



Cambridge Assessment
International Education



Kampala International School Uganda

Educating today's children for tomorrow's world

2024 – 2026

IGCSE Information Booklet
for Parents and Students

For examinations May & June 2026

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INTRODUCTION

This is an exciting time when students start to begin choosing courses that will lead to their first major external assessment. Students are, for the first time, being allowed to make real choices in the subjects they will be studying. To make these choices it is important that both students and parents are well informed. This information booklet and the IGCSE information evening will provide families with much of that information. However, should you find that you still have unanswered questions, please do not hesitate to contact us. You should see the Head of Department or subject teacher for subject specific enquiries, or Mr Robert Buga, Vice Principal (r.buga@kisu.com) for more general questions.

What is the aim of this booklet?

This booklet has been prepared to give students and parents more information on the subjects offered at KISU. This booklet contains information on the topics students will learn and how they will be assessed.

What board is followed?

The Cambridge Assessment International Examinations (CAIE) board is followed. CAIE designs the curriculum (syllabus) and the final exam papers. It is a two year course taken during Years 10 and 11 (approximately between ages 14 and 16). Some subjects have coursework components and at the end of the course, students sit external exams and gain certificates in the International General Certificate of Secondary Education (IGCSE) courses. The IGCSE is an internationally recognised qualification.

For more information on CAIE courses visit their website: www.cie.org.uk

What subjects are offered and how many should be chosen?

Some subjects are compulsory and some are optional. Studying nine subjects is considered a full course, however at KISU we encourage many students to study ten subjects. Students may choose to study less than five optional subjects but only after consultation with the subject teacher, and/or Mr Buga or Mr. Wilson.

Compulsory subjects include: English (Language and Literature), Mathematics, French and Global Perspectives (GP).

Optional subjects include: Art & Design, Biology, Cambridge IGCSE Business, Chemistry, Geography, History, Information Communication Technology (ICT), Music, and Physics.

Students choose five optional subjects from the list above. These are important decisions and should be made carefully and from an informed perspective. Students should consult with teachers, family members and older students whilst considering which subjects to choose. The selection will be influenced by a number of important factors.

What to think about when choosing optional subjects?

There is a lot to consider when choosing subjects, You should consider:

- Personal strengths and weaknesses
- Passion for particular subjects and personal interests
- Future career path (which may at this stage be undecided) and university education
- The ability to keep a wide range of options open for the IB Diploma programme and future study
- The need to have a varied programme that allows a breadth of experiences
- a programme which will develop conceptual understanding, critical thinking skills and creativity

In the following pages KISU teachers have provided a great deal of information on their courses. We hope this will help you in understanding the content of the courses on offer to ensure you have made the correct choice.

What is the difference between core and extended?

To take account of differing abilities, core and extended examination papers are offered in some subjects. Students that sit core papers will be eligible for grades C to G. Students that sit extended papers will be eligible for grades A* to E. At KISU students study for the extended level course but students may be entered for the core paper if it is better suited for the student. The decision on whether a student sits the core or extended paper is typically made at the end of term one in year 11.

Examination Fees

Please note that each course has an examination fee levied by Cambridge as well as an administration charge for postage and invigilators. An invoice covering these charges will be generated early in Term 2 of Year 11 and families are responsible for ensuring it is paid promptly. Each subject costs approximately £49 plus invigilation and postage fees. Should school fees or exam charges be unpaid then examination entries will not be made.

Important notes for study in the IB Diploma Programme

To enter the IB Diploma Programme at KISU, after your IGCSEs, students are required to obtain 6 grades of A* - C with at least 3 grades A* - B for subjects you wish to study at Higher Level.

The IB Diploma requires students to study at least one subject in the following areas:

Group 1 – First Language (e.g. English)

Group 2 – Second Language (e.g. French or Spanish) – another first language is also possible

Group 3 – Individuals & Societies (Humanities subjects – e.g. Geography, ICT etc)

Group 4 – Experimental Sciences (e.g. Biology, Chemistry & Physics)

Group 5 – Mathematics

Group 6 – either an Arts subject or another subject from Groups 1 – 4

Procedure for students and parents

To carefully select the appropriate courses please follow the steps below:

1. Read this booklet carefully.
2. Talk to relevant teachers and seek advice on the suitability of the course.
3. Consider your strengths and weaknesses plus possible future directions.
4. Choose which combination of optional subjects you would like to study. Optional subjects are listed on page four.
5. Fill in the **Option Preference Form** on page seven and return this to **Mr Buga** (r.buga@kisu.com). Students not returning to KISU in Year 10 are required to return the option preference form and indicate that they are not returning and do not need to select options.
6. Based on the combination of subjects chosen, KISU will create option blocks. KISU endeavours to create blocks that allow students to study the subjects they would like. This is not always possible for every child - but we try our best to accommodate every student.
7. Option blocks will be shared with students and parents.
8. Students and parents will choose the combination of subjects they would like using the option blocks and return a second form indicating their choice.

IGCSE OPTION PREFERENCES FORM - cut this page out

Students choose five optional subjects from the list on page three.

Students may choose to study less than five optional subjects but only after consultation with Mr Wilson/Mr Buga.

When choosing students should include one Science and one Humanities.

Student Name: _____

My child **will / will not** (please circle appropriate response) be continuing at KISU in August 2025.

Please complete the subject options below if you are continuing at KISU.

Option 1 subject: _____

Option 2 subject: _____

Option 3 subject: _____

Option 4 subject: _____

Option 5 subject: _____

Parent Name: _____

Parent Signature: _____

Date: _____

Please return to Mr Buga (r.buga@kisu.com) as soon as possible.

