



# WELLINGTON COLLEGE INTERNATIONAL SHANGHAI IGCSE OPTIONS

2018



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# WELCOME



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## FROM THE HEAD OF SENIOR SCHOOL

The choice of IGCSE subjects, just over half-way through year 9, is a significant moment for our pupils. It represents perhaps the first occasion when they will be involved in making decisions about what they will study at school. The two crucial years that follow from this will help to shape aspects of their journey through the sixth form, university and life beyond that.

This may sound daunting and as if childhood has come to a sudden and rather serious end, but that isn't the case. Although there is some opportunity to start specialising in particular areas, the IGCSE curriculum at Wellington is deliberately kept broad so that pupils continue to learn across a wide range of disciplines, including languages, mathematics, sciences and the arts.

Additionally, pupils aren't making this choice on their own. Their teachers and their parents will support them in working out the choices that will prove most useful, challenging and inspiring. This booklet is part of that process. Another part comes with attending the Options Evening where you will have a chance to learn more from subject teachers before your child presents her or his choices.

Finally, it's worth remembering that life doesn't stop just because IGCSEs have started. In Years 10 and 11, we will still want to see Wellingtonians playing sport and music, making friends, developing their own passions, and committing to a way of life that takes seriously the values we aspire to in this community. We want to see them continue to have fun, continue to build friendships, and continue to work towards finding their own understanding of what makes a happy, fulfilled life.

The next two years will be challenging; they will also be hugely rewarding. With the right choices, the strongest support, and the truest commitment, your daughter or son should emerge from year 11 with not just good qualifications but also with an even greater sense of excitement about the future.

I hope you find the information in this booklet helpful.

**Joseph McKee**  
Head of Senior School

# INTRODUCTION

## INTRODUCTION TO GCSE/IGCSE

Pupils in years 10 and 11 in the English National Curriculum study for GCSEs (General Certificate of Secondary Education) between the ages of 14 and 16. Here at Wellington we offer a similar model, studying mostly IGCSEs (International GCSEs). The terms IGCSE and GCSE are largely synonymous, the content is often very close in style, and many independent schools, including Wellington College UK, choose to study the IGCSE. Hereafter we will refer to IGCSEs.

The results of the IGCSE exams may be used in the UK by selective schools to set barriers to study the IB Diploma or A Levels in the sixth form (years 12 and 13). The results are also used by universities when making prospective offers to pupils hoping to study there. That is to say the qualifications are not used to gain entry, but may be used to negotiate terms of entry. IGCSEs give an early indicator of academic potential.

Most universities worldwide recognise the IGCSE qualification because they are likely to have experience of British pupils, and it is the standard British national qualification for pupils of that age.

The International GCSE is worth no more and no less than the GCSE; they are the same qualification. The IGCSE is offered because international schools often find exams are to be sat at awkward times. Some aspects of administration, such as coursework, are simplified for the international market. In some subjects the curriculum content for IGCSEs is more appropriate for an international setting.

## LENGTH OF COURSE

IGCSEs are independent two-year courses, meaning it is rarely appropriate to change once a course has been started. Any pupil who does not follow the full two-year course from start to finish will be at a major disadvantage come the final examinations.

## SUBJECT CHOICE AND QUANTITY

Subject choice is informed largely by what pupils will be required to take in their final two years, 12 and 13, for the IB Diploma. It is usual for schools to have a range of compulsory subjects and then to offer an element of choice. This structure means that pupils do not accidentally close off paths of study at 16+. The compulsory subjects facilitate subject choice for the IB, where English, mathematics, a science, a foreign language, a humanity and a more broadly enriching subject are all required.

Able pupils in the UK would study for around 9 or 10 IGCSEs. The curriculum at Wellington College International Shanghai expects that most pupils will study 10 IGCSEs but allows for some pupils to study fewer if appropriate to their circumstances. Some may also study 11 IGCSEs if they also take the further pure mathematics qualification. At Wellington College International Shanghai, we would normally expect pupils aiming to take the IB to have at least 7 IGCSEs at grades A\* – B, of which 4 are A\* – A, with at least 2 A\* grades.

# INTRODUCTION

## UK EXAM BOARDS

There is a freedom of choice in the UK system, which means that if a school wants to deliver a subject at IGCSE, it can choose, to an extent, the subject content and how it is examined. Several different exam boards offer the same subjects.

Typically, schools will pick the exam board whose syllabus best matches what the school wants to deliver, what they feel is in the best interest of their pupils and/or what will make administration easier. No one board is more prestigious than the others and universities do not take in to account the board the candidate has sat.

A UK organization called the QCA (Qualifications and Curriculum Authority) is there to ensure standards are the same between boards. So, it makes no difference if a pupil sits a GCSE or and IGCSE offered by one exam board or another. The final grade is worth exactly the same.

The most common UK exam boards are:

- CIE (Cambridge International Exams)
- Edexcel
- AQA (Assessment and Qualifications Alliance)
- OCR (Oxford, Cambridge and RSA)

## ASSESSMENT AND AWARDS

IGCSEs do not result in one single grade, score or level: a separate grade is awarded for each subject. How well a pupil has done depends on how many IGCSEs have been passed, and which grade has been achieved in each. The awards are made by the exam boards, totally independently of the school, according to strict regulations.

All courses end with examinations in May or June of year 11 (except some mathematics pupils, who will be examined in year 10). These examinations are formal, and are set and marked externally.

Some courses also include an element of coursework. This is special work completed in school during year 10 and/or year 11 which may be marked internally or externally, and counts towards a percentage of the final mark.

For your child starting year 10 in August 2017 there will be two grading systems in place.

