2 hours)</p> <p>Extended theory paper consisting of 100 marks of short-answer and structured questions.</p> <p>The questions will be of a difficulty appropriate to the higher grades and will test skills mainly in Assessment Objectives A and B.</p> <p>A quarter of the marks available will be based on Core material and the remainder on the Supplement.</p> <p>This Paper will be weighted at 50% of the final total available marks.</p>
<p>Practical Assessment</p> <p>Compulsory The purpose of this component is to test appropriate skills in assessment Objective C. Candidates will not be required to use knowledge outside the Core curriculum.</p> <p>Candidates must be entered for one of the following:</p> <p>Either: Paper 4 Coursework (school-based assessment of practical skills)*</p> <p>Or: Paper 5 Practical Test (2 hours), with questions covering experimental and observational skills.</p> <p>Or: Paper 6 Alternative to Practical Paper (1 hour). This is a written paper designed to test familiarity with laboratory based procedures.</p> <p>The practical assessment will be weighted at 20% of the final total available marks.</p>	

At LIS we do Paper 6, the alternative to coursework paper.

Mathematics (0580)

Introduction

An essential subject for all students, IGCSE Mathematics is a fully examined course that encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts. Students will undertake mathematical investigations and projects.

Curriculum Content

- | | |
|---|---|
| 1. Number, set notation and language | 19. Straight line graphs |
| 2. Squares, square roots and cubes | 20. Algebraic representation and formulae |
| 3. Directed numbers | 21. Algebraic manipulation |
| 4. Vulgar and decimal fractions and percentages | 22. Functions |
| 5. Ordering | 23. Indices |
| 6. Standard form | 24. Solutions of equations and inequalities |
| 7. The four rules | 25. Linear programming |
| 8. Estimation | 26. Geometrical terms and relationships |
| 9. Limits of accuracy | 27. Geometrical constructions |
| 10. Ratio, proportion, rate | 28. Symmetry |
| 11. Percentages | 29. Angle properties |
| 12. Use of an electronic calculator | 30. Locus |
| 13. Measures | 31. Mensuration |
| 14. Time | 32. Trigonometry |
| 15. Money | 33. Statistics |
| 16. Personal and household finance | 34. Probability |
| 17. Graphs in practical situations | 35. Vectors in two dimensions |
| 18. Graphs of functions | 36. Matrices |
| | 37. Transformations |

Resources / Text Books

IGCSE Mathematics by Pimental & Wall;
Mathematics for the International Student by Haese & Harris.

Students need to purchase a graphical display calculator (GDC). Recommended types: Texas Instruments 84 Plus / Casio 9850 / Casio 9860.

Assessment

For assessment tests pitched at the examination level the guideline grade boundaries used in mathematics are as follows.

Percentage Range	Grade
90-100	A*
80-90	A
70-80	B
60-70	C
50-60	D
40-50	E
30-40	F
20-30	G
0-20	U

A Grade A candidate should be able to:

- express numbers to 1, 2 or 3 significant figures.
- relate scale factors to situations in both two and three dimensions. Calculate actual lengths, areas and volumes from scale models. Perform calculations involving the use of right-angled triangles as part of work in three dimensions.
- add, subtract, multiply and divide algebraic fractions. Manipulate algebraic equations. Use positive, negative and fractional indices in both numerical and algebraic work. Write down algebraic formulae and equations from a description of a situation.
- process data, discriminating between necessary and redundant information. Make quantitative and qualitative deductions from distance/time and speed/time graphs.
- make clear, concise and accurate mathematical statements.

A Grade C candidate should be able to:

- apply the four rules of number to positive and negative integers, and fractions. Calculate percentage change. Perform calculations involving several operations. Use a calculator fluently. Give a reasonable approximation to a calculation involving the four rules. Use and understand the standard form of a number. Transform simple formulae.
- use area and volume units. Find volumes and surface areas of prisms and cylinders. Use scale diagrams to solve two-dimensional problems. Calculate the length of the third side of a right-angled triangle. Find the angle in a right-angled triangle, given two sides. • formulate rules for a pattern or sequence. Solve simultaneous linear equations in two unknowns. Substitute numbers in more difficult formulae. Use brackets and factorise algebraic expressions. Construct a pie-chart from simple data. Plot and interpret graphs.

