

The FIS High School consists of Grades 9 through to Grade 12. Our Grade 9 and 10 Curriculum is made up of several components that address academic, physical, social and emotional learning objectives. The different components include; a selection of courses leading to a qualification known as the International General Certificate of Secondary Education (IGCSE). These courses are supplemented by school-based courses in Information and Communication Technology, Physical Education, Advisory, and a program of Creativity, Activity and Service (CAS). Whilst fully meeting IGCSE requirements, the curriculum in Grades 9 and 10 aims to extend well beyond this, to engage and challenge students, and develop them as learners in line with the FIS Mission and Vision, namely:

FIS Mission

To foster international-mindedness through a challenging curriculum in a caring and cooperative environment, inspiring students to become well-rounded citizens committed to the service of humanity.

FIS Vision

A community exemplifying progressive pedagogy, innovative technology, and service learning. Our students will exhibit integrity and the desire to make a positive impact in the world.

International Mindedness

All members of the FIS community are open, respectful and accepting. We seek to learn about others, recognizing both our differences and similarities, to create a better world.

This curriculum provides a sound preparation for students who will be participating in the International Baccalaureate Diploma Program in Grades 11 and 12. The High School also has its Parallel Program with a number of students from Grades 11 and 12 participating in this course of studies. Every student is given the opportunity to graduate in Grade 12 with the FIS High School Diploma. This Diploma is offered in addition to the IGCSE and IB Diploma

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Grade 9 and 10 Courses

The courses are all two years long and are arranged into six groups (see the hexagon diagram following):

- Group 1: First Language and Literature
- Group 2: Foreign Language
- Group 3: Humanities
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: Arts & Technology

In addition to these six groups, there is a curriculum core which adds to the courses above, encourages internationally-minded service learning and supports the physical, social and emotional development of students. This contains the compulsory and closely linked components of:

- Creativity Activity Service (CAS)
- Global Perspectives
- Advisory
- Physical Education

All courses and components described above, with the exception of Advisory, qualify for academic credit, the award of a High School Diploma, and successful graduation at the end of Grade 12.

Compulsory Courses

- All students take English
EITHER the Group 1 course leading to a joint qualification in IGCSE English-First Language and IGCSE World Literature
OR the Group 2 course leading to a qualification in IGCSE English-Second Language
- All students take German
EITHER the Group 1 course leading to a qualification in IGCSE German-First Language, and including German Literature studies in preparation for IB German Language A courses.
OR the Group 2 course leading to a qualification in IGCSE German-Foreign Language
- Spanish (Group 2) is an elective course chosen from a group of electives (see below).
- All students must take at least one Group 3 (Humanities) course. Geography and History are elective courses chosen from a group of electives (see below)
- All students take Science (Group 4), a course leading to a qualification in IGCSE Coordinated Sciences, a 'double award' which counts as two IGCSEs
- All students take Mathematics (Group 5), a course leading to a qualification in IGCSE Mathematics

- All students must take at least one but not more than two Group 6 (Arts & Technology) courses. Art & Design, Drama, Music and ICT are elective courses chosen from a group of electives (see below)
- All students take the 'curriculum core' of CAS, PE, Advisory and Global Perspectives

