



(I)GCSE
Options Booklet
2026-2028



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INTRODUCTION

THE STRUCTURE OF THE I/GCSE CURRICULUM

I/GCSE students study a core of compulsory subjects, comprising examination courses in English Language, English Literature, Mathematics and either Combined or Triple Science, complemented by non-examination courses in Physical Education (PE), Sport, and Life Skills. They are also given the opportunity to select courses according to their preferences and interests from the option groups given below. Whilst the programme of subject choices for each student will reflect individual interests and abilities it is important to keep the range of subjects chosen as broad as possible. This is to ensure a balanced curriculum in terms of subjects, learning experiences, assessment formats and future opportunities.

Step 1:

To ensure students follow a broad range of subjects they must choose one subject from Group 1, one from Group 2 and one from Group 3 plus a fourth “free” choice.

Group 1: Art, Physical Education, Film Studies, Music, Drama, Design & Technology

Group 2: French, Spanish, Chinese, Latin, Mother Tongue

Group 3: Geography, History, Economics, Business Studies, Psychology, Religious Studies, Computer Science

Step 2:

Confirm that your choices work using the options blocks below – you are allowed one subject per column.

I/GCSE CURRICULUM STRUCTURE

Block A	Block B	Block C	Block D
History	History	History	Geography
Geography	Geography	Psychology	Business
Economics	Economics	Religious Studies	Drama
Computer Science	Computer Science	Computer Science	Art
Drama	Business	Film Studies	French
Film Studies	Psychology	French	Spanish
Music	Music	Spanish	Chinese
Art	Drama	Chinese	Mother Tongue
Physical Education	Design & Technology	Latin	*Learning Support
Design & Technology		*Learning Support	

These courses require a minimum number of students opting for them to make them viable. This number may vary depending on the nature of the course. Some students may be

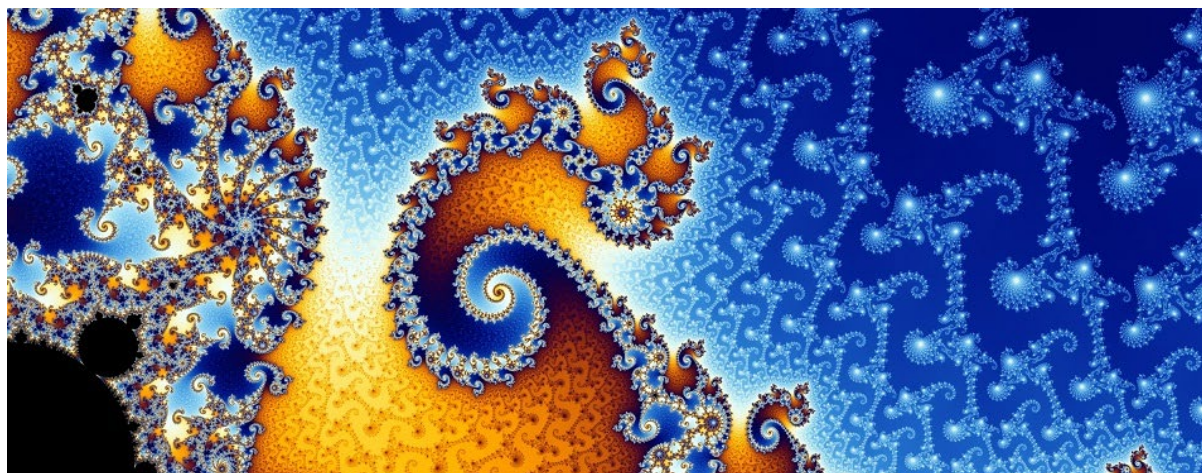
advised to study fewer subjects than the maximum on offer. For these students, supervised study will be made available to support other subjects. *Note: Learning Support is only for selected students.

ASSESSMENT

The school offers both GCSE and IGCSE courses of study. Public examination courses lead to a General Certificate of Secondary Education qualification (GCSE), or the international equivalent (IGCSE). Both courses are assessed through written examinations, coursework or a combination of both. The IGCSE grading structure follows a numeric system of 9 - 1 (9 being the highest). The GCSE grading structure follows a letter system of A* to G. Students taking I/GCSEs during 2024-26 will therefore receive a mixture of 9 to 1 and A* to G grades.

MATHEMATICS

IGCSE MATHEMATICS: SPECIFICATION CODE 4MA1 [EDEXCEL]



SPECIFICATION [HERE](#)

INTRODUCTION

Whether we see the maths that we use in everyday life or allow it to go unnoticed, it remains an important aspect of our world. We would have none of the technology and amenities of modern life without maths. The mathematics that students explore in KS4 starts to give access to the ideas that describe the world around us. Students will also see the beauty and structure of mathematics that makes it an area of study in its own right.

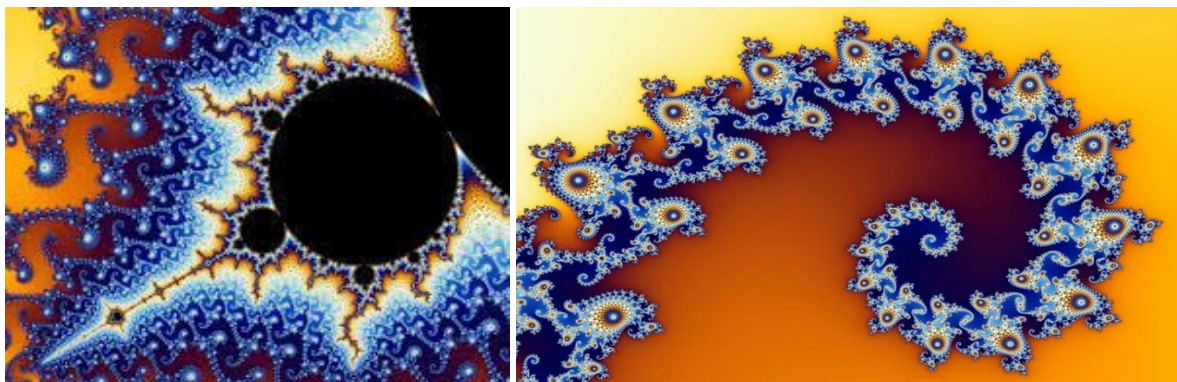
CONTENT

Over the two years of study, students will be expected to discuss their work to find suitable solutions, to present these solutions in a variety of ways, and to work with different groups of people. The course promotes logical thought but will challenge students to think creatively when confronted with unexpected problems.

The specification covers four main areas of study:

- Number
- Algebra
- Geometry and measures
- Statistics and probability

In addition, the course includes differentiation and set theory that are a good grounding for further mathematical study at IB or A level, especially if students achieve a grade 7 or better. They will be prepared for Higher Level Maths at IB by achieving at least a grade 8, although a 9 is preferable. The same is true for studying Further Maths at A level. They must have also studied and sat the exam for the AQA Level 2 Certificate in Further Mathematics (further details on this course can be found below). There is no coursework requirement for the IGCSE course.



CALCULATORS

Students are required to have a scientific calculator for use in mathematics. The Casio model sold in the school shop has all the required functions for the course.

SUITABILITY

Mathematics is a compulsory Key Stage 4 subject. A two-tier system of examination is available to accommodate the different needs and ability levels of students. Higher Tier covers grades 9 to 4 and Foundation Tier covers grades 5 to 1. All students are taught the Higher syllabus, and the final tier of entry is decided in Term 2 of Year 11. Almost all students are entered for Higher Tier; occasionally we decide that it is in the best interests of a student to enter them for the Foundation Tier.

AQA LEVEL 2 FURTHER MATHEMATICS (8365)

SPECIFICATION [HERE](#)

Students in extension sets will also cover the content of the AQA Level 2 Further Mathematics qualification in their normal Maths lessons, which they can then opt to sit in Year 11 alongside their IGCSEs. It offers challenge and extension for our most able students, extending the work from the IGCSE on the following topics:

- Calculus
- Algebraic manipulation and proof
- Quadratics
- Functions
- Sequences
- Pythagoras' Theorem and Trigonometry
- Solving Equations
- Equations of circles

The course also introduces new topics including:

- Matrices
- Trigonometric identities and equations

This course covers much of the Year 12 pure maths content and will prepare students well for Higher Level Mathematics IB or Further Mathematics at A level. This is why it is a pre-requisite for taking Higher Level at IB and Further Mathematics at A level.

ENGLISH LANGUAGE

IGCSE ENGLISH: OXFORD AQA (9270)

Course details: [International GCSE English Language \(9270\) | OxfordAQA International Qualifications](#)

INTRODUCTION

In English Language, students follow the Oxford AQA IGCSE specification. Through study leading to examinations, students develop their ability to understand and respond to a variety of different text types. They also develop writing and speaking skills, with different purposes and audiences in mind. Students' imaginative, creative and personal responses are an integral part of the course. Students will be awarded a grade from 9-1 on completion of the course.

