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Cambridge IGCSE

The Cambridge International General Certificate of Secondary Education (IGCSE) is one of the most recognized qualifications around the world. Cambridge IGCSE courses are renowned for developing vital educational skills, including: recall of knowledge; oral skills; problem solving; initiative; teamwork and investigative skills. The resulting qualification provides an ideal foundation for the International Baccalaureate Diploma programme also offered at OBS.

International Certificate of Education

Students are encouraged to study a range of subjects at IGCSE. Students choose courses from each of the Cambridge IGCSE groups (see below). This means students can also be awarded the International Certificate of Education (ICE Diploma), an additional qualification for students who pass seven or more subjects.

Examination information

Cambridge IGCSE is a two year course (Form 9 and Form 10). Exams are normally taken at the end of that period, although early entry is occasionally offered at OBS. Examinations are held in November and in May. Subjects are examined through a range of assessment methods including: coursework, speaking and listening, practical and written examinations. We enter students for the level (core or extended) most appropriate to them; the decision is based on prior attainment and teacher expertise.

Results are available in January and August for the preceding examination session. Students are given a password and can collect their results online from 06.01am on the release date.

Grading at Forms 9 and 10

The school uses subject-specific IGCSE grade criteria to indicate levels of achievement. At the end of each term, students receive a summative grade, based on the IGCSE grade scale (A*-G). Grade descriptions can be found in the appropriate subject syllabus.

Academic reporting

Full written academic reports and parents evenings are scheduled through the course. Grade reports are issued every half term with effort grades and current working at IGCSE grades based on a range of assessed tasks. Form 9 receive summative end of year reports in June. Form 10 receive their mock examination grades and formative comments in January.

Students in Forms 9 and 10 have regular academic reviews with their tutor and support from the Senior Tutor and Head of Form 6-10.

Parents are also welcome to attend the regular mentoring sessions on weekday morning with the form tutor and to make appointments to meet subject teachers in relation to a student’s progress.
IGCSE Subjects at Oporto British School

All students will study a range of subject areas. We expect all students to study First Language English, Portuguese (First or Foreign language), English Literature, Mathematics and Coordinated Science. Students also choose optional subjects. The table below outlines the current subjects offered at IGCSE at OBS.

Note: Form 9 students also study Portuguese History for equivalency with the Portuguese curriculum in this subject.

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<thead>
<tr>
<th>Group 1: Languages</th>
<th>First Language English</th>
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<tr>
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<td>First Language Portuguese</td>
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<th>Group 2: Humanities and Social Sciences</th>
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<td>Geography</td>
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<tr>
<th>Group 3: Sciences</th>
<th>Co-ordinated Sciences (Double award)</th>
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<tr>
<th>Group 4: Mathematics</th>
<th>Mathematics</th>
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| Group 5: Creative, technical and vocational | Art and design |
|                                            | Business Studies |
|                                            | Information and Communication technology |
|                                            | Music |
|                                            | Physical Education |

Assessment Overview:

Students are continuously assessed over the course of the programme. Their attainment is measured according to the subject specific assessment criteria that the examination board provides.

The types of assessments students engage in include:

- Summative tests and examinations
- End of topic/unit tests
- Listening tests
- Presentations
- Open-ended, problem-solving activities
- Investigations
- Organized debates
- Hands-on experimentation
- Analysis and reflection
These assessment tasks prepare the students for the IGCSE exam at the end of Form 10. All assessments provide students with formative targets. All students will have a summative record of their assessments so that they can clearly see the progress they have made and what they need to do to further improve.

**Part Two: IGCSE Subject details**

**GROUP 1: LANGUAGES**

**ENGLISH LANGUAGE**

*Syllabus code: 0500*

IGCSE English Language is designed for students whose first academic language is English. All OBS students follow this course.

It allows students to:

- develop the ability to communicate clearly, accurately and effectively while speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and pronunciation
- develop a personal style and an awareness of the audience being addressed
- provides a sound foundation for further education in all disciplines
- improves linguistic skills and is a basic qualification requirement for a wide variety of jobs

At OBS, students are entered for the Core or Extended paper depending on their performance in the subject through Form 9 and 10. Placement in sets does not determine the level of entry, and the majority of student are entered for the extended paper. Both the core and extended papers are equivalent to any other examination board for First language English.

Reading paper Core: 1 hour 30 minutes

Reading paper Extended: 2 hours

All students prepare a writing portfolio (three written texts of 500-800 words) that is entered as coursework.
PORTUGUESE – FIRST LANGUAGE

Syllabus code: 0504

IGCSE Portuguese First language is designed for students whose first language is Portuguese and is compulsory for all native speakers at OBS. Cambridge IGCSE Portuguese is accepted by universities and employers as proof of linguistic ability and understanding.

