British International School, Phuket

AN ARTHIT OURAIRAT INSTITUTION



UPPER SCHOOL

Curriculum Handbook 2027-29

CAMBRIDGE International Education
Cambridge International School

WE ARE AN ACCREDITED SCHOOL

MISSION

Inspire learning, nurture wellbeing, ignite passion

VISION

Maximise student potential by delivering the highest standards of teaching and learning to an international community emphasising wellbeing and passion, on a green, well equipped campus

VALUES

Respect
Be mindful, considerate and inclusive

Compassion
Be caring, empathetic and reflective

Integrity
Be honest, principled and accountable

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Contents

4 Welcome to the Upper School
5 Introduction to IGCSE
6 Information about IGCSE
7 IGCSE Course Selection
8 Looking Ahead - IB Diploma
9 Looking Ahead - Post-BISP Planning
10 Academic Examination Entry Guidelines
12 IGCSE Subject Information
13 IGCSE First Language English
14 IGCSE Literature in English
15 IGCSE English as a Second Language
16 IGCSE Mathematics
18 IGCSE Additional Mathematics
19 IGCSE Modern Languages French, Mandarin, Spanish
22 IGCSE First Language Chinese
24 IGCSE First Language Thai
26 IGCSE Sciences
29 IGCSE Physical Education
31 IGCSE Business Studies
33 IGCSE Geography
35 IGCSE Global Perspectives
37 IGCSE History
39 IGCSE Art & Design
41 IGCSE Design & Technology
43 IGCSE Computer Science
44 IGCSE Drama
45 IGCSE Music

WELCOME TO THE UPPER SCHOOL

(Years 10 & 11)



Gavin Terry
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Years 10 and 11 at the British International School, Phuket form our Upper School, where we provide a broad and balanced curriculum for all. We promote academic rigour and the rewards of endeavour, and aim to preserve the wonder of discovery and the richness that comes from developing an enthusiasm for life-long learning.

Our IGCSE curriculum offers the range of subjects which parents would expect to find in a traditional, yet forward-looking school, and more besides. English, Mathematics and Science form the core for all students, enhanced by the availability of a wide range of option subjects.

The importance of independent learning is central to our curriculum, with all students in Years 10 and 11 being encouraged to maximise opportunities for self-led study, research, reading or completing homework. The school has flourishing Modern Languages, Art, Humanities, and Music departments, as well as exceptional opportunities in Sport and further extra-curricular activities that support work in the classroom, such as Design Technology, Computing, and Robotics.

A high-quality programme of Wellbeing is also provided to equip students with a toolkit to help them navigate the challenges of school life and beyond.

INTRODUCTION TO IGCSE

The IGCSE curriculum for Years 10 & 11 at British International School, Phuket comprises a common core of subjects taken by all students, to which are added option subjects of the student's own choice. This is designed to equip all students with the qualifications needed for future study, such as the IB Diploma Programme and employment, whilst enabling them to also develop their own strengths and interests.

All pupils study the following subjects at IGCSE through Cambridge University's Cambridge Assessment International Education (CAIE).

- English
- Mathematics
- Sciences

Students can select other IGCSE subjects from the following:

- Modern Languages
- Art & Design
- Business
- Drama
- Computer Science
- Design Technology
- Geography
- History
- Music
- Physical Education
- Global Perspectives

In addition to these examinable subjects, students also participate in Core PE each week. This promotes the importance of a healthy, active, and balanced lifestyle. Regular Wellbeing Days, where students are off timetable, also occur. This allows students to delve deeper into strategies that encourage and support all aspects of wellbeing.

The purpose of this booklet is to provide students and parents with information on all of the subjects available, so that they can make the right choices and follow their passions.

INFORMATION ABOUT IGCSE

What is IGCSE?

IGCSE stands for 'International General Certificate of Secondary Education'. It is an examination programme operated by the Cambridge Assessment International Education, which has been specifically designed to meet the needs of students studying in English medium International Schools.

When do students take the IGCSE programme?

Students begin their IGCSE programme at the start of Year 10. They follow the programme for two years with most of the final examinations taking place in May and June of Year 11.

Do all students follow the same programme?

No. The programme is divided into seven subject blocks, and all students must take one from each block. All students also take part in Core PE and Wellbeing.

Do all students follow each subject at the same level?

No. Some subjects have two levels of entry. In these subjects there is a Core level for all students and an Extended level for students who show higher potential. The details of this vary from subject to subject and are explained in the individual subject entries in this guidebook.

How are IGCSE grades determined?

IGCSE grades range from A* to G. Students who have followed the Core curriculum can achieve a grade from C to G only.

The extended curriculum awards grades from A* to E. These grades are determined by a series of final examinations taken at the end of Year 11.

For some subjects, coursework completed in school throughout the course also contributes to the final grade. Coursework is marked at BISP and there is an established method, called moderation, to ensure that the standard of work and its marking are consistent with other schools in the IGCSE programme. All final examinations are sent to Cambridge for marking and the grades are then determined centrally and communicated to the school. Students are then presented with certificates the following year in Term 1.

Do all students take the same number of subjects at IGCSE?

No. Some students may be advised to take fewer than 7 IGCSE's, particularly if we feel that their English ability is limited. The aim is to spend Years 7, 8 and 9 preparing the ground for students to start IGCSE courses in Year 10. Students who have had only one or two years of English medium education may be limited in their choice of subjects and may in addition find the IGCSE programme very challenging.

IGCSE COURSE SELECTION

As you are reviewing IGCSE courses you will find some subjects have different levels of entry. There is a Core level for all students and an Extended level for students who show higher potential. The details of this vary from subject to subject and are explained in the individual subject entries in this guidebook.

It is important that students choose subjects for the right reasons. They should choose courses that they enjoy, in which they have found success, and perhaps those they would like to pursue at the IB level and beyond. Do not make choices based upon what friends and classmates are doing. Every student is different and a course of study should be tailored to an individual student's academic background and skills.

While students are only being asked to choose IGCSE courses, it is important to consider the implications of choices as students move to the IB level. For example, if a student has plans to be a future Engineer, good scores will be needed in IB Higher Level (HL) Mathematics. But to enroll in IB HL Mathematics, students must be successful in the appropriate level of IGCSE Mathematics. Realistically, if a student does not like Mathematics, or finds the course to be challenging, it is unlikely that a good grade would be earned in IB HL Mathematics.

Students (and parents) are encouraged to arrange a meeting with our University Counsellors if they are unsure of how their IGCSE subject choices may influence future pathways.



LOOKING AHEAD - IB DIPLOMA

The International Baccalaureate Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

At BISP, Year 12 and 13 (Key Stage Five) students study the IB Diploma Programme (IBDP), which culminates in externally assessed examinations at the end of Year 13. The IBDP is similar to the UK A-Level system in that it is an advanced two-year course for entry to university. Furthermore, the IBDP has the added benefit of being designed specifically for international school students, providing a broad and balanced programme of study.

