

PROSPECTUS FOR YEARS 10 & 11 2015/2016

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HEADTEACHER'S LETTER

Dear Students and Parents/Guardians,

The first three years in Secondary Education (Years 7, 8 and 9) introduce students to a wide range of subjects within the recommendations of the 2014 National Curriculum for England:

<https://www.gov.uk/government/collections/national-curriculum>

Students in Years 10 and 11 continue to study compulsory subjects but are also able to choose optional subjects in consultation with Teachers and Parents.

Subjects in Years 10 and 11 lead to the International General Certificate of Secondary Education (IGCSE) or the General Certificate of Secondary Education (GCSE) examinations. The Heritage Private School is an Examination Centre for Cambridge International Examinations (<http://www.cie.org.uk/>) and Edexcel International Examinations (<http://www.edexcel.com>). You will notice when reading this prospectus that each subject has a subject code, which refers to the syllabus followed. In addition to the summaries contained in this prospectus, the full syllabus for each subject may be found by visiting the relevant CIE or Edexcel website and locating the subject via its name and/or subject code.



We are very proud that the School is a Cambridge International Fellowship Centre.

Cambridge IGCSE is the world's most popular international qualification for 14 - 16 year olds. It takes a student-centred approach and develops learners who are confident, innovative, responsible, reflective, and engaged with the study material. Cambridge IGCSE develops a solid foundation of knowledge and skills and provides excellent preparation for post-16 education. It is recognised by universities around the world, offering learners a global passport to success.

In addition we are proud that the School is a recipient of the ISA British Council International School Award for outstanding development of the international dimension in the curriculum.



IGCSE/GCSE examinations require hard work throughout the two years of study, especially in order to achieve the top grades A* to C (for CIE and Edexcel IGCSE examinations where the grades awarded range from A* to G) or the top grades 9 to 5 (for Edexcel GCSE examinations where the grades awarded range from 9 to 1). We hope that students will enjoy Years 10 and 11, will be fully involved in the life of the School, and will achieve good results so that they can approach Years 12 and 13 with confidence.

Dr Kypros Kouris, PhD CPhys, FIPEM
Director & Secondary School Headteacher

INTRODUCTION

IGCSE/GCSE examinations assess not only memory and orderly presentation of facts, but also understanding, practical skills, and the ability to apply knowledge. The examinations are designed to demand more of able candidates than of less able candidates, and to award grades accordingly.

In some IGCSE subjects, candidates take examinations at one of two levels: Extended or Core. The Extended level is designed for candidates of higher academic ability who are expected to achieve grades A*, A, B and C, while the less demanding Core level is more appropriate for candidates who are expected to achieve D, E, F and G; the highest grade at Core level is C. Teachers will guide students as to which level they should attempt.

Some IGCSE/GCSE subjects include coursework. This is work completed in school and home, and marked by subject teachers. Marks are then moderated by the Examining Board and count towards the final grade.

During Years 10 and 11 students are beginning to make important decisions about their future, and many will already be considering their aims for higher education and future careers. Whilst it is paramount that students work hard in their IGCSE/GCSE courses in order to fulfil their academic potential, it is essential that they continue to develop other life skills such as motivation, confidence, self-awareness and self-discipline. The extracurricular activities provided by

the School contribute to this personal development. In addition, Community Service and Voluntary Work Placement opportunities are open to Year 11 students in the summer weeks following their IGCSE examinations. These are activities that require a personalised approach and arrangement, as each student has different aptitudes and aspirations, and for this reason Dr Kouris deals directly with these requests on an individual, one-to-one basis. Year 11 students are greatly encouraged to participate in Community Service or a Voluntary Work Placement, and those who are interested should therefore make an appointment to see Dr Kouris at the appropriate time, and he will assist them in identifying suitable placements. Please remember that some Voluntary Work Placements are competitive and may require the student to attend an interview. In all cases, those organisations accepting students for service or placements will have high expectations, and students should therefore approach these arrangements intending to do credit to themselves, to their parents and to the School.

PIRAEUS BANK (CYPRUS) LTD SCHOLARSHIPS

Piraeus Bank (Cyprus) Ltd offers two Heritage Private School Scholarships, the value of which will cover half of the following year's school fees, when the winning students choose to continue their education at The Heritage Private School. The first Scholarship will be awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS Level and A Level examinations taken at The Heritage Private School during Year 11. The Scholarship will cover half of the student's Year 12 Heritage Private School fees. The second Scholarship will be awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS Level and A Level examinations taken at The Heritage Private School during Year 12. The Scholarship will cover half of the student's Year 13 Heritage Private School fees. The School hopes that all of our Year 11 and Year 12 students will make their best endeavours in the examinations and thereby have the opportunity to win one of these impressive Scholarships.

SUBJECTS

The current list of subjects is as follows but the school reserves the right to modify this list.

Compulsory IGCSE/GCSE subjects

English Language
 English Literature
 Mathematics
 At least one Science: Biology, Chemistry, Physics
 Greek: compulsory for those of Greek or Greek Cypriot descent.

Optional IGCSE/GCSE subjects

Art & Design: Fine Art	Global Perspectives
Biology	Greek
Business Studies	History
Chemistry	ICT
Drama	Music
Economics	Physical Education
French	Physics
Geography	Russian

Compulsory non-examination subjects

Years 10 & 11	PE
Year 10	Personal Social and Health Education (PSHE), comprising attitudes, behaviour, relationships, health, social and moral issues
Year 11	PSHE and Careers

Additional examination subjects available as Institute Classes

GCSE Art & Design: Photography	IGCSE Religious Studies
IGCSE French	IGCSE Russian First Language
IGCSE German	Goethe-Zertificat A1 / A2 / B1 German

IGCSE/GCSE SYLLABUSES

Art & Design

GCSE Art & Design: Fine Art 2FA01 Edexcel

AIMS

The GCSE syllabus for Art & Design allows students to specialise in a particular area of interest. These specialisms are called ‘endorsements’ and the School offers the ‘Fine Art’ endorsement, and separately, as an Institute course, the ‘Photography – Lens and Light-based Media’ endorsement. The general assessment criteria and requirements for both endorsements remain the same, and these are therefore described first below, followed by the more specific information related to Fine Art. For specific information related to Photography – Lens and Light-based Media, please refer to the Institute section at the end of this prospectus.