AIMS

The aims of the course are to enable each student to:

- Read, understand, enjoy and appreciate a variety of texts
- Develop specific skills in inference, exploration, language analysis and deduction
- Develop and sustain interpretations of writers' ideas and perspectives
- Write for a range of purposes, including descriptive, imaginative, argumentative and discursive writing
- Write accurately, fluently and effectively
- Listen to, understand and use spoken language effectively
- Expand their vocabulary, understanding of grammatical terminology and linguistic conventions

SCHEME OF ASSESSMENT

Students follow the examination route, and complete two written papers at the end of the course.

Paper 1: Literary non-fiction and composition [60%]

Section A: Literary non-fiction (40 marks) Students will be given a single text for close study. The text will be divided into sections with questions.

Section B: Composition (40 marks) There will be three tasks from which students choose one: descriptive, imaginative, argumentative and/or discursive.

Paper 2: Source-based reading and directed writing [40%]

Section A: Reading (40 marks) Students are given stimulus material consisting of 5–6 texts. Questions will be asked on individual texts and pairs of texts. At least one question will require students to consider two texts.

Section B: Writing (40 marks) Writing will be linked with the reading sources from Section A and the focus of the writing task will be writing for audience and purpose. There will be a choice from two tasks.

Speaking and Listening [optional endorsement]

Students may opt to complete the speaking and listening endorsement of their IGCSE if they need this for visa/ university application purposes.

Each student will undertake one extended task, which will be a presentation or an interview. This is internally assessed and does not affect their overall grade but is recorded separately on the scale of pass, merit or distinction.

SUITABILITY

All students take both the IGCSE English Language and IGCSE English Literature courses.

ENGLISH LITERATURE

IGCSE ENGLISH LITERATURE: SPECIFICATION CODE 4ET1 [EDEXCEL]

IGCSE Literature Pearson Specification

IGCSE English Literature course information

INTRODUCTION

The English Literature course is the Edexcel iGCSE/ International GCSE specification. Over the course of two years, students learn to respond to texts critically, sensitively and in detail. They also learn to explore comparisons between texts and experience a range of literary traditions and trends. Students will be awarded a level on a scale of 9-1 at the end of the course.

AIMS

The aims of the course are to enable each student to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts
- develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies and learn to appreciate how context informs a reader/ audience's viewpoint
- find enjoyment in reading literature and understand its influence on individuals and societies.

SCHEME OF ASSESSMENT

Students will study two units (Paper 1 examination and Paper 2 examination).

Paper 1 – Examination - Poetry and Prose [60%]

The two parts to this examination allow students to demonstrate their competence in studying and responding to texts. All students will study an anthology of poetry and one of the novels in the list below, as well as other texts and extracts that will build students' skills and knowledge in preparation for the unseen element.

Section A

Part 1 – Modern unseen poetry question

Part 2 – Comparison of poems from the Edexcel Poetry Anthology question

Section B

Students will be examined on one of the following texts:

- *To Kill a Mockingbird*, Harper Lee
- *Of Mice and Men*, John Steinbeck
- *Whale Rider*, Witi Ihimaera
- *Things Fall Apart*, Chinua Achebe
- *Joy Luck Club*, Amy Tan

They will answer one essay question on the selected prose text.

Paper 2 – Examination - Modern Drama and Literary Heritage texts [40%]

The two parts of the examination allow students to demonstrate their competence in studying and responding to whole texts as well as appreciating the relationship between a text and its context. This allows students to develop their comprehension and critical reading skills, as well as their ability to produce clear and coherent writing using accurate Standard English.

Students will study two set texts for this component: one of the modern drama set texts and one of the literary heritage set texts. They will write two extended essays in response to one question per section.

Section A – Modern drama text question

- *A View from the Bridge*, Arthur Miller
- *An Inspector Calls*, J B Priestley
- *The Curious Incident of the Dog in the Night-time*, by Mark Haddon (adapted by Simon Stephens)
- *Kindertransport*, Diane Samuels
- *Death and the King's Horseman*, Wole Soyinka

Section B – Literary heritage text question

- *Romeo and Juliet*, William Shakespeare
- *Macbeth* William, Shakespeare
- *The Merchant of Venice*, William Shakespeare
- *Pride and Prejudice*, Jane Austen
- *Great Expectations*, Charles Dickens
- *The Scarlet Letter*, Nathaniel Hawthorne

SUITABILITY

All students take both the IGCSE English Language and IGCSE English Literature courses.

SCIENCE

IGCSE SCIENCE

A study of Biology, Chemistry and Physics leading to the award of 2 or 3 IGCSEs



EDEXCEL

- **TRIPLE AWARD: BIOLOGY (4BI1)** [Edexcel International GCSE Biology \(2017\) | Pearson qualifications](#); **CHEMISTRY (4CH1)** [Edexcel International GCSE Chemistry \(2017\) | Pearson qualifications](#) ; **PHYSICS (4PH1)** [Edexcel International GCSE Physics \(2017\) | Pearson qualifications](#)
- **COMBINED AWARD: SCIENCE (4SD0)** [Edexcel International Science \(Combined Award\) \(2017\) | Pearson qualifications](#)

INTRODUCTION

In Middle School students follow the Tanglin 3-14 curriculum, covering a range of Biology, Chemistry and Physics topics taught by a single teacher. Moving into Y10 students will be taught by subject specialists in Biology, Chemistry and Physics, and they will experience science as a study of these three distinct, but interdependent, disciplines.

All Science students at Tanglin will cover a combination of Biology, Chemistry and Physics.

AIMS

- to develop students' knowledge and understanding of scientific concepts
- to develop scientific literacy and research skills
- to develop students' questioning, analytical and evaluative skills in approaching scientific problems and issues
- to develop students' practical skills in science and an understanding of how science works
- to engender enthusiasm about science leading to continued study

CONTENT

Combined Award and Triple Award candidates study the sciences under the following broad topic headings. The amount of material under each heading will vary according to the course studied.

Biology	Chemistry	Physics
<ul style="list-style-type: none">• The nature and variety of living organisms• Structures and functions in living organisms• Reproduction and inheritance• Ecology and the environment• Use of biological resources.	<ul style="list-style-type: none">• Principles of chemistry• Inorganic chemistry• Organic chemistry• Physical chemistry	<ul style="list-style-type: none">• Forces and motion• Electricity• Waves• Energy resources and energy transfers• Solids, liquids and gases• Magnetism and electromagnetism• Radioactivity and particles• Astrophysics

SCHEME OF ASSESSMENT

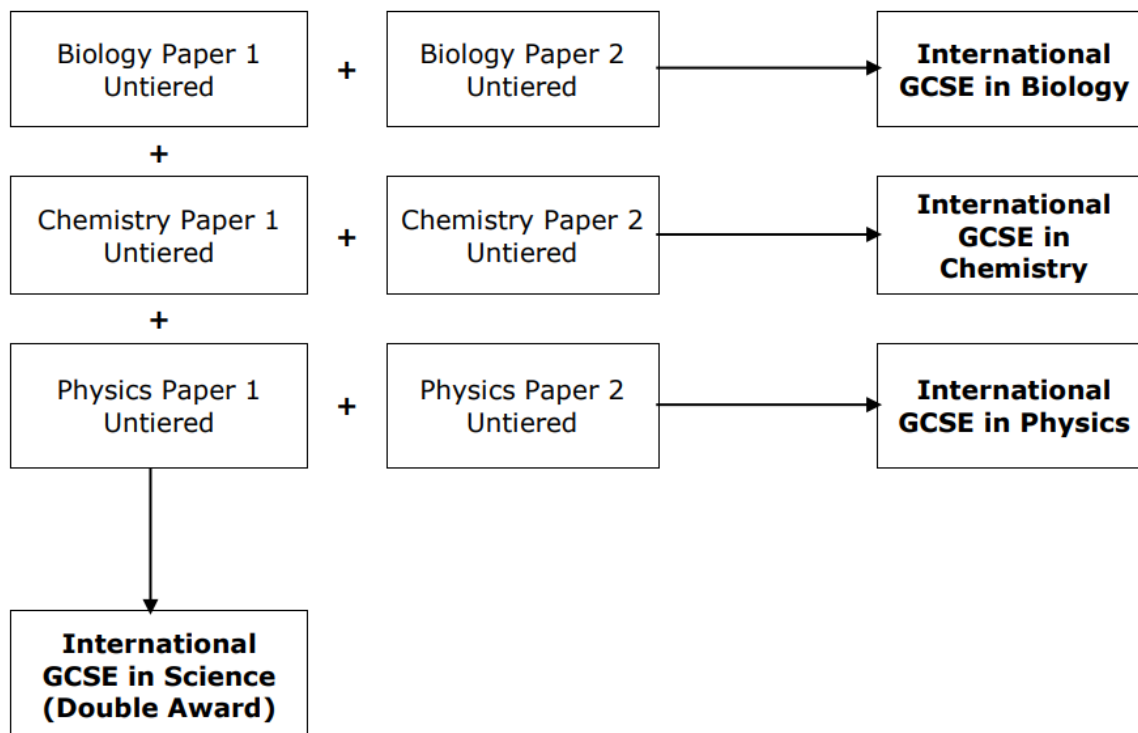
Triple Award candidates are awarded separate IGCSEs in Biology, Chemistry and Physics. Each can range from 9 (highest) to 1 (lowest). The grades for each subject are independent and students will not necessarily achieve the same grade in each subject.