The IBDP is recognised worldwide and is accepted as an entrance qualification by leading universities all over the world. Students take six subjects: three at Higher level (HL) and three at Standard Level (SL). They must choose two languages (at least one must be at First Language level), Mathematics, one subject from the Individuals and Societies group, one subject from the Experimental Sciences group and one other subject that can be from the Arts group or an additional subject from the other groups.

For the IB Diploma, students must also study Theory of Knowledge (TOK), complete a 4000- word Extended Essay and complete a CAS (Creativity, Activity, Service) programme. All subjects are graded from one to seven with up to three bonus points awarded for the Extended Essay and TOK. The maximum score is 45 and the minimum Diploma pass mark is 24 (conditions apply). The final grade is based on a mixture of internal assessment and externally-assessed examinations. Please be aware that IB Diploma subjects constantly undergo reviews and are changed, added or removed by the IBO, hence the above information may not be relevant at the time of entry into Year 12. BISP will keep you updated.



LOOKING AHEAD - POST-BISP PLANNING

BISP has a robust group of people working to support students with their post-BISP plans. Over 90% of BISP graduates attend university, but some go straight to employment, start athletic careers or join the military. In the past, students in the graduating class apply to and attend universities in over 10 different countries every year. Every student's path and goal is different, so students should always choose an academic programme that suits them.

Often by Year 9, students already have a sense of the kinds of courses they enjoy, but do not be concerned if you do not. By identifying personal and academic strengths and building on them, students will be successful in secondary school and beyond. Over the next four years the BISP University Counsellors will work with each student to develop an individualized plan for life after BISP. All of us - students, parents and counsellors - will work together to identify colleges and universities that will match students' career plans and academic profiles, as well as a family's financial and passport capabilities.

BISP uses Unifrog, a platform through which students can find and apply for opportunities in English, all over the world. Throughout Year 9, 10 and 11, Unifrog is used to explore a student's interests, strengths and possible career options through classes taught by the university counsellors. As each year goes by and students learn which courses are most appealing, decisions about the future may become easier to make.

BISP Counsellors host university visitors, attend conferences and maintain global networks to support their technical knowledge about Higher Education requirements, as well as the unusual task of supporting a community with students with such diverse backgrounds. In addition, the counsellors work with the school's sports coaches to assist students who wish to pursue their sport at university or professionally.



ACADEMIC EXAMINATION ENTRY GUIDELINES

At BISP, we have a collaborative approach when determining the appropriate academic examination level for our students, always with their best interests in mind. We carefully consider a range of factors, ensuring every student's individual needs and readiness are taken into account.

The decision about examination level is arrived at through a thoughtful process, involving the school's administration, the student, their dedicated teacher(s), and parents/guardians. This approach fosters a supportive and inclusive academic environment.

Our considerations include:

Academic Performance: We assess the student's current grades and test scores to gauge their academic achievements.

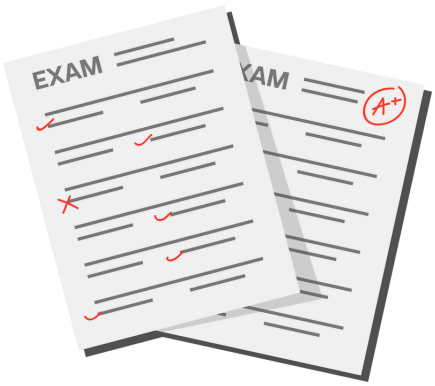
Academic Progress: We look at the student's academic trajectory over time, understanding that progress is a journey.

Preparedness and Motivation: We value evidence of the student's readiness and enthusiasm for the challenges of their chosen examination level.

Future Educational Plans: We consider how the selected examination level may impact the student's future educational aspirations.

Wellbeing: Ultimately, we prioritize the student's overall wellbeing in making this decision.

We acknowledge the significance of involving parents and guardians in this process, and we are here to address any questions or concerns you may have. Please don't hesitate to reach out to the school's administration. Your input is invaluable in ensuring the best possible educational experience for your child.





IGCSE SUBJECT INFORMATION

On the following pages are brief descriptions of the subjects offered in Years 10 and 11.

Read them all carefully. They will help you to understand the content and assessment for the subjects available, as well as how each subject may lead to further study.

IGCSE FIRST LANGUAGE ENGLISH

(CAIE 0500)

Prerequisites

First Language English Students can select this course. Students who do not have first language proficiency should select English as a Second Language (CAIE 0511).

Aims

This course aims to develop skills and fluency in reading, writing, speaking and listening and visual literacy and to nurture appreciation of literary texts.

In detail the aims are to:

- Enable students to communicate accurately, appropriately and effectively in speech and writing;
- Enable students to communicate accurately, appropriately and effectively in speech and writing;
- Enable students to understand and respond appropriately to what they hear, read and experience;
- Encourage students to enjoy and appreciate variety of language;
- Complement students' other areas of study by developing skills of a more general application such as analysis, synthesis, drawing of inferences;
- Promote students' personal development and an understanding of themselves and others;
- Enjoy the experience of reading;
- Understand and respond to literary texts in different forms;
- Communicate an informed personal response appropriately and effectively;
- Appreciate different ways in which writers achieve their effects;
- Experience literature's contribution to aesthetic, imaginative and intellectual growth.

Course Content

Students will engage with a range of genres and text types to enhance their reading skills. Texts may include plays, poetry, drama, novels, feature articles, speeches, newspapers, film and advertising. Students will compare and analyze texts to understand how writers achieve their purposes. In writing we focus on conventions of text types including letters, reports, articles, journals, speeches, interviews and summaries. Students will also write in a variety of styles from informative and persuasive to descriptive and imaginative. Accuracy is emphasised as is a varied vocabulary.

Assessment

50% written examination (50% Reading paper) and 50% Coursework Portfolio of three assignments: persuasive, descriptive, and narrative for the IGCSE First Language English award.

What does this subject lead to in the IB Diploma?

Students who complete this course are expected to study English Language and Literature for the IB (SL or HL).

"It helped us cultivate a deeper understanding of language, enabling us to find meaning and articulate ourselves clearly, writing with stylistic panache and reading with an attention to nuanced details."
- Layla



IGCSE LITERATURE IN ENGLISH

(CAIE 0475)

Aims

This course aims to enhance learners' ability to read, interpret, evaluate, and respond to a variety of texts, including drama, prose, and poetry from different cultures and historical periods. It promotes a deeper understanding of the ways writers use the English language to express meaning and achieve literary effects, stimulating aesthetic, imaginative, and intellectual growth.