Failure to return this form on time may prevent you from getting the options you want to study

Year 10 IGCSE subject selection for exams in 2025/2026

IGCSE students at KISU generally study 9 or 10 subjects consisting of 5 compulsory subjects - English Language (or English Second Language), World Literature, International Mathematics, French 1st or Second Language and Global Perspectives which can be chosen from one of 2 blocks.

From these 5 option blocks below, please choose a minimum of one science and one humanity. We also encourage students to consider taking an Arts subject.

Complete this form by writing the subject that you wish to choose from each option block. We will do our best to accommodate your choices but please be aware that class sizes may become a constraint.

Student Name: _____

	Block 1	Block 2	Block 3
	Physics	Biology	Art
	Biology	Music	GP
	History		
Final choice			

	Block 4	Block 5	Block 6
	Chemistry	Chemistry	Business studies
	Business studies	ICT	GP
	Geography		
Final choice			

*Students can choose a private study block when they drop a subject at the end of term 1. They will be expected to work in the library supervised by the librarians during the chosen private study block. Only one private study block can be chosen.

Parent signature.....

Please do not hesitate to contact us via email should you have any queries (r.buga@kisu.com)

ART AND DESIGN (0400)

Course Description

The Art and Design course encourages personal expression, imagination, sensitivity, conceptual thinking, observation, analytical abilities, research skills and practical attitudes. It leads to a greater understanding of the role of the visual arts in today's world as well as in the history of civilization. It widens cultural horizons, enhances problem solving and academic performance and enriches the individual. In addition, it combines a breadth and depth of study so that a wide range of interests and abilities are accommodated.

IGCSE Art and Design Assessment Objectives

- AO1: Record ideas, observations and insights relevant to intentions as work progresses.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes.
- AO3: Develop ideas through investigation, demonstrating critical understanding
- AO4: Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

These criteria are implemented for many assessments during the course so that students become familiar with them.

Media Focus in Studio work: (Design and Art History are integrated)

- Drawing (Variety of dry media and drawing ink).
- Painting (Acrylics and watercolours).
- Printmaking/Graphic design/mixed media.
- Computer aided design/typography.
- Practical design issues.
- Exploration of three-dimensional media –
E.g. clay, wood, mixed media.

Previous Knowledge and General Expectations of an IGCSE Art and Design Student

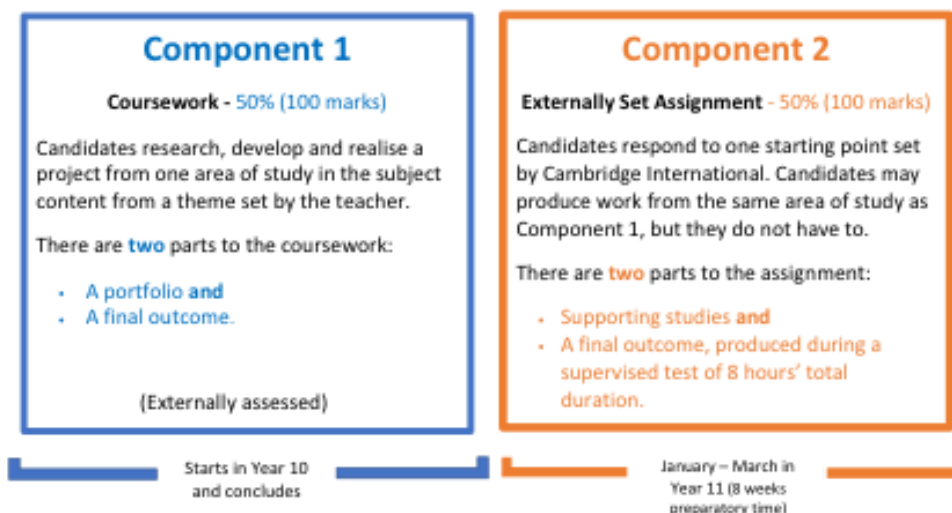
Students enrolling in the two-year IGCSE Art and Design course should possess some ability, but more importantly great interest and enthusiasm for artistic expression. They should be aware that artistic growth (and success) will only occur as a result of the development of the following: persistence; commitment; hard work; motivation; independent thinking and research skills; organisational skills; art appreciation and aesthetic understandings; multicultural awareness; originality; ambition; artistic self-reflection; competence in a range of media. Students will be guided in developing these skills over the course.

Curriculum Content

Students will be set a theme by their subject teacher at the beginning of Year 10. This theme will progress over the two years as part of the students Coursework Component. The first year of the course aims to provide students with the opportunity to familiarise themselves with a broad range of media, styles, theories, concepts and techniques. In the second year, students make more personal choices for their examination work based on strengths and interests developed.

Final Assessment

IGCSE Art & Design Assessment



There are two components, component 1 and component 2.

Component 1 – Coursework (50% of final grade)

The Coursework component starts at the beginning of Year 10, where students will produce work throughout the duration of the two-year course. The Coursework will follow one theme, set by the subject teacher. This will conclude in March of Year 11.

Requirements: Students are required to select and present the best work from the two years on 4 x A2 sheets, inclusive of one final outcome.

Component 2 – Externally Set Assignment (50% of final grade)

The Externally Set Assignment is an exam paper released to students during January of Year 11. This paper provides a range of starting points and students are required to produce work surrounding one of them. Students will be given roughly 8 weeks of preparatory time, and then sit an 8-hour exam, in order to produce a final outcome under controlled conditions. This final outcome should combine their research and preparatory work and present a meaningful, resolved outcome.

Requirements: Students are required to present the preparatory work over the 8 weeks on 2 x A2 sheets. The final resolved outcome from the 8-hour exam will also be submitted for assessment.

IGCSE requirements

Component 1 – Coursework

The coursework should follow a theme set by the teacher. Students will produce work for this theme over the two years, resulting in one final outcome.