All GCSE Art & Design courses aim to develop:

1. Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
2. Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
3. An understanding of codes and conventions of art, craft and design, and awareness of the contexts in which they operate.
4. Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

Students will use a range of tools and media. They will develop technical and experimental skills with reference to selected artists and practitioners from a variety of backgrounds and nationalities. Research is an important part of this qualification. Much work is developed through a student’s response to the art, craft and design studied and their own evaluations and observations. Students will produce work which is an expression of their own visual language skills and combine these with knowledge acquired through research.

ASSESSMENT

There are two assessment units, and both components are internally assessed (in school) and externally moderated (visit to the School by the Examiner).

PAPER	COMPONENT	WEIGHTING	METHOD OF ASSESSMENT	REQUIREMENTS	
1	<u>Unit 1</u> Coursework	60%	Internally set Internally marked Externally moderated	Must include some written work.	Must show evidence of all assessment objectives.
2	<u>Unit 2</u> Externally Set Assignment 20 hours of preparation & 10 hours exam	40%	Externally set Internally marked Externally moderated Eight weeks preparation time 10 hours timed exam	Must show evidence of all assessment objectives. Must include research and written opinions.	

The 10 hour examinations are completed over a period of several days, supervised by Art Department staff.

In the Fine Art endorsement for GCSE Art & Design, the aim is to produce work from students' personal thoughts, feelings, observations and ideas, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief. Work produced for this qualification will demonstrate the use of formal elements and creative skills, and give form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the language of the subject sensitively and thoughtfully to support their intentions. The disciplines will include painting and drawing, printmaking, sculpture and alternative media. Students will be required to work in two or more of the disciplines.

Biology**IGCSE 0610 CIE****AIMS**

IGCSE Biology places considerable emphasis on understanding and use of scientific ideas and principles in a variety of situations, including those which are well-known to the learner and those which are new to them. It is anticipated that programmes of study based on this syllabus will feature a variety of learning experiences designed to enhance the development of skill and comprehension. This approach will focus teachers and learners on the development of transferable life-long skills relevant to the increasingly technological environment in which people find themselves. It will also prepare candidates for an assessment that will, within familiar and unfamiliar contexts, test expertise, understanding and insight.

The aims are to:

1. Provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level.
2. Enable learners to acquire sufficient knowledge and understanding to:
 - become confident citizens in a technological world and develop an informed interest in scientific matters;
 - be suitably prepared for studies beyond Cambridge IGCSE.
3. Allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method.
4. Develop skills that:
 - are relevant to the study and practice of Biology;
 - are useful in everyday life;
 - encourage a systematic approach to problem-solving;
 - encourage efficient and safe practice;
 - encourage effective communication through the language of science.
5. Develop attitudes relevant to Biology such as:
 - concern for accuracy and precision;
 - objectivity;
 - integrity;
 - enquiry;
 - initiative;
 - inventiveness.
6. Enable learners to appreciate that:
 - science is subject to social, economic, technological, ethical and cultural influences and limitations;
 - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

ASSESSMENT

Students who have studied the Core Curriculum are entered for Papers 1, 3 and 6. Students who have studied the Extended Curriculum are entered for Papers 2, 4 and 6.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1 OR 2	<u>Core Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Core Curriculum.	45 minutes	30%
	<u>Extended Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Extended Curriculum.	45 minutes	30%
3 OR 4	<u>Core Curriculum: Theory Paper</u> The examination consists of short structured questions based on the Core Curriculum.	1 hour 15 minutes	50%
	<u>Extended Curriculum: Theory Paper</u> The examination consists of short structured questions. Questions will be based on the Extended syllabus content (Core and Supplement).	1 hour 15 minutes	50%
6	<u>Alternative to Practical</u> This examination paper tests familiarity with laboratory based procedures.	1 hour	20%

Business Studies

IGCSE 0450 CIE

AIMS

Business Studies gives students proof of their understanding of business concepts and techniques across a range of different types of businesses. Students gain lifelong skills, including:

- understanding different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance;
- an appreciation of the critical role of people in business success;
- confidence to calculate and interpret business data;
- communication skills including the need to support arguments with reasons;
- ability to analyse business situations and reach decisions or judgements.

The syllabus provides both a foundation for further study at A Level and an ideal preparation for the world of work.

The aims are to enable students to:

1. Make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used.
2. Apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts.
3. Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements.

4. Appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise.
5. 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.
6. Develop knowledge and understanding of how the main types of business and commercial institutions are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated.
7. Develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation.
8. Develop an awareness of the nature and significance of innovation and change within the context of business activities.

ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	A paper containing short-answer questions and structured/data response questions. There will be no choice of questions.	1 hour 30 minutes	50%
2	Candidates will be presented with a business situation or problem, and required to answer questions arising from it. There will be no choice of questions.	1 hour 30 minutes	50%

Chemistry

IGCSE 0620 CIE

AIMS

The aims are to:

1. Provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level.
2. Enable learners to acquire sufficient knowledge and understanding to:
 - become confident citizens in a technological world and develop an informed interest in scientific matters;
 - be suitably prepared for studies beyond Cambridge IGCSE.
3. Allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method.
4. Develop skills that:
 - are relevant to the study and practice of Chemistry;
 - are useful in everyday life;
 - encourage a systematic approach to problem-solving;
 - encourage efficient and safe practice;
 - encourage effective communication through the language of science.
5. Develop attitudes relevant to Chemistry such as:
 - concern for accuracy and precision;
 - objectivity;

- integrity;
- enquiry;
- initiative;
- inventiveness.

