



The British School of Lomé

BSL IGCSE Handbook 2016 - 2018

Empowering learning

Enriching lives

Every Child Matters

Our Endeavours



'Our Endeavours' encompasses the mission, vision and education ethos of The British School of Lomé.

Empowering Learners

- We believe learning is maximised in an environment enriched with encouragement, support and assistance from our entire community.
- We endeavour to empower our students to achieve knowledge, skills and potential both within and beyond the classroom
- Our students, inspired and nurtured by excellence in teaching become mature scholars encouraged to believe in their own abilities, strengths and aspirations.

Excelling Through Life

- Our school through its curriculum provides a holistic student centered education that prepares our students to take an active and responsible role as the global citizens of tomorrow.
- Our school community endeavours to prepare students with desire to learn and the ability to excel in higher education and to live happy, successful and fulfilling lives.
- The school is committed to encourage an attitude of inquiry and an enthusiasm for learning to continue through higher education enabling our students to become leaders in a global society.

Every Child Matters

- We treat every child with respect for their individuality through differentiated teaching and learning styles that meet individual need.
- We provide our students with equal opportunities to participate in all aspects of the school regardless of gender, religious belief or ability.
- We celebrate lifelong learning and are committed to nurturing self-esteem and respect.
- We encourage our students with opportunities for shared decision making through the student council in both primary and secondary school.

Empathy For Others

- Our students empathise, appreciate and interact within the local community through our dynamic service learning programme.
- Beginning in our early learning programme we educate our students to become dedicated to community service.
- Our students become compassionate and socially responsible individuals in our multi cultural community and beyond.

Enriching Lives

- Our school's traditions are based on creating an inclusive yet diverse community of international cooperation and social reflection.
- We extend to our students an exceptional range of enrichment activities within and beyond our classrooms.

Excellence: Our Vision For The Future

- Our school will continue to innovate, inspire and enrich our students.
- We endeavour to create a sense of community with staff, students and alumni working collaboratively towards exceptional educational standards.
- Our vision is to exceed our expectations of providing an exceptional education within our vibrant and diverse international community.

IGCSE SUBJECT CHOICES

Dear Student/Parent,

The aim of this guide is to help you make an informed choice regarding IGCSE subject options for Years 10 and 11. The booklet includes information on IGCSE, the core (compulsory) curriculum and the option choices to be made including the details and assessment requirements of the subjects on offer.

All students will be required to complete, after consultation with their parents, a survey that asks them to choose the IGCSEs they would like to study if given a completely free choice. We will use the results from this survey to guide our decisions regarding the best subject combinations in each option block to satisfy the needs of the majority of students. However, we are a small school and the subjects and choices on offer are limited due to the restrictions imposed by class sizes and staffing levels. We will, however, try our utmost to ensure that a broad and balanced curriculum is delivered.

Should you require any further information or help, do not hesitate to contact me.

Yours sincerely,

John McGuinness

Head of Secondary/Deputy Headteacher
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IGCSE AT BSL – A GUIDE FOR STUDENTS AND PARENTS

What is IGCSE?

The International General Certificate of Secondary Education (IGCSE) has been developed by Cambridge International Examinations/CIE (University of Cambridge) in collaboration with international schools. It is based on the English National Curriculum GCSE model but tailored to international student needs. The IGCSE qualification is an internationally recognised passport to post-16 education, e.g. for the International Baccalaureate studies or other national examination systems.

IGCSEs are usually taken following a two-year period of study between the ages of 14 to 16. Students will take examinations in May/June of 2017. These examinations are externally marked and an internationally recognised certificate of results is issued.

Students will normally study up to eight examination courses, making selections from the school-based options system. The main objective within our option system is to ensure students undertake a sufficiently broad-based curriculum to enhance their opportunities for further study in whatever disciplines they might choose and wherever in the world they might find themselves. Advice on subject selection is given to both parents and students and there will be an options evening for this purpose.

IGCSE courses are demanding and they require a real commitment from students over the whole period of study.

After the completion of the courses and examinations, certificates will be issued to candidates by the Cambridge International Examination Board. There will be a single certificate from the Board listing the subjects passed and the grades obtained.

The grades are from A* down to G. A* is awarded for exceptional performance in a subject.

- For purposes of comparison, pass grades are A* to C.
- A “D” grade will earn 1 credit point for the BSL High School diploma.
- For “Core” level IGCSE papers, the highest attainable grade is C.
- For “Extended” level papers, all grades are possible.

This is how the IGCSE grading compares to the BSL system.