Component 2 – Externally set exam

The externally set exam is released in January during Year 11. This paper has 5 different starting points and students must choose one. The structure of the exam is the same as the coursework, however students only get 8 weeks to prepare work.

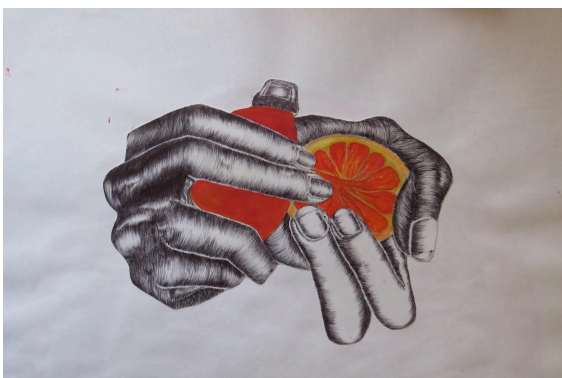


Students cannot work on the preparatory work once the 8-hour exam has started.

What Can IGCSE Art & Design Lead to?

The IGCSE Art and Design course is excellent preparation for not only working and enjoying the extended field of visual arts, but also continuing on to the IB Diploma Visual Arts course. A foundation understanding of a wide range of media will have been developed, as well as solid investigative skills which can enhance job skills, college entrance and success and even future careers. If a student continues on and completes the IB Art course, they will have a rich portfolio of work with which to apply to fields of study such as: graphic design; fashion design; fine art; interior design; architecture; illustration and much, much more.

Perhaps most importantly – studying Art and Design leads to a fuller enjoyment of the visual experience of life.



If you are interested in IGCSE Art & Design, come and speak to Mr. Grimshawe for more information.

BUSINESS STUDIES (0264)

Syllabus overview

The Cambridge IGCSE™ Business syllabus provides an ideal foundation for both further study and for a future career within business or related professions.

The syllabus:

- introduces learners to the terminology and concepts used in business
- explores different business structures and the influence of key internal and external stakeholder groups, to gain an insight into business decision-making
- develops learners' numeracy skills through interpreting and analysing business data and information
- develops learners' awareness of sustainability and environmental issues within business, both locally and globally
- engages learners in developing entrepreneurial skills for the world of business.

The content of Business Studies is organised around six broad areas:

Content overview

1 Understanding business activity

- 1.1 Business activity
- 1.2 Economic sectors
- 1.3 Enterprise, business growth and size
- 1.4 Types of business organisation
- 1.5 Business objectives and stakeholder objectives

2 People in business

- 2.1 Human resource management (HRM)
- 2.2 Organisation and management
- 2.3 Methods of communication
- 2.4 Motivating employees

3 Marketing

- 3.1 Marketing and the market
- 3.2 Market research
- 3.3 Marketing mix
- 3.4 Legal controls

4 Operations management

- 4.1 Production of goods and services
- 4.2 Technology and production of goods and services
- 4.3 Sustainable production of goods and services
- 4.4 Costs, scale of production and break-even analysis
- 4.5 Quality of goods and services
- 4.6 Location decisions

5 Financial information and decisions

- 5.1 Business finance
- 5.2 Cash flow forecast
- 5.3 Profit and loss
- 5.4 Statement of financial position

5.5 Analysis of accounts

6 External influences on business activity

6.1 Economic issues

6.2 Business and the international economy

6.3 Business and the environment

6.4 Business and ethical issues

6.5 Pressure groups

Assessment overview

All candidates take two papers. Candidates will be eligible for grades A* to G.

All candidates take:	and:
Paper 1 1 hour 30 minutes	Paper 2 1 hour 30 minutes
Short Answer and Data Response50%	Case Study50%
80 marks	80 marks
Four questions requiring a mixture of short answers and structured data responses.	Four questions based on a case study, provided as an insert with the paper.
Candidates answer all questions.	Candidates answer all questions.
Externally assessed	Externally assessed

Information on availability is in the **Before you start** section.

FIRST LANGUAGE ENGLISH (0500)

This course is designed for students to

- develop their ability to communicate clearly, accurately and effectively when writing
- use a wide range of vocabulary, and correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed
- read widely, both for their own enjoyment, and to further their awareness of the ways in which English can be used.

All candidates have access to grades A–G.*

ASSESSMENT

Students will complete two papers.

Paper 1: Reading passages (2 hours)

- This is designed to encourage students to read a wide range of texts,

fluently and with good understanding.

- To read critically and use their developing knowledge gained from wider reading.
- Pupils will also be required to integrate their writing skills with their reading comprehension skills in this paper.

Paper 2: Directed writing and composition (2 hours)

- This paper sets out to ensure students are able to write accurately and effectively, using Standard English appropriately.
- It encourages pupils to explore their creativity as a writer. Pupils have the opportunity to develop and evaluate information to create an argument and compose a descriptive or narrative piece of work.
- Pupils will also be required to integrate their reading skills with their writing skills in this paper.

*There is no coursework required for this IGCSE. There is no core paper offered for this course.

WORLD LITERATURE (0408)

This course is designed for students to:

- enjoy the experience of reading literature that engages with different cultural contexts and time periods
- form a personal response to these texts
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- engage in analytical discussions about the writer's techniques.

ASSESSMENT

Students will need to complete three compulsory components to be awarded this qualification.

Component 1- Coursework Portfolio (40% of final grade)

This is designed to encourage students to approach texts in a more independent way, therefore

supporting them as they progress into the IB diploma.

Students complete two written assignments.

In assignment 1 pupils will be asked to respond critically to a text studied in class. In assignment 2 pupils will be required to demonstrate their understanding of themes and characters by assuming the voice of a character in a creative piece of writing.

Pupils will study two texts.

Component 2- Paper 2 Unseen (20% of final grade)
(1 hour 15)

This asks students for a critical commentary on (and appreciation of) a previously unseen text. Pupils will have the option of responding to prose or poetry.

