

# IGCSE Programme

## Course Handbook 2017/18 and 2018/19





## IGCSE Curriculum 2017/18 and 2018/19

Dear Student / Parent / Guardian,

Students in Grades 9 and 10 study for Cambridge Examining IGCSE qualifications, whilst simultaneously gaining credits for the High School Diploma. As prospective students, parents and guardians, this booklet provides course descriptions for IGCSE level study during the two academic years of study.

IGCSE certificates (graded A\*-G) are individual qualifications, assessed by Cambridge International Examinations (CIE); they do not form part of a general diploma. Certificates are awarded at the end of a two- year programme. Further information can be found on the CIE website [www.cie.org.uk](http://www.cie.org.uk).

The High School Diploma (graded 1-7) runs concurrently, and is awarded internally assessed marks, based on grades awarded throughout the academic year and on end of semester examinations. All students (whether studying for IGCSE assessment or not) will be awarded grades counting towards the High School Diploma.

Consideration must be made of the following information:

- The IGCSE is intended to be a two year course, starting in Grade 9.
- Provided a student has the necessary skills and subject knowledge to pursue IGCSE qualifications at the end of Grade 10, he/she will sit formal IGCSE assessments. This can even apply to students who come to us in Grade 10, halfway through the two-year course.
- If a student does not possess the subject knowledge and skills to take IGCSE assessment at the end of grade 10, an internal assessment will be set, based on Year 10 content only. Grades will count towards the High School Diploma. A student can still progress to the IB Diploma in Grade 11, provided High School Diploma grades provide evidence of suitability for the programme.

If a student joins us in Grade 9 or 10, he/she will choose a selection of IGCSE subjects as laid out in this booklet.

After reading the information, please complete the choices form (available in February 2016) and return it to the IS Office by hand, by post or by email ([is.office@montana-zug.ch](mailto:is.office@montana-zug.ch)). **The deadline is Thursday 1 March 2017.**

If you have questions on any of this information, please telephone or email me directly.

Kind regards,

**Institut Montana Zugerberg AG**

Jamie Hill

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## IGCSE Art | Syllabus 0400 | Performing & Fine Arts

### Summary of the Two Year Course Content

Candidates are expected to produce work from all the areas. They are expected to:

- identify and research a particular aspect of art and design
- carry out relevant exploration of materials, media and appropriate processes
- document and evaluate ideas and concepts against aims and objectives as the work proceeds
- develop these into a cohesive outcome

### Examination Assessment and Weighting

Component 1	Broad-based assignment. Unlimited preparatory period during which time candidates produce their supporting studies and take the controlled eight-hour test.  50% of total marks
Component 4	Coursework There are two parts to this component: the supporting portfolio and the final outcome.  50% of total marks
Supporting Portfolio	This should contain work which shows the research, exploration, development and evaluation relevant to the one final outcome.

### Pre-Requirements

Good command of artistic skills and relevant vocabulary.

### Skills

Cambridge IGCSE Art and Design encourages learners to:

- record from direct observation and personal experience
- identify and solve problems in visual and/or other forms
- develop creativity, visual awareness, critical and cultural understanding
- generate an imaginative, creative and personal response
- become independent in the refinement and development of ideas and personal outcomes
- engage and experiment with a range of media, materials and techniques, including new media and technologies
- experience working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- know a working vocabulary relevant to the subject and show interest in other practitioners, environments and cultures



## IGCSE Business Studies | Syllabus 0450 | Humanities

### Summary of the Two Year Course Content

All candidates study the following topics:

1. Understanding business activity
2. People in business
3. Marketing
4. Operations management
5. Financial information and decisions
6. External influences on business

### Examination Assessment and Weighting

Paper 1	Written paper (1 hour 30 minutes) Four questions requiring a mixture of short answers and structured data responses (50% of total marks)
Paper 2	Written paper (1 hour 30 minutes) Four questions based on a case study (50% of total marks)

### Pre-Requirements

Good command of English language and written skills; IT skills

### Skills

Students should learn to:

- demonstrate knowledge and understanding of facts, terms, concepts, conventions, theories and techniques commonly applied to or used as part of business behaviour.
- distinguish between evidence and opinion in a business context
- order, analyse and interpret information in narrative, numerical and graphical forms, using appropriate techniques.
- present reasoned explanations, develop arguments, understand implications and draw inferences
- make judgements, recommendations and decisions.



## IGCSE Global Perspectives | Syllabus 0457 | Humanities

### Summary of the Two Year Course Content

This course is compulsory for all students in grades 9 and 10.