Level		Description	IGCSE equivalent
7	Outstanding attainment	demonstrates exceptional knowledge of the subject with a degree of understanding well above what is expected of a student at this stage; consistently performing at this superior standard	A*
6	Excellent attainment	demonstrates excellent knowledge of the subject with a degree of understanding consistently above what is expected of a student at this stage	A
5	Very good attainment	demonstrates a thorough knowledge of the subject with a degree of understanding above what is expected of a student at this stage	B
4	Satisfactory attainment	demonstrates a secure knowledge of the subject with a degree of understanding in line with what is expected of a student at this stage	C
3	Low attainment	demonstrates some knowledge of the subject with a degree of understanding below what is expected of a student at this stage	D
2	Very low attainment	demonstrates a limited knowledge of the subject with a degree of understanding consistently below what is expected of a student at this stage	E
1	Negligible attainment	demonstrates very limited knowledge of the subject with a degree of understanding significantly below what is expected of a student at this stage	F

IGCSEs at BSL

The subjects currently that may be offered (subject to sufficient student numbers) are:

Compulsory Core Subjects

Mathematics, English Language, French, one Science and one Humanities subject.

Optional Subjects

The Sciences

Biology, Chemistry and Physics

The Humanities

Geography, History and Business Studies

Modern Languages

Spanish

The Arts

Art and Design and Drama

Information and Communication Technology (ICT)

From the available options, each student will be required to choose six subjects, one from each option block.

From IGCSE to IB

Usually, in order to progress to A Level studies at BSL in a subject, 5 passes at IGCSE with grades of A* to C, including Maths and English, are normally required. For many institutions, five A*-C passes are often the minimum requirement to progress to IBDP courses. UK universities have the same criteria for UK students.

Examination fees

In addition to the school fees, Cambridge International Examinations charge examination fees for IGCSE. At present the fees are approximately £35 (thirty -five UK pounds) per subject; these are guaranteed to increase slightly by the time you will be asked to pay.



Choosing your subjects

Choosing an imbalanced set of subjects now could restrict options for further study and careers. Thus it is important that students follow a broad and balanced curriculum at IGCSE.

Compulsory courses:

All students study Maths, English Language and French.

All students must study:

At least one science

Choices:

Biology, Chemistry and Physics

All students must study:

At least one humanities subject

Choices:

Geography, History, Business Studies

Depending upon the talents of a student, subjects such as Drama and Art give students the opportunity to develop their aesthetic as well as their creative skills. Subjects such as Business Studies and Information & Communication Technology (ICT) have practical value as well as being interesting subjects to study.

Students are strongly advised to seek breadth. Teachers will be happy to talk about their subjects as well as the attainment of a suitably broad balance. We shall also be only too pleased to advise you over the coming weeks.



Decisions, decisions

Making decisions is part of the process of growing up and managing your life. Often these decisions are not very easy but they must be tackled. With plenty of help, advice and lots of common sense, you can learn to make sensible decisions.

Deciding your IGCSE subjects is one of the first influential decisions you will make in a long process of choosing what to do with your life, what kind of person you want to be and how you want to fulfil your potential. Luckily fewer and fewer people make big mistakes with IGCSEs as you are encouraged to take key subjects and keep your choices broad enough not to limit your future.

Why do I have to choose?

Students have different abilities, strengths and interests and these factors should influence the subjects they choose.

Most students at 14 do not know what career path they are going to follow and so it is sensible to choose as broad a range of subjects as possible. Some students are already expressing interest in some vocational careers and need to know what subject might be essential. In fact most jobs are flexible about subjects studied at this level so you should be able to avoid mistakes here.

If you counted up the number of subjects offered at IGCSE by BSL you would realise that you could not possibly study them all, so some degree of choice is inevitable.

Core subjects

You must start by realising that we (along with most other schools) have a set of subjects that are compulsory. This means you have no choice, which may upset you - but it helps enormously if some of your subjects are already decided for you. Mathematics and English Language are required studies for everyone. If you want to go on to Further and Higher Education, a basic grounding in these subjects is essential. Physical Education lessons are also compulsory for all students.



Factors influencing option choices

ABILITY: It is a good idea to choose subjects that you have some ability and skill in. These might be subjects with a lot of reading and writing to do, or they may be ones with practical work, experiments and using numbers. If you are able to judge your strengths already, do so. These are probably the subjects that you will take on to further study at higher levels.

INTEREST: If you cannot judge your strengths, then interest in a subject may be a good basis for choice. But beware; interest is not the same as ability and choosing Music or Art because you are interested may not be enough to succeed in passing the exam. Don't take a course just because you like the teacher as you may find that next year things are different. Your interest must be in the subject itself.

