



British  
International School, Phuket



## IGCSE (YEAR 10 & 11)

Subject Selection Handbook 2019-2021



# **IGCSE (Year 10&11) Handbook**

2019-2021

# Table of Contents

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□ Contents	
□ Welcome to the High School.....	4
□ Information about the IGCSE.....	6
□ Looking ahead to the IB Diploma.....	8
□ IB Learner Profile .....	9
□ Higher Education Planning .....	10
□ IGCSE Subject Information.....	14
▪ IGCSE First Language English (CIE 0500).....	15
▪ IGCSE World Literature Course (CIE 0408).....	17
▪ English as a Second Language (CIE 0510/0511).....	19
▪ IGCSE First Language Thai (CIE 0518).....	21
▪ IGCSE Modern Language: French (CIE 0520), Mandarin (CIE 0547), Spanish (CIE 0530) .....	23
▪ IGCSE Russian First Language (CIE 0516) .....	25
▪ IGCSE Business Studies (CIE 0450) .....	27
▪ IGCSE Global Perspectives (CIE 0457) .....	29
▪ IGCSE Geography (CIE 0460) .....	31
▪ IGCSE History (CIE 0470).....	33
▪ IGCSE Separate Sciences in Biology (CIE 0610), Chemistry (CIE 0620),Physics (CIE 0625) and Coordinated Science (CIE 0654).....	35
▪ IGCSE Cambridge Mathematics (CIE 0580 ) - Extended .....	37
▪ IGCSE Cambridge Mathematics (CIE 0580 ) - Core .....	37
▪ IGCSE Mathematics - Additional (0606) .....	39
▪ IGCSE Music (CIE 0410).....	41
▪ IGCSE Art and Design (CIE 0400).....	43
▪ IGCSE Drama (CIE 0411).....	45
▪ IGCSE Information and Communication Technology (ICT) (CIE 0417).....	47
▪ IGCSE Design Technology Graphic Products (CIE 0445).....	49
▪ IGCSE Design Technology Resistant Materials (CIE 0445).....	51
▪ IGCSE Physical Education (CIE 0413).....	53
▪ Well-Being .....	55
▪ IGCSE Subject Blocks 2019-2021 .....	58

## □ Welcome to the High School



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Years 10 to 13 at the British International School, Phuket form our High School where we provide a broad and balanced curriculum for all. We promote academic rigour and the rewards of endeavour, and aim to preserve the wonder of discovery and the richness that comes from developing an enthusiasm for life-long learning.

Our IGCSE curriculum offers the range of subjects which parents would expect to find in a traditional, yet forward looking school, and more besides. English, Mathematics and Science form the core for all students, enhanced by the availability of a wide range of option subjects.

The importance of independent learning is central to our curriculum, with all students in Years 10 and 11 being encouraged to maximise opportunities for self-led study, research, reading or completing homework. The school has flourishing Modern Languages, Art, Humanities, and Music departments, as well as exceptional opportunities in Sport and further extra-curricular activities that support work in the classroom such as Design Technology and ICT. A high quality programme of Wellbeing is also provided to equip students with a tool-kit to help them navigate the challenges of school life and beyond.

The IGCSE curriculum for Years 10 & 11 at British International School, Phuket comprises a common core of subjects taken by all students, to which are added option subjects of the student's own choice. This is designed to equip all students with the qualifications needed for future study such as the IB Diploma Programme and employment whilst enabling them also to develop their own strengths and interests.

All pupils study the following subjects at IGCSE through Cambridge University's Cambridge Assessment International Education (CIE).

- English
- Mathematics
- Sciences – Biology, Chemistry and Physics

Students can select other IGCSE subjects from the following:

- Languages
- Art & Design
- Business Studies
- Drama
- ICT
- Design Technology
- Geography
- History
- Music
- Physical Education
- Global Perspectives

The purpose of this booklet is to provide students and parents with information on all of the subjects available, so that they can make the right choices and follow their passion.

# □ Information about the IGCSE

## **What is IGCSE?**

IGCSE stands for 'International General Certificate of Secondary Education'. It is an examination program operated by the University of Cambridge Local Examinations Syndicate which has been specifically designed to meet the needs of students studying in English medium International Schools.

## **When do students take the IGCSE programme?**

Students begin their IGCSE programs at the start of Year 10. They follow the program for 2 years with most of the final examinations taking place in May and June of Year 11.

## **Do all students follow the same programme?**

No. The program is divided into seven subject blocks, and all students must take one from each. Some departments offer GCSE courses which are regarded as equivalent qualifications. All students also do PE and Well-being.

## **Do all students follow each subject at the same level?**

No. Some subjects have two levels of entry. In these subjects there is a Core level for all students and an Extended level for students who show higher potential. The details of this vary from subject to subject and are explained in the individual subject entries in this booklet.

## **How are IGCSE grades determined?**

IGCSE grades range from A\* to G. Students who have followed the Core curriculum can achieve a grade from C to G only. The extended curriculum awards grades from A\* to E. These grades are determined by a combination of work done in school during the course, called coursework, and a series of final examinations. Although it varies, the coursework usually counts for approximately 30% of the final grade. (In some subjects there is no coursework.) Coursework is marked at BISP and there is an established method, called moderation, to ensure that the standard of work and its marking are consistent with other schools in the IGCSE program. All final examinations are sent to Cambridge for marking and the grades are then determined centrally and communicated to the school. Students are then presented with certificates the following year in Term 1.

## Do all students take the same number of subjects at IGCSE?

No. Some students may be advised to take fewer than 7 IGCSE's, particularly if we feel that their English ability is limited. The aim is to spend Years 7, 8 and 9 preparing the ground for students to start IGCSE courses in Year 10. Students who have had only one or two years of English medium education may be limited in their choice of subjects and may in addition find the IGCSE program very challenging.

## The International Baccalaureate Diploma Programme

The International Baccalaureate Diploma Programme (IBDP) is an advanced 2-year course of study designed to prepare students for university and working life. The IB Diploma Programme founders recognised a need to create a university preparatory curriculum with high standards which would be recognised around the world. Since its inception in 1968, the IB Programme has grown to include 4,988 schools in over 143 countries. It is regarded as equivalent to A-levels by all British universities (including Oxford and Cambridge). It is also highly regarded generally in the USA, most of Europe, Australia and in English speaking nations. More information is available from the IB Diploma Coordinator, Mr Jason Perkins: [jperkins@bisphuket.ac.th](mailto:jperkins@bisphuket.ac.th) and [www.ibo.org/diploma/](http://www.ibo.org/diploma/).



## □ Looking ahead to the IB Diploma

The International Baccalaureate Diploma Programme (DP) is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16 to 19 for success at university and life beyond. The DP aims to encourage students to be knowledgeable, inquiring, caring and compassionate, and to develop intercultural understanding, open-mindedness and the attitudes necessary to respect and evaluate a range of viewpoints.

At BISP, Year 12 and 13 (Key Stage Five) students study the IB Diploma Programme (IBDP), which culminates in externally assessed examinations at the end of Year 13. The IBDP is similar to the UK A-Level system in that it is an advanced two-year course for entry to university. Furthermore, the IBDP has the added benefit of being designed specifically for international school students, providing a broad and balanced programme of study.