The existing grading system, with grades A\*, A, B, C, D, E, F, G will be for the following CIE-examined subjects:

- Business studies
- Chinese
- Computer science
- Design and technology
- Drama
- English
- English literature
- Geography
- History

Grades A\* to C are considered good pass grades by most international schools, universities and employers. Grades D to G, although nominally a pass, are not considered such in practice. A 'U' means 'ungraded', and a pupil would receive no certificate for that subject.

A new system, with grades 9 (highest grade), 8, 7, 6, 5, 4, 3, 2, 1 (lowest grade), will be in place from the June 2019 examinations session in the Edexcel-examined subjects:

- Mathematics
- Further mathematics
- Music
- PE
- Physics
- Chemistry
- Biology
- Spanish
- French
- ICT
- Art

A comparison between the old and the new grading systems is shown below. This grading system is expected to become common to all IGCSE subjects over time.

| Existing IGCSE grading system | New IGCSE grading system |
|-------------------------------|--------------------------|
| A*                            | 9                        |
| A                             | 8                        |
| B                             | 7                        |
| C                             | 6                        |
| D                             | 5                        |
| E                             | 4                        |
| F                             | 3                        |
| G                             | 2                        |
|                               | 1                        |

# INTRODUCTION

## YEAR 10 & 11 CURRICULUM SUMMARY

In the two-week timetable, there are 50 periods of one hour's duration. English and mathematics have 7 hours per fortnight, and there are a further seven subjects, each with 5 hours per fortnight. The final hour is a wellbeing period.

### Compulsory subjects

- **English:** All pupils will study English language and English literature, which are two separate IGCSEs. For some pupils, the IGCSE in English as a Second Language may be more appropriate.
- **Mathematics:** All pupils will study IGCSE mathematics, with some pupils taking the further pure mathematics IGCSE qualification. Those who take further pure mathematics in year 11 will take their IGCSE mathematics a year early.
- **Chemistry:** All pupils are required to take chemistry. This is the best general facilitator of any science post-16, and allows pupils who want to study only two sciences to take biology and chemistry, or chemistry and physics.

### Options subjects

Options are available within a structured framework. The objective is to give pupils a degree of choice without them becoming overly focused in one area or closing any potential future paths of study. They also look ahead to the IB options groups, and ensure that all pupils are well-placed to choose suitably for the sixth form in due course. Pupils will choose up to six options subjects so that they fulfil these subject area requirements:

- **Sciences:** These are taught as separate subjects: biology, chemistry and physics. Pupils must take at least two sciences and many will take all three sciences.
- **Foreign language:** A foreign language is a compulsory requirement for the IB. For IGCSE, pupils may take one of Spanish, French, and Mandarin. If pupils wish to take two foreign languages, one of them must be Mandarin.
- **Humanities:** Pupils are required to take at least one of business studies, geography, history or ICT.
- **Arts & electives:** Pupils are required to take at least one of art, drama, DT, ICT, music or PE. Note that ICT and computer science are considered both as humanities and as arts & electives course. N.B. Owing to the time requirement and nature of the coursework involved in art and DT, pupils who wish to study both subjects should discuss with both heads of department and their housemaster in order to ensure that this is the right choice for them.

# IGCSE COURSE IN DETAIL

There now follows a detailed discussion about each of the options that we offer. You will then be asked to make a choice about the subjects that you wish to study for IGCSE.

## ART

**Course name:** IGCSE Art & Design  
**Exam board:** Edexcel

This is a two-year course and is examined by a practical exam at the end of the course

- COMPONENT 1: Personal Portfolio 50%
- COMPONENT 2: Externally-set Assignment 50%

### Entry requirements

There are no entry requirements, though an interest in and passion for the subject are strongly recommended.

### Syllabus content

At Wellington College International Shanghai we follow the Edexcel Art and Design IGCSE programme – Fine Art endorsement. We believe this affords our pupils a well-rounded and flexible learning journey that builds on the skills and principles developed in the Prep and Senior School. The course is ideal preparation for studying visual arts at IB level as pupils have opportunities to gain experience in portfolio preparation, comparative study and exhibiting/curating work.

In year 10, pupils begin the course with a guided introduction to a range of 2D and 3D media. This unit introduces pupils to skills and techniques across a range of media including painting, drawing, printmaking, textiles, sculpture and digital media. Pupils respond to theme based projects over the remainder of year 10 and the first half of year 11. These projects allow pupils to explore a variety of specialist art disciplines and give them opportunities to build a portfolio of work that is internally assessed and externally moderated. In February, pupils begin their final externally set exam unit. This concludes with a ten-hour practical exam which is externally marked.

### Why Art?

Art IGCSE introduces pupils to a range of valuable creative methodologies, encouraging risk-taking and experimentation. It remains a unique subject in that pupils are given total freedom as to how they choose to express themselves, developing in them the ability to tolerate – and, indeed, welcome – uncertainty and ambiguity. Pupils learn to maintain the demands of producing ideas and developing projects on a regular basis. Through combining the analysis of visual culture with the study of practical disciplines, the course stretches pupils' ability to exist in creative, analytical and imaginative relationships with their environment.

Any pupil seeking to study art in year 12 should have studied it previously. Art remains the most important subject to study in the sixth form for applicants to university and art school courses in fine art, architecture, fashion and graphic design, as well as in a variety of related disciplines.

# IGCSE COURSE IN DETAIL

## BIOLOGY

**Course name:** IGCSE Biology  
**Exam board:** Edexcel

Pupils will sit two externally marked papers at the end of two years.

Paper 1: 66% of the marks  
Paper 2: 34% of the marks

Both papers cover the full course and no coursework is required.

### Entry requirements

Biology is open to all pupils at this level. Most countries' junior high school or key stage 3 science courses will provide adequate preparation. Please contact the head of science if you have specific concerns.

