

ST. PAUL'S SCHOOL



St. Paul's School

MANIBUS POTENTIA STUDIUM ANIMIS

# IGCSE SUBJECT GUIDE

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## INTRODUCTION

Pupils in Forms 4 and 5 at St. Paul's study a range of subjects to ensure a broad and balanced academic education. Our programme is based mainly on the International **General Certificate of Secondary Education (IGCSE)**, enhanced by the study of a range of other disciplines.

The IGCSE programme, offered by many international schools, gives solid foundation knowledge while improving pupils' critical thinking skills. It is also excellent preparation for the International Baccalaureate courses in the Sixth Form. Some of its features are:

1. An underlying philosophy that rewards pupils for positive achievement - showing what they know, understand and can do - rather than penalising them for an accumulation of errors.
2. An examination suitable for the whole ability range.
3. A wide range of assessment techniques appropriate to different skills and attributes in various subjects, including short answer questions, multiple-choice questions, structured questions, coursework, essays and practical tests.
4. Language examinations for first and second language speakers. All language examination papers are written completely in the target language. Language syllabuses are based on communication and the pupils' ability to express themselves in both speech and writing.

The IGCSE examinations are taken at the end of Form 5. They are administered by *Cambridge International Education* (a division of the University of Cambridge Local Examinations Syndicate), based in the United Kingdom.

## **THE CURRICULUM**

### **Compulsory IGCSE Subjects**

Foreign Language Portuguese (for non-native speakers)

English (Language and Literature)

Mathematics

Biology

Chemistry

Physics

### **One IGCSE Subject chosen from**

Geography

History

### **One IGCSE Subject chosen from**

Geography

History

French \*

Spanish \*

Computer Studies

Music\*\*

### **Compulsory Non-IGCSE Subjects**

Geografia do Brasil

História do Brasil

Two Arts subjects from Music, Art and Drama (becoming one subject in F5)\*\*

Physical Education

(\* pupils may not choose both languages)

(\*\*pupils choosing IGCSE Music will not study two additional Arts subjects)

Pupils in Form 3 will make their choice from the IGCSE options in March. They will receive guidance from Tutors, subject teachers, and parents.

## COMPULSORY (CORE) IGCSE SUBJECTS

### IGCSE PORTUGUESE (Foreign Language)

This IGCSE course is intended for pupils who can manipulate the language but who do not possess a native command. It aims to:

Develop the ability to use the language effectively for the purpose of practical communication within the country of residence, and in all the countries where the language is spoken;

Form a sound foundation for the skills, language and attitudes required for further study, work and leisure;

Offer insights into the culture and civilisation of the countries where the language is spoken;

Develop a fuller awareness of the nature of language and language learning;

Provide enjoyment and intellectual stimulation;

Encourage positive attitudes towards language learning and towards speakers of other languages and sympathy for other cultures and civilisations;

Provide enjoyment and intellectual stimulation; and

Complement the pupils other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).

Pupils will sit the following papers:

- Paper 2 (35%) - Reading and Writing
- Paper 3 (30%) - Speaking (15 minutes)
- Paper 4 (35%) – Continuous Writing

## ENGLISH

All English courses are taught in an integrated way but are examined separately. All pupils take all three subjects, except native English speakers who are not eligible to sit English as a Second Language.

### **English as a Second Language**

Assessed by a Reading and Writing Examination, a Listening Test and an Oral Test.

This examination focuses not only on reading and writing skills, but also on speaking and listening. Pupils read a range of non-fiction texts for understanding; they need to be able to answer short questions relating to the way that the information is presented. Writing in a range of styles, listening to extract relevant information from a range of sources and engaging with an unseen oral topic are also tested.

### **English Language**

Assessed via a coursework folder (50%) and one external examination (50%).

This course focuses on the skills of reading and writing. One component is based on the study of non-fiction texts. Pupils are encouraged to read analytically and critically, to make distinctions between facts and opinions, as well as to form judgements about the relative importance of information and analyse the effects created by a writer's choice of language. Writing in a range of styles and for different audiences and purposes is an aspect assessed both in coursework and the examination. Examination technique is especially important for success in this subject.