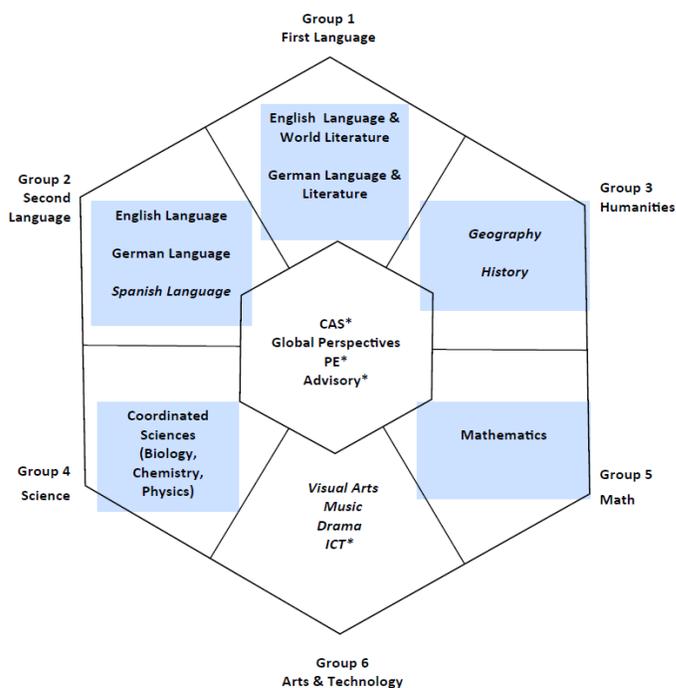
Elective Courses

Electives are designed to match the developing needs and interests of students as they enter High School.

Careful thought should be given to the choice of electives as decisions made now will have implication for a student's future choices and direction. If in any doubt, avoid early specialisation and keep options open.

Students choose three of the following courses. Because of timetabling and staffing constraints, not all combinations may be possible- a straw poll will be conducted to determine the most popular combinations.

- IGCSE Spanish
- At least one from: IGCSE Geography, IGCSE History
- Not more than two from: IGCSE Art & Design, IGCSE Drama, IGCSE Music, ICT (School-based syllabus)



Italics = Optional subject: choose **3 optional subjects in total**

Choose at least one option from Group 3

Choose at least one option but no more than two from Group 6

Blue = required subject for Realschulabschluss (Mittlere Reife)

* = school-based syllabus

The IGCSE

The International General Certificate of Secondary Education (IGCSE) has been designed for 14–16 year olds. The qualification is administered by Cambridge International Examinations.

The IGCSE offers an academically rigorous international curriculum. It is suitable for students whose first language and cultural background may not be English.

At the FIS, teaching goes beyond exam preparation and content coverage- a creative, enquiry-based approach is encouraged with the development of independent study, teamwork and research skills

FIS Grades and IGCSE Grades

FIS subject grades range from 7 to 1. The grade reflects overall achievement in the subject, over the whole reporting period, taking into account a variety of types of assessments. Teachers may also refer to IGCSE grades. These are the grades achieved in a single, formal assessment, such as a mock examination, marked and graded using prescribed schemes published by Cambridge International Examinations. IGCSE grades range from A* to G. Sometimes a teacher will assign IGCSE grades to results of a short test or writing exercise, in order to give a student an indication of the quality of their response in relation to external standards. For convenience, FIS and IGCSE grades are shown together on the following table, though it should be clear from the above that there is no direct equivalence.

FIS Grades	FIS Grade Descriptors	Approximate equivalence to IGCSE Grades
7	Excellent performance	A*
6	Very good performance	A
5	Good performance	B
4	Satisfactory performance	C (Unofficial but often used IGCSE 'pass' grade)
3 (FIS pass grade for the award of academic credit)	Mediocre performance	D
2	Poor performance	E
1	Very poor performance	F
-		G

According to the examination board, there is no 'pass' or 'fail' at IGCSE: all grades represent different levels of achievement. However, some organisations take a grade C as their own unofficial pass grade. Two examples are some German states when assessing equivalence for the Mittlere Reife (see below), and some universities when assessing applications for undergraduate courses.

For transition to the IB Diploma at the FIS, an IGCSE Grade C in a subject is regarded as the minimum requirement for success at Standard Level, whilst an IGCSE Grade B or above in a subject is required for success at Higher Level. In Mathematics, a Grade C is recommended for Maths Studies, a Grade B is recommended for Maths SL, and an A or better still an A* is required for Maths HL.

IGCSE Recognition in Germany

The IGCSE exams are recognized by the Bavarian Ministry of Education and Culture as an equivalent to the equivalent to the Bavarian Realschulabschluss (Mittlere Reife), a school graduation award at age 16, but only when the following combination of subjects is taken:

- Language A (any first language)
- Language B (any foreign language)
- Mathematics
- A Science course or Sciences combined course
- A Social Studies subject: History or Geography

It will be seen from the preceding information that the Grade 9 & 10 FIS curriculum and electives system fully meets these requirements.

