

# Secondary Section Handbook



**VIJAY**  
INTERNATIONAL  
SCHOOL  
PRASLIN SEYCHELLES

**Key Stage 4**  
**Years 10 & 11**

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# Key Stage 4

Key stage 4 is the upper secondary sections; years 10 and 11

The skills learnt during KS3 are vital for successful progression into KS4 and the start of IGCSE examinations. During KS4 students will continue to develop these skills and also more revision techniques, how to prepare sufficiently for examinations etc. Over the course there are various demands of students:

- Being more self-motivated and taking more responsibility for their own learning.
- Asking when they don't understand, overcoming difficulties with challenging work and finding ways of coping under pressure.
- Organising themselves, notes, information and hand-outs on many different subjects
- Completing more work at home, independently.
- Organising and planning their time over longer periods e.g. coursework, revision timetable.
- Understanding exam structure and the importance each piece of work has towards the final grade. Planning and completing revision. Perfecting examination technique. Balancing time spent in study with outside interests which may need to be balanced for long term success.

Parents/guardians can help by

- Attending review meetings and Parents' Evenings.
- Working with staff to ensure your child is completing their work and meeting deadlines.
- Finding out about course structure and requirements e.g. coursework, exams being taken.
- Discussing work with your child, helping with any problems.
- Providing a comfortable work area at home.
- Setting guidelines for homework to be done each evening.
- Ensure your child gets enough rest, sleep, exercise, good diet etc.

It is very important for parents/guardians and staff to work together in providing the best possible learning environment and we value the support and encouragement you can provide. To assist you in this supportive role, we have produced this handbook to offer a simple guide to the section expectations and type of work your child will be doing during the current academic year at school.

We hope you find the information in this booklet useful and we thank you for your continued support.

# The School Day

08:00 – 08:15	Registration
08:15 – 10:05	Periods 1 - 3
10:05 – 10:25	Break Time
10:25 – 12:25	Periods 4 - 6
12:25 – 13:05	Lunch Time
12:35 – 13:05	Lunch Clubs
13:05 – 14:20	Periods 7 & 8
14:30 – 15:00	After school clubs

The bell will ring at 07:55 as a warning for Secondary students to make their way to registration, it will ring again at 08:00.

At the end of break and lunch time a warning bell will be rung 3 minutes before the end of break, students should use this time to get water, go the bathroom and gather their belongings, when the bell rings again at 10:25 or 13:05, students should be on the way to their next lesson.

## Dress Code

Secondary section uniform comprises of: white polo shirt, navy blue shorts or skirt. Colourful t-shirts should not be worn underneath the polo shirt. Hoodies/jumpers and head wear may be worn to/from school and at break/lunch time only, they should not be worn between or during lessons.

The correct house t-shirt is required for PE and games.

In the secondary section, students can accessorise their uniforms with discrete jewellery for example; a simple chain, a small number of discrete bracelets, studded earrings.

Uniforms will be checked by tutors during registration and reported on during each report period. Ongoing issues with incorrect uniform may result in parents being contacted. If for some reason a student must attend school without the correct uniform, a note must be presented in the morning to the tutor.

## Personal Information

It is vital that we have up to date information about all of our students. Please ensure you have given us main contact details; name, email, phone number. From time to time we may send you information via text or email.

Up to date health information is also extremely important for example allergies or medication needed. If you feel you need to update this information about your son/daughter, please contact the front office.

# Communication

To communicate with the school, we ask that all parents/guardians either call or email to set up a meeting. You can do this by calling the front office or emailing the staff member directly.

Year 10 tutor – Miss Dye [edye@visp-sey.com](mailto:edye@visp-sey.com)

Year 11 tutor – Mr Rafferty [drafferty@visp-sey.com](mailto:drafferty@visp-sey.com)

We encourage parents/guardians to first meet with the tutor for general issues or subject teacher for subject specific issues. Tutors/class teacher will be able to deal with any issues effectively and they will inform the Head of Section if needed. Any serious issues or concerns will be raised with the Head of Section and Head Teacher by the tutor.

If you would like to talk to the Head of Section directly please email [smcbride@visp-sey.com](mailto:smcbride@visp-sey.com) to set up a meeting.

## Attendance and Punctuality

Attendance and punctuality to school have a direct impact on students learning.

If your son/daughter is going to be absent from school please call the school as soon as you can so that we are aware, upon returning to school they must give a note with a reason for their absence to their tutor who will mark this in the register for our records. We discourage all holidays during term time.

Students should be in their tutor rooms for registration at 8:00am, if a student arrives later they will be given a late mark in the register and two or more lates during the week will mean the student is given community service.

If a student arrives to school after 8:15 they must sign in at the front desk. If a student needs to leave during the school day they must first speak to their tutor or the HoS and sign out at the front desk. If a student is leaving school for an appointment please give the tutor a note in the morning confirming the time of the appointment.

## Tutors

The Secondary section consists of five tutor groups, each year group is linked with a tutor. The tutor is the main point of contact for the student in their class. Students will register with tutors of a morning where messages or letters will be passed on, they will complete activities or discussions, create and present assemblies for the rest of the section once a term etc. Tutors oversee their students learning and general well-being across school and intervene when necessary. If any issues arise, the tutor will be the first point of reference.

Tutors will check student diaries to ensure they are being used effectively and diaries may also be used as a method for communication with home.

Each year group will follow a rota for use of the library, all groups will have silent reading and have the change to choose and change library books. Any library books that go unreturned will be invoiced to the student.

Thursday – Year 10

Year 11 may change their library books throughout the week when needed.

During KS4, tutors will use tutor time to also support revision preparation and organisation in the lead up to examinations.