It allows students to:

- learn how to use a wide range of vocabulary, and the correct grammar, spelling and pronunciation;
- develop a personal style and an awareness of the audience being addressed;
- have a sound foundation for further education;
- have a sound foundation for further education;
- acquire linguistic skills and a qualification for a wide variety of jobs.

Language skills that you will develop:

- to communicate clearly, accurately and effectively in writing and orally
- to understand and respond appropriately to what you read and listen
- to enjoy and appreciate the language

Method of assessment:

Written Examination

Paper 1

Candidates answer two questions:

**Question 1 – 25 marks**
Candidates answer a series of comprehension questions based on Passage 1.

**Question 2 – 25 marks**
Candidates write a summary based on Passage 1 and Passage 2.

Weighting: 50% of total marks.

Paper 2

Candidates write **two** compositions of 350–500 words each.

Weighting: 50% of total marks.
PORTUGUESE – FOREIGN LANGUAGE (Known as “Portuguese B”)

Syllabus code: 0540

IGCSE Portuguese Foreign language is designed for students who have been studying Portuguese as a foreign language. It allows students to explore a wide range of topics from individual, personal interests to worldwide issues through the eyes of people from all over the world and in a variety of media, from letters to pop music to websites to magazines.

Why choose Portuguese Foreign language IGCSE?

Portuguese comes after English and Spanish as the third European language most spoken in the world. Cambridge IGCSE Portuguese is accepted by universities and employers as proof of linguistic ability and understanding.

It allows students to:

• use a foreign language as a means of practical communication
• have an insight into the culture and civilization of countries where the language is spoken
• have a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilizations
• acquire techniques which can be applied to other areas of learning, such as analysis and memory skills
• get a sound foundation for progression to employment or further study.

Language skills that you will develop:

• Understanding and responding to spoken language;
• Understanding and responding to written language:
• Communicating in speech, showing knowledge of a range and variety of vocabulary, and applying grammar and structures accurately;
• Communicating in writing, showing knowledge of a range and variety of vocabulary, and applying grammar and structures accurately.

Method of assessment:

Paper 2 Reading 33%
1 hour: Sections 1, 2 and 3

Paper 3* Speaking – 33%
15 minutes

Paper 4 Writing – 33%
1 hour
Possible careers: Journalism, Media, Tourism, Public Relations, Education.
FRENCH – FOREIGN LANGUAGE

Syllabus code: 0520

IGCSE French is designed for students who study French as a foreign language. It allows students to explore a wide range of topics from individual, personal interests to worldwide issues through the eyes of people from all over the world and in a variety of media, from letters to pop music to websites to magazines.

It allows students to:

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

Why choose French IGCSE?

French is the national language of 38 countries worldwide and the native language of almost 65 million people in the world. Cambridge IGCSE French is accepted by universities and employers as proof of linguistic ability and understanding.

Language skills that you will develop:

- Understanding and responding to spoken language;
- Understanding and responding to written language;
- Communicating in speech, showing knowledge of a range and variety of vocabulary, and applying French grammar and structures accurately;
- Communicating in writing, showing knowledge of a range and variety of vocabulary, and applying French grammar and structures accurately.

Method of assessment:

Each paper is worth 25% of the overall mark.

Paper 1: Listening
45 minutes: Sections 1, 2 and 3

Paper 2: Reading
1 hour: Sections 1, 2 and 3

Paper 3: Speaking
15 minutes: conducted with your teacher

Paper 4: Writing
1 hour: 2 pieces 130-140 words
SPANISH – FOREIGN LANGUAGE

Syllabus code: 0530

This course is designed for students who have been studying Spanish as a foreign language. It allows students to explore a wide range of topics from individual, personal interests to worldwide issues through the eyes of people from all over the world and in a variety of media, from letters to pop music to websites to magazines.

Why choose Spanish as a foreign language IGCSE?

Spanish is the 2nd European language most spoken in the world. Cambridge IGCSE Spanish is accepted by universities and employers as proof of linguistic ability and understanding.

It allows students to:

- Develop an ability to use Spanish as a means of practical communication;
- develop insight into the culture and civilisations where Spanish is spoken;
- develop a positive attitude towards language learning, towards speakers of other languages, and towards other cultures and civilisations;
- develop techniques which can be applied to other areas of learning, such as analysis and memory skills.

Language skills that you will develop:

- Understanding and responding to spoken language;
- Understanding and responding to written language;
- Communicating in speech, showing knowledge of a range and variety of vocabulary, and applying French grammar and structures accurately;
- Communicating in writing, showing knowledge of a range and variety of vocabulary, and applying French grammar and structures accurately.

