

# Curriculum Overview

## 2020-2021

Taipei European School  
British Secondary & High School Section











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# TES High School Section

Students in the TES High School Section are offered an educational environment that allows them to develop their full potential leading to graduation and beyond. The two-year IGCSE programme, which commences in H1 and goes through to the end of H2 (the first two years of high school) is the beginning of a four-year journey that will give students access to enriching learning opportunities and prepare them for entry to some of the world's best universities and courses. The different IGCSE subjects provide not only internationally-recognised qualifications, but they are also great preparation for the IB Diploma Programme.

## IGCSE (International General Certificate of Secondary Education)

Students studying for the IGCSE examinations complete the courses in two years. Some subjects are prescribed, whereas others are chosen. The breadth of study is a key element which helps the students to make more informed choices about their IB subject options.

At the end of H2, the students sit examinations set by Cambridge Assessment, part of the University of Cambridge. Cambridge IGCSEs are the world's most popular international qualifications for 14 to 16 year olds. The examinations are taken in over 145 countries and in more than 6,000 schools around the world. These international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and future careers. The different subject courses prepare students for life, helping them to develop informed curiosity and a lasting passion for learning.

## Option Choices

As students progress into IGCSE, it is important that they receive support to ensure they are making informed decisions. The 'Destination IG' programme is designed to educate students on the requirements of the IGCSE programme and to give them as much information as possible about their future pathways. Support is offered by the Year Deans, Heads of Department, and the University and Careers Counsellors to ensure that students are as informed as possible in their decisions.

## Subjects and Subject Groupings

The choice of IGCSE subjects is grouped with a view to progression onto the IB Diploma. All students in Years H1 and H2 study the following subjects: English (first or second language), Mathematics, Science (Double or Triple Award), Core Curriculum Physical Education (PE) and Personal, Social, Health, and Citizenship Education (PSHCE).

In addition, students also select four subjects from the following electives: Chinese (1st, 2nd, or Foreign Language), French (Foreign Language), German (Foreign Language), Spanish (Foreign Language), EAL, Geography, Economics, History, Business Studies, Music, ICT, Computer Science, Drama, Art, Physical Education.

## Reporting

Feedback on progress to both students and parents is achieved in a range of ways. Parents receive written summative reports on their child's academic and personal progress throughout the year. Throughout the year, students receive Progress Reports which indicate the current grade (A\*-E) for each student and Attitude Towards Learning (ATL) indicators. These ATL indicators are Engagement in Lessons, Contribution to Group Work, Responsibility for Meeting Deadlines, and Willingness to Speak in Lessons. Each of these ATLs is graded as either 'Excellent', 'Good', 'Fair' or 'Needs Improvement'. Learning conversations between each student and a staff mentor then make formative use of these reports and lead to target setting and action planning driven by the student. Staff enjoy the opportunity to coach students to reflect upon their own learning and together arrive at a plan for progress.

At the end of the H1 academic year, students receive a Full Report which includes current grade (A\*-E) for each student, Attitude Towards Learning (ATL) indicators, and teacher comments.





### The Importance of Reading

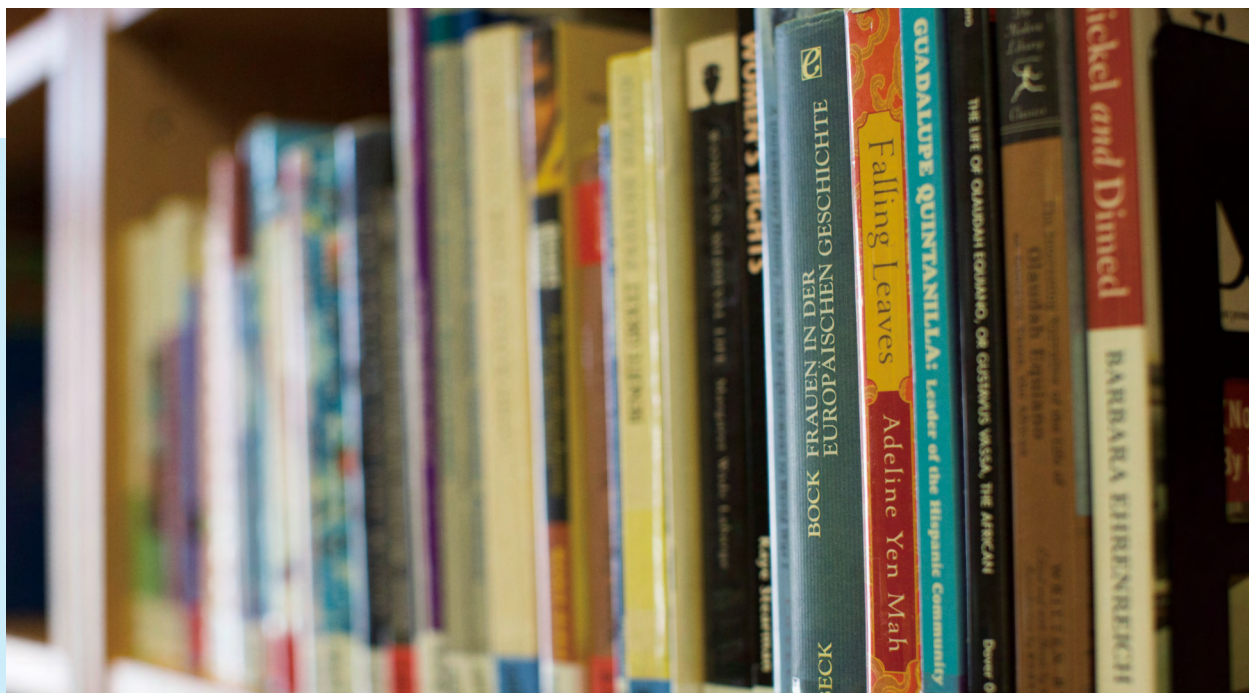
In the British Secondary and High School Section, we are committed to developing a consistent approach to reading and developing reading skills. Reading often and widely in English is essential for students to develop the high levels of academic proficiency that are required to achieve success in the IGCSE and IB examinations. It is the best way to develop language knowledge and vocabulary.

For four days in each week, there is fifteen minutes dedicated reading time built in to the timetable – ‘drop everything and read’. Students are allowed to choose literature to read. They are encouraged to make use of the school library services to ensure that their choice of reading is at the right level and suitably challenging.

There are many benefits of free, voluntary reading. Research shows that there is a positive relationship between reading frequency, reading enjoyment and academic achievement. Teachers will also provide students with regular opportunities to read a variety of different text-types relating to the subjects they are studying. Our aim is to provide wide-spectrum exposure to academic English.

### Service Projects

Throughout high school, students will be involved in various service projects, both on campus and in the local community. The service projects are just one way in which we embed our values of Responsibility and Respect.







## Wellbeing

The wellbeing of our students is something that the British Secondary and High School Section takes very seriously. In H1 and H2 (the IGCSE years), the Core curriculum, as well as many special events throughout the school year, often have a wellbeing focus. Students are taught the 'Five Ways to Wellbeing' (Connect, Be Active, Take Notice, Keep Learning, and Give) alongside the School Values of Respect, Perseverance, Creativity, Responsibility, and Participation. Students also spend time exploring their character strengths, as well as their mental toughness, as they learn more about themselves as individuals. Strategies are put in place to further develop their strengths as well as to develop their confidence and, in turn, their mental toughness. The aim is to allow all students in the school to flourish and be the best they can be.

The Positive Education movement which underpins the school's wellbeing strategy has shown that by adopting the five-step PERMA model (Positive Emotions, Engagement, Relationships, Meaning & Purpose, Accomplishment), students will achieve improved wellbeing, as well as improved academic results.