## Mentors

Students in KS4 are linked with a staff mentor. This is a member of staff who knows the student well and will meet at least once every half term to discuss the students well-being. A student can request to meet whenever needed. During certain times of the year, a mentor may meet with the student to discuss particular areas e.g. work experience, revision, mock exams etc. The idea of a mentor is to have a strong relationship in which trust and support is built. Mentors will keep a close eye on their mentees throughout KS4 and give extra guidance and support when needed. A mentor, along with a tutor will be the first step to support any intervention needed with any particular student.

## Houses

We have three house groups; Aldabra, Desroches and Fregate. Each house is allocated a staff House Coordinator, as well as two KS4 students; Head of House and also a Deputy, they are voted by staff and students and this changes each year.

There will be house meetings/assemblies each term. This may be to plan new events, organise the house for an upcoming event etc. It will be led by the head of house, the deputy and the house coordinator.

## House Challenges

Overseen by the house coordinators and the head of houses. The challenges may be linked to assemblies, special events or be a traditional event that is continued. Each term we will have at least one Creative challenge and at least one sporting challenge. Deadlines for creative challenges will be given ahead and all entries must be given to house coordinators who will collate and organise entries.

## Commendations

Commendations are collected by students and recorded by staff online. Commendations are displayed on the secondary notice board and also summarised to staff/students at the end of each month. The student with the 'most improved' number of commendations in each year group between each month will be rewarded a certificate. At the end of the year the winning house will be rewarded with a trip.

## School Council

There will be school council meetings half termly. Overseen by a staff representative, two student representatives from each year group can discuss any issues or upcoming events in meetings. Reps will be given notice, as to plan and discuss ideas/issues first as a tutor group. The school council should plan events to raise funds for any events they wish to plan.

## Extra-Curricular

Staff offer lunch or after school clubs. We have a variety from sporting to creative clubs. Clubs will continue for at least one term. Clubs run at lunch time 12:35-1:05 and after school 2:30-3:00. The updated list of clubs will be on the secondary noticeboard and school website.

# Expectations

Students in all sections at VISP are expected to be

\***READY** – On-time, equipped for lessons, on-task, ready to learn.

\***RESPECTFUL** – Attitude, manner, respecting others right to learn and using the correct language at all times.

\***SAFE** – Act in a safe manner at all times, contribute to a safe and inclusive learning environment for all.

Students must behave courteously and appropriately at all times. Their behaviour must bring credit upon themselves and the school. These standards must be maintained in lessons, at breaks/lunch and during the journey to and from school.

Inappropriate physical contact between students is not allowed at any time.

Parents will always be informed if there are concerns about their child's behaviour in school.

Secondary students will be given commendations, certificates, positive calls/emails home as rewards for following expectations.

Secondary pupils may be given a detention served at break/lunchtime or after school. Students may also be given community service which consists of litter picking or assisting in cleaning the dining areas after lunch. Secondary students may also be monitored through a report book or in extreme cases, a behaviour contract. Detentions of more than 20 minutes after school require 24 hour parental notice.

Please see secondary behavior policy for more information.

## Use of Spoken English

English should be used in all Secondary lessons, except French. This is to encourage students to practise correct English as much as possible as examinations will be conducted in English. It is also courteous to all school users to conduct all conversations in English.

## Mobile Telephones

Secondary and sixth form pupils may have a phone but again it must be switched off and in a bag during lessons. Secondary students may use their phones at break and lunch time in order to listen to music or play games, they cannot use them between lessons.

Students may only use their phones in class if directed to do so by the teacher, for example to research or to use the calculator function. Students are permitted to listen to music from their phone during lessons with permission from the class teacher. Students are not allowed to access the school Wi-Fi.

Mobile phones can be confiscated by any staff member if required.

Please see secondary behavior policy for more information.

# Off-site Privileges

During KS4, students have extra privileges, one of which is being allowed off site during break and lunch time. This can only be possible with the written consent from a parent/guardian.

Students are given this privilege with the expectation that they will be responsible off site and represent the school well, we also expect that students return within enough time to arrive to lessons on time. If students consistently return from break/lunch late to lessons or we receive any negative comments from the community then students will have this privilege revoked for a set period of time.

# Equipment

Students are expected to have basic equipment for school. Basic equipment would contain: Pens, pencils, ruler, eraser, sharpener.

We also encourage students to have their own geometric instruments (pair of compasses and protractor) as well as a scientific calculator. These items are needed for examinations during KS3 and KS4 within a range of subjects and therefore at time, will be needed for homework and revision. It is good for students to have their own equipment so they can practice using this and be familiar with it.

It would benefit students to have their own glue, scissors and coloured pens/pencils.

All basic equipment is supplied in school, school supplies are shared between classes and therefore we cannot give students individual equipment. Due to overseas shipment of stock, at times stock levels can run low.

During certain times of the year, we order stock from the UK or South Africa, at times we will give students letters where they can order specialist materials e.g. calculators or art supplies. If you need help with any school supplies please contact the HoS.

# Curriculum

## *Staff*

Sophie McBride	: Head of Secondary, Maths (10, 11)
Shanthy Ramasamy	: Maths (10, 11)
Marie-Helene Dione	: French (KS4), Business (10, 11)
Adam Baker	: PE (KS4), T&T (10, 11)
Mark Howell	: History (10, 11)
David Bell	: Geography (10, 11)
Emma Bell	: Art (10, 11)
David Rafferty	: English (10)
Emma Dye	: Science (11)
Miriam Baker	: Maths (10)
Gayatri Perla	: Science (10)
Jodie Cross	: English (11)
Dan Cross	: Science (10)

The following pages contain information about the content, expectations and examination information for each subject. You will also find some information regarding recommended texts and websites.