The IBDP is recognised worldwide and is accepted as an entrance qualification by leading universities all over the world. Students take six subjects: three at Higher level (HL) and three at Standard Level (SL). They must choose two languages (at least one must be at First Language level), Mathematics, one subject from the Individuals and Societies group, one subject from the Experimental Sciences group and one other subject that can be from the Arts group or an additional subject from the other groups.



For the IB Diploma, students must also study Theory of Knowledge (TOK), complete a 4000-word Extended Essay and complete a CAS (Creativity, Activity, Service) programme. All subjects are graded from one to seven with up to three bonus points awarded for the Extended Essay and TOK. The maximum score is 45 and the minimum Diploma pass mark is 24 (conditions apply). The final grade is based on a mixture of internal assessment and externally-assessed examinations. Please be aware that IB Diploma subjects constantly undergo reviews and are changed, added or removed by the IBO, hence the above information may not be relevant at the time of entry into Year 12. BISP will keep you updated.

# □ IB Learner Profile

The IB Programme aims to develop internationally minded people who are becoming:

<b>Inquirers</b>	Their natural curiosity is nurtured. They acquire the skill necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.
<b>Critical Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
<b>Risk Takers</b>	They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
<b>Principled</b>	They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.
<b>Open-minded</b>	Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
<b>Well Balanced</b>	They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.
<b>Reflective</b>	They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

These attributes are also expected in our Key Stage Four students.

## □ Higher Education Planning

No matter what a student's hopes and ambitions are beyond BISP, one thing is always the same - success in secondary school leads to future success. Success for one person, however, may be through a different path than one selected by someone else. Whether you are choosing IGCSE or IB courses, BISP students should always choose an academic program that fits them. Often by Year 9, students already have a sense of the kinds of courses they enjoy. By identifying personal and academic strengths and building on them, students will be successful in secondary school and beyond.

Over the next four years the BISP University Counsellors will work with each student to develop an individualized plan for life after BISP. All of us - students, parents and counsellors - will work together to identify colleges and universities that will match students' career plans and academic profiles. As a Year 9 or Year 10 student, it is too early to be concerned about identifying specific colleges or universities. While there are some IGCSE subject choices to make, do not be afraid that you will make some dreadful mistake in your course choices that will ruin your chances to attend university.

### Worldwide University Options

In the past four years, BISP graduates have chosen to attend over 100 different colleges and universities in 19 different countries. But it is unlikely that a current Year 9 student would know the exact countries or courses of study that would provide the best fit. As each year goes by and students learn which courses are most appealing, these decisions will become easier to make.

With approximately 100 Admission Officers visiting BISP each year, the counsellors are well versed on what students need to do to maximize their chances of admission. Whether a student is looking specifically at the UK, Australia, Thailand or universities in North America, Europe or Asia, University Admission Officers all give the same general advice to secondary school students - choose an appropriately challenging academic program in which you can do well. Nonetheless, each region of the world has a slightly different approach to university admissions. We cannot cover them all here, but this provides a basic overview to assist with course selection.

## UK Universities

The UK remains a top destination for BISP graduates. Unlike some other countries, students are required to be certain of a course of study at the time of application. While in the U.S. students can apply as “undecided,” there is no such thing in the UK. Students must be prepared to launch into a specific course of study and to stay with it for three years or until the degree is completed.

Successfully completing IB Higher Level courses and exams related to the proposed course of study is very important for students applying to the UK. Exam results, along with a student’s background and experiences related to the course of study, will result in an offer of admission. Students who hope to study Engineering, for example, would be expected to do well in Higher Level IB Physics and IB Mathematics.

At the IGCSE level there are a couple of areas that require thoughtful consideration - Mathematics and Science courses. These IGCSE choices in Year 10 and 11 could impact future IB subject courses in Years 12 and 13. It is important that students listen to current teachers and seek advice about which level of Mathematics and Science would be most appropriate and result in strong grades.

If a student hopes to study Chemistry in university, for example, an offer usually requires high scores on IB Mathematics and Science examinations. A typical offer might require 32 total IB points along with Higher Level scores of 6, 5 and 5 points in any combination of Chemistry, Mathematics and Biology. At a selective university like Imperial College, where many more students apply than they can take, a student might see an offer of 40 total IB points including Higher Level scores of 7s in Chemistry and Mathematics. Other universities will accept students with considerably lower scores.

For the study of subjects like Psychology, Marketing or Journalism, a university would base the admission decision on overall IB points and possibly exam results in courses like English, History or Psychology. Those kinds of courses provide a better prediction of success for that university course.

It is important that students continue to think about the broad academic areas found to be most appealing. If a student is more of a “Mathematics and Science” person and those kinds of courses are found to be more interesting, the student is probably going to be happier pursuing those career areas. On the other hand, if a student is more interested in English, Language and History courses, they will likely find university courses related to these areas easier and more appealing.

## U.S. Colleges & Universities

For universities in the UK it is important that students have a clear idea of the course of study they want to pursue when they are applying. In the U.S., broad academic knowledge is more important than preparation for a particular career path. Students often do not begin taking courses in their major area of study until the third year of university.

A U.S. University Admission Officer is most interested in reviewing overall grades (internal marks) earned in Year 10, 11, 12 and the first half of Year 13. Many students change their “major” or course of study so admission officers are more interested in overall performance in all classes than in IGCSE or IB exam results. They will of course consider your exam results, personal characteristics, leadership and any other factors (e.g., superior athletic talent), but they find that internal grades in academic subjects predict college success better than IGCSE, SAT or IB scores.

In the U.S., each successive academic year is seen as more predictive of college success than the previous one. Grades from Year 12 and the first half of Year 13 are most predictive because those courses are more similar to college level courses.

While it is important to take challenging courses, it is equally important to choose courses in which good grades can be earned. Earning low grades is never impressive. If a student is not a strong Mathematics student and takes an overly challenging Mathematics course, not only would low grades probably be earned, but the student might also spend so much time keeping up in the subject to the extent that other courses would suffer as well.

## Universities in Other Countries

Every country has a slightly different way of reviewing university applications. Australia, for example, is more similar to the UK in that they primarily look at total IB points. Canada puts more weight on performance in Year 13 but considers Year 12 and predicted IB scores. If you have a question about a particular system, speak to a BISP University Counsellor.

It is really too early to decide to focus on just one particular country or university. For now students should concentrate on doing well in all courses: Doing that will result in plenty of university options after graduation.

## IGCSE Course Selection

As you are reviewing IGCSE courses you will find some subjects have different levels of entry. There is a Core level for all students and an Extended level for students who show higher potential. The details of this vary from subject to subject and are explained in the individual subject entries in this booklet.

It is important that students choose subjects for the right reasons. They should choose courses that they enjoy, in which they have found success, and perhaps those they would like to pursue at the IB level and beyond. Do not make choices based upon what friends and classmates are doing. Every student is different and a course of study should be tailored to an individual student's academic background and skills.

While students are only being asked to choose IGCSE courses, it is important to consider the implications of choices as students move to the IB level. For example, if a student has plans to be a future Engineer, good scores will be needed in IB Higher Level (HL) Mathematics. But to enroll in IB HL Mathematics, students must be successful in the appropriate level of IGCSE Mathematics. Realistically, if a student does not like Mathematics, or finds the course to be challenging, it is unlikely that a good grade would be earned in IB HL Mathematics.