6. Enable learners to appreciate that:

- science is subject to social, economic, technological, ethical and cultural influences and limitations;
- the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

ASSESSMENT

Students who have studied the Core Curriculum are entered for Papers 1, 3 and 6. Students who have studied the Extended Curriculum are entered for Papers 2, 4 and 6.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	<u>Core Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Core Curriculum.	45 minutes	30%
OR			
2	<u>Extended Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Extended Curriculum.	45 minutes	30%
3	<u>Core Curriculum: Theory Paper</u> The examination consists of short structured questions based on the Core Curriculum.	1 hour 15 minutes	50%
OR			
4	<u>Extended Curriculum: Theory Paper</u> The examination consists of short structured questions. Questions will be based on the Extended syllabus content (Core and Supplement).	1 hour 15 minutes	50%
6	<u>Alternative to Practical</u> This examination paper tests familiarity with laboratory based procedures.	1 hour	20%

Drama

GCSE 2DR01 Edexcel

AIMS

This course aims to give students the opportunities to develop:

1. Creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in drama.
2. Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
3. Understanding of drama forms and awareness of contexts in which they operate.
4. Knowledge and understanding of drama within a social, cultural and historical context.

Students are required to develop knowledge and understanding of:

- The ways in which ideas, feelings and meanings are conveyed through the language of drama.

- A range of drama forms by recognising them in the work of others and by applying them in practical drama activities.
- At least one play by examining the ways in which practitioners use the language of drama to realise a text in performance.
- The ways in which ideas in drama can be recorded and interpreted.

Students are required to develop the following skills:

- acting and/or design skills;
- interpersonal and group working skills;
- creative skills;
- improvisation skills;
- communication skills;
- evaluative skills.

ASSESSMENT

UNIT	TITLE	DESCRIPTION
1	<p><u>Drama Exploration (30%)</u> Teacher-assessed practical work supported by a portfolio of documentary evidence</p>	<p>This unit of coursework is concerned with the use of drama to explore ideas and issues in response to stimulus material selected from different times and/or cultures.</p> <p>Students have the opportunity to use drama forms to deepen their knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama.</p> <p>The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.</p>
2	<p><u>Exploring Play Texts (30%)</u> Teacher-assessed practical work supported by a portfolio of documentary evidence</p>	<p>This unit of coursework is concerned with the exploration of a complete and substantial play chosen by the centre.</p> <p>The purpose of this unit is to give students knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience.</p> <p>The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.</p>
3	<p><u>Drama Performance (40%)</u> Externally assessed practical examination of ONE of the following options: Option A: Devised performance or Option B: Performance support or Option C: Scripted performance</p>	<p>This unit is concerned with the skills required in drama to perform work to an audience. Students have the opportunity to demonstrate their skills as performers or in a theatre craft using any appropriate material as a stimulus for performance. For Option C, the stimulus must be a play script. The assessment activities for this paper are set by the teacher within prescribed guidelines.</p>

AIMS

The Edexcel International GCSE in Economics qualification enables students to:

1. Develop an understanding of economic concepts and apply these concepts to real-life situations.
2. Interpret and evaluate economic data in order to make reasoned arguments and informed judgements.
3. Develop an awareness of economic change and its impact on developing and developed economies.
4. Understand economic issues, problems and possible solutions that affect mixed economies.
5. Participate effectively in society as citizens, producers and consumers.

This qualification supports progression to the Edexcel GCE AS/Advanced Level in Economics.

ASSESSMENT

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Economics	2 hours 30 minutes	100%

English First Language (for EU Students)**IGCSE 0500 CIE****AIMS**

The aims are to:

1. Enable students to understand and respond to what they hear, read and experience.
2. Enable students to communicate accurately, appropriately, confidently and effectively.
3. Encourage students to enjoy and appreciate a variety of language.
4. Complement students' 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.
5. Promote students' personal development and an understanding of themselves and others.

ASSESSMENT

Candidates will take:

PAPER 1	LENGTH OF EXAM	WEIGHTING
Reading Passage (Core)	1 hour 45 minutes	50%

OR

PAPER 2	LENGTH OF EXAM	WEIGHTING
Reading Passages (Extended)	2 hours	50%

AND

PAPER 3	LENGTH OF EXAM	WEIGHTING
Directed Writing and Composition (All)	2 hours	50%

AIMS

The aims are to:

1. Enable students to understand and respond to what they hear, read and experience.
2. Enable students to communicate accurately, appropriately, confidently and effectively.
3. Encourage students to enjoy and appreciate a variety of language.
4. Complement students' 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.
5. Promote students' personal development and an understanding of themselves and others.

ASSESSMENT

Candidates will take:

PAPER 1	LENGTH OF EXAM	WEIGHTING
Reading Passage (Core)	1 hour 45 minutes	40%

OR

PAPER 2	LENGTH OF EXAM	WEIGHTING
Reading Passages (Extended)	2 hours	40%

AND

PAPER 3	LENGTH OF EXAM	WEIGHTING
Directed Writing and Composition (All)	2 hours	40%

AND

COMPONENT 5	LENGTH OF EXAM	WEIGHTING
Speaking and Listening Test (All)	10-12 minutes	20%

English Second Language**AIMS**

The syllabus assesses students' ability to use English as a medium of practical communication, and is aimed at students for whom English is not a first language/mother tongue but for whom it is a language of study.