Component 3- Paper 2 Set text (40% of final grade)
(1 hour 30)

Students will be asked to respond critically to texts they have studied over the course of the IGCSE program.

Texts currently being explored by KISU 2026 candidates: Macbeth (Shakespeare), Purple Hibiscus (Adichie) and Songs of Ourselves (Poems from around the world).

There is no core paper offered for this course.

ENGLISH AS A SECOND LANGUAGE (0511)

This course is designed for students to:

- have a better communicative ability in English
- improved ability to understand English in a range of everyday situations and in a variety of social registers and styles
- greater awareness of the nature of language and language-learning skills
- wider international perspective.

The majority of KISU students will take the extended level of the course. These candidates will be eligible for grades A* to E.

Some pupils will be given the opportunity to take the core level course. These candidates will be eligible for grades C to G. This decision will be made between the student, teacher and parents based on the student's progress in Y11.

ASSESSMENT

Students will need to complete three components to be awarded this qualification.

Paper 2 (Reading and Writing) (60% of final grade)

Pupils will complete six tasks designed to test their range of reading and writing skills.
(2 hours exam)

Paper 4 (Listening) Unseen (20% of final grade)

Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling and multiple choice.
(50 minutes exam)

Component 5 (Speaking) (20% of final grade)

Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.
(10-15 minutes)

FIRST LANGUAGE FRENCH (0501)

This course is for students whose first language is French.

AIMS

- The aims of this two year course are the following:
- 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 a more general application (e.g.analysis, memorizing, drawing of inferences)
- Promote the students' personal development and an understanding of themselves and others

CONTENT

The program focuses on reading and writing.

Reading

Understand and collate explicit meanings

Understand, explain and collate implicit opinions and attitudes

Select, analyze and evaluate what is relevant to specific purposes

Understand how writers achieve effects

Writing

Articulate experiences and express what is thought, felt and imagined

Order and present facts, ideas and opinions

Understand and use a range of appropriate vocabulary

Use language and register appropriate to audience and context

Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

RESOURCES

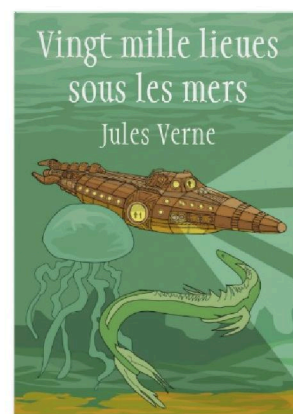
Textbooks (Français 3ème & 2nde)

Grammar books (Grammaire des Premiers Temps)

Magazines & Internet (online newspapers, videos)

French / Francophone cinema

Literature (novels, comics, poetry)



ASSESSMENT

Component 1: Reading (50 %)

Component 2: Writing (50 %)

FRENCH AS A FOREIGN LANGUAGE (0520)

This course is for students whose first language is not French.

AIMS

The aims of this two year course are the following:

- To develop the ability to use the language effectively for purposes of practical communication in all the countries where the language is spoken
- To form a sound base of the skills, language and attitudes required for further study, work and leisure
- To offer insights into the cultures and civilizations of the countries where the language is spoken
- To develop a fuller awareness of the nature of language and language learning
- To encourage positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to other cultures and civilizations

- To provide enjoyment and intellectual stimulation
- To complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences)
- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

CONTENT

In two years we cover five topic areas:

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

RESOURCES

- Textbook “Cambridge IGCSE French”
- Online articles from newspapers and magazines
- Online grammar exercises and blogs
- Audio material (music, podcasts)
- Audiovisual material (interviews, films, video clips)

ASSESSMENT

Paper 1: Listening (25%)

Paper 2: Reading (25%)

Paper 3: Speaking (25%)

Paper 4: Writing (25%)

GEOGRAPHY (0460)

The Geography course offered at KISU is suitable for those students with an enquiring mind and an interest in the world around them. It covers a number of key transferable skills that include:

- ICT skills such as Geographical Information Systems
- Research – fieldwork and coursework
- Investigation, problem solving and decision making
- Analysis of graphs and maps with written reports and presentation
- Use of photographic and digital footage
- Individual and team work skills
- Data collection and analysis

AIMS

- To acquire knowledge and understanding of places, environments and geographical themes, ranging in scale from local to global, and the physical and human processes that affect them
- To develop a sense of place and an awareness of the ways in which people and environments interact

- To develop an understanding of some of the issues confronting global society and an awareness of different communities and cultures throughout the world
- To appreciate that the study of geography is dynamic
- To acquire and apply the skills and techniques needed to conduct geographical enquiry
- To collect and interpret primary and secondary data

CONTENT

The curriculum is divided into 3 main themes, Population and settlement, Natural environment and Economic development and use of resources. These themes are designed to develop an understanding of human, physical and environmental geography with skills integrated throughout these units.

ASSESSMENT

At the end of Year 11 students will take the Cambridge IGCSE Geography exams.

Paper 1 (1 hour 45 mins) requires students to answer 3 questions; one from each theme/section (*Population & settlement, Natural environment, Economic development*) **Note:** Globalization and the role of multinational corporations has been incorporated in the syllabus under theme 3 based on economic developments.

Paper 2 (1 hour 30 mins) requires students to respond to a range of questions including map work and other skills-based questions.

Paper 4 (1 hour 30 mins) is an alternative to coursework that requires students to demonstrate their understanding of fieldwork techniques, data collection and enquiry skills. In preparation for IGCSE Geography exams, Year 10 & 11 carry out field trips in terms 1 and 2. Specific dates are communicated at the beginning or during the term. The field trips are in relation to Paper 4.