### **English Literature**

Assessed via examination on set texts (75%) and by coursework (25%).

This course aims to enable pupils to enjoy the reading of literature and appreciate techniques that writers use to create their art. Pupils are tested on their understanding and critical interpretation, offering informed judgements and personal response to a range of literary texts, including poetry, drama and prose.

Pupils will encounter classic texts and contemporary writing, as well as a range of genres in their studies. A successful IGCSE English Literature pupil will finish the course with a wider ranging knowledge of English Literature, personal interest and their writing will combine insight into the construction of meaning in what they have read with precise powers of expression.

This course provides a thorough preparation for the IB, both pure Literature and Language and Literature.

## MATHEMATICS

Pupils have already started the IGCSE Mathematics course in F3 and Forms 4 and 5 are a continuation of the course.

The aim of IGCSE Mathematics is to enable pupils to develop their mathematical knowledge and written and practical skills in a way which encourages confidence and provides enjoyment. A central theme of the course is the development of a feel for numbers so that pupils can understand the part that mathematics plays in the world around them.

The textbook used is written specifically for the syllabus, the main strands of the course being: Using and Applying Mathematics, Number, Algebra, Shape and Space, Probability and Handling Data.

Assessment is by two written examinations. Pupils will be entered for the final examination at one of two levels, either Core or Extended. The Core level allows pupils a maximum of a grade C; at Extended level all of the grades up to A\* are available.

The examination itself will test the ability of pupils to:

Organise, interpret and present information accurately;

Perform calculations by suitable methods;

Recall, apply and interpret mathematical knowledge in the context of everyday situations;

Recognise patterns and structures in a variety of situations;

Analyse a problem, select a suitable strategy and apply an appropriate technique to obtain its solution.

Pupils are expected to have a scientific calculator with Direct Algebraic Logic facilities. The Casio SVPAM series is recommended.

Pupils who find the subject difficult are encouraged to attend the Maths Workshop (Mon-Thu).

## **SCIENCE: Biology, Chemistry & Physics**

All pupils will study the three sciences, the courses followed in Forms 4 and 5 being a continuation of work started in Form 3. The teaching, practical work and provision of Field Courses in each year are designed to encourage and develop a deepening understanding of science as it applies to everyday life and future technology.

Each of the three sciences is assessed in the form of a practical-related test worth 20% of the final grade and two other written papers worth the remaining 80%. All candidates sit Paper 1 which is a multiple choice style of paper. To achieve A\*, A or B, pupils must sit the Extended Paper 3 on more difficult material, whereas the Paper 2 gives access only to grades C and below. The majority of pupils sit the Paper 3, but this decision is not made until the final stages of the course.

In addition, in the later stages of the course, a decision will be made as to whether each pupil is better served by being entered for the Separate Science IGCSE, where three IGCSE grades are awarded, or the Co-ordinated Science IGCSE, where two IGCSE grades are awarded. Again, this decision will be based on the pupil's performance and will ensure the pupil's potential is maximised.

The study of science in Forms 4 and 5 aims to:

Enable pupils to:

Acquire sufficient understanding and knowledge to become confident citizens in a technological world.

Take or develop an informed interest in matters of scientific import.

Recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life.

Be suitably prepared for studies beyond IGCSE in pure or applied sciences.

Develop abilities and skills that:

Are relevant to the study and practice of science and useful in everyday life.

Encourage efficient and safe practice.

Encourage effective communication.

Develop attitudes relevant to science such as:

Concern for accuracy and precision.

Objectivity.

Integrity.

Enquiry.

Initiative.

Inventiveness.

Stimulate interest in, and care for, the environment.

Promote an awareness that:

Scientific theories and methods have developed, and continue to do so, as a result of the cooperative activities of groups and individuals;

The study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations;

The applications of science may be both beneficial and detrimental to the individual, the community and the environment; and

Science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal.