Combined Award candidates are awarded two IGCSEs. The scores on each of the three examination papers (Biology, Chemistry, Physics - see below) are aggregated, and they are graded on a 17-grade scale: 9-9, 9-8, 8-8 ...2-2, 2-1, 1-1, of which Grade 9-9 is the highest and Grade 1-1 is the lowest. The examination papers are designed to address the full range of attainment: there are no tiered papers.

External Assessment

Combined Award and Triple Award candidates will sit the two-hour Paper 1 in each of Biology, Chemistry and Physics. Each Paper 1 represents two thirds of the respective individual IGCSE qualification, or one third of the Combined Award.

Triple Award candidates will sit the one-hour Paper 2 in each subject which examines the additional material. The relationship of assessment to the qualifications available is summarised on the next page:



Internal Assessment

There is no formal internal assessment (coursework) demanded by these qualifications. However, the examination papers will address the practical element of science, and the application of science to society. In addition, both the A-level and IB science courses place stringent practical demands on students.

Each term, throughout the two years, students will carry out a number of assignments designed to develop practical and research skills. These will include topic tests, research projects and laboratory investigations. Students' attainment in these areas will be reported to parents on the progress reports and the parent-teacher-student conferences.

OPTION CHOICES

During the options process, students in year 9 will need to decide whether they want to opt in to study extra science material (*triple award*).

There are no entry requirements for the *triple award*, however it is an accelerated course with more challenging content. We believe that this choice should be made by the student based on the enthusiasm and excitement they demonstrate about science. Students need to be mindful of the added pressure it might put on their other subjects. Teachers will also offer guidance about student suitability in class. With both awards, students can go on to study science in sixth form. The differences between the two awards are explained on the next page.

Combined award (see table 1 for summary)

The total work completed in the combined awards is the equivalent of two IGCSEs, hence the students will receive two grades for science. The *combined award* contains content that is interesting and engaging for students and is also designed to ensure good preparation for those continuing to further study.

Triple award (see table 1 for summary)

The *triple award* course builds on all three sciences (B/C/P) with further exciting and challenging content to learn and understand. *Triple award* goes into more depth both in terms of practical skills and analysis in all three sciences.

Those students who opt to take *triple award* will sit three extra exams in biology, chemistry and physics. The equivalent amount of work at the end of this course is that of three IGCSEs, hence students will receive three grades, one for each of the sciences.

Award	Number of IGCSEs	Subjects studied			Number of exams	Grade calculation
		Biology	Chemistry	Physics		
Combined	2	✓	✓	✓	3	Average of: Biology, Chemistry, Physics exam papers. (2 grades - e.g. Combined Science Award 7-7 or 6-7)
Triple	3	✓	✓	✓	6	2 individual exam papers per subject. (3 grades - e.g. Biology 7, Chemistry 7, Physics 9)

Table 1: Summary of the combined and triple award.

PROGRESSION TO A-LEVEL AND IB SCIENCES

Achievement of high grades in *either* Combined Award, *or* the relevant individual IGCSE, offers excellent preparation for further study at IB or A-level.

In our experience, universities do not require prospective science undergraduates to have studied the Triple Award programme – Combined Award is sufficient and the A-level / IB results are afforded much more emphasis in admissions decisions.

ART & DESIGN

GCSE ART AND DESIGN (ART, CRAFT AND DESIGN): SPECIFICATION CODE 1ADO [PEARSON EDEXCEL]



Artwork courtesy of Alana Hambley

SYLLABUS

INTRODUCTION

The specification meets the criteria outlined by the Qualifications and Curriculum Authority for a full course GCSE. It combines the necessary breadth and depth of study, with the freedom of choice required to accommodate a range of abilities and ways of working.

AIMS

The aims of the course are broad, but amongst them they enable each student to:

- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop their own aptitudes and interests and to foster and encourage confidence, enthusiasm and a sense of expression

CONTENT

The specification encourages students to work across a wide variety of media and processes:

1. Drawing/ Painting – Using pencils, oil pastels, chalk/charcoal, collage, mono-printing, acrylic/oil paint, watercolour, poster-colour, pens and inks.
2. Photography – Students can use the camera to record objects, people or places. Manipulating the photographs on Photoshop and printing on different surfaces can develop very interesting ideas that can be translated into other techniques.

3. Printmaking – Students could use *any* of the printmaking techniques: relief, intaglio, stencil forms, scanning and other copying processes.
4. Three-dimensional work – 3D construction can involve the use of plaster, vacuum formed plastics or several materials in combination. Functional and sculptural ceramic pieces, including glaze technology, surface decoration. Large murals in bas-relief that could be entirely in clay, paper clay or mixed media.
5. Textiles – Embroidery, hand-stitching, felt-making, batik, dying, collage. This is another ‘technical’ area that can promote new ideas, and many students respond very positively to the colour, fabric and pattern elements of these techniques.
6. Digital art – Digital drawing/ package design, poster design typography using platforms such as Photoshop, Illustrator and Procreate.

SCHEME OF ASSESSMENT

The scheme of assessment consists of 2 components:

Component	Requirements	Max. Mark	Weighting
Personal Portfolio (Coursework)	1 unit of work	72	60%
Externally Set Assignment (Exam)	1 unit of work	72	40%

The scheme of assessment covers grades 9 to 1. Grades will be awarded on that scale. Where work cannot be rewarded it is ungraded.

SUITABILITY

If you are interested in Art and have a foundation of art skills, then you have what it takes to be successful at GCSE level. You certainly should have an appetite for practical/making tasks; maybe you feel confident enough to express your own ideas/emotions and/or you think, see and do things creatively.

DRAMA

IGCSE DRAMA: SPECIFICATION CODE 0411 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]



CIE IGCSE DRAMA (0411) SYLLABUS

INTRODUCTION

The IGCSE Drama course allows students to develop higher level creating, performing and reflective skills through a diverse and stimulating range of teaching strategies. The course structure demands that all students work collaboratively and creatively, skills that are transferable to a plethora of modern careers. Students are encouraged to learn and apply drama skills to explore their creative response to a number of exciting practical projects whilst developing their self-awareness within the cultural community. The Drama experience is concerned with communication, working with others and learning how to express ideas through the unique language of the drama process. The written aspect of the course ensures that this subject is academic whilst being highly creative and performative.

AIMS

The aims of the course are to:

develop candidates' understanding of drama through practical and theoretical study

- enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- develop candidates' acting skills, both individually and in groups
- enable candidates to develop their skills in devising original drama
- help candidates communicate feelings and ideas to an audience
- foster understanding of the performance process and enable candidates to evaluate the various stages of that process
- encourage enjoyment of drama.
- develop transferable skills

CONTENT OVERVIEW

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.

Component 1 (40 %) The written examination

Students study two play extracts and answer questions from the point of view of an actor, director or designer. They also answer questions on their own devised work. This is externally assessed.

Component 2 (60%) The practical examination

Students prepare three pieces for assessment:

- A monologue based on an extract from a play
- A group performance based on an extract from a play
- A group performance based on an original devised piece.

These are internally assessed and externally moderated.

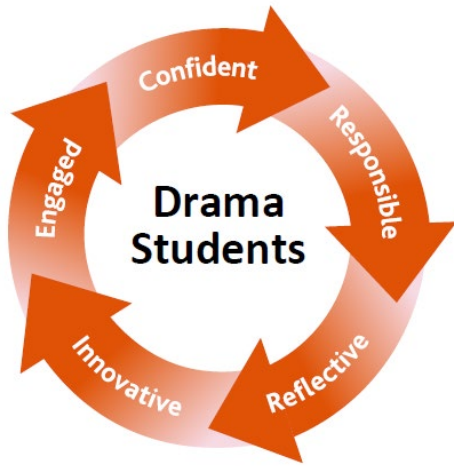
Students will:

- understand key practical drama concepts such as: structure and plot; characterisation and role; dialogue; physicality; pacing, contrast and dynamics; tension; spatial awareness and proxemics
- understand the stylistic conventions associated with different genres, from the point of view of actor, director or designer
- demonstrate understanding of the ways choices made by actors, directors and designers can affect performances and audience responses
- understand dramatic terms and how to use them when writing about drama
- understand and use appropriate technical terminology.
- demonstrate skills in performing an extract from a play
- understand techniques used to bring texts to the stage
- identify the challenges in bringing words from the page alive on the stage
- understand the relationship between spoken word, facial gesture and bodily posture
- understand approaches to interpreting a play script
- demonstrate the ability to write about bringing texts to the stage
- analyse and reflect on the performance process and be able to write about it.