### Syllabus content

Pupils will study concepts related to the following broad topics:

The nature and variety of living organisms; structures and functions in living organisms; reproduction and inheritance; ecology and the environment; use of biological resources; microorganisms; genetic engineering.

### Why Biology?

All the sciences aim to develop the skills pupils need to make informed decisions on scientific and technological matters in their adult lives. Biology is the effort to define and understand the natural world and our place in it. It is an academically rigorous subject which develops analytical and critical thinking skills as well as and communication and collaboration.

It is essential that any pupil wishing to study biology at post-16 level should do this course. Biology is a highly-recommended course for future study of many science related disciplines including medicine, biomedical sciences and veterinary science.

# IGCSE COURSE IN DETAIL

## BUSINESS STUDIES

**Course name:** IGCSE Business Studies  
**Exam board:** CIE

This is a two year course and is examined by two written papers at the end of the course:

Paper 1: Written examination consisting of four questions requiring a mixture of short answers and structured data responses. (50%)

Paper 2: Written examination consisting of four questions based on a case study, provided as an insert with the paper. (50%)

There is no coursework.

### Entry requirements

There are no entry requirements and there is no expectation that any pupils have studied business before. However, the ability to think critically and an interest in the world around you would be a distinct advantage.

### Syllabus content

This course is a traditional introduction to business studies. Broadly speaking the course is broken down into the standard areas of marketing, human resource management, finance and operations. We will start with a general introduction to the business world and structures of businesses. Much use is made of real world examples to illustrate the theory. Many of the assessments are based upon case studies of both real and fictional businesses. We also encourage in-depth studying of particular topics based around real companies and other types of organisations, such as charities, so that pupils can start to see the inter-dependent nature of the topics.

### Why Business studies?

The ideas and concepts that we look at in business studies are important in any walk of life, for example it is essential that all managers understand how to motivate people no matter the discipline they work in, nearly every organisation engages in marketing and produces accounts. Studying business will help pupils develop a critical understanding of, and interest in, the world around them. It is also, of course, a good first step in understanding the principles of running a successful business.

Studying business requires the understanding of a wide range of theories but knowing how to apply these to different situations and organisations, evaluating them, examining the impact of decisions and solving problems are all key skills are acquired through the study of business.

# IGCSE COURSE IN DETAIL

## CHEMISTRY

**Course name:** IGCSE Chemistry  
**Exam board:** Edexcel

The course is linear with a single tier assessment at the end of two years. Pupils will sit two externally marked papers.

Paper 1: 66% of the marks  
Paper 2: 34% of the marks

Both papers cover the full course.

### Entry requirements

Most countries' junior high school or key stage 3 science courses will provide adequate preparation. Please contact the head of science if you have specific concerns.

### Syllabus content

Pupils will study concepts related to the following broad topics:

- Principals of chemistry; chemistry of the elements; organics chemistry; physical chemistry and chemistry in society.
- Pupils will acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts. There is a large practical element to this course.

### Why Chemistry?

All the sciences aim to develop the skills our pupils need to make informed decisions on scientific and technological matters in their adult lives. Chemistry is the effort to understand and explain the world at a particle level. A good chemistry IGCSE grade is evidence of ability to think at an abstract level, solve problems, be precise and work hard.

It is essential that any pupil wishing to study chemistry at post-16 level should do this course. Chemistry is a recommended course for future study of many science related disciplines including medicine and dentistry; it is respected by employers in many other fields.

# IGCSE COURSE IN DETAIL

## CHINESE

We offer three different pathways for continued study of Mandarin Chinese, each of which is suited to a different type of learner.

- Those who know Chinese as a first language can develop their understanding of literature and hone their writing skills through the IGCSE first language course.
- Those whose Chinese is not quite at a native level may find the IGCSE second language course more suitable, in which the focus is broadening vocabulary and sentence structures and on strengthening all four skills of reading, writing, listening and speaking.
- Finally, the IGCSE foreign language course offers a chance for those who are relatively new to the language to continue their skills. This course models the learning found in other modern foreign language courses.

**Course name:** IGCSE First Language Chinese  
**Exam board:** CIE

### Entry guidance

First language Mandarin speakers who are proficient in Mandarin may select this course. Pupils wishing to pursue this course will need to demonstrate native-speaker ability in the classroom.

### Course aims

This course enables candidates to:

- Read a wide range of texts, fluently and with good understanding and appreciating a variety of language
- Communicate accurately, appropriately and effectively when writing
- Develop skills of a more general nature (e.g. analysis, drawing of inference)
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions

### Course content

Candidates will engage with a range of genres and types of texts, including fiction and non-fiction, essays, reviews and articles, as well as Classical Chinese texts. The course focuses on the study of writers' use of language and style. Candidates would also focus on the ways in which writers achieve effects and influence readers.

### Course assessment

All candidates will take two papers.

Paper 1: Reading, Directed writing and Classical Chinese 50%  
Externally assessed

Paper 2: Writing 50%  
Externally assessed

**Course name:** IGCSE Chinese as a Second Language  
**Exam board:** CIE

### Entry guidance

Second Language speakers who have limited Chinese proficiency may take this course.

### Course aims

This course enables candidates to:

- Develop the ability to use the language effectively for purposes of practical communication.
- Form a sound base of the skills, language and attitudes required for further study.
- Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application.

### Course content

Candidates will further develop their practical communication skills in listening, speaking, reading and writing. Candidates will learn to select relevant details, understand the difference between what is directly stated and implied, practise writing for different purposes and audiences, to express their viewpoints with accuracy and clarity. Candidates will focus on the study of the following topics.

- Young people and education: education and careers; 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.