A Grade F candidate should be able to:

- perform the four rules on positive integers and decimal fractions (one operation only) using a calculator where necessary. Convert fractions to decimals. Calculate a simple percentage. Use metric units of length, mass and capacity. Continue a number sequence.
- name simple plane figures and solid shapes. Find the perimeter and area of simple shapes. Draw a triangle given three sides. Measure a given angle.
- substitute numbers in simple formulae. Solve simple linear equations in one unknown.
- interpret simple timetables. Tabulate data to find the frequency. Draw a bar chart. Plot given points. Read a travel graph. Calculate the mean of a set of numbers.

Examination

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidates who have followed the Extended curriculum are eligible for the award of grades A* to E only.

SYLLABUS 0580 (WITHOUT COURSEWORK)

All candidates will take two written papers as follows:

- (i) Short-answer questions (Paper 1 or Paper 2);
- (ii) Structured questions (Paper 3 or Paper 4).

<i>Core curriculum</i> Grades available: C-G	<i>Extended curriculum</i> Grades available: A*-E
Paper 1 (1 hour) short-answer questions	Paper 2 (1½ hours) short-answer questions
Paper 3 (2 hours) structured questions	Paper 4 (2½ hours) structured questions

Weighting of papers

<i>Paper</i>	<i>Weighting</i>
1	35%
2	35%
3	65%
4	65%

Information and Communication Technology (0417)

Introduction

An essential subject for all students as computers will play a large part in their working lives. It is essential that they fully understand both the theory and the practicalities of the subject in order to make sense of the challenges of the work place both at University and in an Office environment.

Curriculum Content

The curriculum content for knowledge and understanding is set out in eight interrelated sections. These sections should be read as an integrated whole and not as a progression. The sections are as follows:

- 1 Types and Components of Computer Systems
- 2 Input and Output Devices
- 3 Storage Devices and Media
- 4 Computer Networks
- 5 Data Types
- 6 The Effects of Using ICT
- 7 The ways in which ICT is used
- 8 Systems Analysis and Design

The curriculum content for the practical tests is set out in eight sections. The sections are as follows:

- 9 Communication
- 10 Document Production
- 11 Data Manipulation
- 12 Integration
- 13 Output Data
- 14 Data Analysis
- 15 Website Authoring
- 16 Presentation Authoring

Resources / Text Books

We use Information Systems For You as our major textbook. This is supplemented by various texts and visual media.

Assessment

The two assessment objectives in Information and Communication Technology are:

- Knowledge and Understanding (40%)
- Practical Skills (60%)

A **Grade A** candidate is likely to:

- demonstrate a sound knowledge and understanding of the range and scope of information processing applications and of the techniques and systems needed to support them, some of which are outside their everyday experience;
- have a good grasp of terms and definitions and be able to contrast and compare related ideas;
- be able to apply general principles of information processing to given situations and to be able to abstract general principles from given examples.
- identify a range of needs and opportunities and analyse, design and evaluate the most appropriate ways of addressing these using information systems;
- be able to discuss methods of detecting the loss or corruption of electronic information and describe steps that minimise the likelihood of the abuse of personal information;
- be able to use competently a broad range of software packages to successfully complete a wide variety of practical work-related tasks.

A **Grade C** candidate is likely to:

- demonstrate knowledge and understanding of the range and scope of information processing applications and of the techniques and systems needed to support them;
- have a good grasp of basic terms and definitions and be able to contrast and compare related ideas;
- identify some needs and opportunities and analyse, design and evaluate appropriate ways of addressing these using information systems;
- be able to control Information and Communication Technology devices showing an awareness of efficiency and economy;
- demonstrate a clear sense of audience and purpose in their presentations;
- be able to use a range of software packages to complete a variety of practical work-related tasks.

A **Grade F** candidate is likely to:

- demonstrate a basic knowledge and understanding of familiar, simple information processing applications and of the techniques and systems needed to support them;
- have some knowledge of some of the basic terms and definitions;
- respond to needs and opportunities and evaluate ways of addressing these using information systems;
- manipulate and interrogate previously stored information;
- use Information and Communication Technology to present work and demonstrate how it contributes to the development of their ideas;
- be able to use software packages to complete some simple practical work-related tasks.

Examination

All candidates will be entered for Papers 1, 2 and 3.

Paper 1 (2 hours)

A written paper of 100 marks assessing the skills in Assessment Objective B. The paper will contain mainly questions requiring a short response, a word, a phrase or one or two sentences, although there will be some questions requiring a more extended response. There will be no choice of questions. The questions will test sections 1–8 of the curriculum content.

Paper 2 (2 hours 30 minutes)

A practical test of 80 marks assessing skills in sections 9–16.