GLOBAL PERSPECTIVES (0457)



The syllabus emphasises the development and application of research skills rather than the acquisition of knowledge. Students will develop transferable skills that will be useful for further study, for example the IB Diploma Core elements, the extended essay and theory of knowledge. The content covered in lessons will also develop students as active global citizens of the future.

Global Perspectives encourages an awareness of global problems and offers opportunities to explore possible 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 great complexities of the world and of human thought, and opening hearts to the diversity of human experience and feeling. Learners will engage with the topics from different perspectives, including personal, local/national and global, as well as cross-cultural.

ASSESSMENT

Candidates take three compulsory components: Individual Report, a Team Project and a Written Paper. Candidates are eligible for grades A* to G.

1 - Written Exam 1 hour 25 minutes [35% externally assessed]

The Written Paper consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives on one of the following topics listed at the end of this subject guide.

2 – Individual Report [30% externally assessed]

The Individual Report is a 1500-2000 word essay written in continuous prose externally marked by Cambridge. Candidates choose one topic area from the options listed at the end of this subject guide and devise their own enquiry question with guidance from their teacher. .

3 – Team project [35% internally assessed]

Candidates collaborate in groups of 2-5 to produce a plan and carry out a group project based on research into one of the topic areas shown at the end of this subject guide. This is teacher assessed and then moderated by CAIE.

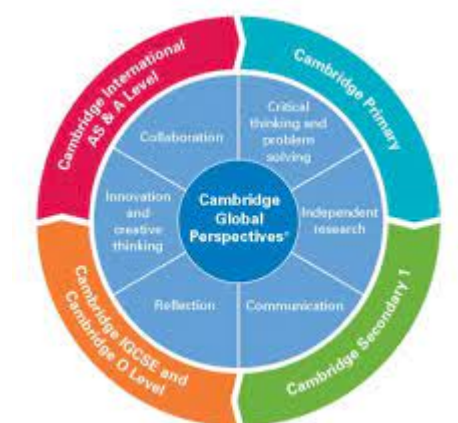
Topic List

Arts in society	Change in culture and communities
Conflict and peace	Development, trade and aid
Digital world	Education for all
Employment	Environment, pollution and conservation
Globalisation	Health and wellbeing
Law and criminality	Media and communication
Migration and urbanisation	Political power and action
Poverty and inequality	Social identity and inclusion
Sport and recreation	Technology, industry and innovation

Transport, travel and tourism Values and beliefs

Water, food and agriculture Climate change, energy and resources

There is no core paper offered for Global Perspectives.



HISTORY (0470)

IS THIS A SUITABLE OPTION FOR ME?

Why study History? Although history is about the past, it helps us to understand events that are happening now. It requires critical thinking and the ability to synthesise information, skills that are crucial to all areas of higher level study. Through this qualification, you will develop a range of transferable skills such as those of analysis, problem solving, researching and essay writing. Historians look at all the available evidence and come to conclusions, a lot like a good detective, which helps them learn to be **organised** and **manage information**. History informs us about politics, society and what has shaped our world today, but will also help you to be able to express and back up your opinions on global events and issues. You will learn skills you can apply in a range of careers such as law, journalism, economics and marketing.

Successful candidates gain valuable skills including:

- 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

CONTENT

KISU students study Option B: The 20th Century, International Relations since 1919 with topics ranging from the First World War, the Treaty of Versailles to the League of Nations, the causes of the Second World War, the Cold War, Soviet control over Eastern Europe and Events in the Gulf 1970-2000. In addition to this, students also pursue a Depth Study on one country or topic. Currently KISU students examine Germany, 1918-1945 which focuses on Weimar Republic, the rise of the Nazi party, its tactics and life in Nazi Germany under Hitler.

A complete list of all topics can be found at www.cie.org.uk

ASSESSMENT

Candidates take Papers 1, 2 and 4 (the alternative to coursework). The papers in the assessment are as follows:

Paper 1 (2 hours) – 40%

Paper 2 (2 hours) – 33%

Paper 4 (1 hour) only focuses on the Depth Study – 27%

INFORMATION AND COMMUNICATION TECHNOLOGY (0417)

INTRODUCTION

Information and Communication Technology is an applied subject that aims to give students the flexibility to cope with a wide variety of resources and ever-changing technology. The practical sections of this course can be accomplished using any software packages that will allow the candidates to demonstrate ALL of the skills listed in the relevant sections of the syllabus. Students will learn to use particular packages.

CURRICULUM CONTENT

The curriculum content is set out in twenty one interrelated sections and the students are expected to cover all of them. The sections are as follows:

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

Candidates should be familiar not only with the types of software available and the range of Information and Communication Technology knowledge and skills detailed above, but also with their uses in practical contexts.

Practical Skills

ICT is an applied subject and all candidates will require frequent access to computer and internet facilities to develop their skills. The syllabus aims to give Centres the flexibility to cope with a wide variety of resources and ever-changing technology. The practical sections of this course can be accomplished using any software packages that will allow the candidates to demonstrate ALL of the skills listed in the relevant sections of this syllabus. For this reason, CAIE does not prescribe particular software packages or particular hardware. Candidates will learn to use particular packages, but they should be encouraged to realise that, with the aid of a manual, they can transfer their skills to other packages.

Each section is broken down into a series of learning outcomes which candidates should be able to meet. The examiners to mark the candidate's work will use these. Candidates will be expected to apply their knowledge, understanding and practical skills to complete these tasks.

AIMS AND OBJECTIVES

Cambridge IGCSE Information and Communication Technology aims to develop:

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

ASSESSMENT

For Cambridge IGCSE Information and Communication Technology, candidates take three components: Paper 1 Theory; Paper 2 Document Production, Data Manipulation and Presentations and Paper 3 Data Analysis and Website Authoring.

AO1 Recall, select and communicate knowledge and understanding of ICT.