CONTENT: Have a serious look at the content of a course. Most syllabuses are structured so that you can see what you are going to study for two years. Sometimes there are completely new subjects offered, for example, Business Studies. It is not a good idea to say "That sounds interesting" without looking through the course content and matching it up with your abilities and interests. You might ask the students in the Forms above what the courses are really like and about – but talk to the teachers too!

TALENT: Lots of students have a real talent for certain things. Talent can be creative in Drama and Art, but can also be expressed in language and writing. Talented students usually choose subjects in their special field.

CAREER IMPLICATIONS: Some careers need certain subjects. Subjects like Information Technology, which sound very daunting and mathematical, are really very practical and logical and can be enjoyed by a wide range of students. Students who are considering becoming Engineers, Architects, Nurses, Veterinary Surgeons or who have other specific careers in mind should consider carefully their choice of courses and make sure that they choose the right combination of, for example, science subjects. There are some helpful books regarding careers and subject choices in the library.

WARNING : Do not be tempted to agree too easily with your friends advice. Remember that after taking advice from everybody, including teachers and parents, it should be your choice. You must listen to advice and think about it seriously in order to make a personal decision that you are going to be happy with.



Value of subjects

You are not studying IGCSEs just to be able to follow a career. You are at school primarily to be educated so you can flourish in a world that needs people who are well trained, curious and excited about solving problems and using the opportunities we have. So let us look at the various skills subjects will help you acquire:

UNDERSTANDING SCIENCE: Science and Mathematics are the driving forces behind new discoveries, inventions and technologies and thus have a major effect on everyday life and the economy. For everyone, understanding science is essential to be able to talk about science and its relevance to the modern world.

UNDERSTANDING HUMANITIES: An educated person should understand as much as possible about the peoples of the Earth, their History, Geography, Religion, Economics and Politics. It is essential that you choose some subjects that enable you to gain the skills and knowledge necessary to be able to contribute to the society you live in.

COMMUNICATION SKILLS: We all think we communicate well. But meaningful communication is an enormous problem in the world. Languages, either in written or spoken form and other media for expression including Art and Drama help us to develop our ability to communicate our own, and understand other people's, views.

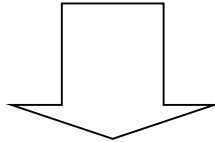
CREATIVE AND PRACTICAL: being a genuinely creative person is a gift, however sometimes this has not flowered by IGCSE time so you may not feel secure choosing a subject that requires talent. However, most of us are practical and taking a creative and practical subject helps develop other aspects of your talents and may also provide some relief from purely academic subjects.

Other SUBJECTS: Some subjects do not sound immediately useful. If you cannot think why certain subjects have purpose, i.e. for a career or job, then consider studying them for their intellectual stimulation. Your mind needs to be stretched and challenged in many ways, so that you can learn to be logical, analytical, perceptive and disciplined.

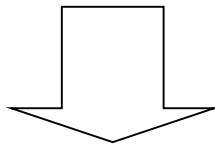
DECISION-MAKING

Here is a brief outline of how to go about making a considered choice.

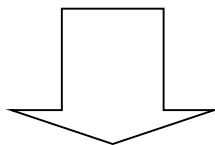
Consider the issues and goals. How many choices do I have to make? Are there career implications?



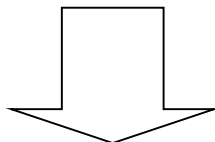
Get the facts. What do the courses contain? What strengths and skills do I have?



Ask advice. Consult teachers, parents, people in training or at work who have up to date information.



Look at the alternatives. Would another choice suit my career plans better? Am I going to be able to change my mind? Could my programme be better balanced? Could I do some subjects outside examinations?



Decide. Are these my own personal decisions? Have I any worries left? If you are still worried, continue to ask advice.

HOW DO I ACTUALLY CHOOSE?

Choosing your subjects:

1. choose one from each of the first 5 groups (1,2,3,4,5)
2. choose any two from groups 2, 3, 4, 6
3. choose one from either 3 or 4

In total, you should have nine (9) subjects unless you have opted for English as a second language which will make it eight (8)!

1	2	3	4	5	6	7
Language and Literature	Language Acquisition	Individuals and Societies	Sciences	Mathematics	Creative Arts	PE and PSHE
1 st Language English Literature in English English as a Second Language	French Spanish	Business Studies History Geography ICT Support	Biology Chemistry Physics	Mathematics	Art Drama Support	Non - Exam

CORE PROGRAMME

All students in Years 10 and 11 follow a core IGCSE syllabus of Mathematics, English Language, French, one Science, one humanities subject and Physical Education.