Paper 3 (2 hours 30 minutes)

A practical test of 80 marks assessing skills in sections 9–16.

Art and Design (0400)

Introduction

Pupils receive two double lessons per week of Art and Design. The subject is usually abbreviated to just “Art”. The aims of the course are to stimulate, encourage and develop:

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

Curriculum Content

Each semester pupils will work on approximately two main projects. Each will be explored with a series of preparatory exercises that will lead to the creation of at least one a main piece. The following topics and subtopics may be covered over the two years:

Movement

Italian Futurists
Representation of speed
Animation
Photographic techniques

Visual Illusions

Visual puzzles
17th Century Trompe l’œil painting
Frottage
Textures

Expressive Hands

Caravaggio
Leonardo, Michelangelo, Dürer
Mixed media experimentation Internal / External
O’Keeffe & Mondriaan

Fruit and Vegetable Structures

Patterns
Scale manipulation
O’Keeffe & Mondriaan

Folds and Creases

Robes, drapes, cloth
Leonardo drawings
Henry Moore
Clothing and Fasteners

Images of the Mind

Juxtaposition
Photo montages
Surrealism and Dada
Magritte, Dalí, Duchamp

Resources / Text Books

We use *Art And Design* as our major textbook. This is supplemented by various texts and visual media.

Assessment

Pupils are expected to:

- Recognize and render form and structure
- Appreciate space and spatial relationships in two and three dimensions and understand space in terms of pictorial organization
- Use chosen media competently, showing clarity of intention and be able to explore surface qualities
- Handle tone and/or colour in a controlled and intentioned manner
- Express ideas visually
- Respond in an individual and personal way
- Demonstrate quality of idea as seen by interpretation rather than literal description of a theme
- Make informed aesthetic judgments
- Show personal vision and commitment, through a mature and committed response
- Research appropriate resources
- Assess a design problem and arrive at an appropriate solution
- Show development of ideas through appropriate processes, worksheets, etc, before arriving at a final solution

Grade A

Candidates awarded Grade A will have met all the Assessment Objectives to a high level. They will have demonstrated a firm grasp of skills and a superior creative ability in the options chosen. Their work will show a high degree of organisation, extensive investigation and will be characterised by an interpretation which is highly personal and perceptive, reflecting informed and considered judgement.

Grade C

Candidates awarded Grade C will have met most of the Assessment Objectives. They will have demonstrated competence in their grasp of skills and an appropriate creative ability in the options chosen. Their work will show a degree of organisation, and evidence of research, and will be characterised by self-awareness and straightforward personal response.

Grade F

Candidates awarded Grade F will have met a few of the Assessment Objectives. They will have demonstrated limited skills and creative ability in the options chosen. Whilst showing evidence of interest and effort, their work will generally be weak in organisation, demonstrating only limited self-awareness. It will be characterised by a heavy reliance on secondary sources.

Examination

Examination 2009:

Paper 1: Observation

(10 hours, 50%)

Paper 2: Interpretation

(10 hours, 50%)

Examination 2010:

Paper 1: Observation / Interpretation

(8 hours, 50%)

Paper 2: Design

(8 hours, 50%)

Music

Introduction - What kind of student can do IGCSE music?

- **ANYONE!** – Throughout your time at LIS you have had music lessons that have equipped you with basic musical skills in which to build on at GCSE level. **Every one listens to music!** GCSE music is a natural progression from the work covered in the lower school. Students obtain A*'s without having played a musical instrument for the past 5 years.
The GCSE aim is to give you the knowledge to understand and appreciate music to a high level.
- **Have to be interested in music (not just one style!)**
- **Hard workers:** Music is a thinking person's art. GCSE Music is consequently quite demanding: just being a competent performer will not guarantee you a top grade. Hard work just like any other subject is needed if you want to achieve the best possible grade.

Why Music?

- 60% of the mark is for coursework
- Well-rounded and comprehensive course: composing, performing and listening/appraising.
- Work to your own level of ability
- Transferable Skills – Confidence. IT skills, teamwork, problem solving
- Understand music better through hands-on experience.

Syllabus

When studying the IGCSE Music syllabus, students will listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, students enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Students study music of all styles; each style is placed in its historical and cultural context, and students are encouraged to be perceptive, sensitive and critical when listening. The course covers not only "classical" music but "world" music, plus some elements of jazz, folk and pop.