At the end of the IGCSE Science programme, whether they have studied Co-ordinated or Separate Science, Core or Extended level, all pupils will have enjoyed a full, detailed and demanding programme of study of Biology, Physics and Chemistry and will be well placed to move on to further study at IB level.

## OPTIONAL IGCSE SUBJECTS

### GEOGRAPHY

The syllabus followed is designed to develop an understanding of both natural and human environments and the links between them. It is divided into four themes:

Population and settlement:

Population distribution, change and migration, settlement patterns, change and problems.

Natural environments:

Plate tectonics and the structure of the earth, landscape processes, weather, climate and natural vegetation.

Economic development:

The use of resources, including agriculture industry, water and energy, leisure and tourism.

Inter-relationships of the natural environment and human activities:

Natural hazards, resources management, pollution, acid rain and other global concerns.

We look at each of these themes on a number of different scales using contrasting examples from developed and developing countries.

Candidates sit two examination papers: one paper of 1 hour, 45 minutes which is topic-based, involving data response and case study questions and a second paper of 1 hour, 30 minutes, which is map and skills-based, testing candidates' ability to use and analyse geographical data and information. These two written papers account for 72.5% of the marks.

The remaining 27.5% is for fieldwork. There is a day trip for the parks of Sao Paulo, where data is collected looking at the provision of public recreational space in the city and the extent to which it caters for the populations needs. This is written up in a 2500 word project.

## HISTORY

The course concentrates on twentieth-century history.

Paper 1 (40% - 1 hour 45 minutes):

This paper examines International Relations 1919-89 and the USA 1919-41. The International Relations element covers the Paris Peace Settlement at the end of World War One and the failure of the League of Nations and outbreak of World War Two, as well as the Cold War (including events such as the Cuban Missile Crisis, the Vietnam War and the fall of the Berlin Wall). These are events of exceptional significance and as such you should find them very interesting. The USA Depth Study element covers America's booming economy in the 'Roaring Twenties', gangsters and Prohibition, the Wall Street Crash and Roosevelt's New Deal. In the current economic crisis this makes for a very interesting topic to study.

Paper 2 (33% - 2 hours):

Source Work: each year this paper contains questions based on sources from a different topic. Sources include photographs, cartoons, newspaper articles, speeches as well as extracts from textbooks. Candidates are told the topic in advance and material is always taken from aspects covered in Paper 1.

Paper 3: (27%):

This is the coursework element of the course and will consist of writing a 2000 word essay based on a question from the depth study. By completing this work you will strengthen your knowledge for the examination, as well as developing your skills working with sources.

As well as directed reading and teacher-led discussions, you will develop your skills through a variety of exercises in pairs, groups, as well as through individual work. History is an exciting subject, and one that helps you understand the world you live in. It will also develop skills that you will find very useful in other subjects and when you move on to study at IB level and university.

## FOREIGN LANGUAGE FRENCH

The main aim of the Foreign Language French course is to equip pupils with a level of French which will enable them to communicate effectively in practical, everyday situations in a French speaking environment. At the same time, pupils gain insights into aspects of French culture and civilisation and acquire the basic skills needed for further foreign language study should this be required or desired. Varied and stimulating teaching materials are based on the type of situations pupils would encounter on a visit to France or other French speaking countries.

Listening Comprehension skills are developed by using authentic recordings of French people, be it in controlled general conversation or in more formal radio and video programmes. Such skills are developed throughout the course.

Reading Comprehension practice ranges from simple tasks such as understanding signs or brochures to more complex interpretation of newspaper and magazine articles. Again, such skills are developed over the two-year programme with the more demanding texts kept until the final segment of the course.

In Oral Communication, the emphasis is placed on role-play situations and general conversation topics related to the pupils' own environment and interests. It is expected that pupils should follow a free-style conversation intervening, using appropriate terminology, when necessary. Pupils will also be encouraged to contribute their views and experiences through the medium of French during class activities.