Method of assessment:

Each paper is worth 25% of the overall mark.

Paper 1: Listening
45 minutes: Sections 1, 2 and 3

Paper 2: Reading and Directed Writing
1 ½ hours: Sections 1, 2 and 3

Paper 3: Speaking
15 minutes: conducted with your teacher

Paper 4: Continuous Writing
1 ¼ hours: 2 pieces, 130-140 words

Possible careers: Journalism, Media, Tourism, Public Relations, Education.
GROUP 2: HUMANITIES AND SOCIAL SCIENCES

ENGLISH LITERATURE

Syllabus code: 0486

Cambridge IGCSE Literature (English) aims to develop learners who:

• 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.

All students study English Literature as part of an integrated course with English Language. All candidates will prepare three texts for their examination: one poetry, one prose and one drama. They will also study a range of complementary texts in Form 9.

Method of assessment

Component 1 Poetry and Prose
One examination 1h 30 minutes

Component 2 Drama

Component 5 Coursework
Two piece of coursework (one of which must be based on a set text) to be submitted.

1 examination 2 hours 15 minutes
75% overall mark
Three essay questions based on prepared texts. This is an open book examination.

All candidate will prepare a coursework portfolio of two tasks. This portfolio is worth 25% of the overall mark.

The set texts lists for the examination changes each year; they are provided to students in Form 9.
GEOGRAPHY IGCSE

Syllabus code: 0460

IGCSE Geography examines how people interact with the environment. It allows us to find new ways to manage our world in a more sustainable way for a positive future.

IGCSE geography enables young people to challenge, choose and change the world we live in through the study of many social, economic and environmental issues.

Geography will:

· Provide essential understanding of the world you live in and the issues we face
· Provide skills and values for lifelong learning
· Provide links across all subjects from the arts to sciences to the languages
· Provide a sound foundation for further education
· Provide skills and a qualification for a wide variety of jobs

IGCSE course:

Theme 1: Population and Settlement
Theme 2: The Natural Environment
Theme 3: Economic Development and the Use of Resources

Method of assessment:

Theory papers

Paper 1 1 hr 45 minutes (75 marks, 45%).

You must answer three questions from six. There are two questions on each theme.

Paper 2 1 hr 30 minutes (60 marks, 27.5%).
The questions test your skills in drawing and understanding geographical information including maps. You must answer all the questions.

Practical papers

Paper 3 No fixed time (60 marks, 27.5%)

You will complete two coursework assignments of 1200 – 1500 words each. Your teacher will design each investigation. You will carry out the investigation and collect data as a class, BUT you must then write up the investigation on your own.

OR

Paper 4 1 hr 30 minutes (60 marks, 27.5%)

You will answer two questions, each based on a theoretical investigation, which test how you would carry out coursework. The questions will cover data collection methods, presenting data, analysing patterns in data and writing a conclusion.
Skills that you will develop:

Independent enquiry
Collaborative skills
Investigative
Problem solving
Numeracy
Literacy
Critical analysis
Evaluation
Empathy
Decision making
Cartographic and graphical
Statistics

Possible careers:

Development
Urban planning
Agriculture
Water management
Tourism
Finance
Administration
HISTORY IGCSE

Syllabus code: 0470

IGCSE History syllabus offers students the opportunity to study some of the major international issues of the 19th and 20th centuries, as well as looking in greater depth at the history of a particular region or regions. The emphasis within the syllabus is as much on developing lifelong historical skills as on acquiring knowledge.

All students must study the whole of either the 19th century or the 20th century Core Content, and at least one of the Depth Studies.

At OBS we offer 20th Century Core

The 20th century: International Relations since 1919

The Core Content in Option B focuses on seven Key Questions:

1 Were the peace treaties of 1919–23 fair?
2 To what extent was the League of Nations a success?
3 Why had international peace collapsed by 1939?
4 Who was to blame for the Cold War?
5 How effectively did the USA contain the spread of Communism?
6 How secure was the USSR's control over Eastern Europe, 1948–c.1989?
7 Why did events matter in the Persian Gulf, 1970 -2000?

Depth Studies

Candidates must study at least one of the following Depth Studies:

A Germany, 1918–45
B Russia, 1905–41
C The USA, 1919–41
D China, 1945–c.1990
E Southern Africa in the 20th century
F Israelis and Palestinians, 1945–c.1994
G The Creation of Modern Industrial Society
H The Impact of Western Imperialism in the 19th century (to 1914).

We at OBS offer: C. The USA, 1919-41.