Students should be prepared to develop their music reading ability and are advised to have tuition inside or outside school on their main instrument

Assessment

At the end of Grade 10 you will need to have completed the following:

Component 1: Unprepared Listening <i>A taught component within class.</i>	24%	External Examination: 1 hour	Baroque, Classical, Romantic periods & C20th Music: 2 extracts Latin America, Africa, China, India & Far Eastern Music: 3 extracts Skeleton Score: 1 extract (<i>questions to include simple dictation and identifying period & composer</i>)
Component 2: Prepared Listening <i>A taught component within class.</i>	16%	External Examination: 40 minutes	Music around the world: Either African & Middle Eastern or Japanese music. Set work: Either Bach - Brandenburg Concerto No.2 or Beethoven 6, movements iii, iv & v.

			<i>Fluent music reading skills and good theoretical knowledge are required for the listening paper, especially for the study of the set works.</i>
Component 3: Performing <i>Performance is encouraged via taking part in concerts and ensembles and in conjunction with individual music lessons.</i>	30%	School-based assessment (4-10 minutes)	Singing or playing individually: one or two pieces on one or two instruments Singing or playing in an ensemble: one or two pieces on one or two instruments.
Component 4: Composing <i>Enhanced multi-media computers are available in the Music Suite for this aspect of the course.</i>	30%	School-based assessment (notated and recorded)	Candidates must submit two compositions which contrast in style and are written for different combinations of instruments or voices. One of them should be in a recognisable Western tonal style but otherwise, there is total freedom to explore any style or genre.

Candidates achieving a Grade A

- show an awareness of a wide range of styles and traditions through answering questions on specific points of understanding and perception of music
- can follow scores or diagrams
- show their study of a prescribed world music focus and a set work in detail
- sing and/or play music with excellent musicianship and technical control
- produce compositions which are musical and imaginative and display a high level of creative ability and a keen sense of aural perception, with scores that are clear and accurate.

Candidates achieving a Grade C

- can answer questions on music in a wide range of styles and traditions but may not have a full understanding of all genres
- give performances which are fairly good in most respects but may be less even in quality than the higher grades or have some limitations of technique or musicianship
- produce compositions which show evidence of sensible instrumental writing and a creative effort; scores are generally clear but may contain aspects that are ambiguous or contradictory.

Candidates achieving a Grade F

- show limited understanding of music in a wide range of styles and traditions
- give performances. in simple repertoire, which show limitations of technique or musicianship
- produce compositions which display little security and limited imagination, with imprecise scores.

Frequently Asked Questions

Q: Is it all Classical Music and will I need to know about the life and work of composers like Beethoven and Mozart?

A: **No.** The iGCSE Specification includes classical music, modern music, popular and world music. Musical facts covered will always be related to your coursework. How many pieces of music Mozart wrote and how many wives Beethoven had is not relevant to the course. However, identifying musical styles, performing pieces and picking up ideas from composers is.

Q: How well do I have to be at playing an instrument?

A: The iGCSE specification says that the student does have to have private instrumental lessons to achieve a high performance grade. However, at LIS we do encourage you to have lessons to ensure a good grade for your performing portfolio. Some familiarity with the

keyboard is quite important, however, since this is the primary means of feeding data into the computer when composing.

Q: What instrument do I have to play in the performing examination?

A: You name it, you can play it! You could sing a song, play the drums, guitar, violin or even the bagpipes. And don't forget that it is not an examination! You can perform the same piece a 1000 times if you want and choose the best!

Q: Do I have to be able to read music?

A: **Yes.** A solid understanding is required as you will need this for each component. However, you don't have to be a whizz kid! We will constantly be working on developing these skills throughout the course.

Career Opportunities

Careers in music include performing (as a soloist or in a band), composing, journalism, teaching (classroom and instrumental), music therapy, arts administration and management, and the recording industry. A qualification in music also demonstrates commitment, communication skills, and a breadth of interest for those entering in careers which are not directly musical.

For further advice please see:

Mr P.R. Foulkes (Secondary Music)

Physical Education

Introduction

The focus is on skills development and this development is assessed as in any other subject. All students receive one double period of PE per week.