## English as a Second Language (0511)

### Description

Pupils in Year 10 study for the English as a Second Language qualification (0511) in preparation for their First Language English qualification, completed in Year 11. Students sit their English as a Second Language examinations at the end of Year 10, completing a Reading & Writing paper, a Listening paper, and a Speaking test. Candidates may follow either the Core curriculum or the Extended curriculum. The *Core* curriculum is targeted at grades C to G. The *Extended* curriculum is targeted at grades A\* to E. Students will be advised of their examination entry after their first term of study and this will be carefully considered in light of their prior attainment and their performance in mock examinations.

Component		Length and Marks	Percentage of qualification
Core	Paper 1 Reading & Writing	1hr 30 mins (70 marks)	70%
	Paper 3 Listening	40 mins (30 marks)	15%
	Component 5 Speaking	10-15 mins (30 marks)	15%
Extended	Paper 2 Reading & Writing	2 hrs (90 marks)	70%
	Paper 4 Listening	50 mins (40 marks)	15%
	Component 5 Speaking	10-15 mins (30 marks)	15%

### Aims and Objectives of the Course

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

All candidates will study the following topics/use the following skills:

Topic/Skills	Overview
Reading	Identifying and retrieving facts and details; understanding and selecting relevant information; recognising and understand ideas, opinions and attitudes and the connections between related ideas; understanding what is implied but not actually written.
Writing	Communicate clearly, accurately and appropriately; conveying information and expressing opinions effectively; employing and controlling a variety of grammatical structures; demonstrating knowledge and understanding of a range of appropriate vocabulary; observing conventions of paragraphing, punctuation and spelling: employing appropriate register/style.
Listening	Identify and retrieve facts and details; understanding and selecting relevant information; recognising and understanding ideas, opinions and attitudes and the connections between related ideas; understanding what is implied but not actually stated.
Speaking	Communicating clearly, accurately and appropriately; conveying information and expressing opinions effectively; employing and controlling a variety of grammatical structures; demonstrating knowledge of a range of appropriate vocabulary; engaging in and influencing the direction of conversation; employing suitable pronunciation and stressing patterns.

## Useful Websites

[www.cie.org.uk](http://www.cie.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.quizlet.com](http://www.quizlet.com)

<https://papacambridge.com/past-papers/cie/sy-qp-ms/igcse/english-0511/>

## Recommended Books

**Textbook:** Cambridge IGCSE English as a Second Language Coursebook

Author: Peter Lucatoni

ISBN: 9781316636558

Revision Guide: **Cambridge IGCSE English as a Second Language Exam Preparation and Practice with**

**Audio CDs**

Author: Katia Carter & Tim Carter

ISBN: 978-1316636787

Workbook: **Cambridge IGCSE English as a Second Language Workbook**

Author: Peter Lucatoni

ISBN: 9781316636596

## First Language English (0500)

### Description

Pupils in Year 11, who have successfully completed the English as a Second Language course, study for the First Language English qualification (0511). Students sit their First Language English examinations at the end of Year 11, completing a Reading paper, a Writing paper, and a Speaking & listening test. Candidates may follow either the Core curriculum or the Extended curriculum. The *Core* curriculum is targeted at grades C to G. The *Extended* curriculum is targeted at grades A\* to E. Students will be advised of their examination entry after their first term of study and this will be carefully considered in light of their prior attainment and their performance in mock examinations.

Component		Length and Marks	Percentage of qualification
Core	Paper 1 Reading Passages	1hr 45 mins (50 marks)	50%
	Paper 3 Composition	2hrs (50 marks)	50%
	Component 5 Speaking & Listening	10-12 mins (30 marks)	Separately endorsed
Extended	Paper 2 Reading & Writing	2 hrs (90 marks)	50%
	Paper 3 Composition	2hrs (50 marks)	50%
	Component 5 Speaking & Listening	10-12 mins (30 marks)	Separately endorsed

### Aims and Objectives of the Course

The aims of the First Language English course are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.

All candidates will study the following topics:

Topic/Skills	Overview
Reading	Demonstrating understanding of explicit meanings; demonstrating understanding of implicit meanings and attitudes; analysing, evaluating and developing facts, ideas and opinions; demonstrating understanding of how writers achieve effects; selecting information for specific purposes.
Writing	Articulating experience and expressing what is thought, felt and imagined; sequencing facts, ideas and opinions; using a range of appropriate vocabulary; using register appropriate to audience and context; making accurate use of spelling, punctuation and grammar.
Speaking & listening	Articulating experience and expressing what is thought, felt and imagined; presenting facts, ideas and opinions in a sustained, cohesive order; communicating clearly, fluently and purposefully as an individual and in dialogue with other speakers; using register appropriate to audience and context; listening to and responding appropriately to the contributions of others.

### Useful Websites

[www.quizlet.com](http://www.quizlet.com)

<https://papacambridge.com/past-papers/cie/sy-qp-ms/igcse/english-0500/>

[www.cie.org.uk](http://www.cie.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### Recommended Books

**Textbook:** Cambridge IGCSE First Language English Coursebook

Author: Marian Cox

ISBN: 9781107657823

Revision Guide: **Cambridge IGCSE English First Language Study and Revision Guide**

Author: John Reynolds

ISBN: 9781471894572

Workbook: **Cambridge IGCSE First Language English Workbook**

Author: Marian Cox

ISBN: 9781107695771

## English Literature (0486)

### Description

Cambridge IGCSE Literature (English) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature (English) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

Component	Length and Marks	Details	Percentage of qualification
Component 1 Poetry and Prose	1hr 30 mins (50 marks)	Candidates answer two questions: one from Section A (Poetry) and one from Section B (Prose). There is a choice of two questions on each text – one essay based and the other passage based. Set texts are not allowed in the examination.	50%
Component 3 Drama (Open Text)	45 mins (25 marks)	Candidates answer one question on one text from a choice of two questions – one essay based and the other passage based.	25%
Component 5 Coursework	Between 600 & 1200 words for each assignment (25 marks)	Candidates submit a portfolio of two assignments. Each assignment should be based on the study of one complete text or a set of poems.	25%

### Aims and Objectives of the Course

Cambridge IGCSE Literature (English) aims to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- 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
- explore the contribution of literature to an understanding of areas of human concern.

