



**Norwich International School**  
Bangkok

# IGCSE Curriculum Guide

## 2020-2022



*Individuality, Excellence, Mindfulness*

## **The International General Certificate of Secondary Education (IGCSE)**

During Years 10 and 11 students at Norwich study a range of courses, some compulsory and some optional, which lead to examinations and internationally-recognised qualifications called the International General Certificates of Secondary Education (IGCSEs).

Deciding which courses to study in Years 10 and 11 is important because the qualifications gained at the end of the two years may affect your child's individual career path. It is therefore crucial that the decision about what will be studied involves students, parents and teachers and is made after very careful consideration.

### **What is the IGCSE?**

- The International General Certificate of Secondary Education (IGCSE) is a qualification awarded by Cambridge International Examinations (CAIE).
- It is usual for students to study from six to eight subjects.
- These courses have been specifically designed to meet the needs of students of International Schools such as those at Norwich.
- They result in the award of internationally-recognised and respected qualifications equal to the GCSE exams that children in England, Wales and Northern Ireland take at this same stage of their education.
- Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds and is taught in over 10,000 schools in over 160 countries.
- For more information about Cambridge International Examinations please go to: <https://www.cambridgeinternational.org/why-choose-us/parents-and-students/>

### **IGCSE Assessment**

The IGCSE courses take two years of study and are assessed through final examinations, taken at the end of the course in May/June of the second year. Assessment methods vary from subject to subject and, as well as the final written examinations, may include oral/aural, practical examinations or coursework. All examination scripts are sent to CAIE to be externally marked.

IGCSE grades range from A\* at the top to G at the bottom, with grades A\* to C being recognised as passing grades in regards to entrance to the IB Diploma Programme. The final percentages and grades are awarded in England, by CAIE, and are then communicated back to the school.

### **English Possibilities**

1. IGCSE English - First Language
2. IGCSE English - First Language and IGCSE English - Literature
3. IGCSE English - Second Language (ELS)

Decisions on which course and at what level are made by the English teacher and Lower Secondary Coordinator in consultation with parents if necessary.

### **Mathematics Possibilities**

1. IGCSE Mathematics - International 'Core' Level
2. IGCSE Mathematics - International 'Extended' Level
3. IGCSE Mathematics - Additional

Decisions on which course and at what level are made by the Mathematics teacher and Lower Secondary Coordinator in consultation with parents if necessary.

## Frequently Asked Questions

### 1. Do all students take the same number of subjects?

Students usually take between 6 and 8 IGCSE subjects.

All students are expected to study the core curriculum which consists of IGCSE courses in *English, Mathematics, Science, Global Perspectives* and *Mandarin*, with Thai nationals also being entered for *Thai*. In addition, students can choose from a range of further IGCSE options currently available. There are also compulsory non-IGCSE subjects such as *Sport & Games, Personal Social and Health Education (PSHE)* and *Thai Language, Culture and Mindfulness (TLCM)* for the non-Thai nationals.

### 2. Do all students study the same subject at the same level?

Many subjects can be studied at different levels, often referred to as Core and Extended.

### 3. How do the IGCSEs relate to IBDP?

The International Baccalaureate Diploma Programme (IBDP) is a two-year programme of study which follows on directly from IGCSE courses. The IBDP provides greater breadth and depth of study than national systems allow and is an internationally recognised qualification for university entrance. The IBDP is highly regarded throughout the world and facilitates entrance into top universities world-wide.

A grade 'C' or better is required in either *English - First Language* or *English – Second Language* in order to start the IB Diploma Programme.

Please note that students need an A or A\* in *IGCSE Mathematics - International*, or specific permission from the IBDP Coordinator, in order to study Mathematics HL for the IBDP. Furthermore, students need to have performed well in IGCSE in *Sciences - Combined* to consider taking a science at HL.

### 4. How do the IGCSEs relate to University courses?

To gain entrance to international quality universities (USA, Europe, Australia, Etc.) a student will need to study beyond IGCSE for a further two years on the IB Diploma Programme.

### 5. Can all students join the IGCSE programme?

It is a requirement of the school that all students on the IGCSE course have a level of English that is sufficient for them to access the curriculum.

If you have any questions, please contact Ms Van der Merwe,

Ms Monya Van der Merwe  
**IGCSE Examinations Officer**  
**Lower Secondary Coordinator**

# English - First Language (0500)

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

## Assessment

Overall the assessment has a 50% focus on Reading and a 50% focus on Writing.