The aims are to:

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

ASSESSMENT

Candidates will take:

COMPONENT 1	LENGTH OF EXAM	WEIGHTING
Reading and Writing (Core)	1 hour 30 minutes	70%

OR

COMPONENT 2	LENGTH OF EXAM	WEIGHTING
Reading and Writing (Extended)	2 hours	70%

AND EITHER

COMPONENT 3	LENGTH OF EXAM	WEIGHTING
Listening (Core)	Approximately 30 - 40 minutes	15%

OR

COMPONENT 4	LENGTH OF EXAM	WEIGHTING
Listening (Extended)	Approximately 45 minutes	15%

AND

COMPONENT 5	LENGTH OF EXAM	WEIGHTING
Speaking	Approximately 10 - 15 minutes	15%

English Literature

IGCSE 0486 CIE

AIMS

The aims are to encourage and develop students' ability to:

1. Enjoy the experience of reading literature.
2. Understand and respond to literary texts in different forms and from different periods and cultures.
3. Communicate an informed personal response, appropriately and effectively.
4. Appreciate different ways in which writers achieve their effects.
5. Experience literature's contribution to aesthetic, imaginative and intellectual growth.
6. Explore the contribution of literature to an understanding of areas of human concern.

ASSESSMENT

All candidates will take the following examinations:

COMPONENT	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Poetry and Prose	1 hour 30 minutes	50%
3	Drama (Open Text)	45 minutes	25%

COMPONENT	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
4	Unseen	1 hour 15 minutes	25%

French

IGCSE 0520 CIE

AIMS

The aims are to:

1. Develop the ability to use the language effectively for purposes of practical communication in the country of residence, where appropriate, and in all the countries where the language is spoken.
2. Form a sound base of the skills, language and attitudes required for further study, work and leisure.
3. Offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate.
4. Encourage fuller integration into the local community, where relevant.
5. Develop a fuller awareness of the nature of language and language learning.
6. Encourage positive attitudes toward language learning and towards speakers of other languages, and a sympathetic approach to other cultures and civilisations.
7. Provide enjoyment and intellectual stimulation.
8. Complement other areas of study by encouraging skills of a more general application (i.e. analysis, memorising, drawing of inferences).

By the end of the course, students should be able to do the following:

- visit a French speaking country and cope with everyday situations;
- talk or write about themselves, their family, their school life, their interests and their hobbies, and also ask French people about these things;
- find out information from brochures, instructions, posters printed in French;
- understand most of what French people say when they are actually speaking to them, understand conversations between members of a French family, travel information, simple weather or news on the radio and television;
- be familiar with grammar and structure of the French Language and use this knowledge to express themselves better in French and to understand more fully the French that they hear or read.

ASSESSMENT

All Extended curriculum candidates will be graded twice: once on their performance on the Core curriculum papers and once on their performance on the Extended curriculum papers. Candidates are awarded the higher of the two grades they achieve.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Listening	45 minutes	33% (Core) / 25% (Extended)
2	Reading and directed writing	1 hour 30 minutes	33% (Core) / 25% (Extended)
3	Speaking	15 minutes	33% (Core) / 25% (Extended)
4	Continuous writing	1 hour 15 minutes	25% (Extended)

AIMS

Students of CIE AS and A Level Geography gain lifelong skills, including:

1. An understanding of the impacts which both physical and human geography can have and the processes which affect their development.
2. A sense of place and an understanding of relative location on a local, regional and global scale.
3. The ability to use and understand geographical data and information.
4. An understanding of how communities and cultures around the world and how they are affected and constrained by different environments.

ASSESSMENT

EXAMINATION PAPER	WEIGHTING
1	45%
2	27.5%
4	27.5%

Global Perspectives**IGCSE 0457 CIE****AIMS**

Global Perspectives provides opportunities for enquiry into, and reflection on, key issues from a personal, local/national and global viewpoint. Students will explore stimulating topics that have global significance. They will assess information critically, and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning, and developing an independence of thought. The syllabus emphasises the development and application of skills rather than the acquisition of knowledge. Students will learn valuable transferable skills that will be useful for further study, and that will also help them to develop as active citizens of their communities. The course is not about getting everyone to think identically; rather it is a matter of opening minds to the great complexity of the world and of human thought, and becoming aware of the diversity of human experience and feeling.

Global Perspectives aims to develop learners who:

1. Are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world.
2. Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions.
3. Enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries.
4. Can communicate sensitively with people from a variety of backgrounds.
5. Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator.
6. Consider important issues from personal, local/national and global perspectives and who understand the links between them.
7. Critically assess the information available to them and make judgements.
8. Can support judgements with lines of reasoning.

9. Have a sense of their own active place in the world.
10. Can empathise with the needs and rights of others.

ASSESSMENT

Assessment will be in three parts: Component 1 (Individual Research Portfolio), Component 2 (Group Project) and Component 3 (Written Paper), carrying respectively 40%, 30% and 30% of the marks.

COMPONENT	LENGTH OF EXAM	WEIGHTING	NATURE OF ASSESSMENT
Component 1 Portfolio	n/a	40%	Individual
Component 2 Group Project	n/a	30%	Individual 67% Group 33%
Component 3 Written Paper	1 hour 15 minutes	30%	Individual

Each component has a different focus in terms of assessment, as follows:

Portfolio	Candidates carry out research based on two topic areas and submit an Individual Research report on each topic. The focus is on research, developing lines of reasoning, consideration of a wide range of perspectives and reflecting on own circumstances.
Project	Candidates collaborate to produce a plan and carry out a group project based on research into a different topic area. Candidates evaluate the plan, process and outcome of the group project as well as their individual contributions. The focus is on analysis of issues, group work and collaboration.
Written Paper	The Written Paper consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives. The focus is on enquiry, reasoning and evaluation.

Greek

GCSE 2GK01 Edexcel

AIMS

The GCSE in Greek is suitable for those who are studying Greek as a Second Language. The aims are to provide a framework for the development of different skills, knowledge and understanding in Greek. The syllabus is designed to enable students to:

1. Develop understanding of the spoken and written forms of the modern foreign language in a range of contexts.
2. Develop the ability to communicate effectively in the modern foreign language, through both the spoken and written work, using a range of vocabulary and structures.
3. Develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it.
4. Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
5. Develop knowledge and understanding of countries and communities where the modern foreign language is spoken.
6. Develop positive attitudes to modern foreign language learning.