Skills developed are:

• an interest in and enthusiasm for learning and understanding about the past
• an understanding of historical concepts such as cause and consequence, continuity and change, and similarity and difference
• an appreciation of historical evidence and how to use it
• a greater understanding of international issues and inter-relationships
• how to present clear, logical arguments
### Paper 1

**Section A**
Candidates answer two questions on the Core Content

**Section B**
Candidates answer one question on a Depth Study
Total Marks: 60
Weighting: 40% 2 hrs

### Paper 2
Candidates answer a series of questions on one Prescribed Topic.
The Prescribed Topics include one 19th century topic and one 20th century topic, taken from the Core
For the examination in 2016 the topics will be:
- 19th century core: What were the consequences of the American Civil War? *(May/June examination)*
- or What caused the First World War? *(November examination)*
- or How effectively did the USA contain the spread of Communism? *(November examination)*
We at OBS offer 20th century core topic.
Weighting: 33% 2hrs

### Paper 4 Alternative to Coursework
Candidates answer one question on a Depth Study (from a choice of eight Depth Studies – one question will be set on each Depth Study).
The questions will be source-based and structured into several parts.
We at OBS offer The USA 1919-41.
Weighting: 27% 1hr
GROUP 3: SCIENCES

COORDINATED SCIENCE (DOUBLE AWARD)

Syllabus: 0654

A double (2 IGCSEs) award, Cambridge IGCSE Coordinated sciences gives candidates the opportunity to study Biology, Chemistry and Physics within a scientifically coherent syllabus.

Each science discipline is taught by subject specialists for nine x 40 minute periods per week.

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.

Candidates learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus enables candidates to better understand the technological world they live in, and take an informed interest in science and scientific developments.

The syllabus is aimed at candidates across a very wide range of attainments, and will allow them to show success over the full range of grades from A*A* to GG.

The three assessment objectives in Co-ordinated Sciences are

- A Knowledge with understanding
- B Handling information and problem solving
- C Experimental skills and investigations

These are assessed in three examination papers in Form 10:

- Paper 1 – Multiple Choice for Core or Paper 2- Multiple Choice for Extended
- Paper 3 Core Structured Questions- Candidates who have only studied the core curriculum or who are expected to achieve grade CC or below
  OR
  Paper 4 Extended Structured Questions - Candidates who have studied the extended curriculum, and who are expected to achieve grade BB or above.
- Paper 6- Alternative to Practical- a written paper designed to test familiarity with laboratory based procedures

Possible careers:

- Research and development
- Medical science
- Education
- Pharmaceutical industry
- Forensic department
- Environment related issues (project in charges
- Genetic engineering
The IGCSE topics are listed below:

<table>
<thead>
<tr>
<th>Biology Topics</th>
<th>Chemistry Topics</th>
<th>Physics Topics</th>
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</thead>
<tbody>
<tr>
<td>B1 Characteristics of living organisms</td>
<td>C1</td>
<td>The particulate nature of matter</td>
</tr>
<tr>
<td>B2 Cells</td>
<td>C2</td>
<td>Experimental techniques</td>
</tr>
<tr>
<td>B3 Enzymes</td>
<td>C3</td>
<td>Atoms, elements and compounds</td>
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<tr>
<td>B4 Nutrition</td>
<td>C4</td>
<td>Stoichiometry</td>
</tr>
<tr>
<td>B5 Transportation</td>
<td>C5</td>
<td>Electricity and chemistry</td>
</tr>
<tr>
<td>B6 Respiration</td>
<td>C6</td>
<td>Energy changes in chemical reactions</td>
</tr>
<tr>
<td>B7 Coordination and response</td>
<td>C7</td>
<td>Chemical reactions</td>
</tr>
<tr>
<td>B8 Reproduction</td>
<td>C8</td>
<td>Acids, bases and salts</td>
</tr>
<tr>
<td>B9 Inheritance</td>
<td>C9</td>
<td>The Periodic Table</td>
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<tr>
<td>B10 Energy flow in ecosystems</td>
<td>C10</td>
<td>Metals</td>
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<tr>
<td>B11 Human influences on the ecosystem</td>
<td>C11</td>
<td>Air and water</td>
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<td>C12</td>
<td>Sulfur</td>
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<td>C13</td>
<td>Carbonates</td>
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<td></td>
<td>C14</td>
<td>Organic chemistry</td>
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Skills that you will develop:

- Understanding of the subject and its application
- Critical thinking of the issues related to chemistry
- Significance of interdependency of various subjects
- Analytical skills (data, facts, hypothesis etc)
- Research skills
- Problem solving approach
- Positive attitudes towards the subject
- Care for oneself, people working with and the environment
- Investigative skills
- Observation, collection and processing of data, primary or secondary
- Testing a hypothesis, collection and analysis of data and drawing logical conclusion/s
- Analysis and interpretation of data using various techniques including ICT etc.
GROUP 4: MATHEMATICS

**Syllabus: 0580**

During Years 9 and 10 students follow the University of Cambridge UCLES syllabus (0580) which comprises of terminal examinations only. The order in which the scheme is followed is determined by the curriculum maps.