### Course assessment

Paper 1: Reading and Writing 60%  
Externally assessed

Paper 2: Listening 20%  
Externally assessed

Component 3: Speaking 20%  
Internally assessed and externally moderated

# IGCSE COURSE IN DETAIL

## CHINESE

**Course name:** IGCSE Mandarin Chinese  
**Exam board:** CIE

### Entry guidance

This course is for first language Mandarin speakers, who may not be proficient in written Chinese or second/foreign language Mandarin speakers who have studied the language for a minimum of two years. This course is not for complete beginners and presupposes a minimum two years' prior study.

### Course aims

This course enables candidates to:

- Develop the ability to communicate effectively using the target language
- Offer insights into the culture and society of countries where the language 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 and civilisations
- Provide enjoyment and intellectual stimulation
- Develop 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

### Course content

Candidates will further develop their reading, writing, listening and speaking skills through the study of the following topics:

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

### Course assessment

All candidates take four papers.

Paper 1: Listening 25%  
Externally assessed

Paper 2: Reading 25%  
Externally assessed

Paper 3: Speaking 25%  
Internally assessed/externally moderated

Paper 4: Writing 25%  
Externally assessed

Candidates who wish to take any IB course in Mandarin, who have not completed an IGCSE course, will be admitted only at the discretion of the director of Chinese studies and the Head of Senior School.

# IGCSE COURSE IN DETAIL

## COMPUTER SCIENCE

**Course name:** IGCSE Computer Science  
**Exam board:** CIE

It is assessed through two examinations:

- A written examination paper (60% of the overall mark)
- A practical examination paper (40% of the overall mark)

There is a practical task which is not assessed but is used as the basis of the questions in Paper 2.

Paper 1: Theory of computer science (1 hour 45 minutes)

This written examination, lasting one hour and 45 minutes, will consist of multiple-choice and short-answer questions.

- 1.1 Data representation
- 1.2 Communication and internet technologies
- 1.3 Hardware and software
- 1.4 Security
- 1.5 Ethics

Paper 2: Practical problem solving and programming (1 hour 45 minutes)

This written examination, lasting one hour and 45 minutes, will consist of multiple-choice and short-answer questions.

- 2.1 Algorithm design and problem-solving
  - 2.1.1 Problem-solving and design
  - 2.1.2 Pseudocode and flowcharts

- 2.2 Programming
  - 2.2.1 Programming concepts
  - 2.2.2 Data structures; arrays

- 2.3 Databases

### Entry requirements

There are no entry requirements, but a general knowledge of how to use a computer for basic everyday tasks would be an advantage.

### Why Computer science?

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 learnt can also be used in everyday life.

Cambridge IGCSE Computer Science enables learners 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.

Learners 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.

# IGCSE COURSE IN DETAIL

## DESIGN AND TECHNOLOGY (DT)

**Course name:** IGCSE Design and Technology  
**Exam board:** CIE

Two year course.  
Coursework and end of year 11 exam.

### Assessment

For Cambridge IGCSE Design and Technology, pupils take three compulsory components.

#### COMPONENT 1 (25% of IGCSE)

Paper 1: Written examination  
1 hour, 15 minutes

The questions on this paper relate to the design process. Pupils are expected to write a specification, design concept ideas, evaluate and develop their designs whilst demonstrating an understanding of suitable materials and manufacturing processes.

Externally assessed

#### COMPONENT 2 (25% of IGCSE)

Paper 2: Written examination 1 hour

The questions on this paper relate to resistant materials. Pupils are expected to demonstrate an understanding of materials such as wood, metal, plastic, composites, smart materials, manufacturing techniques, finishes, health and safety and CAD CAM.

Externally assessed

#### COMPONENT 3 (50% of IGCSE)

Coursework

Pupils focus on the coursework for two terms and submit two pieces of work:

- A3 folder leading up to final outcome (70% of coursework)

- Final practical outcome (30% of coursework)

Internally assessed and externally moderated

### Entry requirements

Pupils who wish to study IGCSE design and technology should discuss with their teachers their suitability for the course. A keen interest in the subject is required due to the intensity of the course and the volume of coursework involved. Class sizes for this subject are limited due to health and safety regulations.

### Syllabus content

During year 10 pupils will learn how to explore needs, wants and opportunities in the context of designing for a real client. They will further develop flexible and independent thinking and draw upon a wide range of information from first and second hand sources. Pupils will learn how to modify and transform ideas as they design and make accurate judgments on material selections, manufacturing processes, form and function. They will also appreciate and consider environmental issues both locally and globally.

In year 11, they will design and make a final product for a specific client and need, in preparation for the end of year 11 examination.

### Why Design and technology?

In the first instance, any pupil interested in studying any discipline of design, engineering, or architecture at university should be encouraged to study this IGCSE. In addition, those interested in courses such as advertising, marketing, business or social sciences should also consider the course. Finally, anyone with an interest in the products around us - the clothes we wear, the transport we use, or the activities we do, would learn a great deal about how design shapes the world in which we live and appreciate how it dictates the way we live our lives.

Design & technology gives pupils the opportunity to develop their creativity, their presentation and collaborative skills, whilst learning a broad range of practical skills. The facilities at the College are also a great pull and pupils will experience, first hand, traditional and modern manufacturing techniques including CAD/CAM systems.

Pupils who wish to take the IB design technology course but who have not completed an IGCSE course, will be admitted only at the discretion of the Head of Department and Head of Senior School.

# IGCSE COURSE IN DETAIL

## DRAMA

**Course name:** IGCSE Drama  
**Exam board:** CIE

Cambridge IGCSE drama is accepted by universities and employers as proof of knowledge and understanding of both the theory and practical application of drama.