SUITABILITY

This IGCSE Drama course will appeal to students who can fully commit themselves to working in group situations. Self-confidence, motivation, tolerance and respect are the key skills students will develop if they join this course. IGCSE Drama is a practical, artistic subject with a clearly defined intellectual strand. A full commitment to the course is required, particularly when planning and rehearsing for the performance. Students should be aware that there is an expectation for them to see and write reviews on live theatrical performances. Students will be expected to attend these out of school hours. Likewise, in preparation for assessed performances, students will be required to rehearse out of school hours if necessary. There is no expectation for students to take part in extra-curricular productions to complete the

assessment criteria of this course. However, such involvement is recommended and would certainly be of great benefit. Drama is a subject for those who are willing to interact with others, for those who can respect and contribute to the creative process and for those who have a curiosity about themselves and the world in which they live.



TRANSFERABLE SKILLS LEARNED IN DRAMA LESSONS

Oral communication skills, physical communication skills, creative problem solving abilities, time-budgeting skills, motivation and commitment, a willingness to work co-operatively, the ability to work independently, using your initiative, promptness and respect for deadlines, respect for colleagues, adaptability and flexibility, the ability to learn quickly--and correctly, the ability to work under pressure, acceptance of disappointment--and an ability to bounce back, a goal-oriented approach to work, a healthy self-image, self-discipline, concentration, dedication, a willingness to accept responsibility, leadership skills, self-confidence, and finally enjoyment -- "this is fun!"

MUSIC

IGCSE MUSIC: SPECIFICATION CODE 0410 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]



CIE IGCSE MUSIC (0410) SYLLABUS

INTRODUCTION

The IGCSE Music Course is an interesting and engaging two-year course designed to develop and extend the teaching of the three main skills students will have already experienced in Middle School: performing, composing and listening. Through a wide range of tasks, students will learn about many aspects and styles of music. Taking this course prepares students to continue their studies into IB or A Level Music, and Music is an excellent Arts subject for learning the disciplines and skills favoured by modern employers and universities.

AIMS

The aims of the IGCSE Music course are to enable each student to develop their skills in:

- **performing** and **composing**
- **listening** and **responding** to music from a variety of historical and cultural backgrounds

Students will develop their skills in reading and analysing music and performing and composing different types of music.

SCHEME OF ASSESSMENT

The course is separated into three components:

Component One: *Listening - Written Paper [40%] – externally assessed*

This part of the course teaches students about musical concepts, history, theory and analysis, and how to listen for these features in music. They will be exposed to a rich mixture of music from different traditions, times and places. The content is organised into seven areas of study including Western Classical Music, Popular and Electronic music and Musicals, Jazz, Music for Stage and Screen and music from Chinese, Indian, Arabic and Latin traditions. Over the two years, students will be taught all the skills necessary to help them complete the final Listening Examination paper.

Component Two: *Performing - Coursework [30%] – internally assessed/externally moderated*

This component of the course requires students to perform on any instrument of their choice (including voice), selecting their own choice of music, which can be of any standard and style. The coursework requirements are one **solo** performance and one **group** performance which will be recorded in school and externally assessed using the same criteria that students have been assessed with throughout Middle School.

Component Three: *Composing – Coursework [30%] internally/ externally moderated*

This component of the course requires students to compose their own pieces of music. Students will compose a number of pieces throughout the course, and the best **two** will be selected to be submitted for coursework. One of the compositions can be in any style and the other will be composed according to a loose brief, giving students the opportunity to develop composition skills in the genres they prefer. The use of Music Technology is fully integrated into this component with the majority of students using composition software such as Sibelius and also sequencing software such as Logic Pro.

The scheme of assessment results in students being graded from A* - G

SUITABILITY

The course is designed in such a way that students of all abilities can access it and find success. Students who already play an instrument and have some previous musical experiences are at an advantage, but any students with a genuine interest and passion for music can also score the highest grades.

An ability to read music at the start of the course, at least at a basic level, is helpful but not essential.

It is an expectation that IGCSE Music students take advantage of the many opportunities provided by the Music Ensembles in the Senior School. All Music Ensembles greatly enhance students' musical skills beyond the classroom and give a greater chance of success at IGCSE.



FILM

GCSE FILM STUDIES (MIA): SPECIFICATION CODE 5350 [CCEA]



MIA SPECIFICATION

INTRODUCTION

Film Studies (Moving Image Arts) is designed to build upon students' own experience of film and media as consumers and creators. Starting with the familiar, the specification allows students to study film and the ways in which it is experienced, the importance of visual representation in today's global society and the place film has in communicating ideas, attitudes and cultural beliefs. Students will develop their analytical skills, will be encouraged to work collaboratively and will learn to use audio/visual equipment, graphic design and video editing software skilfully and creatively.

AIMS

The aims of the course are to enable each student to:

- develop an interest and enjoyment of a wide range of audio visual and print-based media;
- develop a critical and investigative approach to the film industry and film audiences;
- recognise the ways in which film represents people, places, ideas, issues and events to different audiences;
- recognise and explore the creative possibilities of audio-visual and print-based media.

SCHEME OF ASSESSMENT

Examination– *Critical Understanding [1hour 30 minutes], weighting 40%*

Students study six film genres and answer questions focusing on issues of representation, narrative and style.

Questions will be based on:

1. Characters, narratives, themes and issues;
2. Film form and style.

Coursework One– *Acquisition of Moving Image Production Skills, weighting 20%*

Students complete four controlled assessment tasks:

1. Storyboarding (photography or hand drawn);
2. Animation;
3. Sound Design;
4. Camera and Editing.

Coursework Two –*Planning and Making a Moving Image Product, weighting 40%*

Students complete:

An individual production portfolio and a complete live action or animated short film. The portfolio will contain a range of media: photography, graphics, lighting and sound experiments, script ideas, storyboards and digital animations.

The scheme of assessment results in students being graded from A* - E

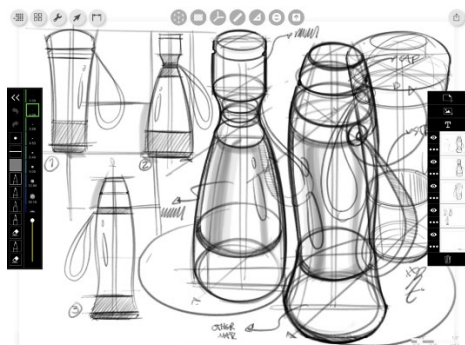
SUITABILITY

Although an interest in film making is a prerequisite for Film Studies, prior knowledge of film theory is not necessary as we will spend time analysing mainstream UK and Hollywood films in order to develop a critical understanding of the ways they are constructed and make meaning. A willingness to engage in discussion is, however, important, as is being open to watching more challenging films. Film and media production sometimes involves collaborating with others and so the ability to make meaningful contributions to group work is also essential.

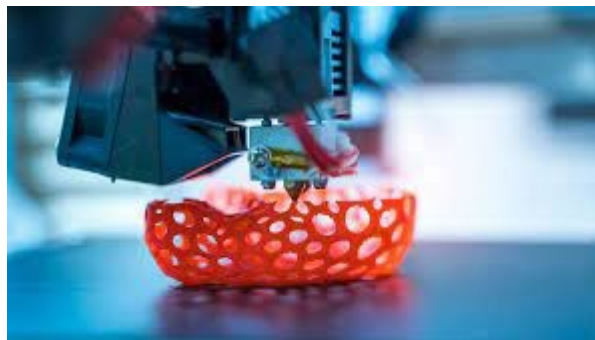
DESIGN & TECHNOLOGY

AQA GCSE: DESIGN AND TECHNOLOGY [SPECIFICATION CODE 8552]
SPECIFICATION [HERE](#)

Product Design Sketching



3D Printing



INTRODUCTION

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants, and values. The Design and Technology syllabus enables learners to identify, evaluate and solve problems through creative thinking, planning, and working with different media, materials, and tools.

As a result, candidates gain technical and design awareness and develop skills such as initiative, resourcefulness, inquiry, and ingenuity. They also develop the communication skills central to the design, making and evaluation process. AQA GCSE Design and Technology provides an ideal basis for further study and prepares learners for their future within a rapidly changing technological society.

AIMS

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

CONTENT

In Design and Technology, pupils are taught to become 'problem spotters' as well as problem solvers. Pupils who study Design and Technology learn to use a range of techniques and processes to design and manufacture products that will help people with real-life problems.