Learners explore a range of different global themes, selecting from topics such as Belief Systems; Climate Change; Conflict and Peace; Disease and Health; Education; Family and Demography; Fuel and Energy; Language and Communication; Law and Crime; Poverty and Inequality; Sport and Leisure; Technology and Economics; Tradition and Culture; Travel and Transport; Water, Food and Agriculture.

### Coursework Assessment and Weighting

<b>Component 1</b>	Written examination (1 hour 15 minutes) based on global issues from a range of perspectives (35% of total marks)
<b>Component 2</b>	Individual report into 1 topic area, between 1'500-2'000 words in continuous prose (30% of total marks)
<b>Component 3</b>	Team project into 1 topic area, allowing for the exploration of different cultural perspectives. The Team Project comprises two elements
	Team Element: Candidates produce as a team one outcome and one explanation as a collaboration. The explanation must be 200–300 words.
	Personal Element Candidates each write a reflective paper on their research, contribution and personal learning. The paper must be 750–1000 words. (35% of total marks)

### Pre-Requirements

Good command of English language and written skills; IT skills

### Skills

Students should learn to:

- research, analyse and evaluate information
- develop and justify a line of reasoning
- reflect on processes and outcomes
- communicate information and reasoning
- collaborate to achieve a common outcome.

### Additional Information

Students beginning Global perspectives in Grade 9 pursue a two year course, aimed at attaining the IGCSE qualification at the end of Grade 10. The course is built around a series of topics, each containing issues of global importance. It aims to build independent thinking, learning and communication skills needed in active global citizenship. Students examine issues from a personal, local/national and global perspective. Not all topics need to be studied for examination purposes. Assessment in Grade 9 includes end of semester examinations. Other assessments are based on written and creative assignments, oral contributions, visual presentations, and research assignments.



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## IGCSE History | Syllabus 0470 | Humanities

### Summary of the Two Year Course Content

The course is divided into three themes:

- Population and Settlement – population growth & control, migration, population structure, distribution & density, growth/ development and function of settlements in MEDC's & LEDC's.
- The Natural Environment – volcanoes & earthquakes, weathering, rivers, coasts, weather, climate, natural vegetation, ecosystems & the inter-relationship between human and natural environment.
- Economic development and the use of resources – agriculture, industry, leisure & tourism, energy and water resources & resource conservation & management.

### Examination Assessment and Weighting

Written examination:

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|----------------|--|
| <b>Paper 1</b> | 1 hour 45 minutes: Answer 3 out of 6 structured questions. (45% of total marks)  |
| <b>Paper 2</b> | 1 hour 30 minutes: Answer all questions – interpretation and analysis of geographical information. (27.5% of total marks)  |
| <b>Paper 4</b> | Alternative to coursework – 1 hour 30 minutes: Answer two compulsory questions, completing a series of written tasks based on three themes and involve an appreciation of a range of techniques used in fieldwork studies. (27.5% of total marks). |

### Pre-Requirements

Good command of English language and written skills; IT skills

### Skills

Students should learn to:

- Demonstrate and their understanding of the impacts of both physical and human geography, as well as the processes affecting their development.
- appreciate a sense of place and an understanding of relative location on a local, regional and global scale.
- use and understand geographical data and information.
- understand communities and cultures around the world, including how they are affected and constrained by different environments.



## IGCSE English Literature | Syllabus 0486 | First Languages

### Summary of the Two Year Course Content

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

### Examination Assessment and Weighting

Paper 1: Poetry and Prose (1 hour 30 minutes) Two questions on two texts: one Poetry and one Prose. 50% of total marks

and either

**Paper 2** Drama - two questions on two texts (1 hour 30 minutes). 50% of total marks; **or**

**Paper 3** Drama - one question on one text (45 minutes) 25% of total marks; **and**

**Paper 4** One question requiring critical commentary (1 hour 15 minutes) 25% of total marks

### Pre-requirements

IGCSE Extended First language English students only (by selection). Solid command of English language

### Skills

Students should learn to:

- show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.
- understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.
- communicate a sensitive and informed personal response to literary texts.

### Additional Information

The IGCSE English Literature syllabus is offered as a one-year course which is designed for students whose English is of native, near-native or bilingual standard. Students meeting the criteria to achieve a passing grade in IGCSE English Language in grade 9 will have the opportunity to pursue IGCSE English Literature examinations in Grade 10.