English Language

Cambridge IGCSE First Language English

Syllabus content:

Reading

Writing

Speaking and Listening

Assessment:

Either

Paper 1 Reading passage - core (1 hour 45 minutes).
Candidates answer two questions on one passage.
Eligible for grades C to G.

Or

Paper 2 Reading passage - extended (2 hours).
Candidates answer three questions on two passages linked by a common theme.
Eligible for grades A to E.

And

Paper 3 Directed Writing and Composition (2 hours).
Candidates answer one question on a passage.
Candidates also answer one composition task from a choice of six titles.
Eligible for grades A to G.

Syllabus content:

Component 1: Poetry and Prose

Component 3: Drama (open text)

Component 4: Unseen

Assessment:

Poetry and Prose (1 hour 30 minutes)

Candidates answer two questions on two texts, one poetry and one prose.

There is a choice of two questions (one passage based and one essay on each text.)

Drama - open text (45 minutes)

Candidates answer one question on one text.

There is a choice of two questions (one passage based and one essay)

Unseen (1 hour 15 minutes)

Candidates answer one question.

There is a choice of two questions requiring critical commentary (one based on literary prose and one based on a poem or extract of a poem).



Mathematics

Cambridge IGCSE Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful Cambridge IGCSE Mathematics candidates gain lifelong benefits,

including:

- the development of their mathematical knowledge
- confidence, by developing a feel for numbers, patterns and relationships
- an ability to consider and solve problems and present and interpret results
- skills in communication and reasoning using mathematical concepts
- a solid foundation for further study.

Candidates may follow either the Core curriculum or the Extended curriculum. Candidates aiming for grades

A* to C should follow the Extended curriculum.

All candidates will study the following topics:

1. Number
2. Algebra and graphs
3. Geometry
4. Mensuration
5. Co-ordinate geometry
6. Trigonometry
7. Matrices and transformations
8. Probability
9. Statistics

ASSESEMENT AT A GLANCE

Cambridge IGCSE Mathematics is assessed via two components. All candidates take two written papers. Candidates who follow the Core curriculum take Papers 1 and 3 and are eligible for grades C to G. Candidates who follow the Extended curriculum take Papers 2 and 4 and are eligible for grades A* to E.

Component		Weighting
Paper 1 (Core) Short-answer questions based on the Core curriculum. 56 marks. Externally marked.	1 hour	35%
Paper 2 (Extended) Short-answer questions based on the Extended curriculum. 70 marks. Externally marked.	1 hour 30 minutes	35%
Paper 3 (Core) Structured questions based on the Core curriculum. 104 marks. Externally marked.	2 hours	65%
Paper 4 (Extended) Structured questions based on the Extended curriculum. 130 marks. Externally marked.	2 hours 30 minutes	65%



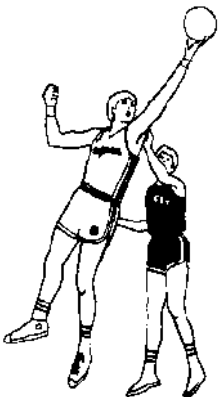
French

The IGCSE French is an examination designed for students learning French as a foreign language. The syllabus encourages students to develop lifelong skills. The aims are to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
- form a sound base of the skills, language and attitudes required for further study, work and leisure
- offer insights into the culture and civilisation of countries where the language is spoken
- encourage fuller integration into the local community, where relevant
- develop a fuller awareness of the nature of language and language learning
- encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

Weighting of papers

Paper 1 Listening	45 min	Sections 1/2/3	25%
Paper 2 Reading & Directed Writing	1h30	Sections 1/2/3	25%
Paper 3 Speaking	15 minutes	Role play x2 Prepared conversation General conversation	25%
Paper 4 Continuous Writing	1h15	Sections 1/2	25%



Physical Education

This compulsory non-IGCSE course offers students an opportunity to foster enjoyment of physical activity and to enable students to develop skills and safe physical performance. The PE lessons are augmented by students' participation in the after-school activities programme and by being involved in school sports teams.

OPTIONS



World Literature

This is an optional subject which will be enjoyed by students who find pleasure in reading. Cambridge IGCSE World Literature will be accepted by universities and employers as proof of real knowledge and understanding. Successful candidates gain lifelong skills, including the ability to:

- read, interpret and evaluate literary texts from different countries and cultures;
- develop an understanding of literal and implicit meaning, relevant contexts and of the deeper themes or attitudes that may be expressed;
- present an informed, personal response to literary texts they have studied;
- explore wider and universal issues and gain skills of empathy, promoting students' better understanding of themselves and of the world around them.