## University and Careers Counselling in H1 and H2

The University and Careers Counselling (UCC) Department in the British Secondary and High School Section is a team of three counsellors who work with students on an individual basis and with whole year groups through the Core programme. UCC counsellors guide students throughout their four years of High School on making informed decisions about their IB course selections, standardised testing, career options, and university applications for higher education institutions around the world.

Students are not assigned to a counsellor until their H3 year. However, in H1 and H2, UCC classes are held during Core lessons (PSHCE) to provide guidance on IGCSE subject options, summer programmes, internship placements, and career development. A presentation evening for parents and students is held at the beginning of the academic year to explain what the UCC Department does, and how we support our students. In addition to the presentation evening, the UCC Department also holds Parent Coffee Mornings throughout the year. These are open to all British Secondary and High School Section parents. The counsellors are also available at one of the parent teacher meeting evenings to discuss IB options (as they relate to university choices).



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN.  
ENJOY WHAT YOU DO.  
MOVE YOUR MOOD



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



YOUR TIME,  
YOUR WORDS,  
YOUR PRESENCE









## Next Steps

IGCSE First Language English is a general High School English Language qualification that enables learners to progress directly to employment or to proceed to further qualifications.

Candidates who are awarded Grades A\* to C in Cambridge IGCSE First Language English are well prepared to follow courses leading to IB English A Language and Literature, or the equivalent.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Reading			
	Candidates answer three compulsory questions on three texts which may be on a similar topic.	2 hours	50%	External
	Text A and Text B will be 700–750 words in length and Text C will be 500–650 words in length.			
Paper 2 – Directed Writing and Composition	Writing			
	Candidates answer two questions, one from each section.			
	Section A Directed Writing Candidates answer one compulsory question on one or two texts totalling 650–750 words in length.	2 hours	50%	External
	Section B Composition Candidates answer one question from a choice of four titles: two descriptive and two narrative.			





# English: World Literature

Cambridge IGCSE World Literature and Literature in English will be accepted by universities and employers as proof of real knowledge and understanding of the world around us. Successful candidates gain lifelong skills, including the ability to:

- read, interpret, and evaluate literary texts from traditional English cultures and different countries and cultures;
- develop an understanding of literal and implicit meaning, relevant contexts, and of the deeper themes or attitudes that may be expressed;
- present an informed, personal response to literary texts they have studied;
- explore wider and universal issues and gain skills of empathy, promoting students' better understanding of themselves and of the world around them.

## Prerequisite Learning

Successful completion of Key Stage 3 English or equivalent. We recommend that candidates who are beginning this course should have previously studied some creative writing and literature in prose/poetry and/or drama in the medium of English. Please note that all IGCSE option choices are subject to school approval.

## Course Content

The syllabus aims, which are not listed in order of priority, are to encourage and develop students' ability to:

- enjoy the experience of reading traditional forms of literature and world literature;
- understand and respond to literary texts in different forms and from traditional and different countries 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.

## Course Materials & Resources

All texts and course materials are provided by the school.

## Skills Developed

There are four assessment objectives (AOs) for IGCSE World Literature. Students are assessed on their ability to demonstrate:

- detailed knowledge of the content and form of literary texts drawn from traditional and different countries and cultures;
- engagement with writers' ideas and treatment of themes, and appreciation of how texts relate to wider contexts;
- recognition and appreciation of how writers create and shape meanings and effects;
- empathy, through re-creation of a character's voice and thoughts.

## Next Steps

The World Literature IGCSE certificate is a general qualification that enables candidates to progress either directly to employment, or to proceed to further qualifications. Candidates who are awarded grades A\* to C in Cambridge IGCSE World Literature are well prepared to follow courses leading to IB English A Language and Literature and IB English A English Literature, or the equivalent.



## Assessment

Exam	Detail	Length	Weighting	Internal/External
Portfolio	A critical essay. An empathic response. An oral contribution.	Ongoing	50%	Internally marked and internally and externally moderated
Paper 2	Unseen texts	1 hour 15 minutes	25%	External
Paper 3	Set texts	1 hour 30 minutes	25	External





# English as a Second Language

The English as a Second Language course is designed for students whose first language is not English, but who use it as a language of study. The course will help students to understand and communicate in English in a variety of social registers and styles. Students will also develop a greater awareness of the nature of language and language-learning skills. Finally, the course aims to help students gain a wider international perspective.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. Please note that all IGCSE options are subject to school approval.

## Course Content

There is no prescribed content for the English as a Second Language course. Units of study are often thematic and include a range of texts and activities that help students develop skills in the domains of reading, writing, speaking, and listening.

Themes are chosen that are relevant to students' personal and academic lives. The themes studied may include, but are not limited to, Technology, Sport and Fitness, Travel, and the Environment. Language structures are often taught explicitly based on student need and, as much as possible, in the context of a communicative purpose.

## Course Materials & Resources

All texts and course materials are provided by the school.

## Skills Developed

Students are assessed on their ability to:

### Reading and Listening

- understand and select relevant information;
- recognise and understand ideas, opinions, attitudes, and connections between related ideas;
- understand what is implied; for example, gist, relationships, and writer's purpose.

### Writing and Speaking

- convey information and express opinions effectively;
- employ and control a variety of grammatical structures;
- demonstrate knowledge and understanding of a range of vocabulary;
- observe conventions of paragraphing, punctuation, and spelling;
- employ appropriate register and style.

## Next Steps

Successful completion of the English as a Second Language course is a good foundation for IB English B or equivalent. Students who achieve in the upper mark range may be able to pursue English Language A at IB.



## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Reading & Writing (Core)	1 hour 30 minutes	60%	External
OR				
Paper 2	Reading & Writing (Extended)	2 hours	60%	External
AND				
Component 3	Listening (Core)	40 minutes	20%	External
OR				
Component 4	Listening (Extended)	50 minutes	20%	External
AND				
Component 5	Speaking	10-15 minutes	20%	Internally marked and internally and externally moderated







# Mathematics

Students are encouraged to develop their mathematical knowledge and skills in a way that builds confidence and provides satisfaction and enjoyment. The course also prepares students to use the power of Mathematics in an increasingly technological world.

## Prerequisite Learning

Successful completion of Key Stage 3 Mathematics or equivalent. Please note that all IGCSE options are subject to school approval.

## Course Content

Students develop the ability to solve problems by applying combinations of mathematical skills and techniques, using investigation, analysis, deduction, and an appropriate strategy. They recognise patterns and structures and form generalisations, draw logical conclusions from information, and understand the significance of statistical results. Students also use the concepts of mathematical modelling to describe a real life situation and make effective use of technology.

### Key themes

Number  
Algebra  
Functions  
Geometry  
Transformations  
Mensuration  
Coordinate Geometry  
Trigonometry  
Sets  
Probability  
Statistics

## Course Materials & Resources

In Mathematics, IGCSE students make use of the *Cambridge International Mathematics* textbooks published by Haese and Harris. In addition, students are given access to *MylMaths* through a school account and individual login. Students are also expected to own a TI-nspire Graphing Calculator and will use graphing software such as *Desmos* and *Autograph*.

## Skills Developed

Students will be able to:

- select the mathematics and information to model a situation;
- use a graphing calculator efficiently and effectively;
- solve a problem by investigation and analysis, forming generalisations;
- communicate mathematical work using correct notation and terminology;
- use statistical techniques to explore relationships in the real world;
- apply combinations of mathematical skills and techniques to solve a problem.