Students are generally taught in three sets (1) a top set which takes the extended exam early, (2) a middle set which takes the extended exam in May Form 10, (3) a Core set which takes the exam in May Form 10.

**The mathematics course will:**

1. Increase and broaden mathematical understanding,
2. Improve student skills in using mathematics,
3. Develop a student’s ability to use and apply mathematics in different situations,
4. Improve a student’s ability to appreciate patterns in mathematics and reason logically.

**Method of assessment:**

Assessment at the end of the course will consist solely of:

Two written papers (100% of examination mark) based on National Curriculum Mathematics Attainment Targets 2, 3 and 4 (Number and Algebra; Shape, Space and Measures; Data Handling). Students will sit two examination papers; both require the use of scientific calculators.

There are two levels of entry for this final examination, Extended Level (papers 2 and 4) and Core Level (papers 1 and 3). Both levels have a tiered grade band associated with it. A student’s entry level will effectively depend upon his/her progress through the levels of the National Curriculum.

The setting of students is also based upon these levels of entry.

Students are assessed by their teacher regularly. These assessment results are not required by the examination board but they help the teacher to see how the student is progressing.

**Skills that students will develop:**

Students are encouraged to develop their abilities in three main areas:

a. Their ability to show an understanding of mathematical ideas through written work and contributions in class.

b. Their ability to solve problems and carry out extended activities and investigations, although there is no coursework element.

c. Increase their confidence in using various mathematical skills and techniques in a
variety of different situations.

Possible careers:

- Operational research
- Mathematics in science and engineering
- Computing
- Finance
- Actuarial work and Risk Management
- Quantity surveyor

Resources:

All students are issued with
- a) Core or Extended Mathematics for Cambridge IGCSE textbook (pub Oxford University Press)
- b) IGCSE Mathematics Revision Guide textbook (pub Cambridge University Press)

Students are expected to use the same scientific calculators (Casio fx 82 series) they have been using in Forms 6 to 8 and also bring protractors and compasses to lessons when required.
GROUP 5: CREATIVE, TECHNICAL and VOCATIONAL

ART AND DESIGN

Syllabus code: 0400

Art and Design course will:

Cambridge IGCSE Art and Design is accepted by universities, art colleges and employers as evidence of experiences and skills in developing and producing a range of artefacts and designs showing visual knowledge and understanding along with critical and cultural awareness. Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. The subject encourages visual communication and is a means of expressing ideas and feelings. Cambridge IGCSE Art and Design is designed as a two year course for examination at age 16 plus.

Method of assessment:

Option A

Component 1
Broad-based assignment
Total marks = 100
8 hour practical examination assessed by Cambridge

Component 2
Design Assignment
Total marks = 100
8 hour practical examination assessed by Cambridge

Assessment objectives
Cambridge IGCSE Art and Design has five assessment objectives, which apply to all components.

- Gathering, recording, research and investigation;
- Exploration and development of ideas;
- Organisation and relationships of visual and/or other forms;
- Selection and control of materials, media and processes;
- Personal vision and presentation.

Skills that you will develop:
Successful Art and Design candidates gain lifelong skills, including:
- confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- how to develop ideas from initial attempts to final solutions.

It encourages candidates to develop:
1. an ability to record from direct observation and personal experience;
2. an ability to identify and solve problems in visual and/or other forms;
3. creativity, visual awareness, critical and cultural understanding;
4. an imaginative, creative and personal response;
5. confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
6. growing independence in the refinement and development of ideas and personal outcomes;
7. engagement and experimentation with a range of media, materials and techniques, including new media where appropriate;
8. experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;
9. knowledge of a working vocabulary relevant to the subject and an interest in, and a critical awareness of other practitioners, environments and cultures;
10. investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Possible careers:
Visual Artist
Designer (e.g. fashion designer; graphic designer; product designer)
Illustrator
Curator/Museologist
Architect
Photographer
Teacher/Tutor

Resources:
Art materials are provided by the school; students are expected to bring a basic art material case.

Information updated from:
Syllabus, version 4, October 2015
BUSINESS STUDIES

Syllabus code: 0450

Business Studies will:

Develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The course aims to help students understand the implications of business activity and give students an international perspective of business through the study of topics like marketing, human resource management, growth and business organisation. Links between the topics are important to the course. Studying business will contribute to students’ development as critical and effective participants in local and world affairs.