Before making final decisions about IGCSE courses, students will meet with a BISP University Counsellor. They will be asked to complete an online "strengths" assessment, which will provide another tool to help consider possible future course options.

## □ IGCSE Subject Information

On the following pages are brief descriptions of the subjects offered in Year 10 and 11.

Read them all carefully. They will help you to understand the content and assessment for the subjects available as well as how each subject may lead to further study.



# IGCSE First Language English (CIE 0500)

## Prerequisites

First Language English Students can select this course. Students who do not have first language proficiency should select English as a Second Language (CIE 0510/0511).

## Aims

This course aims to develop skills and fluency in reading, writing, speaking and listening and visual literacy and to nurture appreciation of literary texts.

In detail the aims are to:

- Enable students to communicate accurately, appropriately and effectively in speech and writing;
- Enable students to understand and respond appropriately to what they hear, read and experience;
- Encourage students to enjoy and appreciate variety of language;
- Complement students' other areas of study by developing skills of a more general application such as analysis, synthesis, drawing of inferences;
- Promote students' personal development and an understanding of themselves and others;
- Enjoy the experience of reading;
- Understand and respond to literary texts in different forms;
- 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.

## Course Content

Students will read a variety of texts suitable to their level of skill and maturity. Texts may include plays, poetry, drama, novels, feature articles, speeches, newspapers, film and advertising. Students will compare and analyze texts to understand how writers achieve their purposes. Students will write in a variety of styles - including informative, descriptive and imaginative. Accuracy is emphasized as is a varied vocabulary. Students will also develop their speaking and presenting skills.

# IGCSE First Language English (CIE 0500)

## Assessment

**First Language Component:** 100% written examination (reading and writing) for the IGCSE First Language English Extended paper.

## What does this subject lead to in the IB Diploma?

Students who complete this course are expected to study English Language and Literature for the IB (SL or HL).



### Teachers to speak to:

Ms Kriege  
Ms Mooney  
Mr Mark  
Mr Dilts

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rmark@bisphuket.ac.th  
cdilts@bisphuket.ac.th

# IGCSE World Literature Course (CIE 0408)

## Aims

This course aims to develop higher-level skills and fluency in reading, writing, speaking and listening and visual literacy and to challenge students to further their appreciation of literature from different cultures in all their variety and richness.

In detail the aims are to:

- Enable students to communicate accurately, appropriately and effectively in speech and writing;
- Enable students to understand and respond appropriately to what they hear, read and experience;
- Encourage students to enjoy and appreciate variety of language;
- Complement students' other areas of study by developing skills of a more general application such as analysis, synthesis, drawing of inferences;
- Promote students' personal development and an understanding of themselves and others;
- Enjoy the experience of reading;
- Understand and respond to literary texts in different forms;
- 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.

## Course Content

Students will engage with a range of genres and text types to enhance their reading skills. They will focus on writers' use of language and style and the ways in which writers achieve effects and influence readers. Students will also study how influence may include fact, ideas, perspectives, opinions and bias. As developing writers themselves, students will practice a range of writing skills, including the ability to create and compose texts with a variety of forms and purposes such as descriptive, narrative, discursive, argumentative and persuasive. We will focus on the following text types: letter, report, article, journal, speech, interview and summary.

# IGCSE World Literature Course (CIE 0408)

## Assessment

**World Literature:** 50% coursework (a portfolio of work including two written texts and an oral response); 50% written examination (Unseen text and Set texts) for the IGCSE World Literature paper.

## What does this subject lead to in the IB Diploma?

Students who complete this course are expected to study English Language and Literature (SL or HL)



### Teachers to speak to:

Ms Kriege  
Ms Mooney  
Mr Mark  
Mr Dilts

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emooney@bisphuket.ac.th  
rmark@bisphuket.ac.th  
cdilts@bisphuket.ac.th

# English as a Second Language (CIE 0510/0511)

## Prerequisites

Students who have studied English for fewer than five years should select this course. A sound knowledge of the English language in the areas of reading, writing, speaking and listening is expected. Students will be guided to the most appropriate course by the Language A & English B Head.

## Aims

The aims of this course are to:

- Develop the ability to use English effectively for the purpose of practical communication;
- Form a sound base for the skills required for further study or employment using English as the medium;
- Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- Promote students' personal development.

## Course Content

Students explore a variety of texts including newspapers, advertising, speeches, brochures and a range of literary and everyday texts. Students develop understanding of the spoken and written material presented. They are expected to demonstrate their comprehension; select information from advertisements, brochures and reports for a specific purpose and develop the ability to listen and respond accurately in real-life situations.

\* All students sit the Extended paper unless otherwise directed by teachers.

## Assessment

**0511:** 70% written examination (reading and writing); 15% Listening (listening to information and conversation and writing accurate answers); 15% Speaking (recorded oral or coursework.)

**0510:** 70% written examination (reading and writing); 30% Listening (listening to information and conversation and writing accurate answers); Separate Endorsement for Speaking (recorded oral or coursework.)

## What does this subject lead to in the IB Diploma?

Students who have studied for fewer than 5 years in an English speaking environment will study IB Language B English (SL or HL)



### Teachers to speak to:

Mr Preen

[ppreen@bisphuket.ac.th](mailto:ppreen@bisphuket.ac.th)

# IGCSE First Language Thai (CIE 0518)

## Prerequisites

This course is offered only to those students whose first language is Thai. Year 9 BISP students in Thai A groups are recommended for this course. New students are recommended to take a placement test first.

## Aims

The aim of this course is to develop the students' ability to communicate accurately and effectively in reading and writing.

In detail the aims are 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.

## Course Content

**Thai Language:** Students will be introduced to formal usage of Thai language through various forms of writing and reading including essays, formal letters, speech preparation, conversation script, reports, non-fictional and fictional writing. Levels of language usage and registers are used to suit different daily activities of the students.

**Thai Culture:** Students will develop their understanding in various Thai cultural aspects including Thai family, Local and National background information, Beliefs and Religions, Thai traditions and ceremonies, Thai arts, Thai manners and Thai social studies. This is to enable the students to apply their knowledge and understanding to create an appropriate use of language in their daily activities.

**Thai Literature:** Students will be introduced to various forms of Thai literature including prose and verse. This is to allow the students to experience refined forms of language usage and enable them to apply these in their language practice.

# IGCSE First Language Thai (CIE 0518)

## Assessment

Students will take Cambridge IGCSE Thai First Language examination at the end of Year 11. The exam consists of 2 papers:

Paper 1 Reading and Directed Reading (2 hours/50%)

- Section 1 - Comprehension and use of language (answer a series of questions on passage 1, a fiction text.)
- Section 2 - Directed writing (write a response of about 250-350 words)

Paper 2 Composition (2 hours/50%)

- Section 1 - Argumentative/Discursive writing (answer one question from a choice of four and write a response of about 350-450 words)
- Section 2 - Descriptive/Narrative writing (answer one question from a choice of four and write a response of about 350-450 words)

## What does this subject lead to in the IB Diploma?

This course helps develop students' knowledge and understanding of Thai language and culture. Hence, it leads the students to IB Thai A: Language and Literature offered to students whose first language is Thai.