## Assessment

Assessment is through external examinations which test the ability of students to know and apply concepts from the whole course. Students may study Mathematics at Core or Extended level. Core students are restricted to a maximum attainment of Grade C. This is the best option for students who do not find Mathematics easy. The Extended curriculum enables students to gain Grades A\* to E.

## Next Steps

Students who are particularly gifted in Mathematics will finish the Mathematics IGCSE in H1 and study Additional Mathematics IGCSE in H2, gaining two qualifications in Mathematics.

IGCSE Mathematics students continue their study of the subject at IB level. Students who follow the Core curriculum are encouraged to study IB Mathematics at Standard Level. Students who follow the Extended curriculum and achieve at least a B grade are encouraged to study IB Mathematics at Standard Level. Students who follow the Additional Mathematics curriculum or achieve at least an A/A\* grade are encouraged to study IB Mathematics Higher Level.



### Assessment

#### KS4 Maths

Exam	Detail	Length	Weighting	Internal/External
Paper 1 (Core)	Short response questions designed to assess knowledge and use of basic skills and methods. Non-calculator.	45 minutes	25%	External
Paper 2 (Extended)	Short response questions designed to assess knowledge and use of basic skills and methods. Non-calculator.	45 minutes	20%	External
Paper 3 (Core)	Extended response questions, some of which will particularly assess the use of graphing calculator functions. Graphic Calculator required.	105 minutes	60%	External
Paper 4 (Extended)	Extended response questions, some of which will particularly assess the use of graphing calculator functions. Graphic calculator required.	135 minutes	60%	External
Paper 5 (Core)	Investigation. Assesses the ability to investigate and solve more open-ended problems.	75 minutes	15%	External
Paper 6 (Extended)	Investigation and Modelling. Assesses the ability to investigate, model, and solve more open-ended problems.	100 minutes	20%	External





# Sciences

Students complete one of two sciences: Coordinated Double Award Science, also known as Co-ordinated Science, or Triple Award Science, also known as Triple Science. Both courses of study provide students with a comprehensive preparation for later studies, including the IB Diploma programme. Each of these sciences aim to give students a sound understanding of the study and practice of science and an awareness of the impacts of scientific applications on society and the environment. The courses aim to prepare students to become scientifically aware citizens in a technological world, to take an informed interest in scientific matters, and to undertake the study of sciences at university level.

In Coordinated Science, students study biological, chemical, and physical sciences as a single subject, in a single class, usually with one teacher. At the end of two years of study, students sit three examinations. All three sciences feature in each of these papers. At the completion of examinations, students are awarded two IGCSE grades.

Triple Award Science is a selective programme, suitable only for the most capable, most hard-working students. Triple Science is split into three separate subjects, with specialist teachers taking Biology, Chemistry, and Physics. At the end of two years of study, students sit three examinations for each of the sciences, nine examinations in total. Students are awarded three final IGCSE grades, one for each of the Sciences.

## Prerequisite Learning

Selection of students for Triple Science and the Coordinated Science classes occurs at the end of the Year 9 academic year. Year 9 students study the IGCSE Bridging Unit, culminating in the IGCSE Bridging Unit Test. They are allocated to IGCSE classes according to their performance in this unit, their performance in Year 9 assessments, and any special needs they may have. Students who demonstrate outstanding ability and commitment may be offered a place on the Triple Science course. All other students will be allocated to Coordinated Science classes and follow either the full, Extended curriculum or the Core curriculum, depending on their ability level. Please note that all IGCSE options are subject to school approval.

## Course Content

### H1 Coordinated Science

#### Biology

Characteristics of living organisms  
Cells  
Enzymes  
Nutrition  
Respiration  
Transport  
Coordination and Response

#### Chemistry

Atoms, Elements and Compounds  
Bonding  
Stoichiometry  
The Periodic Table  
Experimental Techniques  
Energy Changes in Reactions  
Rates of Reaction

#### Physics

Particulate Nature of Matter  
Motion  
Mass and Weight  
Energy, Work and Power  
Energy Transfers  
Waves  
Light  
Sound

### H2 Coordinated Science

#### Biology

Inheritance  
Energy Flow in Ecosystems  
Human Impacts on Ecosystems

#### Chemistry

Acids, Bases and Salts  
Air and Water  
Sulfur  
Carbonates  
Electricity and Chemistry  
Organic Chemistry

#### Physics

Circuits  
Electromagnetism  
Radioactivity



## Course Materials & Resources

In Coordinated Science and Triple Science, IGCSE students make use of the Cambridge IGCSE text books and revision guides for the study of Biology, Chemistry, and Physics. Students are also expected to own a scientific calculator. Students utilise laboratory equipment and materials to complete experimental investigations. They may also have access to educational resources in Taipei such as the Taipei Zoo and Science Education Museum.

## Skills Developed

Students develop skills in safely performing experiments, constructing hypotheses, taking detailed observations, data analysis, experimental design, and evaluation of experimental methods.

They develop scientific literacy, in English, including the correct use of scientific terms, acknowledgement of sources, and correct use of tense.

They develop the ability to think and express themselves logically, with attention to evidence, cause-effect relationships, and classification and control of variables.

They develop skills in the use of scientific apparatus, measurement instruments, data loggers, and data analysis software. They use various types of software applications to communicate scientific ideas and findings.

## Next Steps

IGCSE Science students can continue their study of the subject at IB level.

Students who are particularly gifted in Science will complete the Triple Science IGCSEs. Should they achieve at least a B grade, they will be encouraged to study IB sciences (Biology, Chemistry, Physics) at Higher Level.

Students who follow the Core curriculum are encouraged to study any of the Sciences at Standard Level.

Students who follow the Extended curriculum and achieve at least a B grade are encouraged to study any of the Sciences at Standard or Higher Level.

## Assessment

Assessment is through external examinations which test the ability of students to know and apply concepts from the whole course. Students may study Coordinated Science at Core or Extended level. Core students are restricted to a maximum attainment of Grade C. This is the best option for students who do not find Science easy. The Extended curriculum enables students to gain Grades A\* to E. Students who study Triple Science may gain Grades A\*-E.





### Coordinated Science Award

Exam	Detail	Length	Weighting	Internal/External
Paper 1	A multiple choice paper consisting of 40 items of the four-choice type.	45 minutes	30%	External
Paper 2	A multiple choice paper consisting of 40 items of the four-choice type.	45 minutes	30%	External
Paper 3	Written paper consisting of short answer and structured questions.	2 hours	50%	External
Paper 4	Written paper consisting of short answer and structured questions.	2 hours	50%	External
Paper 6	Alternative to Practical	1 hour 30 minutes	20%	External

### Triple Science Award

The following applies to Biology, Chemistry, and Physics.

Exam	Detail	Length	Weighting	Internal/External
Paper 2	A multiple choice paper consisting of 40 items of the four-choice type.	45 minutes	30%	External
Paper 4	Written paper consisting of short answer and structured questions.	2 hours	50%	External
Paper 6	Alternative to Practical	1 hour 30 minutes	20%	External



# Chinese First Language

The aims of the course are for students to:

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

## Prerequisite Learning

Students beginning this course should have previously achieved at least a C grade in the Key Stage 3 Chinese Language and Literature course. Students who followed the Chinese as a Second Language course at Key Stage 3 may be considered for the First Language course, depending on their previous achievement and commitment to the subject. Please note that all IGCSE options are subject to school approval.