Prototyping



Students will learn to:

- Observe needs/requirements
- Construct a design brief and specification
- Generate a range of creative and feasible ideas
- Use tools and machines safely
- Develop ideas using CAD and sketching
- Realise ideas by making prototypes
- Evaluate and communicate ideas

SCHEME OF ASSESSMENT

The scheme of assessment consists of 2 components:

Component	Requirements	Weighting
Exam	<ul style="list-style-type: none"> • 2 Hours (100 marks) • at least 15% of the exam will assess Maths • at least 10% of the exam will assess Science. • Section A: Core technical principles • Section B: Specialist technical principles • Section C: Designing and making principles 	50%
NEA (Non-Examined Assessment) Substantial design and make task	<ul style="list-style-type: none"> • 30-35 Hours • Practical application of: • Core technical principles • Specialist technical principles • Designing and making principles 	50%

PHYSICAL EDUCATION

GCSE PHYSICAL EDUCATION

60% written examination / 40% non-examined assessment (NEA)

Component	Content	Assessment
Component 1 Fitness and Body Systems	Applied Anatomy and Physiology Movement analysis Physical training	1hr 30 min exam 36% of final mark
Component 2 Health and Performance	Health, fitness and well being Sport psychology Socio-cultural influences	1hr exam 24% of final mark
Component 3 Practical Performance	1 x individual sport 1 x team sport 1 x choice from individual or team	105 marks 30%
Component 4 Personal Exercise Programme	Individualised coursework	20 Marks 10%

Component One – Fitness and Body Systems

<p>Applied anatomy and physiology</p> <ul style="list-style-type: none"> • Structure and functions of Musculo-skeletal system • Structure and functions of the cardio-respiratory system • Anaerobic and aerobic exercise • Short and long term effects of exercise 	<p>Physical Training</p> <ul style="list-style-type: none"> • Relationship between health and fitness, and the role that exercise plays in both • Principles of training, methods of training and components of fitness • How to optimise training and prevent injury
<p>Movement Analysis</p> <ul style="list-style-type: none"> • Level systems, examples of their use in activity and the mechanical advantage they provide in movement • Planes and axis of movement 	<p>Use of data</p> <ul style="list-style-type: none"> • Qualitative and quantitative data • Presentation of data including tables and graphs • Analyse and evaluate data

Component Two – Health and Performance

<p>Sports Psychology</p> <ul style="list-style-type: none"> • Classification of skills (basic / complex; open / closed) • Use of goal setting and SMART targets • Mental preparation for performance 	<p>Socio-cultural factors</p> <ul style="list-style-type: none"> • Engagement patterns of different social groups in physical activity and sport • Commercialisation of sport • Ethical and cultural issues in sport
<p>Health, fitness and well-being</p> <ul style="list-style-type: none"> • Physical, emotional and social health, fitness and well being • Consequences of sedentary lifestyles • Energy use, diet, nutrition and hydration. 	<p>Use of data</p> <ul style="list-style-type: none"> • Qualitative and quantitative data • Presentation of data including tables and graphs • Analyse and evaluate data

Component Three – Practical Performance

<p>Practical Performance</p>
<p>30% of the final mark 105 marks (35 marks per sport)</p>
<p>1 x individual sport 1 x team sport 1 x choice from individual or team</p>
<p>All activities are in the role of performer / player</p>
<p>List of all the activities and specification criteria that students can be assessed in can be found here.</p> <p>Students can be assessed in activities covered through the GCSE PE course, CCA programme, outside of school as long as they are listed on the accepted list of sports by the exam board.</p> <p>Students will put forward their best 3 scores to the exam board.</p>

The following sports can be delivered as part of the GCSE PE curriculum or CCA programme.

Team	Individual
Football	Badminton
Basketball	Gymnastics
Netball	Swimming
Rugby Union	Trampolining
Volleyball	Table Tennis

Additional sports that our students can access through the CCA programme:

Individual
Athletics
Golf
Dance
Tennis
Skiing / snowboarding – School Trip

Additional sports that our students may participate in within the wider community and can be assessed in:

Team	Individual
Cricket	Equestrian
Dance	Rock Climbing
Hockey	Canoeing / Kayaking / sculling
Tennis	Skiing / Snowboarding
Gaelic football	Squash
Handball	Amateur boxing
Hurling / Camogie	Cycling
Lacrosse	Diving
Rowing	

FRENCH

**IGCSE FRENCH: SYLLABUS CODES: 4FR0 [EDEXCEL]
SPECIFICATION [HERE](#)**



INTRODUCTION

Many Tanglin pupils who continue with French beyond school do so for a number of reasons. For some, they know that banking, law, accountancy and management are just some of the sectors that list language skills at the top of their desired assets in potential recruits. For others, they recognise its importance as a key language in leading institutions (EU, UN, NATO), acknowledging that France is the 7th largest economy in the world and that there are expected to be 800 million speakers of French by 2050. Some simply love the linguistic learning for its own sake and appreciate all of French's quirks and complexities, knowing that its study both increases their understanding of their own language (30% of English comes from French) and also facilitates their ability to learn other Latin-based languages. Undoubtedly, all of these students come together to appreciate the French-speaking world's rich cultural heritage. During the IGCSE course, we encourage students to embrace the process of language learning, placing solid grammatical foundations at the heart of our communicative approach to building language skills. We aim to make this journey a positive one and provide a range of enrichment activities to support it. These include baking workshops in French, a French Cinema CCA, Pétanque, French debates, meals in French restaurants. In addition to this, while they don't take place every year, trips to France are regularly organised by the department.

AIMS

The Edexcel IGCSE in French enables students to:

- Develop understanding and use of the spoken and written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Develop the ability to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures
- Develop a knowledge and understanding of countries and communities where the target language is spoken
- Develop positive attitudes towards modern foreign language learning
- Acquire a suitable foundation for further study of the target language, or another language

CONTENT

Students will further develop their skills in four IGCSE assessment objectives, *Listening, Reading, Writing and Speaking*, within the framework of the following 5 topic areas:

1. Home and abroad
2. Education and employment
3. Personal life and relationships
4. The world around us
5. Social activities, fitness and health

Paper	Weighting	Method of Assessment	Duration of Examination
Paper 1: Listening	25%	Terminal Examination	30 minutes + 5 minutes reading time
Paper 2: Reading/ Writing	50%	Terminal Examination	1 hour 45 minutes
Paper 3: Speaking	25%	Conducted internally Term 2/3 in Y11.	10 minutes

The scheme of assessment in both French results in students being graded from 9 - 1.

SUITABILITY

These courses will suit students who have an interest in the culture of the countries whose language they are studying, who have an aptitude for the language and a willingness to learn, and who are open to experiencing cultural and linguistic opportunities such as working with native speaker parent volunteers.

ADVANCED COURSE

More advanced/native language exam courses are also available for those following the mother-tongue programme. Please speak to the Mother Tongue Coordinator, Linda Du (linda.du@tts.edu.sg). These classes come at an additional cost.

SPANISH

IGCSE SPANISH: SYLLABUS CODE: 4SP0 [EDEXCEL]

[SYLLABUS HERE](#)



INTRODUCTION

Many Tanglin pupils who continue with Spanish beyond school do so for a number of reasons. For some, they know that banking, law, accountancy and management are just some of the sectors that list language skills at the top of their desired assets in potential recruits. For others, they recognise its importance as a key language in leading institutions (EU, UN, NATO), acknowledging that there are currently over 500 million speakers of Spanish in the world. Some simply love the linguistic learning for its own sake and appreciate all of the quirks and complexities of Spanish, knowing that its study both increases their ability to learn other Latin-based languages as well as improve their understanding of their own language, given the vast Latin base in English vocabulary. Undoubtedly, all of these students come together to appreciate the Spanish-speaking world's rich cultural heritage.

During the IGCSE course, we encourage students to embrace the process of language learning, placing solid grammatical foundations at the heart of our communicative approach to building language skills. We aim to make this journey a positive one and offer various enrichment activities to support this endeavour.

AIMS

The Edexcel IGCSE in Spanish enables students to:

- Develop understanding and use of the spoken and written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Develop the ability to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures
- Develop a knowledge and understanding of countries and communities where the target language is spoken
- Develop positive attitudes towards modern foreign language learning
- Acquire a suitable foundation for further study of the target language, or another language

CONTENT

Students will further develop their skills in four IGCSE assessment objectives, *Listening, Reading, Writing and Speaking*, within the framework of the following 5 topic areas:

1. Home and abroad
2. Education and employment
3. Personal life and relationships
4. The world around us
5. Social activities, fitness and health

Paper	Weighting	Method of Assessment	Duration of Examination
Paper 1: Listening	25%	Terminal Examination	35 minutes + 5 minutes reading time
Paper 2: Reading/writing	50%	Terminal Examination	1 hour 45 minutes
Paper 3: Speaking	25%	Conducted internally Term 2/3 of Year 11	10 minutes

The scheme of assessment in Spanish results in students being graded from 9-1.