ASSESSMENT AT A GLANCE

For the Cambridge IGCSE in World Literature, candidates take three compulsory components: Portfolio, Paper 2 Unseen, Paper 3 Set Text.

Component	Assessment type	Duration	Weighting
Portfolio	Internally-assessed, and internally moderated by Centre. Externally moderated by Cambridge.	—	50%

AND

Component	Assessment type	Duration	Weighting
Paper 2 Unseen	Written examination	1 hour 15 minutes	25%

AND

Component	Assessment type	Duration	Weighting
Paper 3 Set Text	Written examination	1 hour 30 minutes	25%

Students gaining a good grade at IGCSE English Literature have the opportunity to continue into Year 12 with the IB.

The Sciences

IGCSE in the sciences aims to develop an understanding of the unifying patterns and themes of the subjects, as well as experimental and investigative skills based on correct and safe laboratory techniques. Students will gain an appreciation of scientific methods and learn to form hypotheses and design experiments to test them.

IGCSE in the sciences enables students to develop a logical approach to problem solving in a wider context. It also enables students to appreciate how the work of the science person has social, industrial, technological, environmental and economic consequences for the community as well as to prepare for more advanced courses in the sciences and for courses which require them to have knowledge of the sciences.

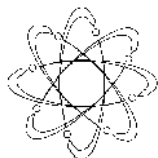
The IGCSE sciences offered in BSL are Chemistry, Physics and Biology. Following is a brief outline of what is done under each science discipline.



CHEMISTRY (0620)

1. The particulate nature of matter
2. Experimental techniques
 - 2.1 Measurement
 - 2.2 Purity and Methods of purification
3. Atoms, elements and compounds
 - 3.1 Atomic structure and the Periodic Table
 - 3.2 Bonding the structure of matter
 - 3.2 Ionic bonds and Covalent bonds
 - 3.2 (c) Macromolecules
 - 3.2 (d) Metallic bonding
4. Stoichiometry
 - 4.1 The mole concept
5. Electricity and chemistry
6. Chemical energetics
 - 6.1 Energetics of a reaction
 - 6.2 Production of energy
7. Chemical reactions
 - 7.1 Rate (speed) of reaction
 - 7.2 Reversible reactions
 - 7.3 Redox
8. Acids, bases and salts
 - 8.1 The characteristic properties of acids and bases
 - 8.2 Preparation of salts
 - 8.3 Identification of ions and gases
9. The Periodic Table
 - 9.1 Periodic trends
 - 9.2 Group properties
 - 9.3 Transition elements
 - 9.4 Noble gases
10. Metals
 - 10.1 Properties of metals
 - 10.2 Reactivity series
 - 10.3 Extraction of metals and uses of metals
11. Air and water

- 12. Sulfur
- 13. Carbonates
- 14. Organic chemistry
 - 14.1 Names of compounds
 - 14.2 Fuels
 - 14.3 Homologous series
 - 14.4 Alkanes, Alkenes, Alcohols, Organic Acids
 - 14.5 Macromolecules



PHYSICS (0625)

All candidates study the following topics.

General physics

- Length and time
- Speed, velocity and acceleration
- Mass, weight, density
- Energy, work, power, pressure

Thermal physics

- Simple kinetic molecular model of matter
- Thermal properties, transfer of thermal energy

Properties of waves, including light and sound

- General wave properties, light, sound

Electricity and magnetism

- Simple phenomena of magnetism
- Electrical quantities
- Electric circuits
- Dangers of electricity
- Electromagnetic effects
- Cathode-ray oscilloscopes

Atomic physics

- Radioactivity
- The nuclear atom



BIOLOGY (0610)

Section I: Characteristics and classification of living organisms (5% of teaching time)

1. Characteristics of living organisms
2. Classification and diversity of living organisms
3. Simple keys

Section II: Organisation and maintenance of the organism (50% of teaching time)

1. Cell structure and organization
2. Levels of organization
3. Size of specimens
4. Movement in and out of cells
5. Enzymes
6. Nutrition
7. Transportation
8. Respiration
9. Excretion in humans
10. Coordination and response

Section III: Development of the organism and the continuity of life (25% of teaching time)

1. Reproduction
2. Growth and development
3. Inheritance

Section IV: Relationships of organisms with one another and with their environment (20% of teaching time)

1. Energy flow
2. Food chains and food webs (emphasis on examples occurring locally)
3. Nutrient cycles
4. Population size
5. Human influences on the ecosystem



Business Studies

IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses. Successful students gain lifelong skills, including:

- Understanding different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance;
- An appreciation of the critical role of people in business success;
- Confidence to calculate and interpret business data;
- Communication skills including the need to support arguments with reasons;
- Ability to analyse business situations and reach decisions or judgments.