### Assessment Objectives All students should be able to:

### Students aiming for A\* to C should, in addition, be able to:

Reading	Demonstrate understanding of words within extended texts.	Show a more precise understanding of extended texts.
	Scan for, and extract, specific information; identify main and subordinate topics; summarise, paraphrase, re-express.	Recognise the relationship of ideas; evaluate effectiveness; draw inferences; compare, analyse, synthesise.
	Show some sense of how writers achieve their effects.	Show understanding of how writers achieve their effects.
	Recognise and respond to simple linguistic devices, including figurative language.	Recognise and respond to more sophisticated linguistic devices.
Writing	Express thoughts, feelings, and opinions in order to interest, inform, or convince the reader.	Express thoughts, feelings, and opinions in order to interest, inform, or convince the reader.
	Show some sense of audience; demonstrate adequate control of vocabulary, syntax, and grammar; exercise care over punctuation and spelling.	Show some sense of audience; demonstrate adequate control of vocabulary, syntax, and grammar; exercise care over punctuation and spelling.
	Write accurate simple sentences; attempt a variety of sentence structures; recognise the need for paragraphing; use appropriate vocabulary.	Write accurate simple sentences; attempt a variety of sentence structures; recognise the need for paragraphing; use appropriate vocabulary.





### Course Materials & Resources

A range of authentic and adapted learning materials, including online texts and newspaper and magazine articles, are introduced to support the nine examination topic areas, as guided by the syllabus. These are provided by the school.

### Skills Developed

Students will be able to:

- understand and collate explicit meanings;
- understand, explain, and collate implicit meanings and attitudes;
- select, analyse, and evaluate what is relevant to specific purposes;
- understand how writers achieve effects;
- articulate experience and express what is thought, felt, and imagined;
- order and present facts, ideas, and opinions;
- understand and use a range of appropriate vocabulary;
- use language and register appropriate to audience and context;
- make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation, and spelling.

### Next Steps

Students studying the Chinese First Language course at IGCSE can continue their study of the subject at IB Diploma level by choosing either Chinese Literature or Chinese Language and Literature as a Language A option. Grade C is the minimum requirement for transiting from IGCSE Chinese First Language to Chinese A Standard Level study at IB Diploma level.

### Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	<b>Reading, Directed Writing and Classical Chinese</b> Questions will be based on syllabus content	2 hours 15 minutes	50%	External
Paper 2	<b>Writing</b> Questions will be based on syllabus content.	2 hours	50%	External



# Chinese as a Second Language

Chinese as a Second Language is designed for students who have a solid language foundation in Chinese. The aim is to enhance the students’ knowledge and understanding of Mandarin Chinese in order to promote their educational or employment prospects.

## Prerequisite Learning

Students beginning this course should have achieved at least a C Grade in a Key Stage 3 Chinese Language course of study. Please note that all IGCSE options are subject to school approval.

## Course Content

This course is organised around four broad topic areas which provide contexts for the purpose of practical communication and general language application. Through the study of these topic areas, students increase their awareness and appreciation of Chinese language, culture, history, and society.

The topic areas are:

- Area A Young people and education
- Area B Society
- Area C The world
- Area D Cultural diversity

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	<b>Reading &amp; Writing</b> Candidates are required to complete three reading exercises and two writing exercises. Types of task include: information transfer, short-answer questions, multiple-matching, functional writing and extended writing.	2 hours	60%	External
Paper 2	<b>Listening</b> Candidates listen to recordings of short and longer spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions.	Approximately 35-45 minutes	20%	External
Component 3	<b>Speaking</b> The Speaking test consists of three parts: candidates give a two-to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.	Approximately 10-13 minutes	20%	Internal (Externally moderated)

## Course Materials & Resources

*Easy Steps to Chinese* is used as the main teaching and learning material to support the student’s literacy development in the 22 topic areas.

## Skills Developed

Students will:

- develop the ability to use Chinese effectively for the purpose of practical communication;
- form a sound base for the skills required for further study or employment using Chinese as the medium;
- develop an awareness of the nature of language and language-learning skills.
- promote learners’ personal development.

## Next Steps

IGCSE Chinese as a Second Language students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB Chinese B at Standard Level or Higher Level.





# Mandarin Chinese

Mandarin Chinese is designed for students who are learning Mandarin Chinese as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. This course is based on the linked language skills of listening, reading, speaking, and writing, and these are built on as students progress through their studies.

Mandarin Chinese also aims to offer insights into the culture and history of countries where Mandarin Chinese is spoken, encouraging positive attitudes towards language learning and towards speakers of foreign languages.

## Prerequisite Learning

Students should have previously achieved at least a C grade in Key Stage 3 Chinese as a Foreign Language or equivalent. Entry into the course for students who did not study the subject at Key Stage 3 is at the discretion of the school. Please note that all IGCSE options are subject to school approval.

## Course Content

The course is organised around five broad topic areas, which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topic areas, students gain insight into target language countries and communities.

The topic areas are:

- Everyday activities
- Personal and social life
- The world around us

- The world of work
- The international world

## Course Materials & Resources

*Integrated Chinese* is used as the main teaching and learning material to support students' literacy development in the five topic areas.

## Skills Developed

Students will:

- develop the ability to communicate effectively using the target language;
- gain insights into the culture and society of countries where the language is spoken;
- build awareness of the nature of language and language learning;
- develop positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- gain enjoyment and intellectual stimulation;
- acquire transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base for the skills, language, and attitudes required for progression to work or further study, either in the target language or another subject area.

## Next Steps

IGCSE Mandarin Chinese students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB Chinese B at Standard Level.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	<b>Listening</b> Candidates listen to a number of recordings and answer questions testing comprehension.	35 minutes	25%	External
Paper 2	<b>Reading</b> Candidates read a number of texts and answer questions testing comprehension.	1 hour 15 minutes	25%	External
Paper 3	<b>Speaking</b> Candidates complete two role plays, a topic presentation/ conversation and a general conversation.	Approximately 15 minutes	25%	Internal (Externally moderated)
Paper 4	<b>Writing</b> Candidates read a number of texts and answer questions testing comprehension.	1 hour 15 minutes	25%	External



# Foreign Languages: French, Spanish, and German

Cambridge foreign language IGCSEs are accepted by universities and employers as proof of linguistic ability and understanding. The course encourages students to develop lifelong skills, including:

- the ability to use a foreign language as a means of practical communication;
- insight into the culture and civilisation of countries where the language is spoken;
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations;
- techniques which can be applied to other areas of learning, such as analysis and memory skills;
- a sound foundation for progression to employment or further study.

## Prerequisite Learning

Students should have achieved at least a C grade in their study of the language at Key Stage 3. Please note that all IGCSE options are subject to school approval.

## Course Content

The syllabus content is organised around five broad topic areas, which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topic areas, candidates gain insight into target language countries and communities.

The topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

## Course Materials & Resources

In IGCSE, students use textbooks published by Hodder and specifically conceived for French, German, and Spanish IGCSE. These are provided by the school. They also use the website *linguascope.com*.

## Skills Developed

Over the two-year course, students will:

- gain the ability to communicate effectively using the target language;
- be offered insights into the culture and society of countries where the language is spoken;
- develop awareness of the nature of language and language learning;
- develop positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations;
- be provided with enjoyment and intellectual stimulation;
- acquire transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum;
- form a sound base of the skills, language, and attitudes required for progression to work or further study, either in the target language or another subject area.





## Next Steps

IGCSE foreign language students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying Language B at Standard Level. Students who achieve a B grade or above should consider opting for IB Language B at Higher Level.