7. Provide a suitable foundation for further study and/or practical use of the modern foreign language.

By the end of the course students will be familiar with the grammar and structure of the Greek language and use this knowledge to communicate in Greek, write about themselves and their interests, and find out information from brochures and posters that would help them to cope with everyday situations.

ASSESSMENT

Assessment is by final examinations as follows:

PAPER	ASSESSMENT OBJECTIVE	LENGTH OF EXAM	WEIGHTING
1	Listening	45 minutes + 5 minutes reading time	25%
2	Speaking	8 – 10 minutes	25%
3	Reading	55 minutes	25%
4	Writing	1 hour	25%

Modern Greek

IGCSE 4MG0 Edexcel

AIMS

The IGCSE in Modern Greek is suitable for those who are First Language Greek speakers. The aim of the IGCSE specification for Modern Greek is to provide a framework for the development of written and transmission (transfer of meaning and translation) skills combined with the practical application of grammar.

The Edexcel IGCSE in Modern Greek enables students to:

1. Understand the written forms of Modern Greek within defined contexts.
2. Communicate effectively in Modern Greek, through writing skills, using a range of vocabulary and structures.
3. Develop knowledge and understanding of the grammar of Modern Greek and its practical application.
4. Develop transmission skills from English into Modern Greek and from Modern Greek into English.
5. Develop positive attitudes to language learning.
6. Build a suitable foundation for further study of Modern Greek.

ASSESSMENT

This Edexcel IGCSE in Modern Greek comprises one externally assessed paper, as follows:

PAPER	ASSESSMENT	LENGTH OF EXAM	WEIGHTING
1	Question 1 (20 marks): translation from English to Greek	3 hours	20%
	Question 2 (40 marks): translation from Greek into English		40%
	Question 3 (40 marks): writing in Greek (students have to write an essay on one of five subjects given)		40%

AIMS

The aims are to:

1. Stimulate interest in and enthusiasm about the past.
2. Promote the acquisition of knowledge and understanding of human activity in the past.
3. Ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence.
4. Promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.
5. Provide a sound basis for further study and the pursuit of personal interest.
6. Encourage international understanding.
7. Encourage the development of linguistic and communication skills.

Students will be expected to:

1. Recall, select, organise and deploy knowledge of the syllabus content.
2. Demonstrate an understanding of:
 - change and continuity, cause and consequence, similarity and difference;
 - the motives, emotions, intentions and beliefs of people in the past.
3. Comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

Students study international relations since 1919, from the Treaty of Versailles at the end of World War One to the collapse of Soviet Control over Eastern Europe around 70 years later. Students also study one country in depth: Germany 1919 - 1945.

ASSESSMENT

PAPER	MARKS	WEIGHTING
1	60	40%
2	50	33%
3 OR 4	40	27%

Information and Communication Technology (ICT)**AIMS**

The aims are to:

1. Help students to develop and consolidate their knowledge, skills and understanding in ICT and be aware of new emerging technologies.
2. Encourage students to develop further as autonomous users of ICT.
3. Encourage students to continue to develop their ICT skills in order to enhance their work in a variety of subject areas.

4. Provide opportunities for students to analyse, design, implement, test and evaluate ICT systems.
5. Encourage students to consider the impact of new technologies on methods of working in the outside world and on social, economic, ethical and moral issues.
6. Help students to improve their skills and increase their awareness of the ways in which ICT is used in practical and work-related situations.

ASSESSMENT

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	A written paper testing sections 1 - 21 of the curriculum content. All questions compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses.	2 hours	100	40%
2	A practical test assessing knowledge, skills and understanding of sections 17 - 19 of the curriculum content. All tasks are compulsory.	2 hours 30 minutes	80	30%
3	A practical test assessing knowledge, skills and understanding of sections 20 - 21 of the curriculum content. All tasks are compulsory.	2 hours 30 minutes	80	30%

Mathematics

IGCSE 0580 CIE

AIMS

The aims are to enable students to:

1. Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment.
2. Read mathematics, and write and talk about the subject in a variety of ways.
3. Develop a feel for number, carry out calculations and understand the significance of the results obtained.
4. Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them.
5. Solve problems, present the solutions clearly, check and interpret the results.
6. Develop an understanding of mathematical principles.
7. 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.
8. Use mathematics as a means of communication with emphasis on the use of clear expression.
9. Develop an ability to apply mathematics in other subjects, particularly science and technology.
10. Develop the abilities to reason logically, to classify, to generalise and to prove.
11. Appreciate patterns and relationships in mathematics.
12. Produce and appreciate imaginative and creative work arising from mathematical ideas.
13. 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.

14. Appreciate the interdependence of different branches of mathematics.

15. Acquire a foundation appropriate to their further study of mathematics and of other disciplines.

ASSESSMENT

Candidates will take:

PAPER 1	LENGTH OF EXAM	WEIGHTING
Short-answer questions (Core)	1 hour	35%

OR

PAPER 2	LENGTH OF EXAM	WEIGHTING
Short-answer questions (Extended)	1 hour 30 minutes	35%

AND EITHER

PAPER 3	LENGTH OF EXAM	WEIGHTING
Structured questions (Core)	2 hours	65%

OR

PAPER 4	LENGTH OF EXAM	WEIGHTING
Structured questions (Extended)	2 hours 30 minutes	65%

Music

GCSE 1426 Edexcel

AIMS

This course is designed to allow the study of music through the integration of performing, composing, listening and appraising, with opportunities to use music technology. It recognises that we live in an age of cultural diversity and the Areas of Study cover a wide range of music: classical music, world music, and popular music. This flexibly-structured course allows students to capitalise on their different interests. It caters for a wide spectrum of musical abilities and requirements. It gives students the opportunity to make music, both individually and in groups, to develop a life-long interest in music and to progress to further study.