SUITABILITY

These courses will suit students who have completed Middle School Spanish and have an interest in the language and culture of the countries where Spanish is spoken. Students should have a willingness to learn and should be open to experiencing cultural and linguistic opportunities such as working with the Spanish assistant in small groups.

ADVANCED COURSE

More advanced/native language exam courses are also available for those following the mother tongue programme. Please speak to the Mother Tongue Coordinator, Linda Du (linda.du@tts.edu.sg). These classes come at an additional cost.

CHINESE

IGCSE CHINESE: SYLLABUS CODE 0547 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]
[SYLLABUS HERE](#)



INTRODUCTION

There are many significant benefits to studying the world's most widely-spoken language. Research indicates that language skills are highly-prized by many employers in key sectors such as banking, law, insurance, accountancy, logistics and manufacturing; in an increasingly globalised world in which China ranks as the second largest economy, a knowledge and understanding of Mandarin is a real asset in an increasingly competitive job market. Allied to these benefits are, of course, the cultural benefits and the wonderful insights into the customs, heritage, traditions and history that the study of Mandarin provides. There are, also, wider academic benefits to learning Mandarin; it requires more cognitive versatility in terms of linguistic processing which has significant benefits for studying subjects such as Maths, Art and Music, as well as providing a secure foundation for the study of other tonal and character-based languages.

During the IGCSE course, we will provide a rigorous linguistic foundation as well as develop communicative skills, so that we equip the students with the competencies and knowledge to succeed in the examination, as well as provide them with the skills to communicate with confidence in authentic situations. A rich and stimulating CCA programme supplements our academic programme in order to provide a fun and engaging experience beyond the classroom; students are given opportunities to embrace the culture and put the language into practice through high profile events such as the: fascinating residential trip to China; Chinese New Year Gala celebration; Chinese New Year activity week; prestigious annual speaking competition; Middle Autumn Festival celebration.

AIMS

The aims are to:

- develop the language proficiency required to communicate effectively in Mandarin Chinese at level A2 (CEFR Basic User)
- offer insights into the culture and society of countries and communities where Chinese is spoken

- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. 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 Chinese or another subject area

CONTENT

Students will further develop their skills in the four IGCSE assessment objectives, *Listening, Speaking, Reading* and *Writing*, within the framework of the following topic areas:

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

SCHEME OF ASSESSMENT

Students are assessed in each assessment objective as follows:

Paper	Weighting	Method of Assessment	Duration of Examination
Paper 1	25%	Externally assessed	Approximately 35 minutes
Listening	25%	Externally assessed	
Paper 2	25%	Internally assessed/ externally moderated	1 hour 15 minutes
Reading	25%		Approximately 10 minutes
Paper 3		Externally assessed	1 hour 15 minutes
Speaking			
Paper 4 Writing			

The scheme of assessment in Chinese results in students being graded from A* - G.

SUITABILITY

These courses will suit students who have an interest in the culture of the countries whose language they are studying, who have an aptitude for the language and a willingness to learn, and who are open to experiencing cultural and linguistic opportunities such as working with native speaker parent volunteers.

IGCSE CHINESE – SECOND LANGUAGE: SYLLABUS CODE 0523 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]

[SYLLABUS HERE](#)



INTRODUCTION

There are many significant benefits to studying the world's most widely-spoken language. Research indicates that language skills are highly-prized by many employers in key sectors such as banking, law, insurance, accountancy, logistics and manufacturing; in an increasingly globalised world in which China ranks as the second largest economy, a knowledge and understanding of Mandarin is a real asset in an increasingly competitive job market. Allied to these benefits are, of course, the cultural benefits and the wonderful insights into the customs, heritage, traditions and history that the study of Mandarin provides. There are, also, wider academic benefits to learning Mandarin; it requires more cognitive versatility in terms of linguistic processing which has significant benefits for studying subjects such as Maths, Art and Music, as well as providing a secure foundation for the study of other tonal and character-based languages.

During the IGCSE course, we will provide a rigorous linguistic foundation as well as develop communicative skills, so that we equip the students with the competencies and knowledge to succeed in the examination, as well as provide them with the skills to communicate with confidence in authentic situations. A rich and stimulating CCA programme supplements our academic programme in order to provide a fun and engaging experience beyond the classroom; students are given opportunities to embrace the culture and put the language into practice through high profile events such as the: fascinating residential trip to China; Chinese New Year Gala celebration; Chinese New Year activity week; prestigious annual speaking competition; Middle Autumn Festival celebration.

AIMS

The aims are to:

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound foundation 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
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures

CONTENT

Students will further develop their skills in the four IGCSE assessment objectives, *Listening, Speaking, Reading* and *Writing*, within the framework of the following topic areas:

- Young people and education (Education and career; Peer relationships)
- Society (Family relationships; Health and fitness; Leisure activities; Communication and technology)
- The world (Geographical surroundings; Environment)
- Cultural diversity (Life at home and in other countries)

SCHEME OF ASSESSMENT

Students are assessed in each assessment objective as follows:

Paper	Weighting	Method of Assessment	Duration of Examination
Paper 1 Reading and Writing	60%	Externally assessed	2 hours
Paper 2 Listening	20%	Externally assessed	Approximately 35-45 minutes
Component 3 Speaking	20%	Internally assessed/ externally moderated	Approximately 10-13 minutes

The scheme of assessment in Chinese results in students being graded from A* - G.

SUITABILITY

This course will suit students who have a solid foundation of the Chinese language and have achieved outstanding results in 0547 or equivalent, an interest in the culture of the countries whose language they are studying, who have an aptitude for the language and a willingness to learn, and who are open to experiencing cultural and linguistic opportunities such as working with native speaker parent volunteers.

ADVANCED COURSE

More advanced/native language exam courses are also available for those following the mother-tongue programme. Please speak to the Mother Tongue Coordinator, Linda Du (linda.du@tts.edu.sg). These classes come at an additional cost.

LATIN

IGCSE LATIN: SPECIFICATION CODE 0480 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]



INTRODUCTION

Studying Latin enables students both to build knowledge and understanding of the beauty and complexity of the Latin language, and to develop an analytical approach to language learning. Students also have the unique opportunity of exploring Roman literature in the original language, reading extracts from some of the great authors such as Virgil and Cicero. Through this they learn about the history and society of ancient Rome, fostering an appreciation of Rome's legacy to the modern world. The skills learnt through the study of Latin are highly valued by both universities and employers.

AIMS

Provisions of the course aim to enable students to:

- develop a high level of competence in the Latin language
- develop a sensitive and analytical approach to language generally, and particularly the relationship between Latin and modern languages
- read and make a personal response to some of the literature in the original language
- make an informed response, based on evidence, to material studied, and develop a sympathetic awareness of the life and thoughts of people of a different time and culture as well as their continuing influence on the world

ASSESSMENT

1) Linguistic Knowledge

Students will need to show understanding of a short piece of unprepared Latin text both by translating and by reading and answering questions in English. They should also be able to give examples of English words derived from given Latin words. There is a defined vocabulary list for the language paper.

2) Literary Knowledge & Criticism with personal response

Students will study a selection of prescribed texts in the original Latin. They will need to show their knowledge of characters, action and setting, as well as explain meanings of words. Students must also show an appreciation of the literary quality of Latin texts and will be asked to comment on style, tone, and effect, selecting evidence to support judgments on the social and historical context.

SCHEME OF ASSESSMENT

For IGCSE Latin, candidates must take two papers. There is no coursework requirement.

Unit Content	Assessment	Weighting
Paper 1 Language	Written examination (1 hr 30 mins)	50%
Paper 2 Literature	Written examination (1 hr 30 mins)	50%

The scheme of assessment results in students being graded from A* - G

SUITABILITY

Prior knowledge of Latin is essential. Students with an interest in the subject, a desire to prove themselves as intellectually capable, an aptitude for the language and a willingness to learn, should definitely consider this option.

MOTHER TONGUE

CORE LANGUAGES IN THE SENIOR SCHOOL

- **FRENCH:** FOREIGN LANGUAGE EXAM 4FR0 [Pearson Edexcel]
- **SPANISH:** FOREIGN LANGUAGE EXAM 4SP0 [Pearson Edexcel]
- **SPANISH:** FIRST LANGUAGE EXAM 0502 [Cambridge International Examinations]
- **CHINESE:** FOREIGN LANGUAGE EXAM 0547 [Cambridge International Examinations]
- **CHINESE:** SECOND LANGUAGE EXAM 0523 [Cambridge International Examinations]
- **CHINESE:** FIRST LANGUAGE EXAM 0509 [Cambridge International Examinations]

Other languages: Japanese, Hindi, Dutch. Please get in touch regarding other languages.