Specifically, the aims are to:

- Enjoy the experience of reading literature.
- Understand and respond to literary texts in various forms and from different periods and cultures.
- Communicate an informed personal response effectively and appropriately.
- Appreciate different ways in which writers achieve their effects.
- Experience literature's contribution to imaginative and intellectual development.
- Explore literature's role in providing insights into human concerns

Course Content

Students will read and analyse texts that cover various genres, styles, and cultures. The focus is on understanding language, structure, and form, and how these elements contribute to the effectiveness of the text. Students will also be encouraged to explore how writers express ideas, perspectives, and opinions. As writers, they will develop skills in crafting and composing texts for different purposes and audiences.

Assessment

Candidates must complete the following written assessments:

- 50% Paper 1 Poetry & Prose
- 50% Paper 2 Drama & Unseen

What does this subject lead to in the IB Diploma?

Students who complete this course are expected to study English A: Language and Literature (SL or HL).

"IGCSE English Literature makes you more globally minded, enabling you to use evaluative skills which are integral to IB"
- Holly



IGCSE ENGLISH AS A SECOND LANGUAGE

(CAIE 0511)

Prerequisites

Students who have studied English for fewer than five years should select this course. A sound knowledge of the English language in the areas of reading, writing, speaking and listening is expected. Students will be guided to the most appropriate course by the Language A & English B Head.

Aims

The aims of this course are to:

- Develop the ability to use English effectively for the purpose of practical communication;
- Form a sound base for the skills required for further study or employment using English as the medium;
- Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- Promote students' personal development.

Course Content

Students explore a variety of texts including newspapers, advertising, speeches, brochures and a range of literary and everyday texts. Students develop understanding of the spoken and written material presented. They are expected to demonstrate their comprehension; select information from advertisements, brochures and reports for a specific purpose and develop the ability to listen and respond accurately in real-life situations.

Assessment

CAIE 0511:

- 60% Written examination (reading and writing);
- 20% Listening (listening to information and conversation and writing accurate answers);
- 20% Speaking (recorded oral).

What does this subject lead to in the IB Diploma?

Students who have studied for fewer than 5 years in an English speaking environment will study IB Language B English (SL or HL)

"Thanks to the IGCSE ESL course, my confidence in speaking and writing English has grown tremendously"

- Bam



IGCSE CAMBRIDGE MATHEMATICS EXTENDED & CORE

IGCSE Cambridge Mathematics (CAIE 0580) - Extended IGCSE
IGCSE Cambridge Mathematics (CAIE 0580) - Core IGCSE

A Scientific Calculator is required for these courses.

The highest grade available on the Core course is Grade C.

Aims

The aims of the curriculum are the same for all candidates. The aims are set out below and describe the educational purposes of a course in Mathematics for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to enable candidates to:

- Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment;
- Read mathematics, and write and talk about the subject in a variety of ways;
- Develop a feel for number, carry out calculations and understand the significance of the results obtained;
- Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
- Solve problems, present the solutions clearly, check and interpret the results;
- Develop an understanding of mathematical principles;
- Recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
- Use mathematics as a means of communication with emphasis on the use of clear expression;
- Develop an ability to apply mathematics in other subjects, particularly science and technology;
- Develop the abilities to reason logically, to classify, to generalise and to prove;
- Appreciate patterns and relationships in mathematics;
- Produce and appreciate imaginative and creative work arising from mathematical ideas;
- Develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind;
- Appreciate the interdependence of different branches of mathematics;
- Acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Course Content

All candidates will study the following topics:

- Number
- Algebra and graphs
- Geometry
- Mensuration
- Co-ordinate geometry
- Trigonometry
- Vectors and transformations
- Probability
- Statistics

IGCSE CAMBRIDGE MATHEMATICS EXTENDED & CORE

IGCSE Cambridge Mathematics (CAIE 0580) - Extended IGCSE
IGCSE Cambridge Mathematics (CAIE 0580) - Core IGCSE

Assessment

- **Paper 1 (Core) - 1 hour 30 minutes**: Short-answer questions based on the Core curriculum. 80 marks. Non calculator. Externally marked.
- **Paper 2 (Extended) - 2 hours:** Short-answer questions based on the Extended curriculum. 100 marks. Non calculator. Externally marked.
- **Paper 3 (Core) 1 hour 30 minutes:** Structured questions based on the Core curriculum. 80 marks. Calculator. Externally marked.
- **Paper 4 (Extended) - 2 hours:** Structured questions based on the Extended curriculum. 100 marks. Calculator. Externally marked.

Early Entry

Students in the top set will begin studying Extended IGCSE Mathematics content in Year 9. This is in preparation for taking the IGCSE Mathematics examinations at the end of Year 10, before moving on to IGCSE Additional Mathematics in Year 11.

Students following this pathway are required to maintain an A*/A grade average throughout the course to stay on the accelerated pathway. Lower grades may result in a student moving to a set on a pathway to complete Extended IGCSE Mathematics in Year 11. This is to ensure the best grade profile for a student's future pathways.

"Despite my daily struggles with Maths, with the support of my classmates and teachers, I find joy in learning new and challenging content"
- Mammoth

"Solving challenging questions feels like passing different levels in a game. It's difficult and frustrating, but when you finally solve the correct answer it's satisfying and fun.."
- Jessica



IGCSE ADDITIONAL MATHEMATICS

(CAIE 0606)

A Scientific Calculator is required for this course.

Aims

The aims are to enable candidates to:

- Consolidate and extend their elementary mathematical skills, and use these in the context of more advanced techniques;
- Further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving;
- Appreciate the interconnectedness of mathematical knowledge;
- Acquire a suitable foundation in mathematics for further study in the subject or in mathematics related subjects;
- Devise mathematical arguments and use and present them precisely and logically;
- Integrate information technology (IT) to enhance the mathematical experience;
- Develop the confidence to apply their mathematical skills and knowledge in appropriate situations;
- Develop creativity and perseverance in the approach to problem solving;
- Derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of mathematics.

Course Content

Students will study:

- Functions
- Quadratic functions
- Indices and surds
- Factors of polynomials
- Simultaneous equations
- Logarithmic and exponential functions
- Straight line graphs
- Circular measure
- Trigonometry
- Permutations and combinations
- Equations, inequalities and graphs
- Series
- Vectors in 2 dimensions
- Differentiation and integration

Assessment

Scientific calculators required for one paper, whilst one paper is non calculator.

- **Paper 1 (Non-calculator)** - 2 hours 80 Marks (50%)

- **Paper 2 (Calculator)** - 2 hours 80 Marks (50%)

"Additional Maths is much harder than Extended, but solving hard questions with my friends is interesting."
- Julia



IGCSE MODERN LANGUAGES FRENCH, MANDARIN, SPANISH

French (CAIE 0520), Mandarin (CAIE 0547), Spanish (CAIE 0530)

Prerequisites

Ideally, 3 years previous study of the target language, but in some circumstances, 1 or 2 years may be sufficient. This course is not suitable for students with minimal or no previous study of the target language.