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

Assessment involves two papers, each carrying 50% of the marks. Paper 1 contains short-answer questions and structured/data response questions. There will be no choice of questions. Paper 2 contains questions arising from a given case-study (not pre-released).

Again, there will be no choice of questions.

The aims of the syllabus, which are not listed in order of priority, are to enable candidates to:

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



Geography

Why choose Geography?

It's your planet, your home and an astonishing, exciting and fascinating place to live. So, why shouldn't you want to understand it?

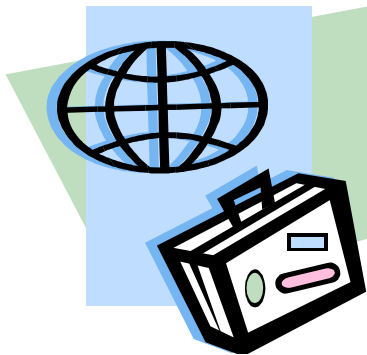
By studying Geography you will learn how to identify patterns, make connections, discover how processes intermesh and interact with one another to produce outcomes.

Our world is an increasingly vulnerable place. The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare you to make the right choices that will provide a sustainable future for us all.

How will Geography help me with my career?

Whether you're planning to go to university or the world of work, the study of Geography will equip you with a balanced viewpoint and invaluable skills for the future.

Employers want people with the following attributes:



- Good communication skills
- Ability to work as a team
- Ability to manage themselves
- Numeracy and literacy
- Ability to solve problems
- Computer literacy
- Spatial awareness
- Environmental and social awareness

GEOGRAPHY PROVIDES THE M ALL!!

Careers include:

- Oil industry
- Travel and tourism
- Town planning
- Logistics
- TV researchers
- Meteorologists
- Police
- Armed forces
- International Organisations e.g. UN, EU, NGOs, etc.

What exactly does the course contain?

Paper	Weighting	Content
1	45%	<p>You will study three themes which are:</p> <ul style="list-style-type: none">a) Population and settlementb) The natural environmentc) Economic development and the use of resources <p>The exam will contain six questions. Two questions will be set on each theme. The candidate will have to answer any three questions in 1 hour 45 minutes.</p>
2	27.5%	<p>This is a skills-based paper and will test a candidates ability to handle various ways of depicting geographical information. Candidates will be able to demonstrate skills of analysis, interpretation and application of graphical techniques.</p> <p>Candidates must answer all the questions in 1 hour 45 minutes.</p>
4	27.5%	<p>Alternative to coursework</p> <p>Here you will demonstrate your understanding of how to carry out a range of geographical enquiries using a range of geographical techniques.</p> <p>Candidates must answer all the questions in 1 hour 45 minutes.</p>



History

Why choose History?

What's the most interesting thing in the world? Isn't it people? Real people who have shaped the world we live in today?

It's fascinating, sometimes dark and often controversial. What will your point of view be? How will you interpret the evidence? Can you stand up and argue your case?

By learning from the past, can we avoid making the same mistakes in the future? Learn what motivated people, what made them tick, what they thought and felt that resulted in them making decisions that changed the world. You can then apply this to present day situations.

How will History help me with my career?

Whether you're planning to go to university or the world of work, the study of Geography will equip you with invaluable skills for the future.

Employers want people with the following attributes:

- Good communication skills
- Ability to work as a team
- Ability to manage themselves
- Numeracy and literacy
- Ability to solve problems
- Computer literacy
- Social awareness
- Ability to find the truth from various sources
- Ability to put your point of view across verbally and in writing



HISTORY PROVIDES THEM ALL!!

Careers include:

- International relations
- Law and politics
- Travel and tourism
- Town planning
- Publicity
- Journalists and TV researchers

What exactly does the course contain?