Through practical and theoretical study, the Cambridge IGCSE drama syllabus encourages pupils to understand and enjoy drama by:

- Developing their performance skills, both individually and in groups;
- Understanding the role of actor, director and designer in creating a piece of theatre;
- Considering ways in which ideas and feelings can be communicated to an audience;
- Discovering the performance possibilities of plays and other dramatic stimuli;
- Devising dramatic material of their own.

**Assessment: For Cambridge IGCSE drama, candidates take two compulsory components**

**COMPONENT 1 (40% of IGCSE).**  
Written examination 2 hours 30 minutes.

The questions on this paper relate to pre-release material which is sent to Centres in advance of the examination. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play). Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play.

The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer. The question paper is structured as follows:

- Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).
- Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play.
- Section C (25 marks) Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus.

Externally assessed

**COMPONENT 2 (60% of IGCSE)**  
Coursework

Candidates submit three pieces of practical work:

- One individual piece (3–5 minutes): one performance of an extract from a play.
- Two group pieces (maximum 15 minutes each): one performance of an extract from a play and one original devised piece.

Internally assessed and externally moderated

The IGCSE in drama encourages pupils to:

- Develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study;
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas;
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities;
- Reflect on and evaluate their own work and the work of others;
- Develop and demonstrate competence in a range of practical, creative and performance skills;
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama;
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

### Prerequisites for taking this course

It is essential that those pupils choosing to take drama are passionate about the subject and understand the commitment and work involved in this subject.

Any pupil wishing to take Drama IGCSE will have an interview and audition in order to be accepted onto the course. If you are interested in applying, please prepare a 2-minute monologue from a modern play and discuss your intention to apply with either Mr Larsen-Disney or Miss Spencer.



## ENGLISH LANGUAGE (AS A FIRST LANGUAGE)

**Course name:** IGCSE English – First Language  
**Exam board:** CIE

This is a two-year course and is examined by two written papers, one primarily focussed on reading skills and the other focussed on writing skills.

Paper 2 Reading Passages: this paper is assessed by a 2 hour examination which is worth 50% of the final mark. Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long.

Component 3 Directed Writing and Composition: this paper is assessed by a 2 hour examination which is worth 50% of the final mark. Candidates answer two questions. Section A assesses pupils' ability to use inference to respond to a passage while maintaining a high level of written communication. Section B assesses pupils' ability to write creatively in either a descriptive or a narrative style.

### Entry requirements

There are no entry requirements, but the course has been designed for pupils who are able to write English to native speaker standard.

### Syllabus content

Throughout the two year course pupils will familiarise themselves with writing in a range of forms including: letters, reports, journals, speeches, interviews, newspaper reports and magazine articles. They will refine their ability to demonstrate their understanding of implicit meanings and attitudes in a similar range of forms.

## ENGLISH LANGUAGE (AS A SECOND LANGUAGE)

**Course name:** IGCSE English – Second Language  
**Exam board:** CIE

This is a one-year course and is examined by two written papers, one primarily focussed on reading and writing skills and the other focussed on listening skills.

Paper 2 Reading and Writing (Extended): this paper is assessed by a 2 hour examination which is worth 50% of the final mark. Pupils are required to read 5 short passages, completing a range of exercises to demonstrate understanding of what they have read. They are also expected to complete two writing activities which focus on the quality of written expression and the creativity shown in their ideas.

Paper 4 Listening (Extended): this paper is assessed by a 50 minute examination which is worth 50% of the final mark. Candidates listen to a range of short audio clips, answering questions to demonstrate their understanding of what they have heard.

### Entry requirements

There are no entry requirements, but the course has been designed for pupils who speak English to a competent level.

### Syllabus content

Throughout the year-long course, pupils will familiarise themselves with different reading, writing and listening skills to consolidate their language skills and with the aim of preparing them fully for the IB. Lessons will focus on the quality of written English as well as on different reading and listening strategies that should help pupils across a range of subjects and within their daily life as part of an English speaking environment.

### Choice of English language courses

The school reserves the right to establish the choice of course that will best reflect the abilities and support the development of pupils, in terms of their progress in English Language learning.

Through ongoing assessment, we will determine which pupils will be better served by taking the English as a Second Language course. The IGCSE in English as a Second Language is widely recognised by universities as a qualification that meets the requirement to show that a sufficient standard of English has been achieved.

# IGCSE COURSE IN DETAIL

## ENGLISH LITERATURE

**Course name:** Cambridge IGCSE English – Literature

**Exam board:** CIE

This is a two-year course and is examined by two written papers and two coursework essays (1200 words each).

**COMPONENT 1:**  
50% of the overall weighting

This covers prose and poetry set texts in a 1 hour and 30 minute closed text (no book) examination.

**COMPONENT 3:**  
25% of the overall weighting

A 45 minute examination on a drama text (open text). Candidates answer one question on one text. There is a choice of two questions (one passage-based and one essay).

**COMPONENT 4:**  
25% of the overall weighting

A 1 hour and 45 minute unseen paper. Pupils will answer a question on a poem or a piece of prose that they have not previously seen.

### Entry requirements

There are no entry requirements, but the course has been designed for pupils who are able to study a literary text with confidence. You must feel comfortable with "closed text" (no book) examinations.

### Syllabus content

A key change is the move to closed text or no book examinations. Lessons will focus on pupils' ability to analyse a range of text and structure a literary response. Exam texts are as follows:

Poetry:

Songs of Ourselves: a poetry anthology with a selection of nineteenth and twentieth century poets from William Wordsworth to Grace Nichols.

Prose:

10 Stories from Stories of Ourselves

Drama:

Arthur Miller The Crucible

# IGCSE COURSE IN DETAIL

## FRENCH (AS A FOREIGN LANGUAGE)

**Course name:** IGCSE French – Foreign Language

**Exam board:** Edexcel

This is a two-year course and is examined by two exam papers at the end of the course:

Paper 1: Listening (50 marks)

Paper 2: Reading and writing (60 marks)

Paper 3: Speaking test (40 marks)\*

\* This will take place at the College on a date to be confirmed between mid-March and the date of the final French exam paper.