Aims

The course encourages learners to develop lifelong skills, such as:

- Develop the language proficiency required to communicate effectively in the target language at level A2 (CEFR Basic User) for Spanish, French and Mandarin, with elements of level B1 (CEFR Independent User) for Spanish and French.
- Gain understanding of the cultures and societies of countries and communities where the target language is spoken.
- Develop awareness of the nature of language and language learning.
- Develop positive attitudes towards speakers of other languages and an open- minded approach to other cultures.
- Gain enjoyment and intellectual stimulation.
- Develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum.
- Develop a sound base of the skills, language and attitudes required for progression to further study of the target language.

Course Content

EVERYDAY ACTIVITIES	PERSONAL & SOCIAL LIFE	THE WORLD AROUND US	THE WORLD OF WORK	THE INTERNATIONAL WORLD
Time Expressions	Self, family & friends	People & places	Education	Countries, nationalities & languages
Food & drink	Home life	The natural world, environment, climate & weather	Work (Jobs & careers)	Culture, customs & celebrations
Human body & health	Clothes & accessories	Communications & technology		
Travel & transport	Leisure time	The built environment		

IGCSE MODERN LANGUAGES FRENCH, MANDARIN, SPANISH

French (CAIE 0520), Mandarin (CAIE 0547), Spanish (CAIE 0530)

Assessment

The final examinations are divided into the four skill areas of Listening, Speaking, Reading and Writing. The speaking examination is conducted internally. The other skills are assessed using externally set final examinations.

COMPONENT	TIME & MARKS	SKILLS ASSESSED	DETAILS	PERCENTAGE OF QUALIFICATION
Paper 1	**French & Spanish** 50 minutes **Mandarin** 40 minutes	Listening	You will listen to a number of recordings and answer multiple- choice and matching questions.	25%
Paper 2	**French & Spanish** 60 minutes **Mandarin** 75 minutes	Reading	**French & Spanish:** You will read a number of texts and answer multiple-choice and matching questions. **Mandarin:** You will **also** complete questions requiring short answers in the target language	25%
Paper 3	About 10 minutes	Speaking	You will complete one role play and conversations on two topics.	25%
Paper 4	**French & Spanish** 60 minutes **Mandarin** 75 minutes	Writing	You will complete one form-filling task, one directed writing task and one task in the format of an email /letter or article/blog.	25%

What does this subject lead to in the IB Diploma?

- Language B Standard level
- Language B Higher level

IGCSE MODERN LANGUAGES FRENCH, MANDARIN, SPANISH

French (CAIE 0520), Mandarin (CAIE 0547), Spanish (CAIE 0530)

Further useful information

Learner Guide for Spanish

Learner Guide for French

Learner Guide for Mandarin

"I really enjoyed studying French IGCSE. It allowed me to learn a lot of different skills that aren't only useful in the language, but also in different subjects. It has enabled me to be more confident in talking in front of groups, listening to other people's ideas and identifying key information in texts. I am continuing to learn French at IB and the skills from IGCSE have been very useful so far in the course."
- Jasmin

"Doing Spanish IGCSE provided me with a solid foundation to do well in Spanish IB and approach it with more confidence."
- María

"Choosing Mandarin for IGCSE is an investment in your future. With Mandarin being the number one spoken language in the world, it opens up new horizons in business, travel and personal growth."
- Sean



IGCSE FIRST LANGUAGE CHINESE

(CAIE 0509)

Prerequisites

Cambridge IGCSE First Language Chinese is designed for learners whose mother tongue is Chinese.

The course allows learners to:

- Develop the ability to communicate clearly, accurately and effectively when writing
- Learn how to use a wide range of vocabulary and correct grammar, character formation and punctuation
- Develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, including classical texts, both for their own enjoyment and to further their awareness of the ways in which Chinese can be used. Cambridge IGCSE First Language Chinese also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Aims

The aims are to enable students to:

- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write accurately and effectively, using appropriate standard language
- Work with information and with ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions
- Deepen understanding and appreciation of Chinese culture and classical texts.

Course Content

Cambridge IGCSE First Language Chinese offers candidates the opportunity to respond knowledgeably to a range of reading passages. Candidates will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Learners will have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture.

We encourage learners to become appreciative and critical readers and writers of Chinese.

IGCSE FIRST LANGUAGE CHINESE

(CAIE 0509)

Assessment Overview

All candidates take two components. Candidates will be eligible for grades A* to G.

- **Paper 1 Reading, Directed Writing and Classical Chinese (2 hours 15 minutes / 50%)**

  Structured and extended writing questions
  Questions are based on four reading texts
  Externally assessed

- **Paper 2 Writing 50 marks (2 hours / 50%)**

  Composition tasks
  Externally assessed

What does this subject lead to in the IB Diploma?

This course would naturally lead to the **IB Chinese Language A: Literature** course which BISP runs in Years 12 and 13. This course can be taken at Standard Level (SL) or Higher Level (HL).

Further useful information

First Language Chinese Syllabus (English version)
First Language Chinese Syllabus (Chinese version)



IGCSE FIRST LANGUAGE THAI

(CAIE 0518)

Prerequisites

This course is offered only to those students whose first language is Thai. Year 9 BISP students in Thai A groups are recommended for this course. New students are recommended to take a placement test first.

Aims

The aim of this course is to develop the students' ability to communicate accurately and effectively in reading and writing.

In detail the aims are to:

- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing
- Write accurately and effectively, using appropriate, standard language
- Work with information and ideas in language by developing skills of critical evaluation, analysis, comparison, synthesis and inference
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Course Content

Thai Language: Students will be introduced to formal usage of Thai language through various forms of writing and reading including essays, formal letters, speech preparation, conversation script, reports, non-fictional and fictional writing. Levels of language usage and registers are used to suit different daily activities of the students.

Thai Culture: Students will develop their understanding in various Thai cultural aspects including Thai family, Local and National background information, Beliefs and Religions, Thai traditions and ceremonies, Thai arts, Thai manners and Thai social studies. This is to enable the students to apply their knowledge and understanding to create an appropriate use of language in their daily activities.

Thai Literature: Students will be introduced to various forms of Thai literature including prose and verse. This is to allow the students to experience refined forms of language usage and enable them to apply these in their language practice.

IGCSE FIRST LANGUAGE THAI

(CAIE 0518)

Assessment

Students will take Cambridge IGCSE Thai First Language examination at the end of Year 11. The exam consists of 2 papers:

- **Paper 1 Reading and Directed Reading (2 hours / 50%)**

  Section 1 - Comprehension and use of language (answer a series of questions on passage 1, a fiction text.) Section 2 - Directed writing (write a response of about 250-350 words)

- **Paper 2 Composition (2 hours / 50%)**

  Section 1 - Argumentative/Discursive writing (answer one question from a choice of four and write a response of about 350–450 words) Section 2 - Descriptive/Narrative writing (answer one question from a choice of four and write a response of about 350–450 words)

What does this subject lead to in the IB Diploma?