INTRODUCTION

Tanglin Trust School is pleased to offer your child the opportunity to learn and progress in their mother tongue. Students following this course generally follow a different qualifications trajectory. They may take the 'foreign language' IGCSE exam early, in year 9, and may then have the option to follow on with the first language exam. Your child also has the option to continue studying the language at 'mother-tongue' level in the Sixth Form, leading to the prestigious IB Bilingual Diploma.

AIMS

The key aims of the course are to enable each student to:

- a. develop the ability to understand and communicate effectively in the mother tongue level
- b. develop the ability to appreciate literature work
- b. develop knowledge and understanding of the culture and society of the countries where the language is spoken

CONTENT

Students will further develop their language and literature analysis skills. Please contact the Mother Tongue Coordinator, Linda Du (Mother.Tongue@tts.edu.sg), for specific languages.

SCHEME OF ASSESSMENT

Please contact the Mother Tongue Coordinator, Linda Du, (Mother.Tongue@tts.edu.sg), for specific languages.

SUITABILITY

These courses will suit students who have the native or near-native mastery of a language (especially in reading and writing) and have an interest in developing the understanding of the culture and society of their own country or the countries where the language is spoken.

GEOGRAPHY

IGCSE GEOGRAPHY: SPECIFICATION CODE 0460 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]

[Cambridge IGCSE 0460 Geography syllabus for examination in 2027, 2028 and 2029](#)



IGCSE Geography Singapore CBD Fieldwork

INTRODUCTION

Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous, and valuable subjects at GCSE. Climate change, sustainable food production, natural disaster management and mitigation, population and migration challenges, the future of energy resources and management of ecosystems, are some of the greatest challenges facing the next generation of geographers. The IGCSE Geography course is an interesting and stimulating one that has been designed to provide a broad and balanced appreciation of the key areas of human, physical and environmental geography. It builds on the knowledge, skills and understanding established in Middle School and gives students a comprehensive and detailed grounding for further study at A Level or IB.

AIMS

The specification provides opportunities for students to:

- acquire knowledge and understanding of a range of places, environments, and geographical patterns at various scales from local to global, as well as an understanding of the physical and human processes, including decision-making, which affect their development
- develop a sense of place and an appreciation of the environment, as well as an awareness of the ways in which people and environments interact, and of the opportunities, challenges and constraints that face people in different places
- appreciate that the study of geography is dynamic, not only because geographical features, patterns and issues change but also because new ideas and methods lead to new interpretations
- acquire and apply the skills and techniques – including those of mapwork, fieldwork and ICT applications (Google Earth & GIS) needed to conduct a geographical enquiry

CONTENT

The specification consists of three components; Physical Geography, Human Geography and Coursework – a geographical fieldwork investigation based on primary data collection. Details of each theme are listed on the following page:

Paper 1 – Physical Geography

- Changing river environments
- Changing coastal environments
- Changing ecosystems (Antarctic and tropical rainforest)
- Tectonic hazards
- Climate change

Paper 2 – Human Geography

- Changing populations
- Changing towns and cities
- Development
- Changing economies
- Resource provision

Paper 3: Coursework: A local fieldwork investigation with a formal write-up (2,200 words) completed in class and at home.

SCHEME OF ASSESSMENT

Written Paper 1

Physical Geography examination [1 Hour 45 mins - 36%]

Written Paper 2

Human Geography examination [1 Hour 45 mins - 36%]

Coursework

Investigation write-up [28%]

The style of all papers will be formulated on several structured questions; these will be a combination of short answers and extended responses. Some questions will be based on the interpretation of source materials.

Candidates are required to complete one piece of coursework, in the form of a geographical investigation, based on fieldwork. The coursework investigation is teacher assessed and externally moderated.

The scheme of assessment results in students being graded from A* - G.

SUITABILITY

Geography is an ideal subject for students who have an interest in the links and processes between the physical and human environments that will help them make sense of the world in which they live. The course focuses on current, topical issues at both a national and international scale.

HISTORY

IGCSE HISTORY: SPECIFICATION CODE 4H10 [PEARSON EDEXCEL]

INTRODUCTION

A fascinating, lively, broad and relevant slice of history. We live in a well-established stable nation state, so we have selected a course that delves into events, people, periods and societies where there was great instability leading to great and fundamental change. Concepts such as democracy, dictatorship, totalitarianism, revolution, technology and medicine will feature heavily; alongside ideologies such as Nazism, Communism, Western Liberal Democracy and Capitalism. Large scale events such as the Russian Revolution, the Great Depression, The Second World War, The Holocaust, The Berlin Blockade and Berlin Wall, The Korean War, The Cuban Missile Crisis and the Vietnam War will make for a juicy mix of countries, changes and experiences. Additionally, as is always the case with history, behind all the weighty politics, economics and religion, will be the social aspect of people and their lives, particularly in the Changes in Medicine unit.

AIMS

The aim of the course is to give students the opportunity to:

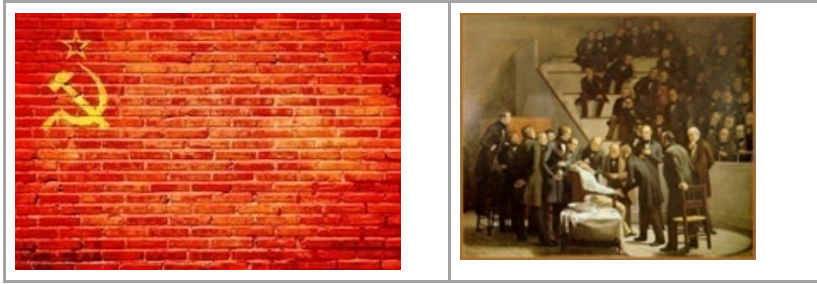
- acquire knowledge and understanding of the human past
- investigate historical events, people, changes and issues
- develop understanding of how the past has been represented and interpreted
- use historical sources critically in their historical context
- draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence.

CONTENT



Unit 1: Depth Studies

- **Development of Dictatorship: Germany 1918-45**
- **A world divided: Superpower relations 1943-72**



Unit 2: Historical Investigation and Breadth Study in Change

Historical Investigation

- **Russia and the Soviet Union Revolution 1905-24**

Breadth Study in Change

- **Changes in Medicine 1848-1948**

SCHEME OF ASSESSMENT

Paper 1: Unit 1: 1hr 30mins (4HI1/01- 50%)

Answer two questions – one from each Depth Study. 60 Marks (30 per section)

- What impressions does the author give... (6)
- Explain two effects of... (8)
- 'quote' How far do you agree? Two bullet points given (16)

Paper 2: Unit 2: 1hr 30mins (4HI1/02 - 50%)

Answer two questions – one from Historical Investigation and one from Breadth Study in Change.

60 Marks (30 per section)

Section A

- Describe two features... (6)
- Source content comparison... (8)
- 'Quotation' Use the sources and your own knowledge to explain your answer... (16)

Section B

- Explain two ways in which warfare was similar... (6)
- Explain two causes of... (8)
- How far did the X warfare change over time? Two bullet points given. (16)

The scheme of assessment results in students being graded from 9 – 1.

SUITABILITY

History is an ideal subject for those who want to make sense of the present through an understanding of the past.

BUSINESS

IGCSE BUSINESS: SPECIFICATION CODE 4BS1 9-1 [EDEXCEL]



INTRODUCTION

This new course gives students an opportunity to study a subject they have not previously covered in Key Stage 3. The course is fully accredited by Ofqual and meets the IGCSE criteria through two externally marked written examinations.

AIMS

The aims of the course are to enable each student to:

- develop an interest in and enthusiasm for the study of business
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- understand how the main types of business are organised, financed and operated
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses

CONTENT

Topic 1: Business Activity & Influences on Business

- Topic 1.1 Business Objectives
- Topic 1.2 Types of Organisations
- Topic 1.3 Classification of Businesses
- Topic 1.4 Decisions on location
- Topic 1.5 Business and the international economy
- Topic 1.6: Government Objectives and Policies
- Topic 1.7 External Factors
- Topic 1.8: What makes a business successful?

Topic 2: People in Business

- Topic 2.1 Internal & External Communication
- Topic 2.2 Recruitment & Selection Process
- Topic 2.3 Training
- Topic 2.4 Motivation and Rewards
- Topic 2.5 Organisation Structures & employees

Topic 3: Business Finance

- Topic 3.1 Business finance- sources
- Topic 3.2 Cash flow forecasting
- Topic 3.3 Costs and break-even analysis
- Topic 3.4 Financial documents
- Topic 3.5 Accounts analysis

Topic 4: Marketing

- Topic 4.1 Market Research
- Topic 4.2 The Market
- Topic 4.3 The marketing mix

Topic 5: Business Operations

- Topic 5.1 Economies & diseconomies of scale
- Topic 5.2 Production
- Topic 5.3 Factors of production
- Topic 5.4 Quality

SCHEME OF ASSESSMENT

Terminal Written Examinations [100%]

- Paper 1: Investigating Small Business – written paper, 1 hour and 30 minutes, 50%
- Paper 2: Investigating Large Business - written paper, 1 hour and 30 minutes, 50%

The examination for Paper 1 and Paper 2 can draw on the knowledge and understanding from across the entire specification content. The five sections of business content interrelate and can be applied to real-life business scenarios that cover both small and large businesses.