Writing skills are developed through short letter writing, narrative and descriptive compositions based on pupils' own experiences or situations they might encounter in real life. The course is designed to enhance such skills at regular intervals with the understanding that the more complex writing will be covered towards the end of the programme. Twice weekly workshops are available to enhance linguistic skills of all interested learners.

A sound knowledge of grammatical structures and a wide range of basic vocabulary are essential if pupils are to perform at a high level. Developing a solid understanding and working knowledge of French grammar will require very frequent visits to this key aspect of the programme. Pupils are expected to apply, on a regular basis, what has been reviewed in class.

Assessment is entirely in French and the final IGCSE mark is divided equally between the four skills: Listening, Reading, Speaking and Writing. Given that pupils at St. Paul's start French in Form 3, a solid grounding in the basics prior to embarking upon the IGCSE course is offered.

## FOREIGN LANGUAGE SPANISH

The main aim of the foreign language course is to enable pupils to communicate effectively in practical situations in a country where Spanish is spoken. At the same time, pupils gain an insight into the culture and civilisation of Spanish speaking countries and acquire the basic skills needed for foreign language study in the future.

To achieve this, teaching and assessment cover four specific areas:

Listening  
Reading  
Writing  
Speaking

The teaching materials used are based on real-life situations that the pupil might encounter in the foreign country. Listening Comprehension involves the use of authentic recordings and video programmes. Reading skills are acquired and tested by using public notices, signs, brochures, letters and newspaper and magazine articles. In the oral sphere pupils learn to communicate effectively in varied role-play situations and also in general conversation. Writing in Spanish covers a range of skills from basic form-filling exercises to more complex narrative or descriptive compositions.

Assessment is entirely in Spanish and the final mark is divided equally between the four skills: Listening, Reading, Writing and Speaking.

Native speakers of Spanish may not choose this option but are welcome to sit the final examination. This course is designed for talented linguists and takes for granted vocabulary or noun genders which are common to Portuguese.

## IGCSE COMPUTER SCIENCE

Knowledge of ICT is now considered as necessary as the ability to read and write. ICT is useful to all pupils, regardless of their future career plans, giving them a wide-ranging grounding in both the theory and practice of modern IT systems. The course has a practical bias and involves significant use of computer software and other IT equipment.

### Course Content

Develop and consolidate pupils knowledge, skills and understanding in ICT.

Encourage pupils to develop as autonomous ICT users.

Encourage pupils to gather, store, process, present and communicate information using computers, through activities in a range of contexts.

Encourage pupils to solve problems through the appropriate use of ICT systems and associated principles and techniques.

Develop a broad and balanced view of the range of applications of ICT systems including communication, data processing, multimedia, Web-based, modelling, data logging and control systems.

Develop an awareness of the ethical, social, economic, and political consequences of the use of ICT systems for individuals, organisations, and society through the study of meaningful applications.

Encourage pupils to continue to develop their ICT skills in order to enhance their work in a variety of subject areas.

Skills developed: Independent learning, communication, inquiry, logic and problem solving, evaluation of different information sources, and time management are all developed, in addition to a wide range of practical computer software application skills.

### Assessment

#### Paper 1 (2 hours)

A written paper that assesses knowledge and understanding. This section is mostly multiple choice or short answer questions, but also requires some longer responses. 100 marks weighted at 40% of total

**Paper 2** (2½ hours)

Practical test assessing knowledge, skills and understanding 80 marks weighted at 30% of total

**Paper 3** (2½ hours)

Practical test assessing knowledge, skills and understanding. 80 marks weighted at 30% of total

## MUSIC

We are delighted to be offering IGCSE Music. It is an exciting music course which will develop the skills and interests of the musicians at St. Paul's School beyond the levels permitted within the MAD option choices.