This course helps develop students' knowledge and understanding of Thai language and culture. Hence, it leads the students to IB Thai A: Language and Literature offered to students whose first language is Thai.

"Thai First Language is challenging but extremely rewarding; it has further improved my knowledge and ability to write from Narrative to Persuasive to Letter writing, a skill that will stick with me and come in handy. Furthermore, I have been able to connect and understand my culture from the different texts we get to read throughout the 2 years of the course."

- Pattanasit



IGCSE SCIENCES

Separate Sciences in Biology (CAIE 0610), Chemistry (CAIE 0620) & Physics (CAIE 0625)

Coordinated Science (CAIE 0654)

Prerequisites

Students at BISP enter Year 10 having already completed a year of IGCSE Biology, Chemistry, and Physics in Year 9. During this introductory year, they will have covered a variety of units from these courses and hopefully developed a genuine interest in how the world around them works and how it can be explored and investigated. Students considering taking the three Sciences as separate subjects would be expected to be achieving high average grades throughout their Year 9 assessments, due to the added workload of the Separate Science pathway.

Aims

- To acquire a knowledge and understanding of the concepts, principles, and applications of Biology, Chemistry and Physics so that students may be able to develop an informed interest and opinion in related topics;
- To develop skills and abilities relevant to the study and practice of science which will be useful in everyday life;
- To stimulate curiosity and interest in science and the environment;
- To introduce students to the methods used by scientists and the ways in which scientific discoveries are made, and to show that science and the language of science is universal and that science recognises no national boundaries;
- To develop attitudes relevant to Biology, Chemistry, and Physics such as concern for accuracy and precision, objectivity, integrity, inquiry, initiative and inventiveness.

Course Content

In Year 10 students can pick one of two pathways to follow in their ongoing study of Science. The Science Faculty staff are available to offer recommendations and advice where needed. The two options are:

1. Coordinated Science (CAIE 0654)
This syllabus has been designed to cover the key content, ideas, skills, processes and applications of the three sciences in a broader context. Students take three Science exams at the end of Year 11 and are awarded two IGCSEs in 'Science' from grades A*A*-GG. Some students, for example those with beginners level English, or those simply struggling with the extended content, may be advised to switch to the less demanding Core papers in Year 11, where grades available are CC-GG.

2. Separate Sciences in Biology (CAIE 0610), Chemistry (CAIE 0620) & Physics (CAIE 0625) - Students who have shown excellent ability in the three Sciences may want to consider studying all three Sciences as separate IGCSE courses. These cover the content of each discipline in greater depth and detail. At the end of Year 11, students take three examinations in each Science subject to achieve three IGCSE grades (A*-G).

IGCSE SCIENCES

Separate Sciences in Biology (CAIE 0610), Chemistry (CAIE 0620) & Physics (CAIE 0625)

Coordinated Science (CAIE 0654)

Experimental work is an essential component of all sciences, regardless of the pathway, and is fitted into the courses at every available opportunity.

All courses are taught by subject-specialists in a series of modular topics which are tested internally at the end of each topic or topic group. This gives regular feedback to students, teachers and parents on a student's progress in an individual topic, subject or the course as a whole.

The topics covered across both pathways include the study of:

- **Biology**: Cells and classification, nutrition and enzymes, respiration and gas exchange, transport and disease, coordination and response, reproduction, inheritance, biotechnology, and ecosystems.
- **Chemistry**: Atomic structure, bonding, formulae and equations, The Periodic Table, chemistry and electricity, metals, air and water, carbonates and sulphur, acids, bases and salts, chemical reactions and organic chemistry.
- **Physics**: Motion, matter and forces, energy, work and power, electricity, magnetism, thermal energy, electromagnetic waves, radioactivity and space.



IGCSE SCIENCES

Separate Sciences in Biology (CAIE 0610), Chemistry (CAIE 0620) & Physics (CAIE 0625)

Coordinated Science (CAIE 0654)

Assessment

Students sit three examination papers for each Science subject they take, with each consisting of:

IGCSE COORDINATED SCIENCE	IGCSE SEPARATE SCIENCES
What is it? A course in all three Sciences leading to two IGCSEs in 'Science'.	**What is it?** A course in all three Sciences leading to three IGCSEs (one for each Science).
How is it examined? There are three papers in total. Each paper covers all three Science disciplines: Paper 1/2 - Multiple Choice 45 minutes - 30% Paper 3/4 - Short Answer Theory 120 minutes - 50% Paper 6 - Alternative to Practical 90 minutes - 20%	**How is it examined?** Each Science has three papers (making for a total of nine examinations): Paper 1/2 - Multiple Choice 45 minutes - 30% Paper 3/4 - Short Answer Theory 75 minutes - 50% Paper 6 - Alternative to Practical 60 minutes - 20%
What is the benefit? Content is more manageable allowing many students to achieve two higher IGCSE grades than they would with the separate Sciences.	**What is the benefit?** Students who are strong Scientists in all three disciplines can receive three IGCSE grades and cover content in more depth and detail.
Who is it for? Students wanting to maximise their grades without over-stretching themselves on additional, and at times challenging, content.	**Who is it for?** Students who are passionate about Science, apply excellent effort, and are capable of managing increased workloads.

What does this subject lead to in the IB Diploma?

Students completing extended IGCSE Biology, Chemistry and Physics as separate subjects are extremely well prepared for both SL and HL IB Biology, Chemistry, Physics and ESS. However, for HL subjects, good grades are recommended to be able to cope with the more challenging content. Students passing IGCSE Coordinated Science are also well prepared for IB Diploma Biology, Chemistry and Physics, but two good grades would be recommended to pursue HL subjects.

"The Separate Sciences is a diverse course which allows students to explore topics they've never heard of before, and learn more about the world around them. It provides students with a strong foundation in understanding the world which is essential for various science-related careers. It helps develop critical thinking and problem-solving skills through practical experiments and investigations."
- Celia

"Coordinated Science was a great choice because it allowed me to enjoy all three sciences in an organized and balanced way that minimizes stress and workload while still challenging students and igniting a passion for the sciences."
- Ben

IGCSE PHYSICAL EDUCATION

(CAIE 0413)

Prerequisites

Students should have followed a broad and balanced Physical Education programme. This should have focused on a range of different sporting areas of activity with reference made to skills, application of skills, evaluation and health and fitness. A commitment to extracurricular activities would be beneficial.

Aims

The Cambridge IGCSE Physical Education syllabus encourages learners to develop:

- Knowledge, skills and understanding of a range of relevant physical activities;
- An ability to plan, perform and evaluate physical activities;
- An understanding of effective and safe performance;
- An understanding of the role of sport and physical activity in society and in the wider world;
- An enjoyment of physical activity.

Course Content

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity.