IGCSE course:

Cambridge IGCSE Business Studies will develop understanding of business concepts and techniques across a range of different types of businesses.

Successful Cambridge IGCSE Business Studies students gain lifelong skills, including:
• Understanding different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance;
• An appreciation of the critical role of people in business success;
• Confidence to calculate and interpret business data;
• Communication skills including the need to support arguments with reasons;
• Ability to analyse business situations and reach decisions or judgements.

The syllabus provides both a foundation for further study at IBDP level and an ideal preparation for the world of work.

Method of assessment:

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<tr>
<th>Paper 1: 1¾ hours</th>
<th>Paper 2: 1¾ hours</th>
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<tr>
<td>Short-answer questions and structured/data response questions.</td>
<td>Questions arising from a given case-study (not pre-released).</td>
</tr>
<tr>
<td>50% of total marks.</td>
<td>50% of total marks.</td>
</tr>
</tbody>
</table>

Skills that you will develop:

• make effective use of relevant terminology, concepts and methods and recognise the strengths and limitations of the ideas used;
• apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts;
• distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements;
• appreciate the perspectives of a range of stakeholders in relation to the environment, individuals, society, government and enterprise;
• develop knowledge and understanding of the major groups and organisations within and outside business and consider ways in which they are able to influence objectives, decisions and activities;
• develop knowledge and understanding of how the main types of businesses and commercial institutions are organised, financed and operated and how their relations with other organisations, consumers, employees, owners and society are regulated;
• develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation;
• develop an awareness of the nature and significance of innovation and change within the context of business activities.

Possible careers:

A business qualification can prepare you for a wide variety of careers. Nearly all vocations and careers will require knowledge of the environment you are working in. Particularly useful for those interested in
• pursuing their own business;
• finance and economic related careers;
• marketing;
• leadership roles.

Resources:

IGCSE Business Studies Textbook.
INFORMATION AND COMMUNICATION TECHNOLOGY

Syllabus code: 0417

The Cambridge IGCSE Information and Communication Technology syllabus encourages students to develop lifelong skills including:

• the ability to understand and implement new and emerging technologies within a business environment
• how to analyse, design, implement, test and evaluate Information and Communication Technology (ICT) systems
• considering the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them
• awareness of the ways ICT can help in practical and work-related scenarios.

IGCSE Units:

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 ICT
6. ICT applications
7. The System Life Cycle
8. Safety and Security
9. Audience
10. Communication
11. Data manipulation
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

Method of assessment:

Paper 1: 2 hours
Written paper testing sections 1–8 of the syllabus and assessing the skills in Assessment objective AO2. It may also assess knowledge and understanding from sections 9–16 of the syllabus.
All questions compulsory: mostly multiple choice or short answer questions, but also some requiring longer responses.
100 marks weighted at 40% of total
Paper 2: 2½ hours
Practical test assessing knowledge, skills and understanding of sections 9–16 of the syllabus. It may also assess some core knowledge and understanding from sections 1–8 of the syllabus.
80 marks weighted at 30% of total

Paper 3: 2½ hours
Practical test assessing knowledge, skills and understanding of sections 9–16 of the syllabus. It may also assess some core knowledge and understanding from sections 1–8 of the syllabus.
80 marks weighted at 30% of total

Skills that you will develop:
• Application of number
• Communication
• Information technology
• Improving own learning and performance
• Working with others
• Problem solving.

Possible careers:
Many aspects of society have been influenced by the ICT revolution. ICT is having a profound impact on the world of work, affecting both the jobs that people do and how they do them. New media for communication and social networking are having a significant impact on the relationships that people form.

Resources:
MUSIC

Syllabus code: 0410

Why choose music?

Music is a fun yet challenging subject that will allow you to use your brain in a different way. As well as developing your playing and performing skills, you will also have the chance to write your own songs and pieces to really express yourself. As a music student, you will be given more opportunity at school events to perform and also learn about event management and sound desk set up. You will study a wide range of music to suit all tastes from old classical styles to modern pop and rock, even music from different countries and cultures.

By choosing music, you are showing yourself to be a multi skilled and well rounded person with creative flair. This will look good to universities regardless of what subject you choose to follow in the future.

IGCSE course

- Performing solo and ensemble – 30%
- Composing – 30%
- Listening and analytical study – 40%

Method of assessment

Candidates will have to do 2 performances, 1 on their own (solo) and 1 with other people (ensemble). Each performance is worth 15%, a total of 30% altogether. Candidates will choose and rehearse the performances in their own time to prepare for the recording which will be marked and sent to the exam board as coursework.