Topic/Skills	Overview
Knowledge of literary texts	Showing detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text
Exploration of meaning in literary works	Understanding the meanings of literary texts and their contexts, and exploring texts beyond surface meanings to show deeper awareness of ideas and attitudes
Appreciation of literary techniques to create effects	Recognising and appreciating ways in which writers use language, structure and form to create and shape meanings and effects
Communicating thoughts and ideas	Communicating a sensitive and informed personal response to literary texts.

### Useful Websites

[www.poetryfoundation.org](http://www.poetryfoundation.org)

[www.cieliterature.com](http://www.cieliterature.com)

<https://papa.cambridge.com/past-papers/cie/sy-qp-ms/igcse/english-0486/>

[www.quizlet.com](http://www.quizlet.com)

[www.cie.org.uk](http://www.cie.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### Recommended Books

**Textbook:** Cambridge IGCSE Literature in English Coursebook

Author: Russell Carey

ISBN: 9780521136105

Workbook: **Cambridge IGCSE Literature in English Workbook**

Author: Russell Carey

ISBN: 9781107532809

Revision guides **are specific to the particular text or anthologies being studied. These will change for each year group sitting the course so please seek advice from Mrs. Cross or Mr. Rafferty if you wish to purchase any.**

## Mathematics (0580)

### Description

Pupils in Years 10 and 11 are prepared for the Cambridge IGCSE Mathematics Exam (0580). There is no coursework element and the final assessment is in the form of TWO written exam papers (both with calculator). Candidates may follow either the Core curriculum or the Extended curriculum. The *Core* curriculum is targeted at grades C to G. The *Extended* curriculum is targeted at grades A\* to E. Students will be advised of their examination entry level at the beginning of their second year of study. The level of entry for examination will depend on student levels of attainment in end of term and end of year assessments as well as mock IGCSE results.

Component		Length and Marks	Details	Percentage of qualification
Core	Paper 1	1 hour 56 marks	Short answer questions	35%
	Paper 3	2 hours 104 marks	Structured questions	65%
Extended	Paper 2	1 hour 30 mins 70 marks	Short answer questions	35%
	Paper 4	2 hours 30 mins 130 marks	Structured questions	65%

### Aims and Objectives of the Course

Successful Cambridge IGCSE Mathematics students gain lifelong skills, including:-

- the development of their mathematical knowledge,
- confidence by developing a feel for numbers, patterns and relationships,
- an ability to consider and solve problems and present and interpret results,
- communications and reason using mathematical concepts,
- a solid foundation for further study.

All candidates will study the following topics:

Topic	Overview
Number	Number, squares and cubes, directed numbers, fractions, decimals and percentages, ordering, indices, 'four rules', estimates, bounds, ratio, proportion, rate, percentage, time, money and finance, set (extended only), exponential growth and decay (extended only)
Algebra & Graphs	Basic algebra, algebraic manipulation, equations, sequences, proportion, graphs of functions, linear programming (extended only), functions (extended only)
Geometry	Language, constructions, symmetry, angle properties, loci
Mensuration	Measures, mensuration
Co-ordinate Geometry	Straight-line graphs
Trigonometry	Bearing, trigonometry
Matrices & Transformations	Vectors, transformations, matrices (extended only)
Probability	Probability
Statistics	Statistics

### Equipment

Students are expected to be responsible for bringing the correct equipment to every Maths lesson. The following are essential items:

Pen, Pencil, Ruler, Rubber, Protractor, Pair of Compasses, Scientific calculator

We recommend the Casio FX-85 range and your child's Maths teacher can advise further on this. It is particularly important that each student becomes familiar with the function of his/her own calculator.

### Useful Websites

[www.cie.org.uk](http://www.cie.org.uk)

[www.cimt.plymouth.ac.uk/projects/mepres/allgcse/allgcse.htm](http://www.cimt.plymouth.ac.uk/projects/mepres/allgcse/allgcse.htm)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.studymaths.co.uk](http://www.studymaths.co.uk)

[www.mathsrevision.net/gcse](http://www.mathsrevision.net/gcse)

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.corbettmaths.com](http://www.corbettmaths.com)

### Recommended Books

**Textbook:** Cambridge IGCSE Mathematics: Core and Extended Coursebook

Author: Morrison, K and Hamshaw, N

ISBN: 9781316605639

Workbook: **IGCSE Maths CIE (Cambridge) Workbook**

**Author: CGP**

ISBN: 978-1847625588

Revision Guide: **IGCSE Maths CIE (Cambridge) Revision Guide**

Author: CGP

ISBN: 978-1847625571

## Co-Ordinated Science (0654)

### Description

Cambridge IGCSE Co-ordinated Sciences gives learners the opportunity to study biology, chemistry and physics within a scientifically coherent syllabus and is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the co-ordinated sciences syllabus enables learners to:

- better understand the technological world, with an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.