The units studied for the written paper are:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences.

Assessment

COMPONENT 1	COMPONENT 2
Theory paper 1: 1 hour 45 minutes	Coursework
Externally assessed.	Candidates select four physical activities from at least two of the seven categories to be assessed in. These activities are internally assessed and externally moderated.
50% of total marks	50% of total marks

IGCSE PHYSICAL EDUCATION

(CAIE 0413)

What does this subject lead to in the IB Diploma?

IGCSE PE provides a great foundation for further study in the BTEC Level 3 Extended Diploma in Sport (equivalent to 3 A Levels)

The BTEC Level 3 Extended Diploma in Sport provides a tailor-made pathway for HP Athletes or any student wanting a career in the diverse world of Sport.

Studying IGCSE Physical Education is also helpful for the IB course Sciences and the Academy Performance route.

"I loved PE. It is a fantastic subject to take because it not only promotes a healthy and active lifestyle but also helps students develop a wide range of skills. Learning through both theory and practice helps students understand both the physical and psychological aspects of sport and exercise. Additionally, understanding the science behind exercise, fitness, and health gave me valuable knowledge that benefits my well-being throughout life"
- Chiara



IGCSE BUSINESS

(CAIE 0264)

Prerequisites

The subject is not taught below Year 10 and therefore no prior knowledge is assumed. Students should be confident with written and spoken English, comfortable using basic mathematical skills (percentages, ratios, and simple calculations), and willing to engage in analytical thinking, as the course involves interpreting business data and forming reasoned judgements.

Aims

The Cambridge IGCSE Business course aims to develop learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

Course Content

Students will study the following specific units:

SECTION	TOPICS
1. Understanding business activity	• Business activity • Classification of businesses • Enterprise, business growth and size • Types of business organisation • Business objectives and stakeholder objectives
2. People in business	• Motivating workers • Organisation and management • Recruitment, selection and training of workers • Internal and external communication
3. Marketing	• Marketing, competition and the customer • Market research • Marketing mix • Marketing strategy
4. Operations management	• Production of goods and services • Costs, scale of production and break-even analysis • Achieving quality production • Location decisions
5. Financial informations and decisions	• Business finance: needs and sources • Cash-flow forecasting and working capital • Income statements • Balance sheets • Profitability
6. External influences on business activity	• Government economic objectives and policies • Environmental and ethical issues • Business and the international economy

IGCSE BUSINESS

(CAIE 0450)

Assessment

At the end of Year 11 the students will take the Cambridge IGCSE Business exams. The assessment of this qualification is through two examination papers of 1 hour 30 minutes each.

- Paper 1 contains short answer questions and structured/data response questions. This is worth 50% of the total marks.
- Paper 2 contains questions arising from a given case study (not prereleased), which is also worth 50% of total marks. There is no coursework element.

What does this subject lead to in the IB Diploma?

IGCSE Business provides both a foundation for further study at IB Level and an ideal preparation for the world of work. It enables learners to proceed to further study in areas such as IB Business Management and/or IB Economics.

IGCSE Business ensures students are well prepared to analyse in a business context and apply real-life skills such as the values of cooperation and interdependence.

"IGCSE Business has given me a solid understanding of how businesses operate and the factors that drive them. It's helped me develop practical skills in decision-making and problem-solving that are essential in the real world."
- Ryan



IGCSE GEOGRAPHY
(CAIE 0460)

Prerequisites
An enquiring mind and an interest in the world around you are important.

Aims
The aims of IGCSE Geography are to encourage candidates to develop:

- Build a core understanding of geographical concepts and processes and apply this to understand and interpret our changing world;
- Develop a sense of place, space and location, and understand the importance of scale;
- Develop the ability to interpret and evaluate different types of geographical information;
- Develop an understanding of the need for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical information;
- Develop into an informed and responsible global citizen who recognises the challenges of our changing world and feels empowered to influence change.

Course Content
Students will study the following topics, divided between physical and human geography:

Physical Geography

- Changing river environments, coastal environments, ecosystems
- Tectonic hazards
- Climate change

Human Geography:

- Changing populations, towns and cities, development, and economies
- Resource provision

In addition to these themes, there is a strong focus on geographical skills.

Assessment
At the end of Year 11 the students will all sit three components.

- **Paper 1**, worth 36% of the final grade, covers Physical Geography (75 marks, 1 hour 45 minutes) — structured questions with short-answer and extended-response items, some based on source material.
- **Paper 2,** worth 36% of the final grade, covers Human Geography (75 marks, 1 hour 45 minutes) — same structure as Paper 1.
- **Paper 4** (Geographical Investigations) worth 28% (60 marks, 1 hour 30 minutes) two compulsory questions assessing understanding of fieldwork and geographical investigation methodology.

IGCSE GEOGRAPHY
(CAIE 0460)

What does this subject lead to in the IB Diploma?
Students who have successfully completed the IGCSE course may wish to consider taking IB Geography thereafter. Normally speaking, an IGCSE grade of B or higher is preferred for students wishing to take Higher Level Geography.

Students who have 'not' studied Geography at IGCSE level, but who have achieved strong IGCSE results in other academic subjects, may also consider taking IB Geography.

"Geography helps me explore the origins of environmental systems and understand how they shape our everyday lives. No matter where I go, I have a deeper insight into the world around me" **- Regyel**

IGCSE GLOBAL PERSPECTIVES

(CAIE 0457)

Prerequisites

The subject is not taught below Year 10 and therefore no prior knowledge is assumed.

Intro and course content

Cambridge IGCSE Global Perspectives gives learners the opportunity to think about significant global issues and to consider these from different perspectives. It develops a set of transferable skills in research, analysis, evaluation, communication, collaboration and reflection. It encourages learners to construct arguments, present views, work collaboratively, research, and reason and reflect on their place in a connected world. These transferable skills will support student learning across all of their studies.

Aims

- Become independent and confident about taking their place in a changing, information- rich and connected world
- Develop an analytical and evaluative grasp of global issues and their causes and consequences, leading to the suggestion of possible evidence-based courses of action
- Consider the concept of sustainability when analysing issues and proposing courses of action
- Engage with and reflect on issues, both independently and in collaboration with others and from a variety of different perspectives
- Work independently as well as part of a team, showing responsibility for much of their own learning including using diverse and varied sources to support reasoning
- Consider important issues from a variety of perspectives and reflect on the links between these
- Critically assess information available to them and support judgements with lines of reasoning in order to communicate to others effectively and appropriately.

Cambridge IGCSE Global Perspectives develops a range of skills, including:

- Researching, analysing and evaluating information
- Developing and justifying a line of reasoning
- Reflecting on processes and on own learning
- Communicating information and reasoning Collaborating to achieve a common outcome.

These skills are transferable and useful for future study. They will help learners become active citizens of the future.