Paper	Weighting	Content
1	40%	<p>You will study international relations between 1919 and 1991. This gives you the opportunity to discover:</p> <ol style="list-style-type: none"> 1) If the peace of 1919-23 was fair 2) How successful the league of nations was 3) Why international peace had collapsed by 1939 4) Who was to blame for the cold war 5) How effectively the U.S.A. contained the spread of communism 6) How secure was the U.S.S.R's control of eastern Europe 1939-89 7) How effective have the united nations been <p>Candidates are required to answer three questions in 1 hour 45 minutes.</p>
2	33%	<p>This is a source-based paper. A topic from the above list will be chosen and you will be provided with source material. You will be given a number of questions which you will answer using the source material and your background knowledge.</p> <p>Candidates are required to answer all the questions in 2 hours.</p>
4	27%	<p>Alternative to coursework Here you will demonstrate your understanding of your depth study on: Germany 1918-45: The rise and fall of the 3rd Reich. Candidates will be required to answer one question in 1 hour.</p>



Spanish

The IGCSE Spanish is an examination designed for students learning Spanish as a foreign language. The syllabus encourages students to develop lifelong skills. The aims are to:

- develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all countries where the language is spoken
- form a sound base of the skills, language and attitudes required for further study, work and leisure
- offer insights into the culture and civilisation of countries where the language is spoken
- encourage fuller integration into the local community, where relevant
- develop a fuller awareness of the nature of language and language learning
- encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- Complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

Weighting of papers

Paper 1 Listening	45 min	Sections 1/2/3	25%
Paper 2 Reading & Directed Writing	1h30	Sections 1/2/3	25%
Paper 3 Speaking	15 minutes (at the British Council)	Role play x2 Prepared conversation General conversation	25%
Paper 4 Continuous Writing	1h15	Sections 1/2	25%





Art and Design

IGCSE Art and Design (CIE) provides a strong foundation for students with an interest in a career in the arts, design or architecture.

The course provides the opportunity to work in both two- and three-dimensional media, allowing each candidate to produce a comprehensive portfolio of work. The emphasis is on individual work and students are encouraged to experiment, explore new media and take risks with a variety of techniques, whilst at all times pursuing technical excellence. The development of drawing skills is a fundamental course component. Students are encouraged to make both accurate drawings from direct observation and to develop imaginative studies. A sketchbook is kept in which ideas are recorded and explored.

The Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations and widen cultural horizons and enrich the individual. In addition, it should combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes.

Cambridge IGCSE Art and Design is designed as a two year course for examination at age 16 plus.

It encourages candidates to develop:

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

The emphasis that IGCSE Art and Design puts on personal development and the cultivation of critical and aesthetic appreciation provides an important balance to courses such as science and mathematics. It provides students with the opportunity to respond individually and is a very rewarding course for motivated, creative thinkers.

Students are assessed over a 16 hour examination period (spread over 4 days) where they have to fulfill the objectives set by pre-assigned tasks.



Drama

Through practical and theoretical study, students develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Students also develop their performance skills, the demonstration of which will form part of the final assessment.

All candidates take Paper 1 (Written Examination) and Paper 2 (Coursework).
IGCSE Grades A* to G are available.

Component	Name	Duration	Weighting
PAPER 1	Written Examination	2 hours and 30 minutes	40 %
PAPER 2	Coursework	-	60 %

WRITTEN EXAMINATION

This Paper is based on four pieces of pre-release material: an extended extract from a play, and three stimuli (titles, phrases, scenarios and quotations).

Section A (30 marks) Candidates answer 8-10 short-answer questions on all of the pre-release material.

Section B (25 marks) Candidates answer one from a choice of three longer-answer questions on the pre-release extract.

Section C (25 marks) Candidates answer one from a choice of three longer-answer questions on the three stimuli.

COURSEWORK (Internally assessed and externally moderated)

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

One individual piece:

either original devised work

or 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 and must allow each candidate broadly equal exposure.

The prescribed group size is between two and six candidates.

Dramatic styles and techniques: *forum theatre, satire, musical theatre, commedia dell'arte, character study.*

Issues: *social, personal, domestic.*

Other options: *a picture, a landscape, a photograph, an event in history*

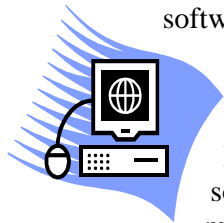


Information Technology

IGCSE ICT

Over the two year course, you will be using many new and familiar applications that span from word processing and presentations to complex computer modeling, data handling and web design.

During the course this IGCSE, you will learn concepts of data analysis through the use of spreadsheets and data modeling, data handling and data interrogation skills using simple and complex databases as well as learning how to create effective and attractive looking presentations and web sites. You also be using many familiar software packages including Microsoft Word, Excel and PowerPoint.