Key features

1. Integrates performing, composing, listening and appraising.
2. Is flexible and encourages a diversity of approaches to the teaching of music.
3. Offers a broad range of Areas of Study. The Areas of Study include set works that will remain in place throughout the life of the specification and enables students to understand and appreciate a range of different kinds of music from Wolfgang Amadeus Mozart to Jeff Buckley, from Leonard Bernstein to Anushka Shankar.
4. Encourages a range of solo and ensemble work and encourages students to evaluate their own and others' music.
5. Encourages students to become effective and independent learners and critical and reflective thinkers. Furthermore, it develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

6. Encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
7. Encourages the use of music technology in performance and as a compositional tool.
8. Is a good preparation for further musical study and a solid foundation for AS/A Level as well as a valuable GCSE asset when applying for Higher Education.
9. All students regardless of their previous instrumental and music theoretical experience are welcome as 70% of the course is completely new material for all students. Students who wish to start their instrumental and music theory at this stage have the opportunity to use a school instrument including violin, cello, saxophone, clarinet, flute and trumpet for private lessons and for the performance components of the course.

ASSESSMENT

EXAMINATION PAPER	REQUIREMENTS	MODE OF ASSESSMENT	WEIGHTING
<u>Paper 1: Performing</u> Solo performing Ensemble performing	Candidates will perform one solo piece. Candidates will perform/direct one ensemble piece.	15% internally assessed and externally moderated	30%
<u>Paper 2: Composing</u> Composition	Two compositions or Two arrangements or One composition and one arrangement	Internally assessed	30%
<u>Paper 3: Listening and Appraising</u> Listening and appraising: 1 hour 30 minutes. Knowledge and study of set works in the Areas of Study. Candidates to answer questions on all four Areas of Study.		Written paper externally assessed	40%

Physical Education

IGCSE 0413 CIE

AIMS

Candidates should be encouraged to improve:

1. Their ability to plan, perform, analyse and improve, and evaluate physical activities.
2. Their knowledge, skills and understanding of a range of relevant physical activities.

ASSESSMENT

The scheme of assessment consists of one question paper and coursework.

Question paper

The question paper assesses candidates' knowledge and understanding in relation to the content.

Candidates are also required to demonstrate skills of description, interpretation and evaluation.

The question paper has a weighting of 40% and is divided into two sections which last for 1 hour 45 minutes.

Section A comprises short answer questions on:

- Unit 1 Factors Affecting Performance
- Unit 2 Health, Safety and Training
- Unit 3 Reasons and Opportunities for Participation in Physical Activity

Section B comprises three structured questions and differentiated questions, one on each unit.

- Unit 1 Factors Affecting Performance
- Unit 2 Health, Safety and Training
- Unit 3 Reasons and Opportunities for Participation in Physical Activity

Coursework

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities, worth 50% of the syllabus total.

The four practical activities must be chosen from a minimum of two of the seven categories outlined.

1. Games: Association Football, Badminton, Basketball, Cricket, Goalball, Golf, Hockey, Netball, Rounders, Rugby Union, Softball, Squash, Table Tennis, Tennis, Volleyball.
2. Gymnastic Activities: Artistic Gymnastics (floor and vaulting), Trampolining, Figure Skating (individual) Rhythmic Gymnastics.
3. Dance: Various Styles.
4. Athletic Activities: Track and Field Athletics, Weight Training for fitness, Cross Country Running, Cycling.
5. Outdoor and Adventurous Activities: Canoeing, Hill Walking and Campcraft or Hostelling, Horse Riding, Orienteering, Sailing, Skiing, Wind Surfing, Rock Climbing.
6. Swimming (including Life Saving), Personal Survival.
7. Combat Activities: Karate and Judo.

In addition candidates are assessed on their ability to analyse and improve their own or another's performance in one of their chosen practical activities, worth 10%.

COMPONENT	LENGTH OF EXAM	WEIGHTING
Question paper	1 hour 45 minutes	40%
Coursework	N/A	50%
Analysis of performance	N/A	10%

Physics

IGCSE 0625 CIE

AIMS

The aims are to:

1. Provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level.
2. Enable learners to acquire sufficient knowledge and understanding to:
 - become confident citizens in a technological world and develop an informed interest in scientific matters;

- be suitably prepared for studies beyond Cambridge IGCSE.
3. Allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method.
 4. Develop skills that:
 - are relevant to the study and practice of Physics;
 - are useful in everyday life;
 - encourage a systematic approach to problem-solving;
 - encourage efficient and safe practice;
 - encourage effective communication through the language of science.
 5. Develop attitudes relevant to Physics such as:
 - concern for accuracy and precision;
 - objectivity;
 - integrity;
 - enquiry;
 - initiative;
 - inventiveness.
 6. Enable learners to appreciate that:
 - science is subject to social, economic, technological, ethical and cultural influences and limitations;
 - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

ASSESSMENT

Students who have studied the Core Curriculum are entered for Papers 1, 3 and 6. Students who have studied the Extended Curriculum are entered for Papers 2, 4 and 6:

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	<u>Core Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Core Curriculum.	45 minutes	30%
OR			
2	<u>Extended Curriculum: Multiple Choice Paper</u> The examination consists of 40 objective questions based on the Extended Curriculum.	45 minutes	30%
3	<u>Core Curriculum: Theory Paper</u> The examination consists of short structured questions based on the Core Curriculum.	1 hour 15 minutes	50%
OR			
4	<u>Extended Curriculum: Theory Paper</u> The examination consists of short structured questions. Questions will be based on the Extended syllabus content (Core and Supplement).	1 hour 15 minutes	50%
6	<u>Alternative to Practical</u> This examination paper tests familiarity with laboratory based procedures.	1 hour	20%

AIMS

This course is Russian as a First Language. Its aims are to:

1. Enable students to communicate accurately, appropriately and effectively in writing.
2. Enable students to understand and respond appropriately to what they read.
3. Encourage students to enjoy and appreciate the variety of language.
4. Complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
5. Promote the students' personal development and an understanding of themselves and others.