Learners are encouraged to explore ideas from others' communities, countries and cultures. Through stimulating topics they will explore issues of global significance. They will learn to direct their own study and develop independent thought.

IGCSE GLOBAL PERSPECTIVES

(CAIE 0457)

Topics

- Arts in society
- Change in culture and communities
- Climate change, energy and resources
- Conflict and peace
- Development, trade and aid
- Digital world
- Education for all
- Employment
- Environment, pollution and conservation • Globalisation
- Health and wellbeing
- Law and criminality
- Media and communication
- Migration and urbanisation
- Political power and action
- Poverty and inequality
- Social identity and inclusion
- Sport and recreation
- Technology, industry and innovation
- Transport, travel and tourism
- Values and beliefs
- Water, food and agriculture

Assessment

65% of the total assessment is done by coursework: 30% of which is an individual report into a global topic which should be 1,500 - 2,000 words and 35% is through The Team Project - this is a group work piece collaborating with students from another country or culture to achieve an outcome that helps society. The remaining 35% of the assessment is based on a formal written examination assessing skills in reasoning and enquiry.

What does this subject lead to in the IB Diploma?

This course prepares potential students for Group 3 courses at IB, along with TOK and the Extended Essay.

"Global Perspectives has taught me to think critically about global issues from multiple viewpoints. It's enhanced my ability to analyse complex problems and collaborate with others to find sustainable solutions."
- Matthew



IGCSE HISTORY

(CAIE 0470)

Prerequisites

An enquiring mind and a keen interest in the past and how it relates to current affairs are important.

Aims

The Cambridge IGCSE History course aims to give students the opportunity to:

- Learn about some of the great events and people that have changed the course of modern history;
- Examine some of the big issues of the 20th century such as world war, revolution and the struggle for peace;
- Develop skills such as enquiry, information processing, reasoning, creative thinking and evaluation.

Course Content

International Relations In The 20th Century.

The content focuses on the following Key Questions:

- Were the peace treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-c.1989?
- Why did events in the Gulf matter, c.1970-2000?

In addition, all candidates must also study at least one of the following Depth Studies:

- Germany, 1918-45
- Russia, 1905-41
- The USA, 1919-41
- China, c.1930-c.1990

Assessment

At the end of Year 11 IGCSE History students complete three assessment components.

- Paper 1 (Written):
  Students answer two questions from Section A (Core Content) and one question from Section B (Depth Study).
- Paper 2 (Written):
  Students answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic.
- Paper 3 (Coursework):
  Students produce one piece of extended writing based on a Depth Study from the syllabus.

or

IGCSE HISTORY
(CAIE 0470)

- Paper 4 (Alternative to Coursework): Written paper, 1 hour, 40 marks This paper contains two questions on each of the seven Depth Studies. Candidates answer one question. Questions will focus on the issue of significance.

What does this subject lead to in the IB Diploma?
It is recommended that only those students who have successfully completed the IGCSE course study IB History at Higher level.

However, many students who have not done IGCSE History cope well studying the IB History at Standard level.IGCSE History skills can also provide a good basis for the study of other IB Group 3 subjects.

"Studying IGCSE History has equipped me with the ability to view the world through various lenses, deepening my knowledge and understanding of key historical events and patterns. This insight allows me to critically assess the present"
- Lola



IGCSE ART & DESIGN

(CAIE 0400)

Prerequisites

An interest in the world and how to communicate your own thoughts visually. A good working practice, creativity, as well as ambition to improve your skill level are important for anyone wishing to pursue this exciting subject.

Aims

- An ability to record from direct observation and personal experience;
- An ability to identify and solve problems in visual and/or other forms;
- Creativity, visual awareness, critical and cultural understanding;
- An imaginative, creative and personal response;
- Confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- Growing independence in the refinement and development of ideas and personal outcomes;
- Engagement and experimentation with a range of media, materials and techniques, including new media where appropriate;
- Experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;
- Knowledge of a working vocabulary relevantto the subject and an interest in, and acritical awareness of, other practitioners, environments and cultures;
- Investigative, analytical, experimental, interpretative, practical, technical andexpressive skills which aid effective and independent learning.

Course Content

Year 10:

- In the first year of the course, students begin to develop their ideas into a thematic project. Through this, they will explore a wide range of materials including silk screen printing, lino- cut, photography, painting and traditional drawing media. At the same time building confidence and technical skill.

Year 11:

- Students then consolidate their ideas and complete a final piece. Just before the Easter holidays, the eight-hour exam will be taken over two days.

Assessment

Assessment for the IGCSE Art and Design examination is split into four main areas:

- Recording ideas, making studies from observation
- Exploration of media, techniques and processes
- Development of ideas through research of artists work
- Personal vision and presentation

Work done throughout Years 10 and 11 are assessed according to the examination criteria.

IGCSE ART & DESIGN

(CAIE 0400)

The overall IGCSE grade for Art is determined by both coursework (50%) and a final examination (50%). For the coursework, students submit 4-8 A2 sheets and a final piece. For the exam students have to pick an exam question set by Cambridge, produce 2-4 A2 sheets of preparatory work and then complete a final piece in exam conditions over 8 hours.

What does this subject lead to in the IB Diploma?

Students who have completed this course have gone on to study the IB Diploma Visual Arts where there is a choice of HL or SL.

"The process may be slow and difficult but the amount of time and effort you put into your work will always pay off with IGCSE art. Nothing comes close to the feeling that you get when you finally get to admire a finished piece or prep sheet." **- Hii San**



IGCSE DESIGN TECHNOLOGY RESISTANT MATERIALS

(CAIE 0445)

Prerequisites

Although it is possible for students to successfully complete this course with no discernable background it would be beneficial to have undertaken design and technology or a related course of study at KS3. Previous experience should have included some graphical and technical drawing experience, appreciation of the design process through project work, an understanding of basic materials and their properties and achieving a level of competence with general workshop skills and equipment.

Aims

The aims set out below describe the educational purposes of a course in design and technology at IGCSE. They are not listed in order of priority.

The aims are to enable students to:

- Develop creative thinking in areas relevant to design and technology;
- Apply problem solving skills to practical and technological problems;
- Develop the communication skills central to design, making and evaluation;
- Apply knowledge and understanding to the design and making concept, taking into consideration sustainability and the wider impact on society;
- Encourage candidates to apply learning to areas of personal interest;
- Develop a range of transferable skills and the attributes of the Cambridge learner;
- Develop the ability to make aesthetic, economic, moral and technical value judgements.