Paper 1 will focus on a small business of up to 49 employees that has a local/national market. Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market. This IGCSE qualification will be graded and certified on a nine-grade scale from 9-1, using the total subject mark where 9 is the highest grade.

SUITABILITY

Students with a genuine interest in the real world of business would benefit from this course.

ECONOMICS

IGCSE ECONOMICS: SPECIFICATION CODE 0455 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]



INTRODUCTION

Economics studies the production of wealth within society, and its subsequent distribution between the different members of society. It focuses upon the financial choices that society makes and the problems which occur in creating and distributing output.

What this means in practice is that economics studies the causes and possible solutions of many of the problems in today's society and many of the areas of conflict between people. An understanding of economics leads to a clearer understanding of many of the issues and problems that governments have to deal with, and an appreciation of the choices which societies make.

This course gives students an opportunity to study a subject they have not previously covered in Key Stage 3. The course is internationally recognised by schools, universities and employers as equivalent to UK GCSE. The course is assessed by two final examinations and provides an excellent preparation for further study at both A Level or IB.

AIMS

The aims of the course are to enable each student to gain lifelong skills, including:

- an understanding of economic theory, terminology and principles
- the ability to apply the tools of economic analysis
- the ability to distinguish between facts and value judgements in economic issues
- an understanding of, and an ability to use, basic economic numeracy and literacy
- the ability to take a greater part in decision-making processes in everyday life
- an ability to use examples from a variety of economies
- an excellent foundation for advanced study in economics.

CONTENT

- The Basic Economic Problem
- The allocation of resources
- Microeconomic decision makers
- Government and the macroeconomy
- Economic development
- International trade and globalisation

SCHEME OF ASSESSMENT

Terminal Written Examinations [100%]

- Paper 1: Multiple Choice written paper, 45 minutes, 30%
- Paper 2: Structured Questions, 2 hours 15 minutes, 70%. Candidates answer one compulsory question and three questions from a choice of four.

The scheme of assessment results in students being graded from A* - G.

SUITABILITY

The subject often appeals to those who have some interest in current affairs or political matters or those who enjoy analysing the causes and solutions of problems.

The nature of the subject, and its methods of assessment, are such that students need to have a sound level of numeracy and literacy. Students have to be able to write in extended prose, analyse information in numerical, graphical or textual form, and learn subject content thoroughly enough to be able to answer supported choice questions.

PSYCHOLOGY

CIE IGCSE Psychology 0266



INTRODUCTION

Psychology is the scientific study of the mind and human behaviour. This means psychologists use scientific methods such as experiments, observations, and measurements to collect objective evidence about how people think, feel, and act, rather than relying on opinions or guesses. The "mind" refers to internal mental processes that we cannot directly observe, including thoughts, feelings, emotions, memories, perception, attention, consciousness, and dreams - everything that happens "inside our heads." "Behaviour" refers to external, observable actions that people and animals do, such as talking, walking, sleeping, or responding to stimuli - anything we can see and measure. In simple terms, psychology is the science that tries to understand why people and animals think, feel, and act the way they do.

Content overview:

Course Structure - 7 Topics:

1. Memory and Forgetting
2. Sleep and Dreams
3. Prosocial Behaviour
4. Visual Perception
5. Motivation and Needs
6. Language Development
7. Research Methods

Assessment:

Paper 1 (1 hour 30 mins, 90 marks):

- Topics 1-3
- Research methods (experimental methods)

Paper 2 (1 hour 20 mins, 80 marks):

- Topics 4-7
- Research methods (non-experimental methods)

Grading: A*-G scale

There is no coursework.

Suitability

The good news is that it will be a new subject for you so you will not have to have any prior knowledge of psychology.



Successful completion of this course will be an advantage for students who choose to study Psychology in the Sixth Form, although it is not a requirement.

CONTENT

The course is divided into two components of equal weighting.

Component 1 Religious Philosophy: beliefs, teachings and practices

- **Religion 1 (Christian) Philosophical Beliefs:** Philosophical ideas which shape beliefs and worldviews.
- **Religion 1 (Christian) Practices:** The way these worldviews influence behaviour in the world.
- **Religion 2 Philosophical Beliefs:** Philosophical ideas which shape beliefs and worldviews.
- **Religion 2 Practices:** The way these worldviews influence behaviour in the world.

Component 2 Religion, Philosophy and Ethics: The study of contemporary issues and questions

- **Theme A - Relationships and families:** topics around sex, relationships, marriage, divorce, and family life.
- **Theme B – Life:** topics investigate the origin of life, the value of human and non-human life, death, abortion, and euthanasia.
- **Theme C - Philosophy of religion:** topics investigate evidence for the existence of God, the problem of evil and suffering, and the compatibility of science and religion.
- **Theme D – Peace and conflict:** topics investigate the use of violence, terrorism, war in the 21st century, pacifism, and religion as a cause of violence.
- **Theme E – Crime and punishment:** topics investigate the purpose of punishment, corporal punishment, the death penalty, and forgiveness.
- **Theme F – Human rights and social justice:** topics investigate the role of human rights, prejudice and discrimination, wealth, charity, and exploitation of the poor.

There is no coursework. There are no tiers of entry.

SCHEME OF ASSESSMENT

- **Component 1: The study of religious and philosophical beliefs, teachings and practices.** The paper consists of four structured essay questions; two questions on each of the religious views studied. 1hr 45min exam
- **Component 2: Thematic studies.** Four Themes are chosen from the six listed above. One structured exam question is answered on each theme. Four questions in total. 1hr 45min exam

The scheme of assessment results in students being graded from 9 – 1.

SUITABILITY

The subject appeals to students who have an interest in current affairs, ethical issues, and Big Questions about the world and our place in it. Those who wish to develop their logical thinking, their ability to form and rebut arguments, and their critical thinking skills would gain a lot from the course.

Students studying the GCSE have gone on to pursue careers in Computer Sciences, Law, Medicine, PPE, History, and the Human Sciences. Though it holds relevance for any discipline involving aspects of debate, critical thinking, or engagement with people!

No previous study of religion or philosophy is required.



"The only
thing I know
is that I know
nothing"
– Socrates

COMPUTER SCIENCE

IGCSE COMPUTER SCIENCE: SPECIFICATION CODE 0478 [CAMBRIDGE INTERNATIONAL EXAMINATIONS]
SPECIFICATION [HERE](#)



INTRODUCTION

The Cambridge IGCSE Computer Science syllabus enables learners to develop an interest in computing and gain confidence and understanding of computational thinking, logic and the impact of technology. The skills learnt in Cambridge IGCSE Computer Science can also be used in other areas of study and in everyday life.

This syllabus aims to encourage candidates to develop computational thinking, that is thinking about what can be computed and how and includes consideration of the data required. Learners apply their understanding to develop solutions to problems using algorithms. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

The assessment is by written papers, but the learning will be done in a mainly practical way: problem-solving and programming. Questions will require the candidate to think, use knowledge with understanding and demonstrate understanding gained through practising practical skills. Questions will not revolve around pure recall.

AIMS

The Cambridge IGCSE Computer Science syllabus aims to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks

- an understanding of the development and use of automated and emerging technologies.

CONTENT

- Data representation, Data transmission, Hardware, Software, The internet and its uses, Automated and emerging technologies
- Algorithm design and problem-solving, Programming, Databases and Boolean logic

SCHEME OF ASSESSMENT

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

Paper 1: Computer Systems – Examination [50%]

This written paper contains short-answer and structured questions. There is no choice of questions and is externally assessed.

Paper 2: Algorithms, Programming and Logic – Examination [50%]

This written paper contains short-answer and structured questions. There is no choice of questions and is external assessed.

SUITABILITY

Cambridge IGCSE Computer Science is an ideal subject for students wanting a qualification in Computer Science. With the world increasingly reliant on technology, it is vital for all careers that students can demonstrate aptitude in this field. The skills of computational thinking are cross discipline, and therefore can be applied in a range of fields and subjects.

An IGCSE in Computer Science is an outstanding course for all students, giving them a qualification in an increasingly popular and competitive subject. It is not only for those students who have a plan for further study in the field or employment in the broad and expanding computer related professions, but also for those hoping to bolster their CV with a qualification very relevant to the modern world.