There is no coursework.

### Entry requirements

The course has been designed for pupils who have studied French for at least one year and therefore have prior knowledge. The head of department, prior to acceptance onto the course, will assess pupils who have not studied French before.

### Syllabus content

Pupils will learn to use the language as a means for practical communication and develop all four skills of speaking, listening, reading and writing. They will also learn about the culture of Francophone countries across the world.

### Why French?

- With English, French is the only language spoken on all five continents. It is a major language of international communication, and is the second most learned foreign language in the world. It is a real career asset to be able to communicate in French, as it is the official language of many international organisations such as the United Nations and UNESCO.
- Being able to speak French is advantageous as France is the world's sixth largest economy.
- Learning French is learning the language of art, as France is such a culture-rich country. Through the language you get a better understanding of the worlds of fashion, gastronomy, literature and the arts.
- Shakespeare's language takes its roots in that of Moliere. Therefore, French will better your understanding of such works you may study in English and also widen your vocabulary.
- Mastering French, a Romance language, will help you learn other languages, such as Spanish or Italian.

Pupils who wish to take any IB course in French, who have not completed an IGCSE course, will be admitted only at the discretion of the head of department.

# IGCSE COURSE IN DETAIL

## GEOGRAPHY

**Course name:** Cambridge IGCSE Geography  
**Exam board:** CIE

This is a two-year course and is examined by three exam papers at the end of year 11:

- Geographical themes (45% of the overall mark): focuses on knowledge and understanding of the three core themes: population and settlement, the natural environment and economic development.
  - Geographical skills (27.5% of the overall mark): focuses on the interpretation and analysis of geographic information.
  - Alternative to coursework (27.5% of the overall mark): focuses on the fieldwork process; including data collection, analysis and making conclusions.
- Pupils will learn about, and consider solutions, to the major global challenges of the 21st century. Throughout the course, pupils will consider questions such as:
- Is it possible to support a world population of 10 billion?
  - How can people be protected from natural disasters such as floods and earthquakes?
  - Is tourism always positive for host communities? Can it be managed to ensure any negative impacts are reduced?
  - Why do some countries have food shortages and what can be done to help?
  - Why do people in the poorest countries have the largest families and what challenges does this cause for families and governments?
  - Why is the rainforest important and how is it being threatened?

Throughout the course, pupils will gain invaluable skills in: data collection; analysis and presentation; report writing; presenting, arguing and justifying viewpoints; summarizing information; and working collaboratively in groups. This skillset, in addition to an understanding of global issues, is highly valued by employers across a range of industries.

### Course content includes:

#### Population and settlement

- Population and migration
- Settlements and service provision

#### The natural environment

- Earthquakes and volcanoes
- Rivers and coasts
- Measuring the weather
- Climate and vegetation
- Environmental risks of economic development

#### Economic development

- Development
- Food production
- Industry
- Tourism
- Energy and water resources

Pupils who wish to take IB Geography, who have not completed the IGCSE course, will be admitted only at the discretion of the head of department.

### Why Geography?

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. So many of the world’s current issues – at a global scale and locally – boil down to geography, and need the geographers of the future to help us understand them.”

Michael Palin, 2011

# IGCSE COURSE IN DETAIL

## HISTORY

**Course name:** IGCSE History  
**Exam board:** CIE

This is a two-year course and is examined by two written papers at the end of the course and one piece of coursework completed during the second year of study:

Paper 1 worth 40% of the final mark  
Paper 2 worth 33% of the final mark  
Coursework worth 27% of the final mark

### Entry requirements

There are no formal entry requirements. It should, however, be noted that the history course at Wellington is specifically designed to prepare pupils for the skills and knowledge requirements of the IGCSE syllabus.

### Syllabus content

The course begins in 1919 when Europe lay in ruins after the Great War and the various peace treaties were being formulated. The role and successes, or not, of the League of Nations leads pupils to the rise of Hitler in Germany, Nazi foreign policy and the causes of World War II. The end of the war in 1945 and the onset of the Cold War follows, with the conflicts in Korea, Cuba and Vietnam taking centre stage, as Eastern Europe falls behind the Iron Curtain and China rises as a world power. The eventual destruction of the Berlin Wall and the collapse of the Soviet Empire leaves pupils to conclude the course with a study of more recent events in the Gulf and Middle East.

### Why History?

The Twentieth Century, marked by momentous achievements, rocked by turbulent events and tragedy, is the setting for IGCSE history. Pupils are challenged to explore the motivations of the leaders who shaped the most 'bloody' century to date and investigate the causes and consequences of their actions through events that characterised the period.

As a truly international course, IGCSE history promotes international understanding and is an excellent foundation for the IB diploma programme. There is a common misunderstanding about the utility and value of history as a non-vocational course. Although history does not focus on a particular set of careers, the skills gained in digesting information and forming a coherent analysis of a particular situation are widely applicable across many disciplines.

Accordingly, the assessment for this course does not focus on the depth of the pupil's knowledge of the events covered but on the deployment of that knowledge in formulating coherent arguments.

# IGCSE COURSE IN DETAIL

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

**Course name: IGCSE Information and Communication Technology**  
**Exam board: Edexcel**

It is assessed through two examinations:

- A written examination paper (50% of the overall mark)
- A practical examination paper (50% of the overall mark)

There is no coursework component.

**Paper 1: Written paper (1 hour 30 minutes)**

This written examination, lasting one hour and 30 minutes, will comprise multiple-choice and short-answer questions.

**Paper 2: Practical paper (3 hours)**

This practical computer-based examination, taken under controlled conditions, will comprise structured activities. It will take three hours (including printing time).