Course Content

Common content - Study all topics

- Observe need/requirement
- Design brief/specification
- Identification/research
- Generation of possible ideas
- Selection/organisation
- Evaluation
- Implementation and realisation
- Health and safety
- Initiation and development of ideas, and recording data
- Communication of design ideas
- Use of technology in design and making
- Design & technology in society
- Practical design application
- Environment and sustainability
- Control

Specialist option content - study topics from one specialist option

- Resistant Materials
- Types of material
- Preparation of materials
- Setting, measuring, marking out, testing
- Shaping
- Joining and assembly
- Finishing

IGCSE DESIGN TECHNOLOGY RESISTANT MATERIALS

(CAIE 0445)

Assessment

Assessment for this course has 3 components; A completed practical prototype, incorporating the design process in accordance with CAIE recommendations and 2 written exams

All students taking this course will be required to submit a design portfolio complete with a practical prototype, which will lead to 50% of their final grade.

Exams:

- Paper 1 Common Core design paper – 1.1/4 hours worth 25% of final grade
- Paper 2 Resistant Materials paper - 1 hour worth 25% of final grade

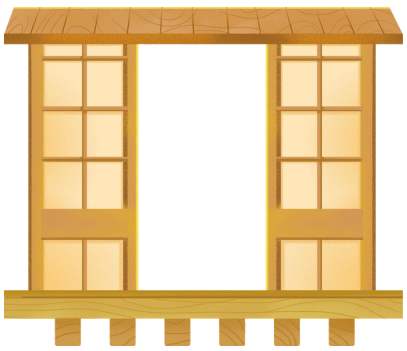
What does this subject lead to in the IB Diploma?

This course will give students a solid foundation for undertaking design technology in the IB at either HL or SL.

In addition it is a strong foundation for further studies in many fields incorporating design, product development or project management. This is particularly true of engineering providing the design/practical outlet to complement the study of mathematics and physics.

"IGCSE DT is a great subject to take. You are led through all the steps to make whatever is on your mind. Throughout the two years, I learned how to use various tools and machinery in the workshop to aid me in making my product. By the time exam season came, I felt I was well-prepared to achieve high marks. Overall, I experienced a challenging but fulfilling course that gave me skills I can use for life."
- Tim

"Design technology has opened a new pathway that I never thought I would love. It has helped me become a more creative thinker by thinking of many distinctive designs for pieces of furniture and it has helped improve my drawing skills by knowing the logic of 3D drawing and the estimated dimensions needed for a drawing. DT has also taught me time management skills as there is a lot of coursework that has to be done within 2 years and this skill is very useful for everyday life"
- Porntida



IGCSE COMPUTER SCIENCE
(CAIE 0478)

Prerequisites
The Study of Computing at Key Stage 3 is preferable.

Aims
The aims are to enable students to develop:

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

Course Content
Candidates study the following topics:

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

Algorithms, programming and logic
7. Algorithm design and problem-solving
8. Programming
9. Databases
10. Boolean logic

Assessment
- Paper 1 - 50%
  Short-answer and structured questions Questions will be based on Topics 1–6 of the subject content.
- Paper 2 - 50 %.
  Algorithms, Programming and Logic. Short- answer and structured questions and a scenario-based question. Questions will be based on Topics 7–10 of the subject content.

What does this subject lead to in the IB Diploma?
IB Computer Science.

"Studying IGCSE Computer Science has been an eye-opening experience for me. Exploring the technology that shapes our world has deepened my appreciation for the innovators behind it. It's an excellent subject to choose if you're curious about the rapidly evolving fields of AI and technology." **- Emma**



IGCSE DRAMA

(CAIE 0411)

Prerequisites

Year 9 Drama

Aims

- To develop candidates' understanding of Drama through practical and theoretical study;
- To enable candidates to realise the performance possibilities of text and other stimuli;
- To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience;
- To help candidates to acquire and develop skills in Drama, both individually and in groups;
- To develop understanding of the processes leading to performance and the elements involved in creating a performance; to be able to evaluate the various stages of performance work;
- To encourage enjoyment of Drama.

Course Content

- The process of playmaking: conventions for devising
- Improvisation
- Characterization
- Dramatic Elements, Structure, Style & Space
- Movement/Gesture
- Speech/Voice
- Issues through Drama
- Play Production: Staging, Set, Costume & Lighting Design
- Text and Interpretation

Assessment

- Paper 1: Written examination 2 1/2 hours Candidates answer questions based on their practical work with pre-release material.
- Paper 2: Coursework Internally assessed and externally moderated. Each candidate submits a total of three pieces of practical work: one individual piece and two group pieces.
- One individual piece: A performance of an extract from a piece of repertoire. The individual piece must last no longer than 3 minutes.
- Two group pieces: One original devised piece and one performance of an extract from a published play. Each group piece must last no longer than 20 minutes.
- These three pieces will be recorded on video and submitted to Cambridge.

What does this subject lead to in the IB Diploma?

IB Theatre.

"Drama is one of those subjects where you are more hands-on; you get to explore and push your comfort zone to gain confidence while also learning valuable theory and concepts of Drama.." **- Pattanasit**



IGCSE MUSIC
(CAIE 0410)

Prerequisites
Students need to be confident vocalists or instrumentalists with a basic knowledge of reading musical notation and should be receiving private music lessons on their instrument. Students should be curious about discovering music from different cultures and time periods and using these discoveries to inspire their own creativity when composing music.

Aims
- To develop students' own practical musical skills as solo and ensemble performers;
- To develop students' compositional skills in a variety of styles of their own choice;
- To develop students' listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions;
- Students will develop lifelong musical skills alongside an informed appreciation of music.

Course Content
Year 10:
- Performing – students focus on developing technique on their chosen instrument or voice, developing solo and ensemble skills throughout. They will also record solo performances.
- Listening and appraising – students will study music from seven Areas of Study including the Western Classical tradition working from the Baroque period through to studying 20th century compositional styles, and also World Music traditions.
- Composing – students concentrate on ensuring they have a secure theoretical background in the use of pitch and rhythmic notation, moving onto using the primary chords with confidence, finally composing in specific styles that they have encountered in their listening and appraising lessons.

Year 11:
- Performing – students will continue to develop as performers and will focus on recording their ensemble performances.
- Listening And Appraising - Students will continue to listen and appraise a diverse range of music from the seven Areas of Study.
- Composing – students will have acquired the skills to start work on their two coursework compositions, refining and editing using specific composition software.

Assessment
- Listening and Appraising – written exam based on CD recordings 1 hr 15 minutes - 40%
- Performing – Two prepared performances internally marked/externally moderated coursework, one individual and one ensemble - 30%
- Composing – Two contrasting compositions internally marked/externally moderated coursework – 30%

IGCSE MUSIC
(CAIE 0410)

What does this subject lead to in the IB Diploma?
Students who have followed the course and achieved a good grade can go on to study IB Music at either SL or HL. It is recommended that only those students who have successfully completed the IGCSE course with a good grade study IB Music at HL. However many strong performers who have not done IGCSE music cope well studying SL music.

"As I've always had a passion for Music, doing the IGCSE course helped me learn more and improve upon my skills. Music allowed me to express myself with lots of creative freedom."
- Joffre



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