The actual process of recognition has to be undertaken by the individual students themselves at the 'Zeugnis- und Anerkennungsstelle' or Bavarian Center for the Evaluation of School Diplomas (in Munich). Parents are encouraged to make contact by the end of Grade 9 in case there is a need to transcribe the IGCSE results. Please note that a transcription is only necessary if a formal German school leaving certificate at the age of 16 is required. There is further detailed information and links to the official documents on the FIS website.

How many IGCSEs will students get?

It may be calculated from above that, depending on the courses followed, at the end of Grade 10 students may qualify with anything between 8 and 10 IGCSEs. A candidate presenting themselves to an employer or university with 8 IGCSEs instead of 10 will not be at any sort of disadvantage. Hence following a carefully designed school-based (rather than IGCSE) course such as ICT or PE should not concern students in any way. The number of IGCSEs achieved beyond a generally accepted minimum requirement of 5 is much less important than the grades recorded on the certificates (A*-G).

Access to Learning

The following summarises the FIS approach to ensuring access to learning, and how classes are designed, together with the supporting philosophy.

All children have the potential and capacity to learn. Children have different strengths, encounter different challenges, work at different paces, have different languages, cultural and educational backgrounds and they may favour different approaches to learning. A totally homogenous group of students does not exist and any attempt to group students as such will always be imperfect. This recognition of children as individuals is one of the great strengths of international schools. Learning about diversity, as well as what we have in common, amongst our community, contributes to international mindedness and inter-culturalism. To learn to listen, debate, collaborate and achieve with others, even when they do not necessarily believe and act as we do, provides opportunity for our students to “exhibit integrity and a desire to make a positive impact in the world”. (FIS Vision)

At the FIS, our classes are comprised of students of different backgrounds and abilities, enriching the learning environment. The positive impact is felt in academic as well as social and emotional learning. Curriculum, in its written and taught form, supports learning for all through differentiation. That is, a teacher responding to the needs of the individuals within the class to support effective learning for all. Teachers proactively and collaboratively plan varied approaches to what students need to learn, how they will learn it, and/or how they will demonstrate their learning.

Some schools use approaches such as streaming, separating children into groups by global ability and teaching them in the same class for all subjects, or setting, separating children into different groups by ability for individual subjects. However, trends vary from country to country, government to government and decade to decade and research is yet to definitively suggest benefits for these approaches. Much evidence supports detrimental effects in competitive learning environments that use such approaches.

Students following courses described in this booklet are thus taught in groups of mixed ability. To foster “a caring and cooperative environment”, at the FIS, curriculum is differentiated to ensure it is challenging and appropriate to the needs of our students.

Student Support

The Learning Support Department arranges push-in and pull-out support to individual students or groups of students. At the recommendation of the department, a student may substitute one or more academic courses by a timetabled 'Learning Strategies' course.

The High School Counselor supports all students in matters relating to social and emotional welfare, and careers and university counselling, working closely with a student's Advisor.

English as a Second Language (ESL)

The English as a Second Language (ESL) department arranges push-in and pull-out support to individual students or groups of students enrolled in the ESL programme, in addition to running the IGCSE English as a Second Language course and the Academic English Support elective.

English - First Language (0500)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-first-language-0500/>

Course Aims

The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination. They are not listed in order of priority.

- Enable candidates to understand and respond to what they hear, read and experience
- Enable candidates to communicate accurately, appropriately, confidently and effectively
- Encourage candidates to enjoy and appreciate a variety of language
- Complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- Promote candidates' personal development and an understanding of themselves and others.

Course Content

The IGCSE First Language English objectives are achieved through the program of work in

World Literature. The reading and writing program skills are developed using the content of the World Literature.

AO1: Reading	AO2: Writing
Candidates will be assessed on their ability to: R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions R4 demonstrate understanding of how writers achieve effects R5 select for specific purposes.	Candidates will be assessed on their ability to: W1 articulate experience and express what is thought, felt and imagined W2 sequence facts, ideas and opinions W3 use a range of appropriate vocabulary W4 use register appropriate to audience and context W5 make accurate use of spelling, punctuation and grammar.