## Self-Study Languages at IGCSE Level

At IGCSE level, students can also follow a self-study programme if their mother tongue is not taught at TES. This programme is only suitable for the study

of a mother tongue; it is not suitable for studying a second language. A resource room is allocated for self-study students. While no teacher is provided, a collection of resources for many languages has been gathered over the years; however, students and their parents must also take responsibility for finding suitable learning materials. The school will support this process. Students can continue studying their language at IB level, either with a teacher if this is possible or following the IB Language A self-taught programme. If available, students can take the corresponding IGCSE examinations. In the past, TES students have followed this programme in a variety of languages, such as Japanese, Hebrew, Korean and Portuguese.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	<b>Listening</b>	45 minutes	25%	External
Paper 2	<b>Reading</b>	1 hour	25%	External
Paper 3	<b>Speaking</b> A single interview with three compulsory parts: Part 1: Role Play Part 2: Topic 1 Part 3: Topic 2	Approximately 10 minutes	25%	Internal
Paper 4	<b>Writing</b>	1 hour	25%	External





# Geography

Through the IGCSE Geography course, students will develop a 'sense of place' by looking at the world around them on a local, regional, and global scale. Students examine a range of natural and man-made environments, and study some of the processes which have affected their development. They also look at the ways in which people interact with their environment and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

## Prerequisite Learning

Successful completion of Key Stage 3 Geography or equivalent. All IGCSE options are subject to school approval.

## Course Content

The course is divided into three themes which have been designed to develop an understanding of both the natural and the human environment. Each of the themes covers the following major headings:

### Population and Settlement

Population dynamics  
Migration  
Population structure  
Population density and distribution  
Settlements and service provision  
Urban settlements  
Urbanisation

### The Natural Environment

Earthquakes and volcanoes  
Rivers  
Coasts  
Weather  
Climate and natural vegetation

### Economic Development

Development  
Food production  
Industry  
Tourism  
Energy  
Water  
Environmental risks of economic development

Within each of the themes there is the opportunity to investigate case studies that are relevant to the students in order to illustrate the content studied.

## Course Materials & Resources

There is no set textbook for the IGCSE Geography course, although some sections of *Complete Geography* for Cambridge IGCSE (Oxford University Press) are used. Necessary texts and resources are provided by the school. For revision, some sections of BBC Bitesize offer support (<http://www.bbc.co.uk/schools/gcsebitesize/geography/>). Students are also encouraged to read around the topics covered through engaging with online news platforms and other sources which their class teacher will suggest when relevant.

## Skills Developed

Throughout the course, students will develop the skills to apply, interpret, and analyse different types of geographical information, including:

- Topographical maps
- Other maps
- Diagrams
- Graphs
- Tables of data
- Written material
- Photographs
- Pictorial material

## Next Steps

IGCSE Geography students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB Geography at Standard Level. Students who achieve a B grade or above should consider opting for IB Geography at Higher Level.





## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	<b>Geographical Themes</b> Candidates answer structured knowledge-based questions. Candidates answer three questions out of six, one from each theme.	1 hour 45 minutes	45%	External
Paper 2	<b>Geographical Skills</b> Candidates answer questions designed to test skills in interpreting and understanding geographical information.	1 hour 30 minutes	27.5%	External
Paper 3	<b>Alternative to Coursework</b> Candidates answer questions based on theoretical investigations, testing how to carry out fieldwork.	1 hour 30 minutes	27.5%	External





# History

Cambridge IGCSE History encourages students to raise questions and to develop and deploy historical skills, knowledge, and understanding in order to provide historical explanations.

## Prerequisite Learning

Successful completion of Key Stage 3 History or equivalent. All IGCSE options are subject to school approval.

## Course Content

In History we develop an interest in, and enthusiasm for, learning about and understanding the past, exploring historical concepts such as cause and consequence, change and continuity, and similarity and difference. Students learn to appreciate historical evidence and how to use it and gain a greater understanding of international issues and inter-relationships. Students also learn how to present clear, logical arguments.

## Key themes

The 20th century – International Relations since 1919:

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

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Structured essay response questions on the depth study and two optional structured question from a choice.	2 hours	40%	External
Paper 2	Document paper in which candidates answer six questions on one prescribed topic taken from the Core Content.	2 hours	33%	External
Paper 3	Candidates produce one piece of extended writing based on their Depth Study (2000 words).	Ongoing	27%	Internally assessed and externally moderated

## Course Materials & Resources

The *Cambridge IGCSE Modern World History* textbook (Hodder Education) is issued to each student. The school also subscribes to *Hindsight* history magazine, which is aimed at history students ages 14–16.

## Skills Developed

The IGCSE History course aims to:

- encourage the development of historical skills, including investigation, analysis, and evaluation;
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference;
- encourage international understanding; improve communication skills;
- promote the acquisition of knowledge and understanding of individuals, people, and societies in the past.

## Next Steps

IGCSE History students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB History at Standard Level. Students who achieve a B grade or above should consider opting for IB History at Higher Level.





# Economics

Economics is the study of how money flows through an economy. This includes studying how money flows between businesses and consumers, businesses and other businesses, businesses and governments, governments and its citizens, and between different governments.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. Please note that all IGCSE options are subject to school approval.

## Course Content

### 1 The basic economic problem

The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

### 2 The allocation of resources

The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

### 3 Microeconomic decision makers

The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

### 4 Government and the macroeconomy

Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

### 5 Economic development

As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

### 6 International trade and globalisation

The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

## Course Materials & Resources

In IGCSE Economics, students make use of the Economics textbooks that are published by Hodder Education Publications. These are provided by the school. There are also many teacher made resources used that are shared with students during lessons.

## Skills Developed

The learning outcomes of IGCSE Economics are to:

- develop students' knowledge and understanding of economic terminology and principles, and elementary economic theory;
- develop students' basic economic numeracy and literacy and their ability to handle simple data including graphs and diagrams;
- develop students' ability to use the tools of economic analysis in particular situations;
- show students how to identify and discriminate between differing sources of information and how to distinguish between facts and value judgements in economic issues;
- develop students' ability to use economic skills (with reference to individuals, groups, and organisations) to understand better the world in which they live;
- enable students to participate more fully in decision-making processes as both consumers and producers and as citizens of the local, national, and international community;
- develop students' understanding of the economies of developed and developing nations and of the relationships between them; and to develop their appreciation of these relationships from the perspective of both developed and developing nations.

## Next Steps

IGCSE Economics students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB Economics at Standard Level. Students who achieve a B grade or above should consider opting for IB Economics at Higher Level.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Multiple choice paper testing knowledge and understanding.	30 Marks	30%	External
Paper 2	Data response questions testing analysis and critical evaluation and decision making	70 Marks	70%	External



# Business Studies

Business Studies is the study of how a business manages its different business functions, management processes, and decision-making processes. In short, 'How to run a business'.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. Please note that all IGCSE options are subject to school approval.

## Course Content

- Understanding business activity
- People in business
- Marketing
- Operations Management
- Financial information and decisions
- External Influences on business activity

## Course Materials & Resources

In IGCSE Business Studies, students make use of the Cambridge IGCSE Business Studies textbooks that are published by Collins Publications. In addition, students have notebooks that guide their notetaking based on the syllabus. There are also many teacher-made resources that are shared with students during lessons. All books and other resources are provided by the school.

## Skills Developed

The learning outcomes of IGCSE Business Studies are for students to:

- make effective use of relevant terminology, concepts, and methods and recognise the strengths and limitations of the ideas used;
- apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Written examination consisting of four questions requiring a mixture of short answers and structured data responses.	80 Marks	50%	External
Paper 2	Written examination consisting of four questions based on a case study, provided as an Insert with the paper.	80 Marks	50%	External

- 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 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 and commercial institutions 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 employment 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.

## Next Steps

IGCSE Business Studies students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB Business and Management at Standard Level. Students who achieve a B grade or above should consider opting for IB Business and Management at Higher Level.





# Information and Communication Technology (ICT)

ICT is an inspiring, rigorous, and practical subject. Using creativity and imagination, we design and make products that solve real and relevant problems within a variety of contexts, considering our own and others' needs, wants, and values.