### Teachers to speak to:

Mr Suwinai Viponchai  
Ms Pimolnart Chayprasart  
Ms Marisa Nudaeng  
Ms Patcharin Onbutr

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[patcharino@bisphuket.ac.th](mailto:patcharino@bisphuket.ac.th)

# IGCSE Modern Language: French (CIE 0520), Mandarin (CIE 0547), Spanish (CIE 0530)

## Prerequisites

Ideally, 3 years previous study of the target language, but in some circumstances, 1 or 2 years may be sufficient.

## Aims

The course encourages learners to develop lifelong skills, including:

- The ability to use the target language as a means of practical communication
- Insight into and appreciation of the culture and civilisation of countries where the target language is spoken
- A positive attitude towards language learning
- Techniques which can be applied to other areas of learning, such as analysis and memory skills
- A sound foundation for progression to employment or further study

## Course Content

Everyday activities	Personal and social life	The world around us	The world of work	The international world
Home life & school	Self, family & personal relationships	Home town and local area	Continuing education	Tourism at home and abroad
Food, health & fitness	Holidays and special occasions	Natural and made environment	Careers and employment	Life in other countries and communities
		People, places and customs	Language and communication in the workplace	World events and issues

## Assessment

- The final exam is divided into the four skill areas. The speaking exam is conducted internally. The other skills are assessed by externally set final examinations.
- Listening 25% (45 minutes for French and Spanish, 35 minutes for Mandarin)
- Reading and Responding 25% (60 minutes for French and Spanish, 75 minutes for Mandarin)
- Speaking 25% (15 minutes: the Speaking exam will comprise three sections: Role-play tasks, Topic conversation and General conversation.) The exam takes place in the school, is recorded and graded by the teacher. This is then subject to moderation by Cambridge.

# IGCSE Modern Language: French (CIE 0520), Mandarin (CIE 0547), Spanish (CIE 0530)

- Writing 25% (60 minutes for French and Spanish, 75 minutes for Mandarin)

Candidates are expected to complete 2 sections. Section 1 consists of a vocabulary section and a basic directed piece of writing of 80-90 words (80-100 characters) in length. Section 2 requires more complex and idiomatic language and is assessed via one 130-140 word (150 character) piece.

## What does this subject lead to in the IB Diploma?

- Language B Standard level
- Language B Higher level



### Teachers to speak to:

#### French

Ms Stoecklin

[bstoecklin@bisphuket.ac.th](mailto:bstoecklin@bisphuket.ac.th)

#### Mandarin

Ms Guo

[mguo@bisphuket.ac.th](mailto:mguo@bisphuket.ac.th)

Ms Wei

[lwei@bisphuket.ac.th](mailto:lwei@bisphuket.ac.th)

#### Spanish

Mr Greene

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Mr Wilson

[mwilson@bisphuket.ac.th](mailto:mwilson@bisphuket.ac.th)

Ms Tasker

[itasker@bisphuket.ac.th](mailto:itasker@bisphuket.ac.th)

# IGCSE Russian First Language (CIE 0516)

## Prerequisites

This course is offered only to those students whose first language is Russian.

## Aims

The aim of this course is to develop the students' ability to communicate effectively in speech, listening, reading and writing. It emphasises all aspects of language including communication skills, vocabulary, spelling, grammar and language registers. It also emphasises the development of students' critical and analytical skills.

- Enable students to communicate accurately, appropriately and effectively in writing
- Enable students to understand and respond appropriately to what they read
- Encourage students to enjoy and appreciate the variety of language
- Complement the students' other areas of study by developing skills of more general application (e.g. analysis, synthesis, drawing of inferences)
- Promote the students' personal development and an understanding of themselves and others.

## Course Content

Students will be introduced to formal usage of the language through various forms of reading and writing.

Reading a variety of texts, comparing and analysing text, understanding how writers achieve their effects. Writing in varied styles-informative, descriptive, imaginative etc. Accuracy is emphasised as is a varied vocabulary.

The course applies a text-based approach. The students will get exposure to classical Russian literature texts as well as to the works of modern Russian writers.

## Literature

The structure of the course will allow students to gain proficiency in Russian grammar and textual analysis. Students will be introduced to various forms of Russian literature and world literature in translation including prose and verse. This is to allow the students to experience refined forms of language usage and enable them to apply these in their language practice.

# IGCSE Russian First Language (CIE 0516)

## Assessment

Students will take the Cambridge IGCSE Russian First Language examinations at the end of Year 11. The exam consists of 2 papers.

Paper 1 ( 2 hours/50% ) - Reading

Paper 2 ( 2 hours/50% ) - Writing

(Section 1 - Discussion and Argument and Section 2 - Description and Narration)

## What does this subject lead to in the IB Diploma?

This course helps develop students' knowledge and understanding of Russian language and literature. It leads the students to IB Russian language A.



### Teachers to speak to:

Ms Tielitz

[jtielitz@bisphuket.ac.th](mailto:jtielitz@bisphuket.ac.th)

# IGCSE Business Studies (CIE 0450)

## Prerequisites

The subject is not taught below Year 10 and therefore no prior knowledge is assumed. All students are welcome to study this subject if they are keen and interested in the subject.

## Aims

The Cambridge IGCSE Business Studies course aims to develop learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

## Course Content

Students will study the following specific units:

Section	Topics
1. Understanding business activity	<ul style="list-style-type: none"><li>• Business activity</li><li>• Classification of businesses</li><li>• Enterprise, business growth and size</li><li>• Types of business organisation</li><li>• Business objectives and stakeholder objectives</li></ul>
2. People in business	<ul style="list-style-type: none"><li>• Motivating workers</li><li>• Organisation and management</li><li>• Recruitment, selection and training of workers</li><li>• Internal and external communication</li></ul>
3. Marketing	<ul style="list-style-type: none"><li>• Marketing, competition and the customer</li><li>• Market research</li><li>• Marketing mix</li><li>• Marketing strategy</li></ul>
4. Operations management	<ul style="list-style-type: none"><li>• Production of goods and services</li><li>• Costs, scale of production and break-even analysis</li><li>• Achieving quality production</li><li>• Location decisions</li></ul>
5. Financial informations and decisions	<ul style="list-style-type: none"><li>• Business finance: needs and sources</li><li>• Cash-flow forecasting and working capital</li><li>• Income statements</li><li>• Balance sheets</li><li>• Analysis of accounts</li></ul>
6. External influences on business activity	<ul style="list-style-type: none"><li>• Government economic objectives and policies</li><li>• Environmental and ethical issues</li><li>• Business and the international economy</li></ul>

# IGCSE Business Studies (CIE 0450)

## Assessment

At the end of Year 11 the students will take the Cambridge IGCSE Business Studies exams. The assessment of this qualification is through two examination papers of 1 hour 30 minutes each. Paper 1 contains short answer questions and structured/data response questions. This is worth 50% of the total marks. Paper 2 contains questions arising from a given case study (not prereleased), which is also worth 50% of total marks. There is no coursework element.

## What does this subject lead to in the IB Diploma?

IGCSE Business Studies provides both a foundation for further study at IB Level and an ideal preparation for the world of work. It enables learners to proceed to further study in areas such as IB Business Management and/or IB Economics.

IGCSE Business studies ensures students are well prepared to analyse in a business context and apply real-life skills such as the values of cooperation and interdependence.