**Paper 1** 2 hours. Reading. 50%.

80 marks. Structured and extended writing questions. Questions will be based on three reading texts. Externally assessed.

**Paper 2** 2 hours. Directed Writing and Composition. 50%.

80 marks. Extended writing question and a composition task. Externally assessed.

# English - Literature (0486)

The aims are to enable students to:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

## **Set texts for Paper 1**

Section A: Poetry - Candidates answer on one set text in this section.

From Songs of Ourselves Volume 1, Part 3, there are 15 poems, which include:

Elizabeth Barret Browning, 'Sonnet 43'; James K. Baxter, 'Farmhand'; Sujata Bhatt, 'Muliebrity' and William Wordsworth, 'She Dwelt Among the Untrodden Ways'

From Songs of Ourselves Volume 1, Part 4, there are 15 poems, which include:

James Joyce, 'I Hear an Army'; Philip Bourke Marston, 'After'; Elizabeth Thomas ('Corinna'), 'The Forsaken Wife' and Derek Walcott, 'Nearing Forty'

Poems by Carol Ann Duffy, which include:

'War Photographer'; 'Recognition'; 'Stealing' and 'Foreign'

Section B: Prose - Candidates answer on one set text in this section.

Chimamanda Ngozi Adiche 'Purple Hibiscus'  
Charlotte Brontë 'Jane Eyre'  
Zora Neale Hurston 'Their Eyes Were Watching God'  
Henry James 'Washington Square'  
Jhumpa Lahiri 'The Namesake'  
Yann Martel 'Life of Pi'  
George Orwell 'Nineteen Eighty-Four'

10 stories from Stories of Ourselves Volume 2, which include:

- no. 31 Janet Frame, 'The Reservoir'
- no. 41 Anjana Appachana, 'Sharmaji'
- no. 43 Yiyun Li, 'A Thousand Years of Good Prayers'

### **Set texts for Paper 2**

Candidates must answer on **two** different set texts.

- Lynn Nottage 'Crumbs from the Table of Joy'
- Arthur Miller 'The Crucible'
- R C Sherriff 'Journey's End'
- William Shakespeare 'Twelfth Night'
- William Shakespeare 'Othello'

### **Assessment**

**Paper 1** 1 hour and 30 minutes. Poetry and Prose 50%.

50 marks. Two questions on two texts: one Poetry and one Prose. Externally assessed.

**Paper 2** 1 hour and 30 minutes. Drama 50%.

50 marks. Two questions on two texts. Externally assessed.

## **English - Second Language (0511)**

The aims of IGCSE English – Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

### **Assessment**

#### **Core candidates**

**Paper 1** 1 hour 30 minutes. Reading and Writing. 60%.

60 marks. Six exercises testing a range of reading and writing skills. Externally assessed.

**Paper 3** Approximately 40 minutes. Listening. 20%.

30 marks. Candidates listen to several short extracts and longer texts, and complete a range of task types, including short answer questions, gap filling, matching, multiple choice and note taking. Externally assessed.

#### **Extended candidates**

**Paper 2** 2 hours. Reading and Writing. 60%.

80 marks. Six exercises testing a range of reading and writing skills. Externally assessed.

**Paper 4** Approximately 50 minutes. Listening. 20%.

40 marks. Candidates listen to several short extracts and longer texts, and complete a range of task types, including short answer questions, gap filling, matching, multiple choice and note taking. Externally assessed.

#### **All candidates**

**Component 5** Approximately 10–15 minutes. Speaking. 20%.

30 marks. Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic. Internally assessed/externally moderated.

# Mathematics - International (0607)

The aims are to enable students to:

- develop mathematical skills and apply them to other subjects and to the real world
- develop methods of problem-solving
- interpret mathematical results and understand their significance
- develop patience and persistence in solving problems
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning
- appreciate the elegance of mathematics
- appreciate the difference between mathematical proof and pattern spotting
- appreciate the interdependence of different branches of mathematics and the links with other disciplines
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world
- read mathematics and communicate the subject in a variety of ways
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics.