Component		Length and Marks	Details	Percentage of qualification
Core	Paper 12	45 minutes 40 marks	A multiple-choice paper consisting of 40 items of the four-choice type.	30%
	Paper 32	2 hours 120 marks	A written paper consisting of short-answer and structured questions.	50%
	Paper 62	1.5 hours 60 marks	A written paper examining pupils ability to handle data and comment on experimental technique	20%
Extended	Paper 22	45 minutes 40 marks	A multiple-choice paper consisting of 40 items of the four-choice type.	30%
	Paper 42	2 hours 120 marks	A written paper consisting of short-answer and structured questions.	50%
	Paper62	1.5 hours 60 marks	A written paper examining pupils ability to handle data and comment on experimental technique	20%

### Aims and Objectives of the Course

Assessments will examine 3 main areas:

#### AO1: Knowledge with understanding

Candidates should be able to demonstrate knowledge and understanding of:

- scientific phenomena, facts, laws, definitions, concepts and theories
- scientific vocabulary, terminology and conventions (including symbols, quantities and units)
- scientific instruments and apparatus, including techniques of operation and aspects of safety
- scientific and technological applications with their social, economic and environmental implications.

#### AO2: Handling information and problem solving

Candidates should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:

- locate, select, organise and present information from a variety of sources
- translate information from one form to another
- manipulate numerical and other data
- use information to identify patterns, report trends and draw inferences

- present reasoned explanations for phenomena, patterns and relationships
- make predictions and hypotheses
- solve problems, including some of a quantitative nature.

### AO3: Experimental skills and investigations

- demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate)
- plan experiments and investigations
- make and record observations, measurements and estimates
- interpret and evaluate experimental observations and data
- evaluate methods and suggest possible improvements.

All candidates will study the following topics/use the following skills:

Biology	Chemistry	Physics
<b>B1:</b> Characteristics of living organisms	<b>C1:</b> The particulate nature of matter	<b>P1:</b> Motion
<b>B2:</b> Cells	<b>C2:</b> Experimental techniques	<b>P2:</b> Matter and forces
<b>B3:</b> Enzymes	<b>C3:</b> Atoms, elements and compounds	<b>P3:</b> Energy, work and power
<b>B4:</b> Nutrition	<b>C4:</b> Stoichiometry	<b>P4:</b> Simple kinetic molecular model of matter
<b>B5:</b> Transportation	<b>C5:</b> Electricity and chemistry	<b>P5:</b> Matter and thermal properties
<b>B6:</b> Respiration	<b>C6:</b> Energy changes in chemical reactions	<b>P6:</b> Transfer of thermal energy
<b>B7:</b> Co-ordination and response	<b>C7:</b> Chemical reactions	<b>P7:</b> Waves
<b>B8:</b> Reproduction	<b>C8:</b> Acids, bases and salts	<b>P8:</b> Light
<b>B9:</b> Inheritance	<b>C9:</b> The Periodic Table	<b>P9:</b> Electromagnetic spectrum
<b>B10:</b> Energy flow in ecosystems	<b>C10:</b> Metals	<b>P10:</b> Sound
<b>B11:</b> Human influences on the ecosystem	<b>C11:</b> Air and water	<b>P11:</b> Magnetism
	<b>C12:</b> Sulfur	<b>P12:</b> Electricity
	<b>C13:</b> Carbonates	<b>P13:</b> Electric circuits
	<b>C14:</b> Organic chemistry	<b>P14:</b> Electromagnetic effects
		<b>P15:</b> Radioactivity

### Useful Websites

[www.igcsecentre.com](http://www.igcsecentre.com)

<http://mrcartlidge.edublogs.org/tag/revision/>

<https://www.youtube.com/user/virtualschooluk>

<http://freesciencelessons.co.uk/>

### Recommended Books

Revision Guide: Cambridge IGCSE® Combined and Co-ordinated Sciences Coursebook with CD-ROM (Cambridge International IGCSE)

Author: [Mary Jones](#)

ISBN: 978-1316631010

Workbook Biology: Cambridge IGCSE® Combined and Co-ordinated Sciences Biology Workbook (Cambridge International IGCSE)

Author: Mary Jones

ISBN: 978-1316631041

Workbook Physics: Cambridge IGCSE® Combined and Co-ordinated Sciences Physics Workbook (Cambridge International IGCSE)

Author: David Sang

ISBN: 978-1316631065

Workbook Chemistry: Cambridge IGCSE® Combined and Co-ordinated Sciences Chemistry Workbook (Cambridge International IGCSE)

Author: Richard Hardwood, Ian Lodge

ISBN: 978-1316631058

## French (0520)

### Description

Students in Years 10 prepare the Cambridge International Examinations IGCSE French (0520). This syllabus is designed for learners who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. It offers insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

Component		Length and Marks	Details	Percentage of qualification
Listening	Paper 1	45 mn 45 marks	Candidates listen to a number of recordings and answer questions testing comprehension.	25%
Reading	Paper 3	1 hour 45 marks	Candidates read a number of texts and answer questions testing comprehension.	25%
Speaking	Paper 2	15 mn 100 marks	Candidates complete two role plays, a topic presentation/conversation and a general conversation.	25%
Writing	Paper 4	1 hour 50 marks	Candidates respond in the target language to three tasks.	25%

All candidates will study the following topics:

	Topic areas	Examination topics	
<b>Area A</b>	<b>Everyday activities</b>		
	Home life and school	Home life	A1
		School routine	A2
	Food, health and fitness	Eating and drinking	A3
		Health and fitness	A4

<b>Area B</b>	<b>Personal and social life</b>		
	Self, family and personal relationships	Self, family, pets, personal relationships	B1
		House and home	B2
		Leisure, entertainments, invitations	B3
		Eating out	B4
	Holidays and special occasions	Festivals and special occasions	B5
		Holidays; getting around	B6
		Accommodation	B7

<b>Area C</b>	<b>The world around us</b>		
	Home town and local area	Home town and geographical surroundings	C1
		Shopping	C2
		Public services	C3
	Natural and made environment	Natural environment	C4
		Weather	C5
		Finding the way	C6
	People, places and customs	Meeting people	C7
		Places and customs	C8
		Travel and transport	C9

Area D	The world of work		
	Continuing education	Further education and training	D1
	Careers and employment	Future career plans	D2
		Employment	D3
	Language and communication in the	Communication	D4
	work place	Language at work	D5

### Equipment

Students are expected to be responsible for bringing the correct equipment to every French lesson. The following are essential items:

A black or blue pen, a green pen for peer assessment, a pencil, a ruler, a rubber, a glue stick and highlighters.