The software packages tested in each examination are:

- Spreadsheet software
- Database software
- Graphics software
- Multimedia presentation software
- Desktop publishing/word processing software

### Entry requirements

There are no entry requirements, but a general knowledge of how to use a computer for basic everyday tasks would be an advantage.

### Why ICT?

Pupils will learn and apply ICT skills, knowledge and understanding in different contexts: home, community, business, industry, recreation and education; and focusing on ICT systems, ICT-based solutions, and emerging technologies.

This course will encourage pupils to explore and study ICT in a variety of contexts: home, community, business, industry, recreation and education. In any given situation, pupils will have the opportunity to acquire competence, ability and critical skills through the implementation, use and evaluation of a range of ICT systems. Pupils will also acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts and develop ICT-based solutions to solve problems.

Pupils who wish to take IB ITGS or computing, who have not completed this IGCSE course, will be admitted only at the discretion of the head of department.

# IGCSE COURSE IN DETAIL

## MATHEMATICS

**Course name: IGCSE Mathematics**  
**Exam board: Edexcel**

Syllabuses followed:

- Edexcel IGCSE Mathematics (specification A) (4MA1). It is expected that all pupils be presented for the Higher Tier Examinations.\*\*
- Edexcel IGCSE Further Pure Mathematics (4PM1).

**Course name: IGCSE Mathematics (4MA1)**  
**Exam board: Edexcel**

The IGCSE Higher Tier Examinations are sat at the end of Year 10 for pupils in the accelerated class(es) who are on track to attain a Grade 8 or 9 and at the end of Year 11 for the remainder of the pupils. There are two written exam papers:

- Paper 3H worth 50%: 2 hours (100 marks)
- Paper 4H worth 50%: 2 hours (100 marks)

There is no coursework.

Questions in the Higher Tier paper are targeted at grades in the range 9 – 4.

Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.

\*\* In rare cases, a pupil may take the Foundation Tier Examinations (papers 1F and 2F), if this is deemed to be the most suitable pathway. Questions in the Foundation Tier paper are targeted at grades in the range 5 – 1.

### Syllabus content

- Numbers and the Number System
- Equations, Formulae, Identities, Proportion, Inequalities and Quadratics
- Sequences, Functions, Graphs and Calculus
- Geometry and Trigonometry
- Vectors and Transformation Geometry
- Data Handling and Statistics

**Course name: IGCSE Additional Mathematics (4PM1)**  
**Exam board: Edexcel**

The Further Pure Mathematics course is for the pupils that have completed the IGCSE Higher Tier course in Year 10. The course is aimed at extending these pupils and providing them with the necessary preparation for their chosen course of study post-16. It is a prerequisite for any pupil wishing to study IB HL Mathematics and it is extremely beneficial for pupils wishing to study IB SL Mathematics. This course will be examined at the end of Year 11 by way of two written papers:

- Paper 1 worth 50% – 2 hours (100 marks)
- Paper 2 worth 50% – 2 hours (100 marks)

There is no coursework.

### Syllabus content

- Logarithmic functions and indices
- The quadratic function
- Identities and inequalities
- Graphs
- Arithmetic/geometric series
- The binomial series
- Vectors
- Coordinate geometry
- Calculus
- Trigonometry

### Why Mathematics?

It provides a challenge, has clear instructions and typically you know when you are right. When you solve a problem it offers you a feeling of excitement and satisfaction. It is important to have a strong foundation in Mathematics to be successful in most other subject areas; including, Biology, Chemistry, Physics, Information Technology, Economics, and many other areas. Mathematics is about pattern and structure. It can be used to explain and harness the natural phenomena around us.

# IGCSE COURSE IN DETAIL

## MUSIC

**Course name:** IGCSE Music  
**Exam board:** CIE

### Content

**COMPONENT: LISTENING**  
Marks Breakdown: 40%

### Assessment

Exam lasting 1 Hour and 15 minutes  
The listening exam comprises the following four sections:

- Unprepared western music: Extracts from two vocal or instrumental works from the Baroque, Classical, Romantic periods and 20th Century music within the Western classical tradition.
- Unprepared world music: We have a focus on Chinese instrumental music including instrument identification and textural and melodic understanding. We will then study extracts from two contrasting pieces from Latin America, Japan, India, Indonesia, Arabia and Africa.
- Skeleton score: One musical extract (questions to include simple dictation from the rhythm or melody). Pupils will also be asked to identify the period of music and a likely composer.
- Western set work: In-depth study of Mendelssohn's 'Italian Symphony' Movements 2 and 4.

**COMPONENT: PERFORMING**  
Marks Breakdown: 30%

### Assessment

Internally assessed and checked by external verifier. Pupils are expected to produce two performances by the end of the course.

- Sing or play individually – either one piece or two short contrasting pieces, which could be on the same or on different instruments
- Sing or play in an ensemble – either one piece or two short contrasting pieces, which could be on the same or on different instruments.

Performance is expected to be at approximately ABRSM Grade 4 standard (or equivalent). These pieces will be recorded in the second year of the course. Total playing time should be between 4 and 10 minutes in length.

**COMPONENT: COMPOSING**  
Marks Breakdown: 30%

### Assessment

Internally assessed and checked by external verifier. Pupils are expected to create two contrasting compositions at the end of the course.

- At least one composition must be written in a Western, tonal style and must demonstrate familiarity with the basic principles of traditional harmonic language; this composition must be fully notated using staff notation and the score must be submitted with the recording.
- The other piece may be in any style of the candidate's choice, but a contrast and may be notated in whatever form of notation is appropriate to the music, provided that the intentions of the notation are clear to the examiners or moderator.