Cambridge IGCSE Information and Communication Technology encourages learners to develop lifelong skills, including:

- understanding and using applications;
- using Information and Communication Technology (ICT) to solve problems;
- analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose;
- understanding the implications of technology in society, including social, economic, and ethical uses;
- awareness of the ways ICT can help in the home, learning, and work environments.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. The skills learned in the school's ICT programme throughout Years 7 to 9 form a very strong foundation on which to build IGCSE ICT learning. Please note that all IGCSE options are subject to school approval.

## Course Content

- Types and components of computer systems
- Input and output devices
- Storage devices and media
- Networks and the effects of using them
- The effects of using IT
- ICT applications
- The systems life cycle
- Safety and security
- Audience
- Communication
- File management
- Images

- Layout
- Styles
- Proofing
- Graphs and charts
- Document production
- Data manipulation
- Presentations
- Data analysis
- Website authoring

## Course Materials & Resources

All High School programmes utilise resources that have been thoroughly developed and tested within the Computing Department. However, the main textbook for IGCSE ICT is *Cambridge IGCSE ICT Second Edition* (Hodder Publications). All textbooks and necessary resources are provided by the school.

## Skills Developed

Cambridge IGCSE Information and Communication Technology aims to develop:

- knowledge of ICT, including new and emerging technologies;
- autonomous and discerning use of ICT;
- skills to enhance work produced in a range of contexts;
- skills to analyse, design, implement, test, and evaluate ICT systems;
- skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues;
- ICT-based solutions to solve problems;
- the ability to recognise potential risks when using ICT, and use safe, secure, and responsible practice.

By the end of the course, students will be able to:

- recall, select, and communicate knowledge and understanding of ICT;
- apply knowledge, understanding, and skills to produce ICT-based solutions;
- analyse, evaluate, and make reasoned judgements and present conclusions.



## Next Steps

IGCSE ICT students can continue their studies of the subject through ITGS at IB level. Students who achieve at least a C grade are encouraged to consider studying IB ITGS at Standard Level. Students who achieve a B grade or above should consider opting for IB ITGS at Higher Level.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	Compulsory theory paper	2 hours	40%	External
Paper 2	A series of skills-based practical tasks using computers in a Computer Lab	2 hours 30 minutes	30%	External
Paper 3	A series of skills-based practical tasks using computers in a Computer Lab	2 hours 30 minutes	30%	External







# Computer Science

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed.

Cambridge IGCSE Computer Science enables students to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem-solving using computers. Students apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

This course will help learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

## Prerequisite Learning

There is no prerequisite learning to enrol on this IGCSE course. However, the skills learned in ICT/Computing lessons throughout Key Stage 3 form a very strong foundation on which to build IGCSE Computer Science learning. Please note that all IGCSE options are subject to school approval.

## Course Content

### Section 1: Theory of Computer Science

#### 1. Data representation

Binary systems  
Hexadecimal  
Data storage

#### 2. Communication and Internet Technologies

Data transmission  
Security aspects  
Internet principles of operation

#### 3. Hardware and software

Logic gates  
Computer architecture and the fetch-execute cycle  
Input devices  
Output devices  
Memory, storage devices, and media  
Operating systems  
High- and low-level languages and their translators

#### 4. Security

Protecting data from accidental damage and human error  
Authentication  
Malware, cyber attacks

#### 5. Ethics

Copyright, plagiarism  
Free software  
Ethical issues raised by the spread of electronic communication systems

### Section 2: Practical Problem-solving and Programming

#### 1. Algorithm design and problem-solving

Problem-solving and design  
Pseudocode and flowcharts

#### 2. Programming

Programming concepts  
Data structures; arrays

#### 3. Databases

Data types  
Primary keys and relationships  
Queries

## Course Materials & Resources

All High School programmes utilise resources that have been thoroughly developed and tested within the Computing Department. However, the main textbook for IGCSE Computer Science is *Cambridge IGCSE Computer Science* (Hodder Publications). All textbooks and necessary resources are provided by the school.



## Skills Developed

The Cambridge IGCSE Computer Science syllabus aims are to develop:

- computational thinking – that is, thinking about what can be computed and how, and includes consideration of the data required;
- understanding of the main principles of solving problems by using computers;
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems;
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications, and people;
- the skills necessary to apply understanding to solve computer-based problems using high-level programming language.

By the end of the course, students will be able to:

- recall, select, and communicate knowledge and understanding of computer technology;
- apply knowledge, understanding, and skills to solve computing or programming problems;
- analyse, evaluate, make reasoned judgements, and present conclusions.

## Next Steps

Cambridge IGCSE Computer Science is an ideal foundation for further study in Computer Science. Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in Science and Engineering and the skills learned can also be used in everyday life.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Paper 1	<b>Theory</b> This written paper contains short-answer and structured questions. All questions are compulsory.	1 hour 45 minutes	60%	External
Paper 2	<b>Problem-solving and Programming</b> This written paper contains short-answer and structured questions. All questions are compulsory. 20 of the marks for this paper are from questions set on the pre-release material.	1 hour 45 minutes	40%	External





# Physical Education (PE)

The IGCSE Physical Education course provides students 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 students to develop an understanding of effective and safe physical performance.

## Prerequisite Learning

Successful completion of Key Stage 3 Physical Education or equivalent. All IGCSE options are subject to school approval. Students will need to be able to perform at a good level in four sports.

## Course Content

Throughout the theoretical component of the course, students will develop knowledge and understanding of the principles involved in safe, health-related exercise, in particular: Anatomy and Physiology; Health and Fitness Training; Skill Acquisition and Psychology; and Social, Cultural and Ethical influences.

## Assessment

Students will be assessed through both practical assessment and written examination.

Exam	Detail	Length	Weighting	Internal/External
Practical	Physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking the activity.	N/A	50%	Internal
Written Theory Exam	Demonstrating knowledge and understanding of: <ul style="list-style-type: none"> <li>- the factors affecting performance;</li> <li>- the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques;</li> <li>- the reasons for participating in physical activity.</li> </ul>	1 hour 45 minutes	50%	External

The practical component of the course will provide opportunities to utilise the theoretical knowledge in practical performances, such as demonstrations of individual skills, game play skills, strategies and self or peer evaluation. They will need to train for four sports from an approved list.

## Course Materials & Resources

IGCSE PE students use the *Cambridge IGCSE Physical Education* (Harper Collins Publishers) book, which will be provided by the school. IGCSE students can compete in FOBISIA tournaments and are eligible to be selected for various international and local sports tournaments through the school's CCA sports programme.

## Next Steps

IGCSE PE is a good foundation for the IB Sports, Exercise and Health course. It is not a prerequisite to take IGCSE PE in order to undertake the IB course, however, those who have studied at IGCSE level are able to build on existing knowledge when learning more complex concepts at IB.



# Art and Design

Cambridge IGCSE Art and Design is accepted by universities, art colleges, and employers as evidence of experience and skills in developing and producing a range of artefacts and designs, showing visual knowledge and understanding, along with critical and cultural awareness. The Cambridge IGCSE Art and Design syllabus encourages a range of skills, stimulates aesthetic awareness, knowledge, and a critical understanding of art. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials, and resources, and allows the different skills of the teaching staff to be fully utilised.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. All IGCSE options are subject to school approval.

## Course Content

In Art and Design, students learn key practical skills and then develop these in imaginative and thought provoking ways that are designed to challenge them technically and intellectually and develop critical and creative thinking.