We recommend a French/English dictionary as it will support students' ability to widen their vocabulary.

### Useful Websites

IGCSE students can visit the following websites to access a variety of games and tasks. This will help learn and revise for their daily lessons and assessments:

<http://www.language-gym.com/#/>

<http://www.bbc.co.uk/schools/gcsebitesize/french/>

<https://quizlet.com/subject/french/>

For **more able students and native speakers**, these will be useful:

- <http://www.bonjourdefrance.com/index/indexmisesit.html>
- [https://www.francaisfacile.com/cours\\_francais/exercices-francais-primaire](https://www.francaisfacile.com/cours_francais/exercices-francais-primaire)
- <http://www.teteamodeler.com/soutienscolaire/francais/sommaire-francais.asp#>
- <https://www.clicmaclasse.fr/>
- Also, to develop reading skills, encourage your child to borrow a French book or French comics from Mrs Dione' classroom.

Lastly, the following websites are excellent for **grammar practice**:

[www.s-cool.co.uk/gcse/french](http://www.s-cool.co.uk/gcse/french) good site, lots of resources.

[www.s-cool.co.uk/a-level/french](http://www.s-cool.co.uk/a-level/french) good site with lots of materials (need to register but free)

<http://french.about.com> lots of grammar notes but no exercises

[www.verb2verbe.com](http://www.verb2verbe.com) site which translates any verb in any form (F>E & E>F)

[www.laits.utexas.edu/fi/](http://www.laits.utexas.edu/fi/) from beginners to advanced (grammar) & KS3/4 topics

<http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/> Look for "French - Foreign Language (0520) to access a google drive with all IGCSE past papers.

## Geography (0460)

### Description

Pupils study the Cambridge iGCSE Geography Course (0460), which they will begin in Year 9. The course is examined through two formal papers completed at the end of Year 11 and students will either submit a piece of coursework or sit a third exam as an alternative. Decision will be made between the student and their teacher as to which route will best suit them.

Component		Length and Marks	Details	Percentage of qualification
Paper 1	Geographical Themes	1 hour 45 min 75 marks	Students choose to answer three sets of topic questions from a choice of six topics	45%
Paper 2	Geographical Skills	1 hour 30 min 60 marks	Students answer questions based on a map extract and demonstrating a range of geographical skills	27.5%

Either

Coursework		Completed under teacher supervision 60 marks	Students plan, collect, collate and analyse data to investigate a piece of geographical theory	27.5%
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or

Paper 3	Alternative to Coursework	1 hour 30 min 60 Marks	Students answer questions on hypothetical fieldwork investigations	27.5%
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### Aims and Objectives of the Course

Successful Cambridge iGCSE Geography students gain lifelong skills, including:-

- an understanding of location on a local, regional and global scale,
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments,
- an understanding of the ways in which people interact with each other and with their environment,
- an awareness of the contrasting opportunities and constraints presented by different environments,
- an appreciation of and concern for the environment,
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

All candidates will study the following topics/use the following skills:

Theme	Topic/Skills	Overview
1 – Population and settlement	Population	Population distribution and change, population structure and migration.
	Settlement	Settlement types, location, function and hierarchy; urban characteristics, changing land uses and urban problems; urbanization processes and management.
2 – The Natural Environment	Earthquakes and Volcanoes	Plate Tectonic and plate characteristics; plate boundaries and features; distribution, hazards, impacts, opportunities and management of volcanoes and earthquakes.
	Rivers	River characteristics, landforms, hazards and opportunities.
	Coasts	Coastal characteristics, landforms, hazards and opportunities.
	Weather	Apparatus and techniques to collect and present weather data
	Climate and Natural Vegetation	Features and characteristics of hot desert and equatorial environments and ecosystems; human influences in tropical rainforests.
3 – Economic Development	Development	Measuring development, national and global inequality, classify production, changing employment structures and globalization.
	Food Production	Agricultural systems – types, scale, inputs and methods, food shortages and food aid.
	Industry	Industrial systems, types of industry and their location.
	Tourism	Global growth, advantages and disadvantages of tourism, and the need for management.
	Energy	Renewable and non-renewable sources, and their advantages and disadvantages.
	Water	Methods of supply, uses of water and problems of water shortages.
	Environmental risks of economic development	Threats of economic development to the environment, sustainable development and resources conservation.

### Useful Websites

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-geography-0460/>

<http://greenfieldgeography.wikispaces.com/Geography%20IGCSE>

<http://geogalong.wixsite.com/geogalong/igcse>

<https://www.bbc.com/education/examspecs/ztb42nb>

<http://www.geography.learnontheinternet.co.uk/gcse/index.html>

<http://www.geography.learnontheinternet.co.uk/ks3/index.html>

### Recommended Books

Revision Guide: Complete Geography for Cambridge IGCSE Revision Guide

Author: OUP Oxford

ISBN: 978-0199137039

Workbook: iGCSE Geography

Author: Hodder Education

ISBN: 978-0340975015

Workbook: Complete Geography for Cambridge IGCSE

Author: OUP Oxford

ISBN: 978-0199129317

## History

### Description

Pupils study the Cambridge IGCSE History Course (0470), which they will begin in Year 9. The course is examined through two formal papers completed at the end of Year 11 and students will either submit a piece of coursework or sit a third exam as an alternative. Decision will be made between the student and their teacher as to which route will best suit them.