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## IGCSE English First Language | Syllabus 0500 | First Languages

### Summary of the Two Year Course Content

Designed for students for whom English is the mother tongue, IGCSE English aims to develop the ability to communicate clearly, accurately and effectively in both speech and writing. Students are taught how to employ a wide-ranging vocabulary, to use correct grammar, spelling and punctuation, and develop a personal style and awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their knowledge of ways in which English can be used.

### Examination Assessment and Weighting

**Paper 1** (Core) 1 hour 45 mins or **Paper 2** (Extended) 2 hours.

Reading Passage.

Candidates answer three questions on two passages up to 750 words long. (50% of total marks)

**Paper 3** (Core and Extended) 2 hours

Directed Writing and Composition.

Candidates answer one question on a passage up to 750 words, and complete a composition task from a choice of four titles. (50% of total marks)

### Pre-requirements

Solid command of English language

### Skills

Students should learn to:

- understand and respond appropriately to what they see, hear and experience, and to enjoy the full variety of the English language;
- analyse and communicate using skills such as synthesis, inference, ordering of facts, and presenting opinions;
- demonstrate personal development and an understanding of the self and others.

### Additional Information

The IGCSE First Language English syllabus is a two-year course which is designed for students whose English is of native, near-native or bilingual standard. It meets higher education entrance requirements as a foundation for A level, IB, and pre-university certificate studies. The skills development for the program is progressive, as there is specific instruction regarding sentence building, vocabulary extension, punctuation and spelling. The emphasis is on the acquisition and application of skills transferable both to other areas of study and to examination preparation. Students showing sufficient aptitude may be assessed at IGCSE level in Grade 9, and then proceed to IGCSE English Literature in Grade 10.



**IGCSE French First Language | Syllabus 0501**

**IGCSE Spanish First Language | Syllabus 0502**

**IGCSE German First Language | Syllabus 0505**

**IGCSE Chinese First Language | Syllabus 0509**

**IGCSE Russian First Language | Syllabus 0516**

**First Languages**

## **Summary of the Two Year Course Content**

Learners will be focused on developing their mother tongue skills: writing, reading and speaking. Students will also be working with literary and non-literary texts and will begin with the theory of how to write or respond to general topics. One of the most important goals for the students will be the development and encouragement of their own communication skills.

### **Examination Assessment and Weighting**

**Paper 1: Reading** (2 hours)

Candidates answer two questions (600-700 words for each of their answers). 50% of total marks

**Paper 2: Writing** (2 hours) (1 ¼ hours for Chinese)

Candidates write two compositions of 350-500 words each. 50% of total marks

Please note: Chinese and Spanish have slight differences in assessment requirements. Please see the IGCSE Co-ordinator or [cie.org.uk](http://cie.org.uk) for details.

### **Pre-requirements**

Being a native speaker and having had at least two years of schooling in this subject.

### **Skills**

Students should learn to:

- communicate accurately, appropriately and effectively in writing;
- understand and respond appropriately to what they read;
- use a wide range of vocabulary, and the correct grammar, spelling and punctuation;
- develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which languages can be used. Cambridge IGCSE First Language also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.



## IGCSE English Second Language | Syllabus 0511 | Second Languages

### Summary of the Two Year Course Content

The course is for learners for whom English is not a first language/mother tongue but for whom it is a lingua franca or language of study. Students will develop their four language skills – Listening, Speaking, Reading, and Writing – in order to communicate more effectively.

Learners can explore a range of different themes, selecting from topics such as:

- Leisure and entertainment
- Work and education
- People and relationships
- Ideas and the future

### Examination Assessment and Weighting

**Paper 1** (Core) 1 hr 30 mins or **Paper 2** (Extended) 2 hrs  
**Reading and Writing** (70% of total marks)

**Paper 3** (Core) 40 mins or **Paper 4** (Extended) 50 mins  
**Listening** (15% of total marks)

**Paper 5**  
**Speaking** - Approximately 10–15 minutes (15% of total marks)

### Pre-Requirements

For students at Core level: Students must have partially completed an elementary English course (which corresponds to the A2 level of the CEFR)

For students at Extended level: Students must have partially completed an intermediate English course (which corresponds to the B1 level of the CEFR)

### Skills

Students should learn to:

- read a variety of pieces of writing (texts), from simple to complex, and understand the overall meaning (gist) of the text, as well as more specific/detailed parts.
- write short responses (answers to questions, note-taking), as well as longer pieces of writing (paragraphs, summaries, informal letters, opinion essays, articles).
- listen to a variety of contexts and scenarios (situations in which two or more people are talking together), recognise different ways that speakers talk (e.g. tone, emphasis, etc.).
- speak in a variety of situations. For the speaking test, students need to be able to hold and develop a conversation about a specific topic.