### Teachers to speak to:

Mr. Turnbull  
Mr. Schuster  
Mr. Pearson

[dturnbull@bisphuket.ac.th](mailto:dturnbull@bisphuket.ac.th)  
[dschuster@bisphuket.ac.th](mailto:dschuster@bisphuket.ac.th)  
[tpearson@bisphuket.ac.th](mailto:tpearson@bisphuket.ac.th)

# IGCSE Global Perspectives (CIE 0457)

## Prerequisites

The subject is not taught below Year 10 and therefore no prior knowledge is assumed.

## Aims

Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local, national and global.

Cambridge IGCSE Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience and feeling. This subject aims to develop students to be independent researchers and learners, to become analytical and evaluative when looking at global issues and to be able to enquire and reflect upon issues in an independent manner.

This course prepares potential students for Group 3 courses at IB or the equivalent in a wide variety of subjects, especially across the humanities and social sciences along with Theory of Knowledge and the Extended Essay.

## Course Content

Cambridge IGCSE Global Perspectives responds to a growing need for students to understand and embrace an increasingly multicultural world. Global opportunities and challenges face young people as the world population becomes increasingly mobile. Students research issues and evaluate possible courses of action and use reasoning and questioning to gain understanding and form their own judgements

Students can choose topics from the following areas of study:

- *Demographic change, Education for all, Employment, Fuel and energy, Globalization, Law and Criminality, Migration, Transport Systems, Belief systems, Biodiversity and ecosystem loss, Changing communities, Digital world, Family, Humans and other species, Sustainable living, Trade and aid, Conflict and peace, Disease and health, Human rights, Language and communication, Poverty and inequality, Sport and recreation, Tradition, culture and identity, Water, food and agriculture*

# IGCSE Global Perspectives (CIE 0457)

## Assessment

65% of the total assessment is done by coursework: 30% of which is an individual report into a global topic which should be 1,500 - 2,000 words and 35% is through The Team Project - this is a group work piece collaborating with students from another country or culture to achieve an outcome that helps society. The remaining 35% of the assessment is based on a formal written examination assessing skills in reasoning and enquiry.

## What does this subject lead to in the IB Diploma?

This course prepares potential students for Group 3 courses at IB, along with TOK and the Extended Essay.



### Teachers to speak to:

Mr Pearson  
Mr Richards  
Mrs Duncan

[tpearson@bisphuket.ac.th](mailto:tpearson@bisphuket.ac.th)  
[wrichards@bisphuket.ac.th](mailto:wrichards@bisphuket.ac.th)  
[mduncan@bisphuket.ac.th](mailto:mduncan@bisphuket.ac.th)

# IGCSE Geography (CIE 0460)

## Prerequisites

An enquiring mind and an interest in the world around you are important. A commitment to submitting coursework as an assessed component of the course is also a desired prerequisite.

## Aims

The aims of IGCSE Geography are to encourage candidates to develop:

- An understanding of location on a local, regional and global scale;
- An awareness of the characteristics, distribution and processes affecting contrasting physical and human environments;
- An understanding of the ways in which people interact with each other and with their environment;
- An awareness of the contrasting opportunities and constraints presented by different environments;
- An appreciation of and concern for the environment;
- An appreciation of the Earth including its people, places, landscapes, natural processes and phenomena.

## Course Content

Students will study the following:

- **Theme 1: Population and Settlement**  
Population dynamics, Types of Settlement, Urbanisation.
- **Theme 2: The Natural Environment**  
Plate tectonics, volcanic activity & natural hazards, rivers & marine processes, weather, climate & natural vegetation – Tropical Rainforests & Deserts.
- **Theme 3: Economic Development**  
Agricultural systems, industrial systems, leisure activities and tourism, energy and water resources, resource conservation and management, human development.

# IGCSE Geography (CIE 0460)

## Assessment

At the end of Year 11 the students will take the Cambridge IGCSE Geography exam. All students will sit 3 papers.

- Paper 1 requires students to answer 3 questions from a choice of 6.
- Paper 2 requires students to respond to a range of questions including map work and other skills based questions.
- The third paper is a fieldwork based coursework project that requires students to demonstrate their understanding of fieldwork techniques. This is completed via a 2,000 word formal report.

## What does this subject lead to in the IB Diploma?

It is the recommendation that only students who have successfully completed the IGCSE course should study IB Geography at Higher level. However, many students who have not done IGCSE Geography cope well studying the IB course at Standard level. IGCSE Geography can also provide a good understanding for IB Environmental Systems and Societies.



### Teachers to speak to:

Mr Tucker  
Ms Duncan

[ptucker@bisphuket.ac.th](mailto:ptucker@bisphuket.ac.th)  
[mduncan@bisphuket.ac.th](mailto:mduncan@bisphuket.ac.th)

# IGCSE History (CIE 0470)

## Prerequisites

An enquiring mind and a keen interest in the past and how it relates to current affairs are important.

## Aims

The Cambridge IGCSE History course aims to give students the opportunity to:

- Learn about some of the great events and people that have changed the course of modern history;
- Examine some of the big issues of the 20th century such as world war, revolution and the struggle for peace;
- Develop skills such as enquiry, information processing, reasoning, creative thinking and evaluation.

## Course Content

International Relations In The 20th Century

The content focuses on the following Key Questions:

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

In addition, all candidates must also study at least one of the following Depth Studies:

- Germany, 1918-45
- Russia, 1905-41
- The USA, 1919-41
- China, c.1930-c.1990

# IGCSE History (CIE 0470)

## Assessment

At the end of Year 11 IGCSE History students complete three assessment components.

**Paper 1 (Written):** Students answer two questions from Section A (Core Content) and one question from Section B (Depth Study).

**Paper 2 (Written):** Students answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic.

**Paper 3 (Coursework):** Students produce one piece of extended writing based on a Depth Study from the syllabus.

## What does this subject lead to in the IB Diploma?

It is recommended that only those students who have successfully completed the IGCSE course study IB History at Higher level. However, many students who have not done IGCSE History cope well studying the IB History at Standard level. IGCSE History skills can also provide a good basis for the study of other IB Group 3 subjects.



### Teachers to speak to:

Mr Tucker  
Mr Perkins  
Mr Makivirta

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# IGCSE Separate Sciences in Biology (CIE 0610), Chemistry (CIE 0620), Physics (CIE 0625) and Coordinated Science (CIE 0654)

## Prerequisites

Students are expected to study Science at KS3 in addition to having a real interest in how the world we inhabit really works. All students at BISP have already commenced IGCSE Sciences in Year 9 following the Separate Science course. The course is divided into three IGCSEs; Biology, Chemistry and Physics and is taught by subject specialists, wherever possible. Most students will study for the extended paper, and can gain grades from A\*-E, but some will study for the more straightforward core paper, where grades available are C-G. Some students, for example those with beginners level English, or those who have severely struggled with Separate Sciences in year 9, will be placed in Core level Coordinated Science and can gain two IGCSE passes from grades CC-GG. Success in the Separate Sciences at extended level will allow students to enter for Higher Level Sciences at IB and pursue university courses and careers in science, engineering and technology related fields. Those completing the core curriculum or Core Coordinated Science will still be able to enter for Standard Level IB courses in the Sciences.