Component		Length and Marks	Details	Percentage of qualification
Paper 1	Written Paper	2 hours	Students answer 2 questions on the general course content and 1 question on the depth study	40%
Paper 2	Source Based Paper	2 hours	Students answer questions based on a range of historical sources	33%

Either

Coursework		Completed under teacher supervision 60 marks	Students research a historical time period and write an extended 2000 word essay on it's causes and impacts	27%
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or

Paper 3	Alternative to Coursework	1 hour	Students complete an extended essay on the depth study	27%
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### Aims and Objectives of the Course

Successful Cambridge IGCSE History students gain lifelong skills, including:-

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Candidates will learn about the following 7 core topics:

- Treaty of Versailles
- League of Nations
- Collapse of international peace in 1939
- The Cold War
- The US containment of communism
- The USSR control of Europe
- The Gulf War

In addition they will complete a detailed study of the USA 1919 - 1939. This will culminate in either Paper 3 or a piece of coursework based on that topic.

### **Useful Websites**

A good way to keep well informed in History is to keep up to date with current affairs. We recommend regularly visiting [www.bbc.com](http://www.bbc.com) for this.

We recommend regular past paper practice to reinforce and enhance revision before exams. The IGCSE centre website has all the past papers and marking schemes:

<http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/>

## Business (0450)

### Description

Pupils in 11 are prepared for the Cambridge IGCSE Business Exam (0450). There is a coursework element in Yr10 with the Travel and Tourism course and the final assessment is at the end of Yr 11 with TWO written exam papers.

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses.

### Aims and Objectives of the Course:

The aims are to enable candidates to:

- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business;
- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts;
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities;
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated;
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation;
- develop an awareness of the nature and significance of innovation and change within the context of business activities.

### Assessment

Component		Length and Marks	Details	Percentage of qualification
Written paper	Paper 1	1 hour 30 mn 80 marks	Four questions requiring a mixture of short answers and structured data responses.	50%
Written paper	Paper 2	1 hour 30 mn 80 marks	Four questions based on a case study, provided as an Insert with the paper.	50%

All candidates will study the following **topics**:

Section	Topics
<b>1 Understanding business activity</b>	<ul style="list-style-type: none"><li>• Business activity</li><li>• Classification of businesses</li><li>• Enterprise, business growth and size</li><li>• Types of business organisation</li><li>• Business objectives and stakeholder objectives</li></ul>
<b>2 People in business</b>	<ul style="list-style-type: none"><li>• Motivating workers</li><li>• Organisation and management</li><li>• Recruitment, selection and training of workers</li><li>• Internal and external communication</li></ul>
<b>3 Marketing</b>	<ul style="list-style-type: none"><li>• Marketing, competition and the customer</li><li>• Market research</li><li>• Marketing mix</li><li>• Marketing strategy</li></ul>
<b>4 Operations management</b>	<ul style="list-style-type: none"><li>• Production of goods and services</li><li>• Costs, scale of production and break-even analysis</li><li>• Achieving quality production</li><li>• Location decisions</li></ul>
<b>5 Financial information and decisions</b>	<ul style="list-style-type: none"><li>• Business finance: needs and sources</li><li>• Cash-flow forecasting and working capital</li><li>• Income statements</li><li>• Balance sheets</li><li>• Analysis of accounts</li></ul>
<b>6 External influences on business activity</b>	<ul style="list-style-type: none"><li>• Government economic objectives and policies</li><li>• Environmental and ethical issues</li><li>• Business and the international economy</li></ul>

### Equipment

Students are expected to be responsible for bringing the correct equipment to every Business lesson. The following are essential items:

A black or blue pen, a green pen for peer assessment, a pencil, a ruler, a rubber, a glue stick and highlighters.

### Useful Websites

IGCSE students can visit the following websites to access a variety of games and tasks. This will help learn and revise for their daily lessons and assessments:

<http://www.bbc.co.uk/schools/gcsebitesize/Business/>

<https://quizlet.com/subject/IGCSEBusiness/>

We recommend regular past paper practice to reinforce and enhance revision before exams. The IGCSE centre website has all the past papers and marking schemes:

<http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/>

## T&T (0471)

### Description

Pupils in Years 10 are prepared for the Cambridge IGCSE Travel and Tourism qualification (0413). The course is assessed through an exam which will be taken in November of year 11 and coursework which will be completed during year 10. The course enables pupils to achieve a grade ranging from A\* to G.

Component	Length and Marks	Details	Percentage of qualification
Exam paper	2 hours 100 marks	Short answer question paper	60%
Coursework	60 marks	Coursework investigation (Max 3000 words)	40%

### Aims and Objectives of the Course

The aims of the Cambridge IGCSE Travel and Tourism syllabus is to provide candidates with:

- understanding of the travel and tourism industry
- theoretical knowledge of the industry and related sectors, including knowledge of travel and tourism products and services, the infrastructure on which they depend and the transport system needed to operate them
- practical ability in a range of skills and procedures related to working in the travel and tourism industry, including knowledge of the essential personal and professional skills required by individuals working in the service sector
- critical awareness of the physical, social and economic environments in which travel and tourism takes place, including understanding of the global, regional and local perspectives of travel and tourism.

The syllabus develops a clear understanding of the relationship between the theory and practice of working in travel and tourism. Candidates are encouraged to develop an understanding of tourist industry operations and problems, and competence in identifying procedures and solutions, by using best practice from industry, established business techniques and information systems. Through investigation, candidates apply their knowledge and skills in a detailed study of a particular aspect of the travel and tourism industry.