Course Assessment

The program will be assessed by two external examinations:

Paper 2 - Reading Passages (Extended)

Paper 3 - Directed Writing and Composition

World Literature (0408)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-world-literature-0408/>

Course Aims

The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability to:

- o enjoy the experience of reading world literature
- o understand and respond to literary texts in different forms and from different countries and cultures
- o communicate an informed personal response appropriately and effectively
- o appreciate different ways in which writers achieve their effects
- o experience literature's contribution to aesthetic, imaginative and intellectual growth
- o explore the contribution of literature to an understanding of areas of human concern

Course Content

Cambridge IGCSE World Literature encourages learners to explore literature from different countries and cultures. Through study of great novelists, poets and dramatists from around the world, learners acquire lifelong skills in interpreting and evaluating texts. They learn how to develop and communicate an informed personal response to literature.

The syllabus has been designed to be flexible: schools and teachers can choose texts relevant to their learners' circumstances and teachers' own specialist interests. The aims of the syllabus are to develop learners' ability to enjoy, understand and respond to literature written in English or in English translation from different countries and cultures.

O1: detailed knowledge of the content and form of literary texts drawn from different countries and cultures

A02: engagement with writers' ideas and treatment of themes, and appreciation of how texts relate to wider contexts

A03: recognition and appreciation of how writers create and shape meanings and effects

A04: empathy, through re-creation of a character's voice and thoughts

Course Assessment

Candidates are assessed through written and oral portfolio work, both internally and externally assessed. Students also sit two written examinations set by the examination board.

English - Second Language (0510)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-second-language-oral-endorsement-0510/>

Course Aims

- To develop the ability to use English effectively for the purpose of practical communication
- To form a sound basis for the skills required for further study or employment using English as the medium
- To develop an awareness of the nature of language and language learning skills, along with skills of a more general application
- To promote students' personal development

Course Content

Students will study the following topics:

Travel and tourism
Shopping and the consumer society
Science and Nature
Health, fitness and sport
Family and lifestyles
Media and Films
Festivals and Celebrations
Environmental Issues

Course Assessment

For grading and reporting purposes, students will complete assessments after each unit, which will be graded according to IGCSE assessment criteria. Reading, writing, speaking and listening skills will be assessed.

Students in grade 9 will take an end of year exam based on IGCSE exam questions and at the end of grade 10 will take an external IGCSE exam.

The IGCSE exam comprises 3 papers: Paper 1 Reading and Writing (70%), Paper 2 Listening (30%) and an oral exam which is awarded a separate grade of 1 (high) - 5 (low).

The exam can be taken at Core level for which grades C-G can be awarded and Extended level A*-E.

German - First Language (0505)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-german-first-language-0505/>

Course Aims

- To prepare students for IGCSE German as a First Language exams at the end of grade 9
- To familiarise students with different IB course options
- To work with, analyse and interpret a variety of unknown texts, both fiction and non-fiction
- To engage with different types of media
- To revise and practise rules of spelling and grammar
- To organise and write different forms of essays
- To look at and study works from different periods of German literature
- To analyse and interpret texts in the context of their times
- To revise the conventions of different literary genres

Course Content

Grade 9	Grade 10
Analysis of Speeches; Persuasive Writing (IGCSE paper 2 prep); Interpretation of novels; Comparison of fiction and non-fiction texts (IGCSE paper 1 prep); Creative writing (IGCSE paper 2 prep); Analysis and interpretation of poetry; IGCSE exam	Introduction to close textual analysis and interpretation; Differentiating between literary genres; Interpretation of literature in a historical context (production and reception); Analysis of drama (preparation for IB oral assessment types); Media Literacy; Interpretation of poetry.