Candidates will compose 2 pieces of music in contrasting styles. Each composition is worth 15%, a total of 30% altogether. The genre of composition can be the candidates’ choice with help and advice from the teacher. Composition will be worked on in lesson time and the final score and recording will be marked and sent to the exam board as coursework.

The final exam is worth 40% and runs for 1 hour and 15mins. This is a listening and analytical study exam for which the candidates prepare for in lesson time. Candidates will study and be tested on the history of Western Classical music including a set work score, modern contemporary and popular music, a selection of world music traditions, and skeleton score and dictation techniques.

Skills that you will develop

- Performing and confidence
- Organisation and responsibility
- Composing and the ability to follow genre formula
- Creativity
- Analytical listening
- Internalisation of sound
- Theoretical understanding and notation skills
- Musical appreciation and open-mindedness
- Internationalism
Possible careers

- Music educator either in school, college, university or private tutor
- Music therapist in schools, hospitals or care homes
- Composer
- Conductor
- Performer or session musician
- Music technician and studio work
- Producer or manager
- Ethnomusicologist
- Instrument maker or maintenance

Resources

A laptop computer may be needed to complete composition work. All prospective candidates must be able to play or sing to a Grade 3 ABRSM level and have some understanding of notation. Speak to the music teacher for further information.
PHYSICAL EDUCATION

Syllabus code: 0413

IGCSE Physical Education is designed for students who have an interest in Fitness or Sport within the areas of improving performance through fitness or skill development, officiating, organisation or promotion. It allows students to practically examine the impact of diet, training and fitness on human physiology and injury as well as the psychological factors that influence performance. Students will also investigate the social, moral and health effects of sport and physical activity through case studies, interviews and surveys and reviews of media and global events. Students will also learn to safely and effectively plan and deliver sport and physical activity sessions and develop their skills in and different physical activities.

Why choose Physical Education at IGCSE?

Sport and Physical activity are one of the growing industries in the world which is estimated to be worth $145 billion by 2015. The increase in the number of professional sports and global events is enabling a wide range of new and specialist careers to be created. The Cambridge IGCSE Physical Education syllabus encourages students to develop a wide range of personal and technical skills and start the journey towards building a career in this exciting industry.

It allows students to:

• develop their ability to plan, perform, analyse and improve and evaluate physical activities
• develop knowledge, skills and understanding of a range of relevant physical activities
• develop an understanding of safe and effective performance
• develop an understanding of the role of sport and physical activity in society and the wider world
• develop an excellent foundation for advanced study
• further develop an enjoyment for physical activity

Other skills that you will develop:

• the ability to organise, plan and deliver activity sessions
• the ability to build confidence in student’s own performance and supporting and assisting others
• the ability to develop reasoning, analytical and evaluation skills
• the ability to develop and apply creativity and problem solving skills

Method of assessment:

Exam Paper (1 ¾ hours) Section A (short answer) and B (structured answer)
Unit 1) Factors affecting performance, Unit 2) Health, Safety and Training, Unit 3) Reasons and Opportunities for participating in Sport and Physical Activity 40%

Coursework Videoed and assessed practical performance in 4 different activities
The ability to Plan, Perform and Evaluate performance 50%
The ability to Analyse and Improve performance 10%
**Possible careers:** Sports therapy / Physiotherapy, Fitness training and Sport coaching, Education, Equipment design, Sports development, Event management and promotion.

**Part Three: Other Academic issues**

**The role of the tutor**

At OBS, we believe the tutor is central to the support for your child’s learning and success at IGCSE level. The form tutor is the first point of call for any general learning or wellbeing issues. They seek to support the students in terms of attendance, punctuality, homework, effort and learning. This partnership between the school, parents and student will lead to success and enjoyment.

**Homework**

Please note that the following information about homework practice at IGCSE supports the school’s general homework polices and students and parents should have read these policies.

Homework assignments are given to prepare students for the next day’s lesson or to offer students the opportunity to practice newly acquired skills. Homework assignments are developed using the IGCSE framework and serve an important purpose in developing students’ approaches to learning (ATL) skills and personal responsibility for the IGCSE and beyond. Support is provided in specific subject support sessions throughout the school week at lunchtimes and during the after-school homework and study sessions.

IGCSE assignments such as reports and projects take many weeks of careful planning and good organisation on the part of the student. Parents are encouraged to assist in monitoring student progress toward the completion of the assignments, but should not do the students’ work for them. Parents can help by providing a routine time and a place that is suitable to undisturbed study; they can also help by removing distractions such as consoles, mobile phones and laptops for fixed times. Students can seek help in developing more effective study skills from their teachers, the learning support department and from the Academic Coordinator.