IGCSE Music is a prestigious and well respected qualification which allows us to deliver a course that is wide-ranging, stimulating and fun. Practical skills are developed through performance and composition. Pupils will develop fluent music reading skills and a good theoretical knowledge through the study of music from all over the world and from different periods of musical history.

The course assessments are structured as follows:

Listening	(externally assessed written examination)	40%
Composing	(school-based assessment)	30%
Performing	(school-based assessment)	30%

In listening to, performing and composing music over the two-year course, pupils will be encouraged in their aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, pupils will enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Pupils will study each style of music in its historical and cultural context, and will be encouraged to be perceptive, sensitive and critical when listening. Although the majority of the syllabus examines Western European music, the music of other cultures is always represented.

The course is excellent preparation for IB Music—indeed, pupils will not necessarily be permitted to study IB Music *without* gaining IGCSE Music—but it will also suit committed musicians who do not envisage studying music beyond Form 5.

Please note: pupils who choose IGCSE Music will not have a MAD choice.

## COMPULSORY NON-IGCSE SUBJECTS

### GEOGRAFIA DO BRASIL

The main aim of the course is to enable pupils to understand the importance of population, its distribution and the factors which are responsible for its growth in the production process in Brazil.

The syllabus is also designed to develop pupils' understanding of the role of the Brazilian State within the context of economic globalisation.

The following topics are studied:

#### **Form 4**

Brazilian population:

- Demographic outline;
- Structure of population and geographical distribution; and
- Population movements.

Urbanisation and environment:

- Agricultural activities and rural problems.

#### **Form 5**

Main aspects of Geopolitics and Globalization;

State and Nation: globalisation and citizenship;

Industries: structure and growth of industry in Brazil; and

Brazil in the world economic context.

## HISTÓRIA DO BRASIL

### Form 4

The syllabus covers the period which begins in 1889 with the *Proclamação da República* up to Brazil's participation in the Second World War.

The course aims to:

Introduce the factors which led to the *Proclamação da República* in 1889, and economic, political and social history in twentieth-century Brazil, highlighting aspects which favoured or hindered the industrialisation process.

Show the main characteristics of the political system in place during the *República Velha*, and the changes that occurred after the Revolution of 1930.

Pinpoint the leading factors of Getúlio Vargas' rise to power and the implementation of the *Estado Novo*, showing Brazil's participation in the Second World War.

### Form 5

The syllabus covers the period which begins in 1945 with the overthrow of Getúlio Vargas up to the election of Luiz Inácio Lula da Silva.

The course aims to:

Demonstrate the relationship between the significant changes in Brazilian society and the post-war industrial boom and its political effects until the military coup d'état in 1964.

Describe the transition from military to democratic regime up to the presidential election of Luiz Inácio Lula da Silva.

Socio-economic changes in the 1970s and 1990s will also be covered in Form 5 due to their particular significance.

## **THE ARTS: Music, Art & Drama**

### **Form 4**

Pupils in Form 4 will choose two out of the three subjects that have been part of their foundation course in The Arts. Each term will be dedicated to one subject on a weekly triple period. Towards the end of the Academic Year, pupils will be able to choose one of the three Arts disciplines to study in greater detail and depth throughout Form 5, also in preparation of a possible IB course.

A pupil who chooses IGCSE Music as one of their two IGCSE options will not choose two additional MAD options.

### **Music**

Music in Form 4 runs for one term and is designed to allow pupils to study Music through performance, composition, listening and appraising.

Much of the course will involve practical music-making, both as soloists and as part of an ensemble, and aims to introduce pupils to a range of music from around the world and from different periods of history. Pupils will be introduced to the skill of structured composition using Garageband and Sibelius music software on the suite of Macs and/or on their own instruments.

Assessment will take place in each of the disciplines detailed above and practical and written homework will be set on a regular basis in order to support this.