All candidates will study the following topics:

- 1 Number
- 2 Algebra
- 3 Functions
- 4 Geometry
- 5 Transformations
- 6 Mensuration
- 7 Co-ordinate geometry
- 8 Trigonometry
- 9 Sets
- 10 Probability
- 11 Statistics

## Graphic display calculator requirements

Candidates should be able to do the following using a graphic display calculator: sketch a graph; produce a table of values for a function; find zeros and local maxima or minima of a function; find the intersection point of two graphs; find mean, median, quartiles and find the linear regression equation. Approved calculators include but are not limited to: Texas Instruments - TI-84, TI Nspire (non-CAS) and Casio - FX 9750G Plus or GII, FXCG10/20. If you are unsure about which calculator to purchase please contact Mr Walker.

## Problem-solving requirements

Candidates should be able to: select the mathematics and information to model a situation; select the appropriate tools, including ICT, to use in a situation; apply appropriate methods and techniques to analyse a situation and interpret and communicate the results of the analysis.

## Assessment

Candidates who have studied the Core syllabus content are entered for Paper 1, Paper 3 and Paper 5. These candidates will be eligible for grades C to G. Candidates who have studied the Extended syllabus content are entered for Paper 2, Paper 4 and Paper 6. These candidates will be eligible for grades A\* to E.

### Core candidates

**Paper 1** 1 45 minutes, 25%.

40 marks. Short response questions, no calculator. Externally assessed.

**Paper 3** 1 hour 45 minutes, 60%.

96 marks. Medium to extended response questions, graphics calculator required. Externally assessed.

**Paper 5** 1 hour and 10 minutes, 15%.

36 marks. One investigation question, graphics calculator required. Externally assessed.

### Extended candidates

**Paper 2** 1 45 minutes, 20%.

40 marks. Short response questions, no calculator. Externally assessed.

**Paper 4** 2 hours 15 minutes, 60%.

120 marks. Medium to extended response questions, graphics calculator required. Externally assessed.

**Paper 6** 1 hour 40 minutes, 20%.

40 marks. One investigation question and one modelling question, graphics calculator required.

Externally assessed.

## **Mathematics - Additional (0606)**

The aims are to:

- consolidate and extend their mathematical skills, and use these in the context of more advanced techniques
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving
- appreciate the interconnectedness of mathematical knowledge
- acquire a suitable foundation in mathematics for further study in the subject or in mathematics-related subjects
- devise mathematical arguments and use and present them precisely and logically
- integrate information technology (IT) to enhance the mathematical experience
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations
- develop creativity and perseverance in the approach to problem solving
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics
- provide foundation for AS Level/Higher study

The IGCSE Mathematics – Additional syllabus is intended for high ability candidates who have achieved, or are likely to achieve Grade A\*, A or B in the *IGCSE Mathematics – International (0607)* examination. The curriculum objectives are therefore assessed at one level only (Extended). As for Extended level syllabuses in other subjects, Grades A\* to E will be available.

All candidates will study the following topics:

- 1 Functions
- 2 Quadratic functions
- 3 Equations, inequalities and graphs
- 4 Indices and surds
- 5 Factors of polynomials
- 6 Simultaneous equations
- 7 Logarithmic and exponential functions
- 8 Straight line graphs
- 9 Circular measure
- 10 Trigonometry
- 11 Permutations and combinations
- 12 Series
- 13 Vectors in two dimensions
- 14 Differentiation and integration

### **Assessment**

All candidates take two papers.

**Paper 1** 2 hours. 50%.

80 marks. Scientific calculators are required. Externally assessed.

**Paper 2** 2 hours. 50%.

80 marks. Scientific calculators are required. Externally assessed.



# Sciences - Combined (0653)

The aims are to:

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

Candidates study the following topics:

## **Biology**

Characteristics of living organisms, Cells, Biological molecules, Enzymes, Plant nutrition, Animal nutrition, Transport, Gas exchange and respiration, Coordination and response, Reproduction, Organisms and their environment, Human influences on ecosystems.

## **Chemistry**

The particulate nature of matter, Experimental techniques, Atoms, elements and compounds, Stoichiometry, Electricity and chemistry, Energy changes in chemical reactions, Chemical reactions, Acids, bases and salts, The Periodic Table, Metals, Air and water, Organic chemistry.

## **Physics**

Motion, Work, energy and power, Thermal physics, Properties of waves, including light and sound, Electrical quantities, Electric circuits.

## **Assessment**

All candidates take three papers.

### **Core candidates**

**Paper 1** 45 minutes. Multiple Choice. 30%.

40 marks. 40 four-choice multiple-choice questions. Questions will be based on the Core subject content. Externally assessed.