## Aims

- To acquire a knowledge and understanding of the concepts, principles and applications of Biology, Chemistry and Physics so that students may be able to develop an informed interest and opinion in related topics;
- To develop skills and abilities relevant to the study and practice of science which will be useful in everyday life;
- To stimulate curiosity and interest in science and the environment;
- To introduce students to the methods used by scientists and the ways in which scientific discoveries are made, and to show that science and the language of science is universal and that science recognises no national boundaries;
- To develop attitudes relevant to Biology, Chemistry and Physics such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.

## Course Content

The topics covered include an in-depth study of:

- Biology: Cells and classification, nutrition and enzymes, respiration and gas exchange, transport and disease, co-ordination and response, reproduction, inheritance, biotechnology and ecosystems.
- Chemistry: Atomic structure, bonding, formulae and equations, The Periodic Table, chemistry and electricity, metals, air and water, carbonates and sulphur, acids, bases and salts, chemical reactions and organic chemistry.
- Physics: Motion, matter and forces, energy, work and power, electricity, magnetism, thermal energy, electromagnetic waves and radioactivity.

# IGCSE Separate Sciences in Biology (CIE 0610), Chemistry (CIE 0620), Physics (CIE 0625) and Coordinated Science (CIE 0654)

- Core Coordinated Science includes most of the topics from the three Separate Sciences but with a reduced level of content and complexity

Students learn about the underlying principles of each subject through a mix of theory and practical investigations, while also developing an understanding of the scientific skills essential for further study. Students learn how science is studied and practiced, 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 in the world around them.

## Assessment

The students taking the separate sciences will sit a total of 9 examination papers (3 for each science) with each subject consisting of:

Paper	Time and Weighting	Content
1 or 2	45 minutes (30%)	Core (paper 1) and Extended (paper 2) 40 Multiple choice questions
3 or 4	75 minutes (50%)	Core (paper 3) and Extended (paper 4) short answer questions
6	60 minutes (20%)	Alternative to practical paper

Coordinated Science students will sit only 3 examination papers, Paper 1, Paper 3 and Paper 6. Each paper includes questions from all three sciences.

Please note that, as we follow the English National Curriculum, there is no option to drop any of the three sciences.

## What does this subject lead to in the IB Diploma?

SL/HL Biology, Chemistry and Physics. Students may choose one science subject or any combination of two sciences. IGCSE Sciences are also excellent preparation for SL Environmental Systems and Societies and SL/HL Sport, Exercise and Health Science. To access HL Sport, Exercise & Health Science students ideally have studied IGCSE PE.



### Teachers to speak to:

Mr Richardson      irichardson@bisphuket.ac.th  
IGCSE Science Teachers

# IGCSE Cambridge Mathematics (CIE 0580 ) - Extended

## IGCSE Cambridge Mathematics (CIE 0580 ) - Core

A Scientific Calculator is required for these courses.  
The highest grade available on the Core course is grade C.

### Aims

The aims of the curriculum are the same for all candidates. The aims are set out below and describe the educational purposes of a course in Mathematics for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to enable candidates to:

- Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment;
- Read mathematics, and write and talk about the subject in a variety of ways;
- Develop a feel for number, carry out calculations and understand the significance of the results obtained;
- Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
- Solve problems, present the solutions clearly, check and interpret the results;
- Develop an understanding of mathematical principles;
- Recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
- Use mathematics as a means of communication with emphasis on the use of clear expression;
- Develop an ability to apply mathematics in other subjects, particularly science and technology;
- Develop the abilities to reason logically, to classify, to generalise and to prove;
- Appreciate patterns and relationships in mathematics;
- Produce and appreciate imaginative and creative work arising from mathematical ideas;
- Develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind;
- Appreciate the interdependence of different branches of mathematics;
- Acquire a foundation appropriate to their further study of mathematics and of other disciplines.

# IGCSE Cambridge Mathematics (CIE 0580 ) - Extended

## IGCSE Cambridge Mathematics (CIE 0580 ) - Core

### Course Content

All candidates will study the following topics:

- Number
- Algebra and graphs
- Geometry
- Mensuration
- Co-ordinate geometry
- Trigonometry
- Vectors and transformations
- Probability
- Statistics

### Assessment

#### **Paper 1 (Core) - 1 hour:**

Short-answer questions based on the Core curriculum. 56 marks. Externally marked.

#### **Paper 2 (Extended) - 1 hour 30 minutes:**

Short-answer questions based on the Extended curriculum. 70 marks. Externally marked.

#### **Paper 3 (Core) 2 hours:**

Structured questions based on the Core curriculum. 104 marks. Externally marked.

#### **Paper 4 (Extended) - 2 hours 30 minutes:**

Structured questions based on the Extended curriculum. 130 marks. Externally marked.

# IGCSE Mathematics - Additional (0606)

A Scientific Calculator is required for this course.

## Aims

The aims are to enable candidates to:

- Consolidate and extend their elementary 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 beauty, power and usefulness of mathematics.

## Course Content

Students will study

- Functions
- Quadratic functions
- Indices and surds
- Factors of polynomials
- Simultaneous equations
- Logarithmic and exponential functions
- Straight line graphs
- Circular measure
- Trigonometry
- Permutations and combinations

# IGCSE Mathematics - Additional (0606)

- Vectors in 2 dimensions
- Differentiation and integration

## Assessment



### Teachers to speak to:

Mr Griffin [rgriffin@bisphuket.ac.th](mailto:rgriffin@bisphuket.ac.th)  
IGCSE Maths Teachers

## Prerequisites

Students need to be confident vocalists or instrumentalists, they do not need to take private music lessons but they would find this advantageous. However of greater importance is a positive attitude to discovering and appreciating a great variety of music and using these discoveries to inspire creativity in writing their own music.

## Aims

- To develop students' own practical musical skills as solo and ensemble performers;
- To develop students' compositional skills in a variety of styles of their own choice;
- To develop students' listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions;
- Students will develop lifelong musical skills alongside an informed appreciation of music.

## Course Content

### Year 10:

- Performing - students work together in term 1 on developing ensemble technique on their chosen instrument or voice, developing solo and ensemble skills throughout Terms 2 and 3.
- Listening and appraising - students will study music from the Western Classical tradition working from the Baroque period through to studying 20th century compositional styles. The set work will be studied in Term 3.
- Composing - students concentrate on ensuring they have a secure theoretical background in the use of pitch and rhythmic notation, moving onto using the primary chords with confidence, finally composing in specific styles in Terms 2 and 3 that they have encountered in their listening and appraising lessons.

### Year 11:

- Composing - students will have acquired the skills to start work on their coursework compositions, refining and editing on Sibelius software and ultimately recording in Term 2
- Listening And Appraising - Students will listen and appraise a diverse range of music from around the world alongside the World focus and the set work.
- Performing - students will continue to develop as performers and, following a recital in Term 2, will record their solo and ensemble performances.

# IGCSE Music (CIE 0410)

## Assessment

- Listening and Appraising – written exam based on CD recordings 1 hr 15 minutes - 40%
- Performing – Two prepared performances internally marked/externally moderated coursework, one individual and one ensemble - 30%
- Composing – Two contrasting compositions internally marked/externally moderated coursework - 30%

## What does this subject lead to in the IB Diploma?

Students who have followed the course and achieved a good grade can go on to study IB Music at either SL or HL

It is recommended that only those students who have successfully completed the IGCSE course with a good grade study IB Music at HL. However many strong performers who have not done IGCSE music cope well studying SL music.