Course Assessment

Grade 9	Grade 10
Oral assessment in class; homework writing tasks leading towards preparation of paper 1 and paper 2 of IGCSE; class and homework essay writing. The IGCSE examination is taken at the end of Grade 9.	Assessment geared towards IB assessment types: analysis essays, interpretation essays, individual oral presentations, pair or group oral presentations, written task

German - Foreign Language 0525

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-german-foreign-language-0525/>

Course Aims

- To develop the ability to use the language effectively for purposes of practical basic communication
- To understand and implement the basic German grammar
- To work on correct pronunciation and intonation
- To learn how to ask/answer questions
- To offer insights into the culture of countries where the language is spoken
- To encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures

Course Content

Grade 9 Beginners and Grade 10 IGCSE:	Grade 9 IGCSE and Grade 10 IB prep course :	IB topics:
IGCSE topics: Family, Friends, Hobbies, School, Jobs, Food, House, Clothes, Media, Health Body parts, Weather, Environment, Holidays & celebrations, City, Future plans, dreams	IGCSE topics: Family, Friends, Hobbies, School, Jobs, Food, House, Clothes, Media, Health Body parts, Weather, Environment, Holidays & celebrations, City, Future plans, dreams	<i>Core:</i> social relationships, communication and media, global issues <i>Options:</i> cultural diversity, customs and traditions, health, Leisure, science and technology

Course Assessment

The format of the IGCSE examination is in the linked document above. Other assessments include:

- vocabulary tests and grammar tests
- reading and listening comprehension
- oral work in class including every day participation, dialogs, presentations
- projects

→ In order to be successful in the IB German B DP it is recommended to score a B or better for the SL course, and an A or better for the HL course.

Spanish - Foreign Language 0530

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-spanish-foreign-language-0530/>

Course Aims

The course encourages learners to develop lifelong skills, including:

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

Course Content

The course content is organized around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topic areas, candidates gain insight into target language countries and communities.

The topic areas are:

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

This course is divided into three classes according to students' experience.

Course Assessment

The IGCSE examination is structured as follows:

Paper 1: Listening, 25%

Paper 2: Reading, 25%

Paper 3: Speaking, 25%

Paper 4: Writing, 25%

→ In order to be successful in the IB Spanish B DP it is recommended to score a B or better for the SL course, and an A or better for the HL course.

Geography (0460)

Grade Boundaries

FIS	7	6	5	4	3	2	1
Cambridge	A* 90%-100%	A 80%-89%	B 70%-79%	C 60%-69%	D 50%-59%	E 40%-49%	F 0%-39%

Course Description

The syllabus aims are to encourage students to develop:

- a sense of place and an understanding of relative location on a local, regional and global scale;
- an awareness of the characteristics and distribution of a selection of contrasting physical and human environments;
- an understanding of some of the processes affecting the development of such environments;
- an understanding of the spatial effects of the ways in which people interact with each other and with their environments;
- an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

Course Curriculum*

Year 9	Year 10
<ul style="list-style-type: none"> ○ Coastal Landscapes ○ Agriculture ○ Population and Migration ○ Earthquakes and Volcanic Landscapes ○ Rivers ○ Industry 	<ul style="list-style-type: none"> ○ Coursework ○ Settlement ○ Energy and Water Supplies ○ Development ○ Tourism ○ Map skills

*subject to change depending on natural events

Course Assessment

The final CIE IGCSE Geography (0460) grade is split into three elements. These are shown below with their weightings.

Paper 1 – External Examination of Syllabus Content - 45%; 75 Marks - made up of 6 questions from the Units from Year 9 and 10 (although students are only to answer 3 of the 6 questions).

Paper 2 – External Examination of Skills - 27.5%; 60 Marks - Students are to answer all questions which are based on interpretation and completion of maps, graphs and diagrams linking literacy and numeracy.

Paper 3 – Internally Assessed Coursework – 27.5%; 60 Marks – Students must complete one school-based assignment of up to 2000 words based upon the Syllabus Units. **Deadline for submission during the 1st Semester Year 10 and is based upon a field trip.**

History (0470)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-history-0470/>

Course Aims

The Cambridge IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research.

Learners develop an understanding of the nature of cause and consequence, continuity and change, similarity and difference. In addition to this they learn how to use and understand historical evidence as part of their studies. The course is intended to foster an interest in the past, as well as providing sound foundations for further study.