The course is based around different ideas and approaches to Art and Design and is broken down into the following main thematic units:

- Art is imaginative
- Art is beautiful
- Art is expressive
- Art is communicative

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Component 1	<b>Coursework</b> Students will prepare 8 x A2 single sided worksheets, which explore a variety of related themes. Their investigation will result in a single final outcome. This component will be started and completed in Terms 1 and 2 of the second year of study.	Ongoing	50%	Internal
Component 2	<b>Preparation &amp; Exam</b> Students choose from a set of questions provided by Cambridge and have approximately 10 weeks to prepare 4 x A2 single sided worksheets, which will explore their creative interpretation of the chosen question and record their creative response. Students organise their research and document their exploration in preparation for the examination in which they will produce a final piece.	8 hours	50%	External

## Course Materials & Resources

All materials and resources required for the IGCSE Art and Design course will be provided by the school.

## Skills Developed

- Students will develop their ability to draw in a variety of different styles and techniques and be challenged to become more observant and 'see' more clearly.
- Students will be exposed to a variety of different media and skills which they will be allowed to use in a multitude of different outcomes.
- Students will start to develop meaningful artist research, exploring historical and cultural contexts and using these to inform their planning and outcomes.
- Students will learn how to use aesthetic judgments to organise and present their work with visual coherence and a sophisticated sense of design.
- Students will start to evaluate and refine their work with an ever increasing degree of independence and self-determination.

## Next Steps

IGCSE Art and Design is excellent preparation for IB Visual Arts. Many of the research, experimentation and documentation skills learned on the course serve as a great foundation for further study. Students gain the confidence to explore creative ideas with more and more freedom, whilst understanding how to structure and present their ideas clearly and imaginatively. Students who achieve at least a C grade are encouraged to consider studying IB Visual Arts at Standard Level. Students who achieve a B grade or above should consider opting for IB Visual Arts at Higher Level.





# Drama

Through practical and theoretical study, learners develop an understanding and enjoyment of Drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of their assessment.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. All IGCSE options are subject to school approval.

## Course Content

This course is devised to develop students' understanding of Drama through practical and theoretical study. It ensures that students understand the role of an actor, director, and designer through the process of creating theatre. Students develop their acting skills, both individually and in groups. They master the skills of devising original Drama and scripted plays from around the world. This course ensures students get better at communicating their feelings and ideas to an audience. They will develop as a performer and learn how to control their voice and body when taking on a role. They will have a deeper appreciation of the performance process and improve their written analytical skills. Drama promotes confidence and group skills, and improves written and verbal communication.

## Key themes

- Exploring different theatrical genres
- Tension in relationships
- Understanding the function of theatre within society
- Creating a narrative with meaning and a message
- Understanding theatrical techniques and how these work in relation to each other
- Exploring different styles of performance
- Social issues, class, and communities

## Course Materials & Resources

All texts and course materials are provided by the school. Students are also encouraged to see as much live performance as they can - both independently and by going on theatre trips organised by the school.

## Skills Developed

Students can expect to:

- develop performance skills, both individually and in groups;
- understand the role of actor, director, and designer in creating a piece of theatre;
- consider ways in which ideas and feelings can be communicated to an audience;
- discover the performance possibilities of plays and other dramatic stimuli;
- devise dramatic material of their own.

## Next Steps

IGCSE Drama students can continue their study of the subject at IB level. Students who achieve at least a C grade are encouraged to consider studying IB Theatre Arts at Standard Level. Students who achieve a B grade or above should consider opting for IB Theatre Arts at Higher Level.

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Component 1	<b>Performance</b>			
	15 minute devised performance.			
	15 minute realisation of a scripted published play.	N/A	60%	Internal
Component 2	3 to 5 minute solo performance of a monologue taken from a published play.			
	<b>Exam</b>			
Component 2	Consisting of 3 sections:			
	Section A is short answers.			
	Section B and C are essay responses to a playtext and devised performance, set by the examining board. The students choose 1 of 3 questions from Section B & C.	2 hours 30 minutes	40%	External



# Music

Music is an art form and cultural activity whose medium is sound and silence. This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music, as well as from selected non-Western traditions. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

## Prerequisite Learning

Successful completion of Key Stage 3 subjects or equivalent. All IGCSE options are subject to school approval.

## Course Content

Throughout this course, students will listen to, and learn about, music from a wide range of historical periods and major world cultures. They will develop their skills in performing music, both individually and in a group with other musicians. Students will compose music in a range of styles and ultimately compose music in a genre of their own choice.

## Key themes

- Western Art Music: Baroque, Classical, Romantic, 20th Century
- World Music: Indian, African, Arabic, Gamelan, Japanese, Chinese, Latin American
- Individual and Ensemble Performance
- Composition

## Assessment

Exam	Detail	Length	Weighting	Internal/External
Component 1	<b>Performing</b> One individual performance One ensemble performance	Total performance time must be between 4-10 minutes	30%	Internal
Component 2	<b>Composing</b> Two contrasting compositions	N/A	30%	Internal
Component 3	<b>Exam</b> An aural perception examination of both Western and World music with questions relating to rudiments, melody and rhythm, harmony (including recognition of chords, keys and cadences), ensembles, instruments and instrumental effects, structure, compositional devices, texture, style or genre, as appropriate to the music of both prepared and unprepared pieces.	1 hour 15 minutes	40%	External

## Course Materials & Resources

In IGCSE Music, students use a range of textbooks published by Cambridge University Press from the *Cambridge Assignments in Music Series*, with a focus on *Investigating Musical Styles* and *Music Worldwide*. Music students also make use of the *Muse Score*, *Musition*, *Auralia*, and *Garageband* software as part of their course in the Mac Lab.

## Skills Developed

Students can expect to develop the following skills:

- aural awareness, perception, and discrimination in relation to Western music;
- identification and appraisal of a range of music from cultures in different countries;
- knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work;
- technical competence on one or more instruments;
- interpretative understanding of the music performed;
- discrimination and imagination in free composition;
- notation, using staff notation and, if appropriate, other suitable systems.

## Next Steps

IGCSE Music students can continue their study of the subject at IB level. Students who achieve at least a B grade are encouraged to consider studying IB Music at Standard Level. Students who achieve an A grade or above should consider opting for IB Music at Higher Level.





## Core (PSHCE)

The Core curriculum is delivered to all students in the High School Section during an 80-minute lesson once a week. Core develops the skills needed for students to achieve academically, as well as preparing them for the different challenges they face as they grow up and mature into young adults. Topics are covered at age appropriate times and are further developed and expanded as the students progress through the Year Groups. Specialist speakers are invited where possible and the University and Careers Counselling (UCC) Department provide expert advice throughout the High School years to prepare students for the university application process and life after secondary school.

### Prerequisite Learning

There is no prerequisite learning for the Core curriculum, as it aims to develop essential life skills. Each student brings their own unique life experiences to the lessons and special events. However, it is likely that some of the topics covered will have been touched upon during the preceding Key Stage 3 years.

### Course Content

Although the topics are reviewed each year and change slightly depending on current issues and events, an overview of the general topics covered for each Year Group is shown below. When required, the topics are adapted to ensure current situations can be addressed. Year Deans work with the Assistant Head to ensure that the topics and the course as a whole are relevant and that there is progression across the Year Groups.

### Topics covered in H1 and H2

#### H1

GRIT/Growth Mindset  
Mindfulness  
VIA Strengths  
Negativity  
Interview Preparation  
Sex and Relationship Education  
University & Careers Counselling  
Work Experience  
Harmony Home Service Project

#### H2

Target Setting  
Global Perspectives  
Mindfulness  
Healthy Relationships  
Destination IB  
University & Careers Counselling  
Exam Techniques and Preparation

### Course Materials & Resources

All course materials and resources are provided by the school.