### Teachers to speak to:

Mrs Wilkinson

[pwilkinson@bisphuket.ac.th](mailto:pwilkinson@bisphuket.ac.th)

# IGCSE Art and Design (CIE 0400)

## Prerequisites

A good knowledge and understanding of the formal elements of the subject together with a good working practice and skill level is important for further study. However creativity, motivation and interest are just as important for anyone wishing to pursue this challenging but exciting subject.

## Aims

- 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 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;
- Knowledge of 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.

## Course Content

**Year 10:** A range of different projects are set for the first term– these give students a chance to use and learn about a wide range of different materials and processes, for example the use of oil pastels, lino printing, textiles and photography. At the same time consolidating, improving technical skills and building confidence.

In term two students decide what they would like to do for their coursework project and begin work on this. At this stage students will work from direct observation to build up a wide range of different images in a range of different materials.

**Year 11:** Students continue what they started in Year 10. When all their studies and preparation is completed by December of Year 11, work is mounted on 8 A2 sheets. Students then consolidate their ideas and complete a final piece. In term two students will start their 4 A2 sheets of preparatory work for their exam piece. Just before the Easter holidays the eight hour exam will be taken over two days

# IGCSE Art and Design (CIE 0400)

## Assessment

Assessment for the IGCSE Art and Design examination is split into five main areas:

- 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.

Work done throughout Years 10 and 11 are assessed according to the examination criteria.

For the IGCSE examination a grade is awarded for two papers – Coursework- 50% and an exam- 50%. For the course work students submit 8 A2 sheets and a final piece. For the exam students have to pick an exam question set by Cambridge, produce 4 A2 sheets of preparatory work and then complete a final piece in exam conditions over 8 hours.

## What does this subject lead to in the IB Diploma?

Students who have completed this course and achieved a good grade have gone on to follow IB Diploma Visual Arts where there is a choice of HL or SL.



### Teachers to speak to:

Ms Lester

Ms McGuigan

[clester@bisphuket.ac.th](mailto:clester@bisphuket.ac.th)

[chamcguigan@bisphuket.ac.th](mailto:chamcguigan@bisphuket.ac.th)

# IGCSE Drama (CIE 0411)

## Prerequisites

Year 9 Drama

## Aims

- To develop candidates' understanding of Drama through practical and theoretical study;
- To enable candidates to realise the performance possibilities of text and other stimuli;
- To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience;
- To help candidates to acquire and develop skills in Drama, both individually and in groups;
- To develop understanding of the processes leading to performance and the elements involved in creating a performance; to be able to evaluate the various stages of performance work;
- To encourage enjoyment of Drama.

## Course Content

- The process of playmaking: conventions for devising
- Improvisation
- Characterization
- Dramatic Elements, Structure, Style & Space
- Movement/Gesture
- Speech/Voice
- Issues through Drama
- Play Production: Staging, Set, Costume & Lighting Design
- Text and Interpretation

## Assessment

**Paper 1:** Written examination

2 1/2 hours

Candidates answer questions based on their practical work with pre-release material. In 2016-18 this will be one stimulus and one text.

**Paper 2:** Coursework Internally assessed and externally moderated

Each candidate submits a total of three pieces of practical work: one individual piece and two group pieces.

# IGCSE Drama (CIE 0411)

One individual piece:

- A performance of an extract from a piece of repertoire

The individual piece must last no longer than 5 minutes.

Two group pieces:

- One original devised piece and one performance of an extract from a piece of repertoire  
Each group piece must last no longer than 15 minutes.

These three pieces will be recorded on video.

## What does this subject lead to in the IB Diploma?

IB Theatre.



### Teachers to speak to:

Ms Norman

[enorman@bisphuket.ac.th](mailto:enorman@bisphuket.ac.th)

## Prerequisites

Study of ICT in Key Stage 3.

Study and use of basic MS Office applications (Word, Excel, Powerpoint etc), competent use of web design software and an interest in how computer networks work are beneficial but not essential.

## Aims

- To develop and consolidate knowledge, skills and understanding in Information Technology;
- To encourage further development as autonomous users of Information Technology;
- To encourage the continuing development of Information Technology skills for application and enhancement in other subject areas;
- To provide opportunities for analysis, design, implementation, testing and evaluation of Information Technology systems;
- To consider the impact of emerging technologies on methods of working in the real world and on social, economic, ethical and moral issues;
- To nurture awareness of the ways in which Information Technology is used in practical and work-related situations.

## Course Content

Students undertaking the IGCSE ICT course will study both theoretical and practical components simultaneously, encompassing the following:

- The functions of the main hardware and software components of computer systems
- Networking of information-processing systems
- The ways in which information technology is used and the effects of its use
- The stages and methods of system analysis and design
- Computing terminology
- Using e-mail and the Internet to gather and communicate information
- Using word processing facilities to prepare documents
- Using database facilities to manipulate data to solve problems and represent data graphically
- Integrating data from different sources into a single document or report
- Producing output in a specified format
- Using a spreadsheet to create and test a data model, extracting and summarising data
- Creating a structured website with style sheets, tables and hyperlinks
- Creating and controlling an interactive presentation
- Emerging technologies

## Assessment

Assessment (3 Exams at the end of Year 11):

Paper 1 (2 hours) – Theory – 40%

Paper 2 (2 1/2 hours) – Practical – 30%

Paper 3 (2 1/2 hours) – Practical – 30%

## What does this subject lead to in the IB Diploma?

IB Information Technology in a Global Society (ITGS).



### Teachers to speak to:

Mr Clark

Mr Wheeler

Mr Phillips

[jclark@bisphuket.ac.th](mailto:jclark@bisphuket.ac.th)

[nwheeler@bisphuket.ac.th](mailto:nwheeler@bisphuket.ac.th)

[lphillips@bisphuket.ac.th](mailto:lphillips@bisphuket.ac.th)

## Prerequisites

Although it is possible for students to successfully complete this course with no discernable background it would be beneficial to have undertaken design and technology or a related course of study at KS3. Previous experience should have included some graphical and technical drawing experience, appreciation of the design process through project work, an understanding of basic materials and their properties and achieving a level of competence with general workshop skills and equipment.

## Aims

The aims set out below describe the educational purposes of a course in design and technology at IGCSE.

They are not listed in order of priority.

The aims are to enable students to:

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

## Course Content

This area of study is concerned with developing skills used by designers within the context of design activities in the design studio. Additionally it is intended to foster an awareness of the importance of communication and modelling techniques concerned with promotion and illustration of ideas and their interrelationship with all stages in commercial manufacture and promotion. It is envisaged the content of this option will be taught through reference to the role that graphic products have in one or more of the following or similar areas:

Packaging	Promotional Design	Display
Product Design	Manuals	Transport
Architectural Modeling	Corporate Identity	Interior Design

## Assessment

Assessment for this course has 3 components; 1 piece of coursework and 2 written exams

**Coursework:** All students taking this course will be required to submit a large design portfolio and an associated piece of practical work, which combined are worth 50% of their final IGCSE grade.