AO2 Apply knowledge, understanding and skills to produce ICT-based solutions.

AO3 Analyse, evaluate, make reasoned judgements and present conclusions.

All candidates will be entered for Papers 1, 2 and 3.

Paper 1 Theory 1 hour 30 minutes 40%

This written paper tests sections 1–21 of the syllabus content. All questions are compulsory, mostly multiple choice or short answer questions, but also some require longer answers.

External assessment 80 marks weighted at 40% of total

Paper 2 Practical 2 hours 15 minutes 30%

Document Production, Data Manipulation and Presentations This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the syllabus content.

All tasks are compulsory. 70 marks weighted at 30% of total

Paper 3 Practical 2 hours 15 minutes 30%

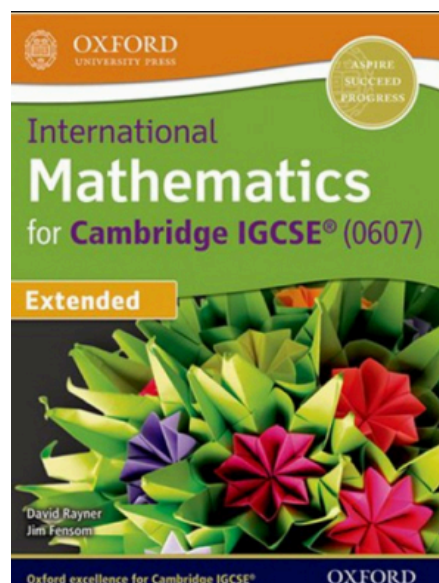
Data Analysis and Website Authoring 2 hours 15 minutes

This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the syllabus content. All tasks are compulsory. 70 marks weighted at 30% of total

INTERNATIONAL MATHEMATICS (0607)

This course aims to enable the student 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 solutions clearly, check and interpret the results;
- develop an understanding of mathematical principles;
- recognize 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 generalize 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.



ASSESSMENT

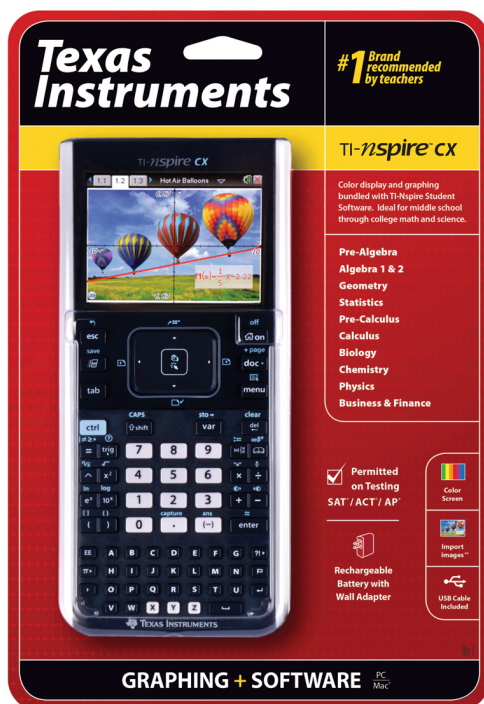
Students are streamed into two levels: Core (C to G) and Extended (A* to E). Students are assessed by writing three different papers, each with a different weighting to their overall IGCSE Maths mark.

Paper 1 (Core) and Paper 2 (Extended) consist of short-answer questions and are worth 40% of the total grade. Paper 1 has a duration of 75 minutes, while Paper 2 lasts for 90 minutes. Both papers are non-calculator assessments.

Papers 3 (Core) and 4 (Extended) consist of structured questions and are worth 40%. The duration for Paper 3 is 75 minutes, while Paper 4 is 90 minutes. A graphical calculator is required for both.

Paper 5 (Core) contains modeling questions, while Paper 6 (Extended) includes both modeling and investigational questions. They are worth 20% of the total grade, with durations of 75 minutes and 90 minutes, respectively. A graphical calculator is required for both papers.

A **Graphic display calculator** is essential for students to develop a deep understanding of Mathematics. The school has interactive resources that work with the TI Nspire. A good-quality geometry set is needed for this course.



MUSIC (0410)

OVERVIEW

During the course of IGCSE Music, students will listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, students will enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future music education which also enhances life-long musical enjoyment. Students will study music of all styles in their historical and cultural context, and they will be encouraged to be perceptive, sensitive as well as critical while listening. Although the majority of the syllabus is based on Western European music, other cultures including African, Asian and Arabic are also present.

Candidates will:

- learn to play an instrument
- learn to compose their own music
- experience classical music listening to its full potential learn to analyse musical scores
- gain understanding and appreciation for world music

AIMS

The aims of the curriculum describe the educational purposes of the IGCSE Music curriculum. These aims are to:

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through listening, performing and composing
- assist candidates to develop perceptive, sensitive and critical responses to the main historical periods and styles of Western music
- help candidates recognize as well as understand the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music for those candidates who wish to pursue their studies at a higher level

ASSESSMENT

There are three components of assessment in the music course:

A Listening **B** Performing **C** Composing

Scheme of assessment

Candidates must offer four compulsory components as follows:

- Component 1 Unprepared listening
- Component 2 Prepared listening
- Component 3 Performing
- Component 4 Composing

The examination will reward candidates for positive achievement in:

A Listening

Aural awareness, perception and discrimination in relation to Western music of the Baroque, Classical, Romantic and 20th-Century periods

Identifying and commenting on a range of music from cultures in different countries

Knowledge and understanding of one Western Prescribed Work and one Prescribed Focus from a non-Western culture

B Performing

Technical competence on one or more instruments Interpretative understanding of the music performed

C Composing

Discrimination and imagination in free composition notation, using staff notation and, if appropriate, other suitable systems

You will enjoy the IGCSE Music course if you want to study a subject that:

- involves performing
- involves listening to all kinds of music
- involves creatively composing or arranging music
- gives them the opportunity to create and play music with others, for example in a rock group, jazz band, orchestra, or vocal group
- gives them the opportunity to use music technology

How does it follow on from Year 9?