### Assessment

There are no formal assessments for the Core curriculum.

### Skills Developed

Students develop the skills essential for academic success, as well as life skills. Life beyond the classroom is extremely important in the development of the whole person. The British Secondary and High School's wellbeing agenda drives the Core programme, with the 5 Ways to Wellbeing (Give, Take Notice, Positive Emotion, Keep Learning and Be Active) being a driving force in the planning of topics. Wellbeing is an essential part of the Core programme, as research shows high levels of personal wellbeing enhance academic performance. The wellbeing skills, topics, and techniques taught in Core are vital for life success.



## ASPIRE

The British Secondary and High School Section of TES is an educationally supportive school, where the achievements, attitudes, and wellbeing of all students matter and diversity is celebrated. We offer additional support through our ASPIRE (Access for Students to Participate, Improve and take Responsibility for their Education) Department, which provides an extensive range of help, assistance, and advice to students who have Additional Educational Needs (AEN) and their families.

At the heart of our philosophy is the belief that all students are entitled to the support that will allow them to achieve their educational potential. This support encompasses anything that could cause a barrier to learning, whether it be cognitive, linguistic, social, or emotional. Students who are supported by the ASPIRE department generally fall into the following categories:

- students who have a professionally-identified learning need,
- students who have a greater difficulty in learning than their peers,
- students who have not yet met their academic and cognitive potential for a variety of reasons and therefore have a gap in their learning.

Our aim is to identify students with an Additional Educational Need early on in their secondary school journey and to make the necessary provision for all students to access the curriculum. This is done through consultation with teachers, parents, and other professionals as required.

The support we offer will take place mainly in the ASPIRE department (i.e. withdrawal from classes). In-class support may be offered, where deemed necessary, to ensure students keep pace in lessons.

All of the support will be delivered by Learning Support Assistants (LSA) who use dedicated strategies to help students comprehend and complete tasks. They will also work with students to improve their academic skills in certain areas of the curriculum.

Withdrawal support will focus on students' individual needs and may include consolidation sessions. This may be in a small group setting or one-to-one support situation, depending on the individual needs of the student.

Students are included on the ASPIRE Register if they are receiving support from the department and/or have a diagnosis from a medical professional, Educational Psychologist, Speech Therapist, or similar. The progress of these students is tracked by means of available school data and regular meetings with Year Deans and other personnel throughout the school. In this way, we are able to monitor whether our support is showing the positive impact on learning that is expected and make any necessary adjustments.

Everyone at the school is committed to working in collaboration with parents, carers, and other professionals or specialist agencies to develop the most appropriate programme of education for each student with an Additional Educational Need and to strive for success for all of our students.





# Homework Quality Standards

For students, parents, and teachers, homework is a subject that generates a range of different views. Many parents want schools to set homework; most students appreciate that homework is important and understand that it helps them to be successful in their studies; and teachers believe that independent study is an important skill in its own right, as well as supporting student progress.

Research shows that there is a positive relationship between time spent on homework and achievement at school, but only when homework is set in moderate amounts and when tasks are interesting, challenging, and varied.

A recent school survey demonstrated that our students prefer homework tasks that are clearly defined, allow for an element of creativity and have adequate deadlines, but dislike regular and mundane tasks that aren't clearly linked with their learning. These findings match with the current available research on homework.

Good learning requires a partnership between students, families, and the school and so we have suggested ways in which all of us can support the deeper learning of our students and these are published in our Homework Policy. In short, we believe that homework tasks should:

- consolidate learning
- provide opportunities for students to practise and apply skills
- be structured
- be planned
- have a purpose
- have clear outcomes
- have success criteria made clear to students
- promote, where possible, the TES values – we encourage students to persevere when homework is difficult; allow opportunities for students to be creative in how they present their learning; and expect them to take responsibility for organising themselves and respecting deadlines.





## Homework Charter for School, Students and Parents

### SCHOOL

- All homework tasks should be planned for learning.
- Teachers should communicate how long students should spend on a particular task and have realistic expectations about how long a task might take a student.
- Tasks should be accessible by all students and differentiated if required.
- Homework needs to be explained in lessons and clear instructions given on the nature of the task and how students might go about achieving it.
- Students must be given the opportunity to write the instruction in their diary and email used when necessary to communicate homework instructions or guidance to parents.
- Students need to know how homework will be assessed (e.g. by self/peer/teacher).
- If the task is new to students, and is not a creative open-ended task, it should be modelled. For example, what does 'research' look like? If students are being asked to 'revise', how should they go about it? What evidence would you expect to see of revision? Heads of Departments will regularly review and monitor the quality of homework set.
- Teachers will use TESmile to log when students consistently miss homework deadlines and provide appropriate sanctions as per departmental policy.

### STUDENTS

- Attempt homework tasks to the best of your ability.
- Use the homework diary to accurately write down the homework instruction.
- Meet homework deadlines. If there is a problem with homework, you should notify your teacher as soon as possible prior to the due date.
- Try to keep your academic targets in mind when completing homework.
- Understand that homework is important to learning.
- Aim to stick to the guidance given by teachers regarding the length of time to spend on homework. Keep things in perspective. Homework is important, but social, artistic and sporting activities are also important in achieving life balance.
- Know that quality is more important in most cases than quantity.
- Never copy or plagiarise work – asking for extra help is better!
- Avoid rushing to complete work. Be well planned and organised. If there is a problem, you have the following options available to you: speak to your Form Tutor for advice; ask a friend/member of the class; ask/email your subject teacher for further clarification; ask your parents/siblings for advice; speak to your Year Dean if you still feel that things are getting on top of you.

### HOME

- Please remember that when it comes to homework, quality is more important than quantity.
- Use the homework planner to check that your child has clearly written their homework tasks.
- Once per week, for example on a Sunday, help your child plan for the week ahead.
- Allocate specific times for homework tasks.
- Provide a quiet work space free of distractions and provide light supervision.
- Support your child in managing distractions such as Social Media, personal email, TV and computer games.
- Don't do homework for your child.
- If your child has a tutor, they should provide guidance and support rather than undertaking the actual task.
- Communicate with school if there are problems.
- Encourage children to approach teachers to ask for help.
- Consider how other activities might impact homework. Avoid over-commitment, e.g. personal tutoring and additional classes.
- Spend some time to help children devise organisational systems. For example, use a wall-planner or calendar to record what is due and when it is due so your child can 'see' what needs to be done.
- Contact your child's Form Tutor or Year Dean if your child is exhibiting anxiety or stress over homework.
- Developing the whole child is part of our school's philosophy – remember that social, creative and physical activities play a part in this.
- Homework should always provide an opportunity for learning. Talk to your child about their homework and take an interest in their work.





**WE TAKE RESPONSIBILITY**

for our own learning  
and allow others to learn

**WE LINE UP QUIETLY**

outside the classroom (KS3)

**WE SHOW RESPECT**

by actively listening to  
others and following  
instructions

**WE ARE WELL MANNERED AND CONSIDERATE**

citizens of the school,  
we treat others as we would  
wish to be treated

**WE ARRIVE ON TIME**

and ready to learn

**WE DO NOT EXCLUDE**

others through our  
use of language

**TES**  
STUDENT CHARTER



## WE PROMOTE

consistently high standards within an atmosphere of mutual respect

## WE DEVELOP

a variety of teaching and learning activities to support students' needs

## WE ARE

lifelong learners and look for new opportunities in our teaching

**TES**  
TEACHER CHARTER

## WE GIVE

quality feedback in a range of ways

## WE CARE

about our students' learning and well-being

## WE CREATE

meaningful tasks and follow the homework quality standards







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