**Exams:** Paper 1 Common Core design paper - 1. 1/4 hours worth 25% of final grade  
Paper 2 Graphic Products paper - 1 hour worth 25% of final grade

## What does this subject lead to in the IB Diploma?

This course will give students a firm foundation for undertaking a design technology course in either HL or SL. This in turn will be very useful to any students hoping to involve themselves in any form of artistic/graphical design (e.g. interior, product, architecture etc.) or technical design such as engineering. However, design technology is appropriate for many career paths, given that the product management emphasis of the course models many working practices in the real world.



### Teachers to speak to:

Mr Perry  
Mr Craigen

[mperry@bisphuket.ac.th](mailto:mperry@bisphuket.ac.th)  
[jcraigen@bisphuket.ac.th](mailto:jcraigen@bisphuket.ac.th)

## Prerequisites

Although it is possible for students to successfully complete this course with no discernable background it would be beneficial to have undertaken design and technology or a related course of study at KS3. Previous experience should have included some graphical and technical drawing experience, appreciation of the design process through project work, an understanding of basic materials and their properties and achieving a level of competence with general workshop skills and equipment.

## Aims

The aims set out below describe the educational purposes of a course in design and technology at IGCSE.

They are not listed in order of priority.

The aims are to enable students to:

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

## Course Content

This area of study is concerned with developing the skills used by designers within the context of materials and their processing. It is intended that practical experience be used to create a broad understanding of materials and their processing rather than an in-depth knowledge of any particular material, technology or process through the following headings:

- The general physical working and application of standard materials based on properties and availability;
- Comparative testing leading to the reasoned selection of materials incorporating process decisions identified for a specific design purpose.

## Assessment

Assessment for this course has 3 components; A completed practical prototype, incorporating the design process in accordance with CIE recommendations and 2 written exams

All students taking this course will be required to submit a design portfolio complete with a practical prototype, which will lead to 50% of their final grade.

**Exams:** Paper 1 Common Core design paper - 1.1/4 hours worth 25% of final grade  
Paper 2 Resistant Materials paper - 1 hour worth 25% of final grade

## What does this subject lead to in the IB Diploma?

This course will give students a solid foundation for undertaking design technology in the IB at either HL or SL. In addition it is a strong foundation for further studies in many fields incorporating design, product development or project management. This is particularly true of engineering providing the design/practical outlet to complement the study of mathematics and physics.



### Teachers to speak to:

Mr Perry  
Mr Craigen

[mperry@bisphuket.ac.th](mailto:mperry@bisphuket.ac.th)  
[jcraigen@bisphuket.ac.th](mailto:jcraigen@bisphuket.ac.th)

# IGCSE Physical Education (CIE 0413)

## Prerequisites

Student should have followed a broad and balanced Physical Education programme. This should have focused on a range of different sporting areas of activity with reference made to skills, application of skills, evaluation and health and fitness. A commitment to extracurricular activities would be beneficial.

## Aims

Candidates should, through the knowledge they gain develop an understanding of effective and safe physical performance. Candidates should be encouraged to improve:

- Their ability to plan, perform, analyse, improve and evaluate physical activities
- Their knowledge, skills and understanding of a range of relevant physical activities

## Course Content

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 units studied for the written paper are:

- Factors affecting performance
- Health, safety and training
- Reasons and opportunities for participation in physical activity

## Assessment

Component 1	Component 2
Paper 1: 1hour 45 minutes	Coursework Centre-based assessment
Section A: Candidates answer short answer questions on each of the three units: Factors affecting performance; Health, safety and training; Reasons and opportunities for participation in physical activity.	Candidates choose to undertake four practical activities from at least two of seven categories (50% of total marks). Candidates must show the ability to analyse and improve practical performance in one of their four chosen practical activities (10% of total marks)
Section B: Candidates answer three structured questions, one from each of the three units	
40% of total marks	60% of total marks

# IGCSE Physical Education (CIE 0413)

## What does this subject lead to in the IB Diploma?

SL/HL Sport, Exercise and Health Science.

Note: To access this subject at HL a grade B would be required at IGCSE. There is no prerequisites for SL.

Studying IGCSE Physical Education is also helpful for the IB course Sciences and the Academy Performance route.



### Teachers to speak to:

Mrs Gates

[agates@bisphuket.ac.th](mailto:agates@bisphuket.ac.th)



## Aims

Student wellbeing is integral to student achievement in schools. This means strengthening and supporting their cognitive, social, emotional, cultural, spiritual and physical development.

There are many different definitions of wellbeing. However in our context wellbeing can be defined as *the quality of a person's life*. It relates to feeling good, self-satisfaction and being able to function well. It is also worth considering that wellbeing should be considered against a range of different situations and recognizes the different stages of development in relation to cognitive, social, emotional, cultural, spiritual and physical health

## Course Content

BISP will focus on both important issues and the development of key character skills and has selected the most important areas for the context of BISP.

Key areas of Personal Development in Years 10 and 11:

1. Positive Engagement
2. Strengths and Emotions
3. Meaning and purpose
4. Skills and Achievement
5. Relationships and Optimism
6. Exercise and Health

## Assessment

Students will be assessed on their attitudes towards learning. Through self-assessment and peer assessment.

A key requirement of the course is for students to become self-reflective in terms of their own character strengths. Students have access to a wellbeing planner to support this process.

### What does this subject lead to in the IB Diploma?

The emphasis of this course is to equip students with a tool-kit to help them navigate the challenges of school life and beyond. The skills acquired will help prepare students for the varied CAS (Creativity, Activity and Service) activities they will follow during the IB Diploma.



#### Teachers to speak to:

Mr Stockings

[rstockings@bisphuket.ac.th](mailto:rstockings@bisphuket.ac.th)

## Some useful data to consider when choosing subjects

Subjects I currently study:

Subject	Last attainment grade

My future career options might be:

My future university /college /course options might be:

Name of course	University/ College/ Institution and Country	Time in years	Prerequisites... subjects etc	Particular selection criteria

The next step...

Fill in the following form for your IGCSE subject options.

# IGCSE Subject Blocks 2019-2021

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

Tutor Group: \_\_\_\_\_

Block A	Block B	Block C	Block D	Block E	Block F
<b>English:</b> English First Language & World Literature	<b>Mathematics:</b> Mathematics + Additional Mathematics (for Students who take early entry Mathematics)	<b>Languages:</b> Thai First Language Russian First Language Spanish Foreign Language French Foreign Language Mandarin Foreign Language Other Language Option (speak to IGCSE Coordinator)	<b>Sciences:</b> Biology + Chemistry + Physics	<b>Option:</b> Business Studies Global Perspectives Geography Drama Art & Design	<b>Option:</b> Business Studies Global Perspectives History I.C.T. P.E. Music Design Technology
<b>Advised by Teachers</b>	<b>Advised by Teachers</b>	<b>Choose one language Advised by Teachers</b>	<b>All students take 3 Sciences</b>	<b>Choose one subject in this block</b>	<b>Choose one subject in this block</b>

- IGCSE Students will have 1 Wellbeing lesson and 1 Self-Study period per week
- Subjects in Blocks A-D are advised by teachers or carried over from Year 9
- If you require further information contact the IGCSE Coordinator ([tpearson@bisphuket.ac.th](mailto:tpearson@bisphuket.ac.th))
- Note: Subjects may not be offered if there are insufficient numbers of students.





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