ASSESSMENT

Candidates will take:

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Component 1: Reading	2 hours	50%
Component 2: Writing	2 hours	50%

The question papers will be set entirely in Russian. Dictionaries may not be used in the examination.

Component 1: Reading (2 hours)

Questions will relate to two passages of approximately 600 – 700 words each, linked by a common theme. These passages will be printed on the question paper.

Question 1 (25 marks) will be divided into a series of sub-questions requiring answers of different lengths. These will be based on Passage 1. Questions will test Reading Objectives 1 – 4 (20 marks). In addition, 5 marks will be available for the accuracy of the language in which answers are expressed.

Question 2 (25 marks) which may be sub-divided, will require candidates to write a summary of approximately 200 – 250 words based on Passage 1 and Passage 2. Up to 15 marks will be available for Reading Objectives 1 – 3 and 10 marks for Writing (5 marks for Style and Organisation and 5 marks for Accuracy of Language).

Component 2: Writing (2 hours)

Candidates will be required to write two compositions, one from each of the following two sections:

Section 1 – Discussion and Argument. Four argumentative/discursive titles will be set, from which candidates will choose one.

Section 2 – Description and Narration. Four titles will be set (two descriptive and two narrative), from which candidates will choose one. Candidates will be required to write between 350 and 500 words for each of their answers. 25 marks will be available for each composition for Writing Objectives 1 - 5).

Russian Second Language**GCSE 2RU01 Edexcel****AIMS**

The Edexcel GCSE in Russian as a Second Language consists of four units based on the following skills: speaking, listening, reading and writing.

The aims of this course are to provide a framework for the development of different skills, knowledge and understanding in Russian as a Second Language. It is designed to enable students to:

1. Develop understanding of the spoken and written forms of Russian in a range of contexts.
2. Develop the ability to communicate effectively in Russian as a language, through both spoken and written word, using a range of vocabulary and structures.
3. Develop knowledge and understanding of the grammar of the Russian language, and the ability to apply it.
4. Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
5. Develop knowledge and understanding of countries and communities where Russian is spoken.
6. Develop positive attitudes to modern language learning.
7. Provide a suitable foundation for further study and/or practical use of the Russian language.

The Edexcel GCSE (Short Course) in Russian: Spoken Language is formed of two of these units (Speaking and Listening) and the Edexcel GCSE (Short Course) in Russian: Written Language is formed of the other two units (Reading and Writing). It is possible to amalgamate the results from the two Short courses to form a GCSE qualification.

ASSESSMENT

The following grid shows the relationship between assessment objectives and examination components.

EXAMINATION PAPER/ASSESSMENT OBJECTIVE	LENGTH OF EXAM	WEIGHTING
<p style="text-align: center;"><u>Listening and Understanding in Russian</u> <u>Unit Code:5RU01</u></p> <p>This unit is externally set and assessed and can be entered in June only. The examination consists of a number of passages or interactions in Russian with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades A*-G. Content relates to prescribed common topic areas. Total number of marks is 50.</p>	45 minutes (+ 5 minutes reading time)	23%
<p style="text-align: center;"><u>Speaking in Russian</u> <u>Unit code: 5RU02</u></p> <p>Students must undertake two separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types: picture-based discussion (or presentation) with follow-up question, general conversation linked to a theme. Total number of marks is 50.</p>	8 – 10 minutes in total (equally divided across both tasks)	27%
<p style="text-align: center;"><u>Reading and Understanding in Russian</u> <u>Unit code: 5RU03</u></p> <p>Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal. Total number of marks is 50.</p>	55 minutes	23%

EXAMINATION PAPER/ASSESSMENT OBJECTIVE	LENGTH OF EXAM	WEIGHTING
<p style="text-align: center;"><u>Writing in Russian</u> <u>Unit code: 5RU04</u></p> <p>This paper will reward students for communication and content as well as for knowledge and application of grammar and structures. The writing unit is externally assessed through an examination paper consisting of two tasks. These have been designed to accommodate a wide range of student profiles and rewards work from A*-G. The number of marks is 50.</p>	1 hour	27%

ADDITIONAL EXAMINATION SUBJECTS AVAILABLE AS INSTITUTE CLASSES

The following Institute examination courses are available at an additional fee:

Institute Examination Course: GCSE Art & Design: Photography – Lens and Light-based Media **GCSE 2PY01 Edexcel**

The GCSE in Art & Design: Photography – Lens and Light-based Media is an Institute Course, offered after school hours. In this course, the aim is for personal enquiry and expression involving the selection and manipulation of images, where students will learn creative approaches that go beyond simple observation and recording. Photography lens and light-based media includes works in film, video, digital imaging and light-sensitive materials. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, light projections within theatrical or architectural spaces. The disciplines will include film-based photography, digital photography, moving image and photography genres. Students will be required to work in two or more of the disciplines. For full details and assessment criteria for this course, please refer to the main GCSE Art & Design section of this prospectus.

Institute Examination Course: IGCSE French **IGCSE 0520 CIE**

The IGCSE in French is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours. For full details and assessment criteria for this course, please refer to the main IGCSE French section of this prospectus.