Curriculum Content

Grade 9

Period	Unit	Sub-unit
Aug/sep	Athletics	
Oct/Nov	Basketball	
December	Football	
Jan/Feb	Gymnastics	
March	Review	Volleyball
April	Review	Football
May	Supplementary	Badminton
May/June	Supplementary	Climbing
June	Supplementary	Floor Hockey

Grade 10

Period	Unit	Sub-unit
Aug/sep	Athletics	
Oct/Nov	Volleyball	
December	Football	
Jan/Feb	Gymnastics	
March	Review	Basketball
April	Review	Football
May	Supplementary	Baseball
May/June	Supplementary	Canoeing
June	Supplementary	Frisbee

Assessment

Students are assessed in the following rubrics:

- Enthusiasm and effort
- Listening to and following instructions
- Skills development
- Sportsmanship

The attainment grade is based on skills tests that take place at the end of each unit. The endeavour grade is partly determined by their self-assessment rubric students give themselves at the end of each class.

Global Perspectives (0457)

Introduction

Global Perspectives is a two year course which incorporates skills of critical thinking and enquiry in order to analyse and suggest solutions to the issues which face the world today. Issues are examined on a local, national and global scale.

The aims of the course are as follows:

- To develop students who are independent, active and empowered to take their place in an ever-changing, information heavy, interconnected world
- Have an analytical, evaluative grasp of key world issues, their causes, effects and possible solutions
- Inquire into and reflect on issues and collaborate with others to find solutions
- Direct most of their own learning with the teacher as a facilitator
- Consider important issues from personal, local, national and global perspectives
- Critically assess the information available to them and develop lines of reasoning
- To have a sense of their own active place in the world.

Assessment

IGCSE Global Perspectives is assessed via three compulsory components: An individual research project, a group project and a written paper.

1 Individual Research

Candidates carry out research based on two topic areas and submit an individual research report on each topic. This counts for 40% of the total grade.

2 Group Project

The Group Project comprises two elements; a group element and an individual element. The group project will count for 30% of the total grade.

- **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. The group element is worth 33% of the total marks available for the group project.

- **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.

The individual element is worth 67% of the total marks available for the group project.

3 Written Paper - 1 hour 15 minutes

The Written Paper consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives.

Individual Research Assessment Criteria

In order to complete the Individual Research pupils need to carry out research and write a report on **two** topic areas. Marks are awarded for **each** Individual Research report against the following assessment criteria:

Assessment Criteria	Marks
Gather and present information representing different perspectives	10
Analyse issues within a topic as identified by the question posed for the study	10
Identify and evaluate possible scenarios and formulate possible courses of action	10
Develop an evidence based personal response, demonstrating self-awareness	10

Group Project Assessment Criteria

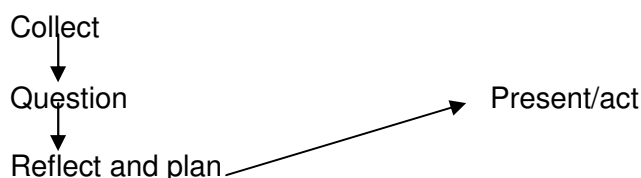
The Group Project includes both group and individual contribution assessment criteria. In order to complete the Group Project pupils need to carry out research as part of a team and write a report on **one** topic area. Marks are awarded against the following assessment criteria:

Assessment Criteria	Group Element	Individual element	Marks
Production of a project plan	Yes		10
Representation of different perspectives including cross-cultural	Yes		10
Constructive participation in group activities		Yes	10
Evaluation of the project plan and process		Yes	10
Evaluation of project outcome		Yes	10
Evaluation of individual contribution and learning		Yes	10

Resources

There are no set textbooks for the Global Perspectives course. Pupils are expected however, to keep up to date with current events by reading periodicals, newspapers and watching the news. Pupils are also expected to be computer literate and have experience of using the internet efficiently for searching and finding relevant information.

Throughout the course the pupils will be expected follow the following teaching learning process:



Topics

Candidates choose from the following topics:

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 the Economic Divide
Trade and Aid
Tradition, Culture and Identity
Transport and Infrastructure
Urbanisation
Water, Food and Agriculture

Grades 11 – 12: IB or High School Diploma

In Grades 11- 12 students may enrol in the **IB** programme or aim to graduate with the **High School Diploma**. The IB examinations at the end of Grade 12 are set and evaluated externally by the IB Board of examiners. <http://www.ibo.org/>

The IB diploma is recognized as a valid university entry qualification in the US, the UK and most other countries around the world.

The State of Saxony will award a **Hochschulzugangs-Berechtigung** (HZB) on the basis of an IB diploma with English and German at the A2 level or better, Mathematics at Standard Level or better, if Mathematics is done at Standard Level then at least one Higher Level Science, at least 24 points, and no more than one grade 3. The students need to demonstrate that they have completed all of grades 5-12 at LIS or elsewhere.

For details please see the IB Co-ordinator.