There are three papers to study for taken at the end of Year 11

Paper One: Theory paper covering areas such as ICT hardware and software, data storage, our use of ICT in everyday life and data modeling and data handing theory questions. This paper is 2 hours

Paper 2: This is the first of the two practical papers which consist of practical activities and tasks which are drawn from the practice activities in lessons.

Typically, this paper comprises an emailing task, a data handling task using Access and a word processing task.

Paper 3: This is the second of the two practical papers. Typically, this paper comprises an emailing task, a data analysis task using Excel and a presentation task using Microsoft PowerPoint.

The theory paper is 2 hours long; each practical paper is 2 hours 30 minutes long with the theory counting for 33% of the final mark and the practical papers with 66% of the final mark.



long.

word



ENGLISH AS A SECOND LANGUAGE

Cambridge IGCSE

Cambridge IGCSE English as a Second Language candidates take three components: Reading and writing (Component 1 *or* Component 2), Listening (Component 3 *or* Component 4) and a speaking component (Component 5 *or* Component 6).

Candidates who study the Core curriculum take Components 1 and 3, and candidates who study the Extended curriculum take Components 2 and 4. It is not possible for candidates to combine Component 1 with Component 4 or Component 2 with Component 3.

Components		Weighting
Candidates take either:		or:
<p>Component 1 Reading and writing (Core) Written paper 1 hour 30 minutes</p> <p>There are seven tasks in the paper, testing a range of reading and writing skills.</p> <p>Candidates who take this component are eligible for grades C–G.</p> <p>70 marks Externally marked</p>	<p>Component 2 Reading and writing (Extended) Written paper 2 hours</p> <p>There are seven tasks in the paper, testing a range of reading and writing skills.</p> <p>Candidates who take this component are eligible for grades A*–E.</p> <p>90 marks Externally marked</p>	70%
and either:		or:
<p>Component 3 Listening (Core) Written paper Approximately 30–40 minutes</p> <p>Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching and multiple choice.</p> <p>Candidates who take this component are eligible for grades C–G.</p> <p>30 marks Externally marked</p>	<p>Component 4 Listening (Extended) Written paper Approximately 45 minutes</p> <p>Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking.</p> <p>Candidates who take this component are eligible for grades A*–E.</p> <p>40 marks Externally marked</p>	30%



Learning Resource Department

The British School of Lomé's Learning Resource Department supports the revised British School of Lomé's mission and vision statements by organisation in such a way that student diversity of all kinds can be included. Individual differences are seen not as a problem to be fixed but as opportunities for enriched learning. Diversity is a positive resource with regard to what it means to be internationally minded and interculturally aware. We focus on the whole child practicing differentiation through identifying a student's learning style, scaffolding their learning and differentiating the curriculum in order to develop the student's true potential. Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It is about responding positively to each individual need. We believe that all students should have access to appropriate education that affords them the opportunity to achieve their personal potential.

Special arrangements for IGCSE Examination dispensation

We believe that all candidates should be allowed to demonstrate their ability under assessment conditions, which are as fair as possible. Where standard assessment conditions could put a candidate with Special Educational Needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized. The type of disability and the extent of effect will be considered when applying for dispensation and making option decisions. Students who have learning difficulties do not have to be entered for 8 IGCSES.

Exam dispensation is approved in advance of the examination, to enable candidates who might not otherwise do so, demonstrate their attainments.

Examples of the range of exam dispensation that can be applied for
Additional time - normally 25%.

Additional rest breaks.

Computers may be used as a typewriter without use of spellchecker

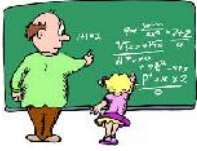
An amanuenses

A reader

A prompter for students with severe attention difficulties

Modification of papers e.g. enlarged print

Use of bilingual dictionaries in Maths, English, Science, ICT and Humanities in Cambridge Examinations only.



The Support Option

In Years 10 and 11 pupils with Specific Learning Difficulties can, after discussion with the Special Needs Department, relevant subject teachers and tutors and parents, opt to take Supportive Studies. This course benefits pupils who would struggle with the demands of taking all the IGCSE options. By studying fewer subjects, a pupil can spend more time improving his/her standard of work in his/her chosen areas. It is important that such students are not stressed unnecessarily by the heavy demands of the IGCSE examinations. It may not be necessary to have an Educational Psychologist's report to gain access to the help that they need.

Supportive Study groups are deliberately kept small so that individual needs can be met.

Our intervention begins a personalised care pathway that helps students to develop the necessary skills and move forwards.

There is a detailed Learning Resource Policy available on request from the Learning Resource Department.

It has been said that,

"It is not difference but the difference we make of it that matters"
Minow 1990