Institute Examination Course: IGCSE German **IGCSE 4GN0 Edexcel**

AIMS

This qualification enables students to:

1. Develop understanding and use of written and spoken forms of German, in a range of familiar and practical contexts, and for a variety of purposes.
2. Develop the ability to communicate effectively in German through the written word and through speaking, using a range of vocabulary and structures.
3. Develop a knowledge and understanding of German grammar and its practical application.
4. Develop a knowledge and understanding of countries and communities where German is spoken.
5. Develop positive attitudes towards modern foreign language learning.
6. Acquire a suitable foundation for further study of German or another language.

ASSESSMENT

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	Listening	40-minute examination plus five minutes' reading time	50	25%
2	Reading and Writing	1 hour 30 minutes	60	50%
3	Speaking	10 minutes	40	25%

Institute Examination Course: Goethe-Zertifikat A1 / A2 / B1 German

Goethe-Zertifikat Level A1 in German

AIMS

The Goethe-Zertifikat Level A1 tests in German require very basic language skills. The examination corresponds to Level One (A1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages. For full details of the levels please see <http://www.goethe.de/z/50/commeuro/303.htm>.

The aims of the Goethe-Zertifikat Level A1 in German are to:

1. Understand what you hear in everyday situations, such as simple questions, instructions and messages, as well as public announcements, brief conversations and answerphone messages.
2. Obtain relevant information from short written messages, public notices and classified advertisements.
3. State and understand figures, quantities, times and prices.
4. Complete personal details and basic information on forms.
5. Write brief personal messages.
6. Introduce yourself in a conversation and answer simple personal questions.
7. Formulate and respond to common everyday queries and requests.

ASSESSMENT

Candidates are tested in two modules: The first module comprises Listening, Reading and Writing, and the second module is the Speaking test.

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Listening, Reading and Writing	60 minutes	75%
Speaking	15 minutes	25%

The Listening, Reading and Writing paper is taken first, followed by the Speaking module, which is taken in a small group of up to 6 candidates.

Goethe-Zertifikat Level A2 in German

The Goethe-Zertifikat Level A2 tests in German require elementary language skills. The examination corresponds to Level Two (A2) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages. For full details of the levels please see <http://www.goethe.de/z/50/commeuro/303.htm>.

AIMS

The aims of the Goethe-Zertifikat Level A2 in German are to:

1. Understand the main content of everyday conversations as well as brief radio announcements or telephone messages.
2. Obtain the most important information from short newspaper articles, everyday advertisements and public notice boards.
3. Complete ordinary forms in shops or at banks or government offices.
4. Write messages about your immediate situation.
5. Introduce yourself and exchange personal details in a conversation.
6. Ask and answer questions in conversations about everyday topics.
7. Make an agreement/arrangement in everyday conversation.

ASSESSMENT

Candidates are tested in two modules: The first module comprises Listening, Reading and Writing, and the second module is the Speaking test.

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Listening, Reading and Writing	75 minutes	75%
Speaking	15 minutes	25%

The Listening, Reading and Writing paper is taken first, followed by the Speaking module, which is taken in a small group of up to 6 candidates.

Goethe-Zertifikat Level B1 in German

The Goethe-Zertifikat Level B1 tests in German confirm that the student has an independent grasp of the German language. The examination corresponds to Level Three (B1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages. For full details of the levels please see <http://www.goethe.de/z/50/commeuro/303.htm>.

AIMS

The aims of the Goethe-Zertifikat Level B1 in German are to:

1. Understand key points of information about work, school and leisure time, when standard language is being used.
2. Handle most situations that one would encounter when travelling in German-speaking countries.
3. Express oneself simply and coherently on familiar topics and areas of personal interest.
4. Talk about experiences and events, describe dreams, hopes and goals, and provide brief explanations and statements of purpose.

ASSESSMENT

Candidates are tested in four modules: Listening, Reading, Writing and Speaking.

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Listening	40 minutes	12%
Reading	65 minutes	12%
Writing	60 minutes	38%
Speaking	15 minutes	38%

The Listening, Reading and Writing papers are taken first, followed by the Speaking module, which is taken in a group of up to 2 candidates. All examinations are taken in a single day.

In order to be awarded the B1 Level, a minimum passing mark of 60% on each module needs to be achieved.

Institute Examination Course: IGCSE Religious Studies

IGCSE 0490 CIE

AIMS

This course aims to promote an enquiring, critical and sympathetic approach to the study of religion. Learners will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour. They will study two world religions from the options of Christianity, Islam and Judaism, with each religion being explored through the topics of worship; beliefs and sacred writings; festivals, fasts, pilgrimage/historic places; religion and the family and rites of passage; and religion and social action.

The aims are to:

1. Promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
2. Introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
3. Help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions.
4. Encourage candidates to reflect on religious responses to moral issues.
5. Enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

ASSESSMENT

The three assessment objectives in Religious Studies are 'Knowledge' (ability to describe the religious practices, experiences and beliefs of others, and being able to select and use relevant knowledge of the religions studied); 'Understanding and Interpretation' (showing understanding of religious beliefs and practices by explaining their significance for believers, and demonstrating awareness and understanding of religious responses to contemporary issues, both personal and social); and 'Evaluation' (ability to evaluate different views on issues arising from religious belief and practice, by using evidence and argument). All questions are equally weighted and each covers all of these assessment objectives.

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	A written paper where candidates must answer one structured question plus one question based on stimulus material, for each of the two religions studied.	1 hour 45 minutes	80	50%
2	A written paper where candidates must answer two structured questions for each of the two religions studied.	1 hour 45 minutes	80	50%

The IGCSE in Russian First Language is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours. For full details and assessment criteria for this course, please refer to the main IGCSE Russian First Language section of this prospectus.

CONTACT DETAILS FOR FURTHER INFORMATION ON SUBJECTS

Having read this Options Prospectus, if you have any further questions on the teaching or assessing of any of the subjects, then please do not hesitate to contact the relevant member of staff as follows:

Subject	Contact	Email Address
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Business Studies	Ms Anna Christodoulou	anna.christodoulou@heritageschool.ac.cy
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