### **Art**

Art in Form 4 runs for one term. This course will be based on observation drawing and the possibilities of its exploration through several themes. Structured in modules, each presenting a variety of challenges, pupils will be able to explore and develop different technical skills such as woodcut and live model drawing and build up on their art appreciation. The study of history of art will be reinforced through written and visual research recorded in pupils' workbooks. The course will also include visits artists talks and special workshops. Homework will be set on a weekly basis to enhance awareness of their working process, develop written and visual research, as well as to refine their drawing skills.

Pupils will be assessed in the following areas:

Skills / Technical competence – exercises and Final piece

Communicate intentions/ideas – Final piece

Record intentions and ideas – drawings and written notes - Art Journal

Look, reflect, review and refine the project – drawings, notes about your creative process - Art Journal

Research and study on artworks that help you to understand the use of a particular technique, open your eyes to new ways of using a particular material, how ideas can be communicated differently – drawings, artwork images and notes - Art Journal

## **Drama**

Drama in Form 4 runs for one term. It is designed to give pupils the skills required to perform before an audience, with special emphasis on character work.

Lessons will include devising original group drama based on a variety of stimulus material (music, songs, poetry, newspaper articles, paintings, themes, playscripts), as well as improvisations, theatre games, and ensemble work from text to performance. Pupils will watch a theatrical production in order to enhance their understanding of the ways in which the various theatrical elements can be combined to produce a desired effect, and write a critical review.

Homework will be set on a weekly basis, and a portfolio of written and visual material will result from their weekly entries based on documenting lessons, research and critical evaluations and reflections.

## **Form 5**

Pupils in Form 5 will choose one of the three Arts subjects and attend one weekly triple period throughout the whole Academic Year. This one-year course will strengthen pupils' artistic appreciation in their chosen subject, as well as provide them with a higher degree of technical skill.

## **Music**

Music in Form 5 builds on the work undertaken in Form 4, developing the skills of solo and ensemble performance, composition, listening and appraising. Pupils are expected to be able to play at least one musical instrument fluently and to have an interest in a variety of musical genres.

As in Form 4, pupils will be formally assessed in each of the three main disciplines of performing, composing and appraising.

Please note that this course is not the best way to prepare for IB Music. Any pupils considering pursuing Music beyond Form 5 are advised to take IGCSE Music.

## **Art**

This course has been designed to strengthen pupils to a variety of techniques and materials that will enrich and reinforce their creative practice. It will also serve as a Foundation Course for further studies in IB Visual Arts. Pupils will be encouraged to search for themes that will meet their individual interests as well as to use the most appropriate techniques for the production of their images

Pupils will study some aspects of History of Art and undertake research in relation to the works they will produce, thus complementing their understanding of the nature of the subject. The course will also include visits artists talks and special workshops.

Pupils will be assessed in the following areas:

Skills / Technical competence – Final piece

Communicate intentions/ideas – Final piece

Record intentions and ideas – drawings, notes, collage, research - Art Journal

Look, reflect, review and refine the project – drawings, photographs, artwork images and notes about your creative process - Art Journal

Research and study on artworks and artifacts that help you to understand the use of a particular technique, open your eyes to new ways of using a particular material, how ideas can be communicated differently – drawings, artwork images and notes - Art Journal

Comparative analysis on different artworks using specific vocabulary showing and understanding of context, meaning and purpose of the work – written notes - Art Journal

## **Drama**

Pupils will undertake studies and practical activities that will enable them to extend their understanding and skills in Performance and Theatre Production, as well as provide them with a foundation in preparation for IB Theatre.

They will be exposed to 20<sup>th</sup> Century theatre practice through devising originally devised

performance pieces. Projects will include:

Performance work: theatre games and exercises; improvisation; acting techniques for formal presentation to an audience;

Theatre crafts: set, costume, make-up and/or lighting; and

Critical evaluation of a live theatrical production.

In addition, pupils will compile a Portfolio with written and visual material based on research and a journal of activities. Critical evaluations and reflections on the work done in class will be an on-going practice, and homework will be set on a weekly basis.

At the end of the course pupils will have been formally assessed in the following:

Performance: through the presentation of a final originally devised piece of drama.