The course is taught through the following six units of learning:

- Unit 1: The travel and tourism industry
- Unit 2: Features of worldwide destinations
- Unit 3: Customer care and working procedures
- Unit 4: Travel and tourism products and services
- Unit 5: Marketing and promotion
- Unit 6: The marketing and promotion of visitor services

### Useful Websites

[www.cie.org.uk](http://www.cie.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.scribd.com/doc/6002697/unit-1-revision-guide](http://www.scribd.com/doc/6002697/unit-1-revision-guide)

### Recommended Books

**Textbook:** Cambridge IGCSE Travel and Tourism

Author: John D. Smith, Fiona Warburton

## PE (0413)

### Description

Pupils in Years 10 and 11 are prepared for the Cambridge IGCSE Physical Education (0413). There is no written coursework element and candidates are assessed through a written exam paper (40%) and a practical assessment of four sports (60%).

Component 1	Component 2
Paper 1 1 hour 45 minutes	Practical coursework
<b>Section A:</b> Candidates answer short answer questions on each of the three units: Factors affecting performance; Health, safety and training; Reasons and opportunities for participation in physical activity.  <b>Section B:</b> Candidates answer three structured questions, one from each of the three units they have studied.	Candidates choose to undertake four practical activities from at least two of the seven categories listed (50% of total marks). Candidates must show the ability to analyse and improve practical performance in one of their four chosen practical activities (10% of total marks).
40% of total marks	60% of total marks

### Aims and Objectives of the Course

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 knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

#### Component 1

All candidates will study the following theoretical topics:

- 1: Anatomy and physiology
- 2: Health, fitness and training
- 3: Skill acquisition and psychology
- 4: Social, cultural and ethical influences

#### Component 2

Candidates will be assessed on their performance in four physical activities from at least two of the seven categories listed below. Each activity is marked out of 25 marks.

The physical activities are:

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

### **Equipment**

Students are expected to be responsible for bringing their full school P.E kit to every practical lesson and a pen, pencil and ruler to every theory lesson.

### **Useful Websites**

[www.cie.org.uk](http://www.cie.org.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.s-cool.co.uk](http://www.s-cool.co.uk)

[www.mypeexam.org/](http://www.mypeexam.org/)

### **Recommended Books**

**Textbook:** Cambridge IGCSE Physical Education (Collins)

Author: Leon Fraser, With Gareth Norman and Matthew Brown

ISBN: 978-0-00-820216-3

# Assessment & Gradings

Students will be assessed through the year. Within each subject every student will be assessed at least once per term. Students' attainment and progress will be looked at along with their effort levels and this will be reported back to parents after each term.

## Effort Descriptors

Outcome	Description
Gold	Excellent effort/organisation/homework, over what is expected for this year group.
Silver	Satisfactory effort/organisation/homework of what is expected for this year group.
Bronze	Limited or low effort/organisation/homework, still developing in this area.

## Outcome Descriptors in KS4

At IGCSE students receive grades from assessments within school and external exams, the grades range from A\*-G or a grade U. From starting IGCSE, students are expected to make progress of at least a grade between year groups. For instance; a student aiming for a C for their final IGCSE in year 11 would be expect to be working on a D at the end of year 10.

## Mock Examinations

Mock examinations will take place at the start of term two in January. This is a point in the year where the majority of content will have already been covered and therefore gives students, staff and parents a good indicator of how the student will score in the final exams. All exams will be taken under exam conditions and results given with the January report. It is vital that students prepare well for this over the December holidays.

## Final Examinations

- Year 10 students will take English as a Second Language and their French IGCSEs in the May of year 10. Year 11 students will take T&T in November of year 11 and all other subjects will complete exams in the May of year 11.
- Students will be given study leave before their final examinations in May, during this time they are expected to complete independent study at home, they may be asked to attend extra sessions in school or they may prefer to come to school to study, if so they will be able to use quiet spaces provided.
- During the morning of examinations, it is important that students eat a suitable breakfast in order to help them concentrate during the exams, we will hold a breakfast club over the exam period so that any student can attend and have some breakfast.
- Everything that students have done over the course of key stage 4 prepares them for the examination period, they will have sufficient notes, guidance and support from staff but the amount of independent study and positive drive that comes only from the students themselves is the key for success, this must be ongoing throughout the year in order for a student achieve their full potential.

# Reporting and Parents evening

You will be given feedback on your child's progress during the following reporting periods in the secondary section:

October – Interim report years 7-11

January – Full report years 7-11 and parents evening

May – Full report years 7-10 and parents evening

July – Results

## Homework

### The Purpose of Homework

- to help raise achievement
- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- to consolidate and reinforce skills and understanding
- to extend school learning, for example through additional reading
- To enable students to devote time to particular demands such as GCSE coursework or project work.

In the secondary section homework will usually be set once per week in each subject at the teachers' discretion. Students should always be given at least 24 hours to complete homework. The volume of homework will generally increase from Year 7 to Year 11. Typically, we ask that teachers do not set homework in the final half term to allow students to prepare for end of year exams.

**All homework tasks should be completed to the best of a student's ability and handed in at the time specified.**

If homework is not handed in, is late or is sub-standard:

- Staff should use professional judgment to determine the outcome required.
- Generally, for a first offence or explanation note from a parent, a staff member would allow a student 24 hours to produce the work.
- If this happens again, staff can give students a break time detention, under their supervision, to complete the work.
- For ongoing problems staff can elect either to keep the student for a break or afterschool detention under their supervision, giving 24 hours notice if after school, or place them in the weekly after school 1 hour secondary detention with the Head of Section.
- For students with persistent issues of homework, they can be encouraged to attend one of the study support session. This could be compulsory if necessary.