### Pupil expectations

Ideally pupils should be able to:

- Perform on an instrument, or voice, to at least Grade 4 standard or equivalent by the end of the course
- Participate in college musical ensembles
- Read musical notation to a proficient level
- Listen to a variety of styles of music with an open mind
- Hand in all work on time to the teacher
- Present homework that shows creativity and high quality of thought and presentation

- Practise at home for at least 1 hour a week on both solo instrument and ideas for compositions
- Keep a neat exercise book with all music notation being recorded using a pencil.
- Take ownership of catching up on any missed work.
- Come to class with all the resources needed for lessons.
- Ask for help when struggling with any work.
- Take responsibility to learn all key vocabulary.

These are all skills that will be developed throughout the course.

### Why Music?

The IGCSE is an exciting music course that we have chosen because it matches closely the skills and interests of the musicians at Wellington College International Shanghai. It is a prestigious and well respected qualification, and also allows us to deliver a course that is wide-ranging, stimulating and fun.

Pupils will develop their practical musicianship in the form of performance and composition modules, learn to work in a team through ensemble performance, develop their aural understanding through listening to a variety of musical genres, and understand what makes up a piece of music through historical and analytical study.

The course is an excellent preparation for IB, but will also suit committed musicians who do not envisage studying music beyond year 11.

# IGCSE COURSE IN DETAIL

## PHYSICAL EDUCATION (PE)

**Course name:** IGCSE Physical Education  
**Exam board:** Edexcel

This is a two year course and is examined by one written paper at the end of the course and four practical assessments throughout the two years:

- Theory 60%
- Practical 40%

### Entry requirements

There are no entry requirements, but the course has been designed for pupils who have previous experience in playing sport at a competitive standard.

### Course breakdown

**COMPONENT 1:**  
FITNESS AND BODY SYSTEMS

### Assessment

- Written examination: 1 hour and 45 minutes
- 36% of the qualification

### Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

**COMPONENT 2:**  
HEALTH AND PERFORMANCE

### Assessment

- Written examination: 1 hour and 15 minutes
- 24% of the qualification

### Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

**COMPONENT 3:**  
PRACTICAL PERFORMANCE

### Assessment

- Non-examined assessment:
- Internally marked and externally moderated
- 30% of the qualification
- 105 marks (35 marks per activity)

### Content overview

- One team activity
- One individual activity and a free choice from the list published by the DfE
- Skills in isolation
- Skills in a competitive/formal situation

**COMPONENT 4:**  
PERSONAL EXERCISE PROGRAMME (PEP)

### Assessment

- Non-examined assessment
- Internally marked and externally moderated
- 10% of the qualification
- 20 marks

### Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

### Why Physical education?

By the end of the course pupils should be able to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport to improve performance
- Understand how the physiological and psychological state affects performance.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences, which can affect people's involvement.

# IGCSE COURSE IN DETAIL

## PHYSICS

**Course name:** IGCSE Physics  
**Exam board:** Edexcel

The course is linear with a single tier assessment at the end of two years. Pupils will sit two externally marked papers.

Paper 1: 66% of the marks  
Paper 2: 34% of the marks

Both papers cover the full course.

### Entry requirements

Physics is open to all pupils at this level. Most countries' junior high school or key stage 3 science courses will provide adequate preparation. Please contact the head of science if you have specific concerns.

The mathematical requirements of IGCSE physics are not high, and certainly do not include anything pupils will not be learning anyway in their mathematics lessons. The ability to rearrange equations is very important.

### Syllabus content

Pupils will study concepts related to the following broad topics:

- Forces and motion; electricity; waves; energy resources; energy transfer; solids, liquids and gases; magnetism and electromagnetism; radioactivity and particles.
- Pupils will acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts. There is a large practical element to this course.

### Why Physics?

All the sciences aim to develop the skills our pupils need to make informed decisions on scientific and technological matters in their adult lives. Physics is the effort to define and understand natural laws. It is a demanding subject but rewards the effort put in. A good physics IGCSE grade is evidence of ability to think clearly, solve problems, be precise and work hard.

It is essential that any pupil wishing to study physics at post-16 level should do this course. Physics is a recommended course for future study of many science-related disciplines including engineering, and is respected by employers in many other fields.

# IGCSE COURSE IN DETAIL

## SPANISH (AS A FOREIGN LANGUAGE)

**Course name:** IGCSE Spanish –  
**Foreign Language**  
**Exam board:** Edexcel

This is a two-year course and is examined by two exam papers at the end of the course:

Paper 1: Listening (50 marks)  
Paper 2: Reading and writing (60 marks)  
Paper 3: Speaking test (40 marks)

There is no coursework.

### Entry requirements

The course has been designed for pupils who have studied Spanish for at least one year and therefore have prior knowledge. The head of department, prior to acceptance onto the course, will assess pupils who have not studied Spanish before.

### Syllabus content

Pupils will learn to use the language as a means for practical communication and develop all four skills of speaking, listening, reading and writing. They will also learn about the culture of Hispanic countries across the world.

### Why Spanish?

In an international school like ours, by learning Spanish (in addition to English and Mandarin) pupils will speak the top three most spoken languages in the world.

But it is even more compelling to realise that about half the population in the Western Hemisphere speaks Spanish, making it the primary language for as many people in this region of the world as English.

- Spanish is the mother tongue of approximately 350 million people in 21 countries
- Spanish is the second most used language in international communication after English.
- Latin American countries are experiencing strong economic growth and they are becoming important commercial partners. Most are Spanish-speaking.
- In both the US and Canada, Spanish is the most popular foreign language to learn. It is the fastest-growing choice of language in schools in the UK too.

Pupils who wish to take any IB course in Spanish, who have not completed an IGCSE course, will be admitted only at the discretion of the head of department.



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