## IGCSE French Second Language | Syllabus 0520

## IGCSE German Second Language | Syllabus 0525

## IGCSE Spanish Second Language | Syllabus 0530

### Second Languages

#### Summary of the Two Year Course Content

Students should develop their listening, reading, speaking and writing skills by exploring a wide range of topics, including everyday activities (home life and school, food, health and fitness); personal and social life (self, family and personal relationships, holidays and special occasions); the world around us (home town and local area, natural and made environment, people, places and customs); the world of work (continuing education, careers and employment, language and communication in the work place); the international world (tourism at home and abroad, life in other countries and communities, world events and issues).

#### Examination Assessment and Weighting

##### **Paper 1 Listening** (approximately 45 mins)

Candidates listen to a number of recordings and answer questions testing comprehension. (25% of total marks)

##### **Paper 2 Reading** (1 hour)

Candidates read a number of texts and answer questions testing comprehension. (25% of total marks)

##### **Paper 3 Speaking** (approximately 15 mins)

Candidates complete two role plays, a topic presentation/conversation and a general conversation. (25% of total marks)

##### **Paper 4 Writing** (1 hour)

Candidates respond in the target language to three tasks. (25% of total marks)

#### Pre-requirements

Good command of spoken and written skills in the target language

#### Skills

Students should learn to:

- develop their 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, work and leisure
- be offered insights into the culture and civilisation of countries where the language is spoken
- develop a fuller awareness of the nature of language and language learning



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## IGCSE International Mathematics | Syllabus 0607 | Mathematics

### Summary of the Two Year Course Content

Candidates following either the Core or Extended curriculum will cover the topics listed below:

Numbers, Algebra, Functions, Geometry, Transformations and vectors in two dimensions, Mensuration, Co-ordinate geometry, Trigonometry, Sets, Probability, Statistics

The difference between Core curriculum and Extended curriculum is the level of depth of enquiry.

### Examination Assessment and Weighting

**Paper 1** (Core) or **Paper 2** (Extended) 45 mins.

Short answer questions. (25% of Core and 20% of Extended total marks)

**Paper 3** (Core) 1 hr 45 mins, or **Paper 4** (Extended) 2 hr 15 mins.

11–15 medium to extended response questions. (60% of total marks)

**Paper 5** (Core) 1 hr. One investigation question. (15% of total marks)

**Paper 6** (Extended) 1hr 30 mins. One investigation and one modelling question. (20% of total marks)

### Pre-Requirements

Basic operations with numbers, thorough knowledge of basic mathematical concepts and terminologies, use of scientific calculator, knowledge of some important shapes, knowledge of basic mathematical notations, rounding of numbers to required level of accuracy, basic mathematical formulae.

### Skills

IGCSE Mathematics candidates should gain lifelong skills, including:

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



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## IGCSE Coordinated Sciences | Syllabus 0654 | Science

### Summary of the Two Year Course Content

A double award, IGCSE Co-ordinated Sciences gives candidates the opportunity to study biology, chemistry and physics within a scientifically coherent syllabus. Candidates learn about the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

### Examination Assessment and Weighting

**Paper 1** (Core) or **Paper 2** (Extended)

Multiple Choice; 45 minutes (30% of total mark)

**Paper 3** (Core) or **Paper 4** (Extended)

Written paper with short answer and structured questions; 2 hours (50% of total mark)

**Paper 6** (Core and Extended)

Written questions on experimental skills; 1 hour (20% of total mark)

### Pre-Requirements

Good command of the English language, prior scientific knowledge and a suitable standard of mathematical skills are desirable but not essential.

### Skills

IGCSE Co-ordinated Science candidates engage in valuable learning for life, including:

- knowledge and understanding of scientific concepts
- ability to handle information and to solve problems
- ability to carry out experiments and investigations.

Students should learn:

1. knowledge and understanding of concepts, principles and applications of Biology, Chemistry and Physics.
2. skills and abilities relevant to the study and practice of Science, which are useful in everyday life, and which encourage effective communication.
3. curiosity, interest and enjoyment of Science, and how to care for the environment
4. awareness that the study and applications of Science may be both beneficial and detrimental to the individual, the community and to the environment.