IGCSE Music will add to knowledge previously gained, and allow pupils to develop further in:

- Performing as a soloist, and as part of a group or ensemble
- Developing composition techniques to cover all genres of music
- Listening to a wide variety of music, and commenting and sharing thoughts with fellow students
- Exposure to historical and cultural context of music

Why study music?

- It enables creative learning
- It allows communication in unique ways and language
- It enables students to express themselves better
- It broadens horizons
- It is varied and interesting, and a journey of discovery
- It has links to real life
- It is academically rigorous and satisfying
- It is well respected by top universities
- It is fulfilling and challenging

Instruments

Instruments currently offered at KISU include guitar, piano, drums, recorder, voice, violin, saxophone, trumpet, clarinet and trombone. It is advisable for students to buy their own instruments for practice at home. In addition, the student might need some extra tuition on their chosen instrument. Private tuition costs USHS 40,000 per lesson except for violin fees that are USHS 60,000 per lesson. Students get a minimum of ten lessons per term.

PHYSICAL EDUCATION (0413)

The IGCSE in Physical Education is an ideal first step towards higher level study in sport and sports science related fields; **e.g. physiotherapy, exercise physiology, sports psychology, nutritionist, chiropractor, coaching, sports administration and teaching.** Physical Education is considered a science.

Studying this subject develops key sport related and life skills that employers are looking for. It can lead to a wide variety of employment opportunities. The content of the IGCSE in Physical Education complements other subjects. For example: biology, as it develops your understanding of the human body and the effects of exercise and diet; physics, as you will study the science of movement and the physical forces required to achieve optimum performance.

Candidates' knowledge, skills and understanding come from studying both practical and theoretical aspects of Physical Education. Successful IGCSE Physical Education students gain lifelong skills, including:

- An ability to plan, perform, analyse, improve and evaluate physical activities
- Knowledge, skills and understanding of a range of relevant physical activities
- An understanding of effective and safe performance
- An understanding of the role of sport and physical activity in society and the wider world
- An excellent foundation for advanced study
- An enjoyment of physical activity



PRACTICAL COMPONENT (100 Marks - 50%)

Candidates choose to undertake four practical activities from at least two of the seven categories listed below. It counts for 50% of the total mark for the course. Any sporting activity from the categories of Games, Gymnastics, Dance, Athletics, Outdoor & Adventurous Activities, Swimming and Combat Activities can be assessed and are given a mark out of 25 by the teacher.

Coursework assesses candidates' physical performance, including an ability to interrelate planning, performing and evaluating whilst undertaking activity in four practical activities.

THEORETICAL COMPONENT (100 Marks - 50%)

The examination consists of one paper out of 100 marks and assesses candidates' knowledge and understanding of the theoretical principles that underpin performance in physical activity. This includes the analysis and evaluation of performance in a variety of physical activities and sports.

The main units of study are:

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

SCIENCE OVERVIEW

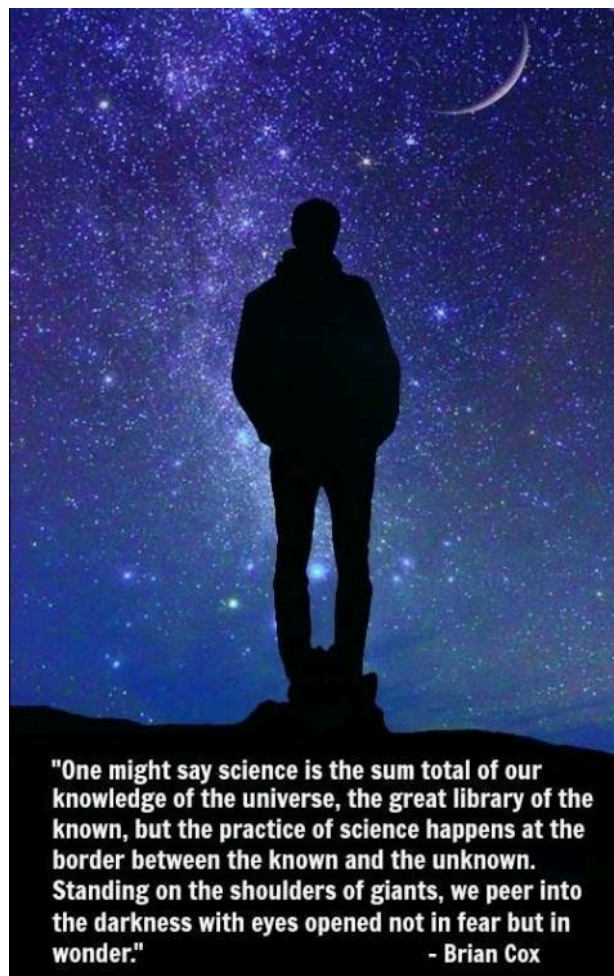
WHAT DOES KISU OFFER?

KISU offers Biology, Chemistry and Physics as separate Science subjects and all are demanding in their own ways. Students can choose to study one or two or three Science subjects at IGCSE level.

WHY CHOOSE TO STUDY SCIENCE?

The Science courses allow learners to:

- increase their understanding of the technological world
- take an informed interest in scientific matters
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other
- disciplines and in everyday life
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity,
- enquiry, initiative and inventiveness
- develop an interest in, and care for, the environment
- better understand the influences and limitations placed on scientific study by society, economy,
- technology, ethics, the community and the environment
- develop an understanding of the scientific skills essential for both further study and everyday life.



WHAT IS THE DIFFERENCE BETWEEN CORE AND EXTENDED?