The nature of the homework will vary but it can be assumed that students will always be required to be reading set texts in preparation for lessons and reading around all of their subjects as a matter of course. Getting work done on time requires careful planning, organization, determination, and self-discipline. These qualities are important in the later working-careers of students and in their personal lives. To promote the habit of punctuality, our policy is that:

- Teachers clearly communicate to students the guidelines, expectations and use of criteria for homework or coursework, as well as actively encourage the students’ use of the homework agenda.
- Students are responsible for finding out about any and all missed assignments

All missing assignments must be made up. Assignments due during an absence should be submitted during the first lesson upon return. Any work assigned during an absence is due on the regular due date unless prior arrangements have been made with the teacher.
If a student is present in class when a test or quiz is announced, the student is expected to take the test or quiz on the day of his or her return to school. Special arrangements for exams will only occur due to sickness (accompanied with a doctor’s certificate) or bereavement.

Any assignments due the day of a field trip must be submitted prior to the field trip, curricular or extra-curricular activity.

**Revision**

Revision is essential for all students for success in their examinations. This should be done in a planned and strategic manner. All students have access to the syllabus of the subject. In addition, subject teachers will produce revision checklists as well as strategies to support the revision process.

Revision should also be carried out on a continual basis and at regular intervals. All subject areas carryout regular assessments on specific topics to aid this process. Revision sessions are also provided towards the end of the IGCSE course.

The tutor and Head of Form 6-10 also support the students in developing a revision timetable, establishing revision techniques and monitoring revision habits.

As with homework, a quiet environment away from distractions is important for revision. It is also important that students revise actively. Please see emails from the Miss Corcoran and ask your child to explain how they are revising actively.

**Coursework**

At the moment, English Language, Geography, English Literature and Music are examined through a coursework component. It is of utmost importance that the work produced is the students’ own work. It is also important that students produce work of a standard equivalent to or greater than their predicted IGCSE grade as in all subjects, the coursework element makes up a significant portion of the overall grade.

IGCSE final coursework deadline are usually at the end of February but there are other deadlines throughout Form 9 and 10. Students and parents receive written notice of the final deadlines after the mock examinations in January; other deadlines must be recorded by the student in their planner.

Parents will be notified of any deadlines and underachievement.

**Useful Websites:**

http://www.cie.org.uk/cambridge-for/learners-and-parents/
http://www.cie.org.uk/cambridge-for/learners-and-parents/benefits-for-learners/
http://vark-learn.com/the-vark-questionnaire/
http://www.cie.org.uk/cambridge-for/learners-and-parents/study-resources/
## Appendix: Oporto British School IGCSE Option Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>First English Language</td>
<td>Compulsory</td>
</tr>
<tr>
<td>English Literature</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Co-ordinated Sciences (Double award)</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Portuguese History</td>
<td>Non IGCSE subject</td>
</tr>
<tr>
<td><strong>Compulsory for all Portuguese students</strong></td>
<td></td>
</tr>
</tbody>
</table>

Select **one** language preference from

| First Language Portuguese                    | Compulsory for all Portuguese students |
| Portuguese as a foreign language            | Compulsory (Portuguese non-national students) |
| French as a foreign language                |                                             |

Select and rank your first **four** option choices from

- Geography
- History
- Art and design
- Business Studies
- Information and communication technology
- Physical Education
- Music
- French Foreign Language
- Spanish Foreign Language

Student signature: [Signature]

Parent signature: [Signature]

Tutor signature: [Signature]
Guidance: Completing the IGCSE Option Form

- All students are required to take the core subjects of English language, English literature, mathematics, coordinated sciences as well as non-IGCSE Portuguese History for all Portuguese nationals.

- All students are required to take at least one other language.

- All students may opt for three other subjects (an additional language, humanities subject or a creative, technical, vocational subject).

- **Please rank your top four** as we may not always be able to cater for the top three choices due to numbers opting for the subject or staffing constraints.

Thinking ahead:

Students are also advised to think ahead to their IB Diploma course and pick subjects at IGCSE that link closely to those at Diploma level. We would remind students that their performance in Forms 6-8 will influence their attainment in Forms 9 and 10, which in turn form the basis for their post IGCSE choices. At OBS, we only consider students who have demonstrated a real interest in their learning for IBDP studies; all students must have a minimum of 5 A*-C grades to be considered for IBDP entry. We recommend a B grade at IGCSE for subjects students intend to study at Higher Level IBDP.

In addition, students are encouraged to discuss their course options thoroughly with their subject teachers, tutors, and parents.