**Paper 3** 1 hour 15 minutes. Theory. 50%.

80 marks. Short-answer and structured questions. Questions will be based on the Core subject content. Externally assessed.

### **Extended candidates**

**Paper 2** 45 minutes. Multiple Choice. 30%.

40 marks. 40 four-choice multiple-choice questions. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

**Paper 4** 1 hour 15 minutes. Theory 50%.

80 marks. Short-answer and structured questions. Questions will be based on the Extended subject content (Core and Supplement). Externally assessed.

### **All candidates**

**Paper 6** 1 hour. Alternative to Practical. 20%.

40 marks. Questions will be based on experimental skills. Externally assessed.



# Thai – First Language (0518)

The aims are to enable students to:

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

Assessment objectives are grouped under skill headings, but it is recognised that these are interrelated.

**Reading** – understand and respond to written language. Candidates will be assessed on their ability to:

- R1 identify and interpret explicit and implicit information and attitudes
- R2 demonstrate understanding of how writers use language and structure to achieve effects and influence readers
- R3 analyse, evaluate and develop facts, ideas and opinions
- R4 select and synthesise information for specific purposes.

**Writing** – communicate clearly, accurately and appropriately in writing. Candidates will be assessed on their ability to:

- W1 communicate clearly, effectively and imaginatively
- W2 sequence facts, ideas and opinions
- W3 use a range of appropriate vocabulary
- W4 use tone, style and register appropriate to audience and context
- W5 make accurate use of spelling, punctuation and grammar.

## Assessment

Overall the assessment has a 40% focus on Reading and a 60% focus on Writing.

**Paper 1** 2 hours. Reading and Directed Writing. 50 marks. Externally assessed.

- Reading – 40 marks
- Writing – 10 marks

**Paper 2** 2 hours. Composition. 50 marks. Externally assessed.

- Writing – 50 marks

# Mandarin Chinese - Foreign Language (0547)

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.

The subject content is organised in five broad topic areas. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Chinese is spoken.

The topic areas are:

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in Chinese on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

## **Assessment**

**Paper 1** 35 minutes (approximately). Listening. 25%.

30 marks. Candidates listen to a number of recordings and answer multiple-choice and matching questions. Externally assessed.

**Paper 2** 1 hour 15 minutes. Reading. 25%.

40 marks. Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers. Externally assessed.

**Paper 3** Approximately 10 minutes. Speaking. 25%.

40 marks. Candidates complete one role play and conversations on two topics. Internally assessed and externally moderated.

**Paper 4** 1 hour 15 minutes. Writing. 25%.

45 marks. Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. Externally assessed.

# Global Perspectives (0457)

The aims are to enable students to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathise with the needs and rights of others.

Young people face unprecedented challenges in an interconnected and information-heavy world, not least in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome.

Cambridge IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge. Candidates develop transferable skills that will be useful for further study and for young people as active citizens of the future.

## **Assessment**

**Component 1** 1 hour 15 minutes. Written Examination. 35%.

70 marks. Candidates answer four compulsory questions based on a range of sources. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics. Externally assessed.

**Component 2** Individual Report. 30%.

60 marks. Candidates research one topic area of personal, local and/or national and global significance and submit a report based on their research. The title is devised by candidates themselves. The report must be 1500–2000 words and written in continuous prose. Internally set and externally marked.

**Component 3** Team Project. 35%.

Candidates devise and develop a collaborative project into an aspect of one topic. 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. (10 marks)

### **Personal Element**

Candidates each write a Reflective Paper on their research, contribution and personal learning.

The paper must be 750–1000 words. (60 marks)

This component is internally assessed and externally moderated.

# Economics (0455)

The aims are to enable students to:

- know and understand economic terminology, concepts and theories
- use basic economic numeracy and interpret economic data
- use the tools of economic analysis
- express economic ideas logically and clearly in a written form
- apply economic understanding to current economic issues.

All candidates study the following topics.

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

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

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

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

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

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

## Assessment

All candidates take two components, Paper 1 and Paper 2.

**Paper 1** 45 minutes. Multiple choice. 30%.  
30 marks. Externally assessed.

**Paper 2** 2 hours 45 minutes. Structured Questions. 70%.  
90 marks. Candidates answer one compulsory question and three questions from a choice of four.  
Externally assessed.