Theatre Production: the presentation of their originally designed work in one theatre craft.

A portfolio of work.

## PHYSICAL EDUCATION

We aim to provide pupils with the skills, knowledge and understanding to allow them to become involved in lifelong physical activity. The Physical Education programme in Forms 4 and 5 is comprehensive and progressive. It aims to:

Promote an understanding of and respect for physical activities through a broad and challenging range of activities.

Foster self-esteem; and

Develop concepts of fair play, honest competition and good sportsmanship.

This allows pupils to continually improve their abilities and the skills that encourage safe practice. It is the Department's aim to encourage pupils to enjoy participating in sport and to realise the positive effects that this can have on their fitness and health, and how it can improve their lifestyles. It is hoped that Physical Education at St. Paul's will inspire pupils to develop an enduring interest in sport.

The Physical Education programme consists of the following components:

Fitness and Health

Athletics

Volleyball

Swimming

Football

Basketball

Striking Games (Softball)

Handball

In addition, the most talented and keen pupils can take part in the Junior Varsity and Varsity Sports programme after School and thereby experience a high level of competition. The Physical Education Department also runs a full Interhouse programme throughout the Academic Year, ranging from Athletics Day to the Swimming Gala, as well as Interhouse competitions in all major School sports. At present we offer:

Football

Volleyball

Futsal

Basketball

Swimming

Handball

## COMPULSORY SUBJECT BUT OPTIONAL IGCSE

### PORTUGUESE (FIRST LANGUAGE)

Native, or near-native, Portuguese speakers have the option of taking the IGCSE in Portuguese. A common course is taken by all pupils in Form 4 and then pupils make the decision at the end of Form 4 as to whether they will take the IGCSE in Form 5.

**F4 course**—a common course for all native or near-native speakers

All pupils follow a course which prepares them for the IB programme and the reading skills required for ENEM.

#### **Form 5: IGCSE Course**

This IGCSE course is intended for pupils with a native or near-native command of the language who will apply to British or American universities. It aims to:

Enable pupils to communicate accurately, appropriately and effectively in writing;

Enable pupils to understand and respond appropriately to what they read;

Encourage pupils to enjoy and appreciate the variety of the language;

Promote the pupils' personal development and an understanding of themselves and others;

Complement the pupils' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).

These aims are achieved by:

Reading and directed writing

Continuous writing

Pupils will sit two examination papers:

Paper 1 (50%) - Reading (2 hours)

Paper 3 (50%) - Writing—Sections 1 and 2 (2 hours)

#### **Form 5: Non-IGCSE course**

This non-IGCSE course will focus on preparation for ENEM and the major vestibulares—obviously this is suited to pupils who plan to do their university course in Brazil. This is *not* equivalent to a 'cursinho'.

Depending on the numbers taking the two courses in Form 5, it may be required that pupils who take the IGCSE option attend a compulsory ECA during Form 5 which would focus on examination technique.

# FORM 3

## IGCSE Options for 2015-16

This form should be completed following consultation with your child's Tutor and the relevant subject teachers.

**Pupil's name:**

**Tutor:**

	<b>IGCSE Option Group</b>	<b>Subject Chosen</b>	<b>MAD Choices</b> (choose 2 from Music, Art and Drama) <i>*N.B. a pupil who chooses IGCSE Music must leave the MAD choices blank</i>
<b>Block 1</b>	History or Geography	<b>Block 1</b>  .....	<b>1<sup>st</sup> MAD Choice</b>  .....
<b>Block 2</b>	History Geography Foreign Language French Foreign Language Spanish Computer Science <b>Music*</b> <i>(choose one of the above subjects)</i>	<b>Block 2</b>  .....	<b>2<sup>nd</sup> MAD Choice</b>  .....
	<b>Portuguese</b> (please circle one)	<b>ESB</b>	<b>IGCSE</b>

**Parental signature:**

**Pupil's signature:**

**Date:**

*This completed form should be handed in to Tutors by Wednesday 8th April.*