KISU all candidates are taught the extended subject content (which includes the core and supplement objectives). Students studying the extended subject content will be eligible for grades A* to G. Candidates who are likely to attain a grade D or below are recommended to sit their examinations on the core subject content. These candidates will be eligible for grades C to G.

WHAT IS THE ASSESSMENT LIKE?

All three Sciences are examined in a similar way. All examination papers will be taken at the end of the Year 11, and students sit three papers.

Paper	Length	Description	Weighting	Which subject
Paper 1 (core)	45 minutes	A multiple-choice paper consisting of 40 items of the four-choice type covering the core content of the course	30% of the final total mark	Biology Chemistry Physics
Paper 2 (extended)	45 minutes	A multiple-choice paper consisting of 40 items of the four-choice type covering the core and extended content of the course	30% of the final total mark	Biology Chemistry Physics
Paper 3 (core)	1 hour 15 minutes	A written paper consisting of short-answer and structured questions covering the core content of the course	50% of the final total mark	Biology Chemistry Physics
Paper 4 (extended)	1 hour 15 minutes	A written paper consisting of short-answer and structured questions covering the core and extended content of the course	50% of the final total mark	Biology Chemistry Physics
Paper 5 (core and extended)	1 hour 15 minutes	Practical Test Questions will be based on experimental skills	20% of the final total mark	Chemistry Physics
Paper 6 (core and extended)	1 hour	Alternative to Practical Test Questions will be based on experimental skills	20% of the final total mark	Biology

HOW DO I KNOW WHICH SCIENCE TO CHOOSE?

When deciding which Science to undertake, you should do the following:

1. It is important to choose the subject(s) you enjoy the most. Reflect on your KS3 Science course and decide which aspects inspired you most.
2. Carefully read the following pages on each Science subject and look at the topics which are covered. Do these topics appeal to you?
3. You should also consider which science options are needed for future studies or jobs.
4. If you need more help with your selection, then speak to your Science teacher. They will be able to address any concerns you may have and help you to find the best solution for you.

BIOLOGY (0610)

Read page 28 and 29 in addition to this page. Biology is a subject directly relevant to everyday life. It explains the ways in which living organisms function from the level of the molecules that make us up, to the level of the ecosystems in which we live. It also explains how our human body functions and how its various organ systems interact with each other.

WHAT TOPICS WILL BE COVERED?

Science subjects are, by their nature, experimental. Learners pursue a fully integrated course which allows them to develop their practical skills by carrying out practical work and investigations within all of the topics listed.

Candidates study the following topics:

- 1 Characteristics and classification of living organisms
- 2 Organisation of the organism
- 3 Movement into and out of cells
- 4 Biological molecules
- 5 Enzymes
- 6 Plant nutrition
- 7 Human nutrition
- 8 Transport in plants
- 9 Transport in animals
- 10 Diseases and immunity
- 11 Gas exchange in humans
- 12 Respiration
- 13 Excretion in humans
- 14 Coordination and response
- 15 Drugs
- 16 Reproduction
- 17 Inheritance
- 18 Variation and selection
- 19 Organisms and their environment
- 20 Human influences on ecosystems
- 21 Biotechnology and genetic modification

More information about this course can be found at:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-biology-0610/>

CAREERS

Studying Biology leaves a range of career opportunities open and naturally leads into Science-based careers such as pharmacy, medicine, genetic engineering, nutrition, biochemistry, conservation, environmental monitoring, pollution studies and many more. However the skills it provides you with may be very useful even if you want to enter a non-scientific field.

CHEMISTRY (0620)

Read page 28 and 29 in addition to this page. Chemistry is theoretical and abstract, yet also a very practical subject which develops hands on skills and dexterity with equipment and apparatus. It explains the very essence of the world which surrounds us and increases your understanding of the technological world and innovations and it also gives us an opportunity to make things go 'BANG!!!'. Chemistry is considered the "bridging" or "in between" science of the three sciences.

COURSE CONTENT

Candidates study the following topics:

- 1 States of matter
- 2 Atoms, elements and compounds
- 3 Stoichiometry
- 4 Electrochemistry
- 5 Chemical energetics
- 6 Chemical reactions
- 7 Acids, bases and salts
- 8 The Periodic Table
- 9 Metals
- 10 Chemistry of the environment
- 11 Organic chemistry
- 12 Experimental techniques and chemical analysis

Science subjects are, by their nature, experimental. Learners pursue a fully integrated course which allows them to develop their practical skills by carrying out practical work and investigations within all of the topics listed.

More information about this course can be found at:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-chemistry-0620/>

CAREERS

As well as the obvious jobs in medicine, chemical engineering, pharmaceutical and petroleum industries, chemistry can take you into drug research or forensic science, and is very useful for anyone considering taking medicine post high school.

PHYSICS (0625)

Read page 28 and 29 in addition to this page. Helps learners to appreciate the technological world in which they live, and acquire an informed awareness in science and scientific developments. They gain knowledge of the basic principles of Physics through a mix of theoretical and practical studies. Students gain an understanding of 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. It does have very strong links with Mathematics and calculations and formulae will definitely be a feature of this subject.

COURSE CONTENT

Candidates study the following topics:

- 1 General physics
- 2 Thermal physics
- 3 Properties of waves, including light and sound
- 4 Electricity and magnetism
- 5 Atomic physics

More information about this course can be found at:

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-physics-0625/>

CAREERS

Physics offers challenging, exciting, and productive careers. As a career, physics covers many specialised fields – from acoustics, astronomy, and astrophysics to medical physics, geophysics, and vacuum sciences.

Physics offers a variety of work activities-lab supervisor, researcher, technician, teacher, manager. Physics opens doors to employment opportunities throughout the world in government, industry, schools, and private organisations.