# Art and Design (0400)

The aims are to enable students to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes • engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response. The broad areas of study are:

- painting and related media
- printmaking
- three-dimensional studies
- photography, digital and lens-based media
- graphic communication
- textile design

## Assessment

All candidates take Component 1 **and** Component 4.

### **Component 1** Coursework. 50%.

100 marks. Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework: Portfolio and Final Outcome. Externally assessed.

### **Component 2** Externally Set Assignment. 50%.

100 marks. Candidates respond to one starting point set by CAIE. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: Supporting Studies and Final Outcome, produced during a supervised test of 8 hours' total duration. Externally assessed.

# Physical Education (0413)

The aims are to enable candidates to:

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world
- use and apply this knowledge and understanding to improve their performance
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- understand and appreciate safe practice in physical activity and sport
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being • gain a sound basis for further study in the field of Physical Education.

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all of the following topics:

- 1 Anatomy and physiology
- 2 Health, fitness and training
- 3 Skill acquisition and psychology
- 4 Social, cultural and ethical influences

Candidates will also undertake four different physical activities chosen from at least two of the following seven categories:

- Games – such as football, badminton, basketball, golf, rugby, volleyball etc.
- Gymnastic Activities
- Dance Activities
- Athletic Activities – such as cross-country running, weight training or fitness, cycling etc.
- Outdoor and Adventurous Activities
- Swimming
- Combat Activities – such as Taekwondo

Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning

## **Assessment**

All candidates take two components, Paper 1 and Paper 2.

**Paper 1** 1 hour 45 minutes. Theory. 50%.

100 marks. Short and structured questions. Externally assessed.

**Component 2** Coursework. 50%.

100 marks. Candidates undertake FOUR physical activities from at least TWO different categories. Internally assessed/Externally moderated.

# Information and Communication Technology (0417)

The aims are to develop:

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

Candidates will study all of the following sections:

- 1 Types and components of computer systems
- 2 Input and output devices
- 3 Storage devices and media
- 4 Networks and the effects of using them
- 5 The effects of using IT
- 6 ICT applications
- 7 The systems life cycle
- 8 Safety and security
- 9 Audience
- 10 Communication
- 11 File management
- 12 Images
- 13 Layout
- 14 Styles
- 15 Proofing 16 Graphs and charts
- 17 Document production
- 18 Data manipulation
- 19 Presentations
- 20 Data analysis
- 21 Website authoring

## Assessment

All candidates take three papers. All candidates take Paper 1, Paper 2 and Paper 3.

**Paper 1** 2 hours. Theory. 40%.

100 marks. All questions are compulsory. Externally assessed.

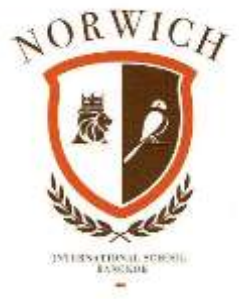
**Paper 2** 2 hours 30 minutes. Data Analysis and Website Authoring. 30%.

80 marks. Assesses the practical skills needed to use the applications covered in sections 17, 18 and 19. Candidates must demonstrate the practical skills relevant to sections 11 to 16. All tasks are compulsory. Externally assessed.

**Paper 4** 2 hours 30 minutes. Alternative to Coursework. 30%.

60 marks. Assesses the practical skills needed to use the applications covered in sections 20 and 21. Candidates must demonstrate the practical skills relevant to sections 11 to 16. All tasks are compulsory. Externally assessed.





# IGCSE Option Selection Form

## For examination May/June 2022

Name: \_\_\_\_\_

Choose ONE subject from each option.

### **Option 1**

☐ Physical Education      or      ☐ Economics

### **Option 2**

☐ ICT      or      ☐ Art and Design

### **For IGCSE**

7 periods: English – First Language (some students will also do English – Literature)  
OR English – Second Language

5 periods: Combined Science  
5 periods: Mathematics  
4 periods: Thai  
4 periods: Mandarin  
4 periods: Global Perspectives  
4 periods: Physical Education OR Economics  
4 periods: ICT OR Art & Design

### **Other**

1 period: Mindfulness  
1 period: Sport & Games  
1 period: Physical, Social and Health Education (PSHE) or Assembly

Signed: \_\_\_\_\_ (Parent/Guardian)      Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Note:** Option subjects will only run if a sufficient number of students select it. The final decision will be made by the Head of School.

*Individuality, Excellence, Mindfulness*



**Norwich International School**  
Bangkok

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