Course Content

The 20th Century: International Relations since 1919

The content focuses on the following key questions:

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

Depth Study

- Germany 1919-1945

Course Assessment

There are two written examinations, one based on source analysis and one of structured essays, as well as through a 2,000 word essay which is completed during the course. Throughout the course students will continually be assessed through essays, structured responses and oral work.

Why study IGCSE History?

History provides a great foundation for a variety of careers including Law, Medicine and Business. This is because all of these careers require students to acquire good analytical and evaluative skills, something which are constantly being developed both in IGCSE History.

Coordinated Sciences (0654)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-sciences-co-ordinated-double-0654/>

Course Aims

IGCSE Co-ordinated Sciences gives candidates the opportunity to study biology, chemistry and physics within a scientifically coherent syllabus. Candidates learn about the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

Candidates learn how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Course Content

Physics	Chemistry	Biology
Motion	Particulate nature of matter	Characteristics of life
Matter and forces	Experimental Techniques	Cells
Energy, work and power	Atoms, molecules & compounds	Enzymes
Kinetic molecular model of matter	Stoichiometry	Nutrition
Matter and thermal properties	Electricity and chemistry	Transportation
Transfer of thermal energy	Energy changes in chemical reactions	Respiration
Waves	Chemical reactions	Coordination and response
Light	Acids, bases and salts	Reproduction
Electromagnetic spectrum	Periodic table	Inheritance
Sound	Metals	Energy flow in ecosystems
Magnetism	Air and water	Humans and the ecosystem
Electricity	Sulphur	
Electric circuits	Carbonates	
Electromagnetic effects	Organic chemistry	
Radioactivity		

Course Assessment

At the end of G10 students sit three external examinations:

- Paper 1 (45 mins), Multiple Choice questions. 30%
- Paper 3 (2 hours), Short Answer & Structured Questions. 50%
- Paper 6 (1 hour), Alternative to Practical. 20%

Mathematics 0580

www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-mathematics-0580/

Course Aims

The IGCSE Mathematics program is a comprehensive, two year program designed to provide students with a strong mathematical background, enabling them to complete rigorous programs in grades 11 and 12. The program covers the fundamentals of Algebra, Numeracy, Geometry and Data Handling using both theoretical and practical perspectives. The students will develop computational skills, as well as the ability to solve problems, think critically about mathematics in an international setting and implement current technology to achieve mathematical goals.

Course Content

The IGCSE 0580 syllabus is divided into the following content areas:

- Numeracy and Number Systems
- Algebra of Linear, Quadratic, Rational and Exponential Expressions
- Euclidean Geometry
- Mensuration of Two and Three Dimensional Figures
- Right and Oblique Angle Trigonometry
- Matrices
- Vectors
- Functions, Graphs and Sets
- Data Handling, Statistics and Probability

Course Assessment

The IGCSE Mathematics 0580 course is assessed based on the following instruments:

- Paper 1/2 (Core/Extended) - Short answer computation based tasks covering entire syllabus.
- Paper 3/4 (Core/Extended) - Extended response tasks based on the entire syllabus.

FIS internal assessments are based on quizzes, tests, cumulative summative assessments and coursework.

Information and Communication Technology

School-based syllabus

Course Aims

Students will use Information and Communications technology to create, to problem solve, and to connect to the world as digital citizens. In a practical approach to technology, students will gain an understanding of the choices available to them, a proficiency in researching, innovating and communicating. Trans-disciplinary skills are reinforced within this FIS developed curriculum. In a world that considers our students 'digital natives', it is important that we ensure students' use and understanding of technology is efficient and considered.

Students choosing this elective will develop skills that will help them should they wish to pursue taking the Computer Science course in their IB studies.

Course Content

Through the development of their own personal website, students will address the ISTE NETS standards:

- Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Research and Information Fluency: Students apply digital tools to gather, evaluate and use information.
- Critical Thinking, problem Solving and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship: Students understand human, cultural and societal issues related to technology and practice legal and ethical behaviour.
- Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

Students will be involved in creating websites, blogging, wiki development, researching and collaborating. Informing these pursuits, students will develop understandings of: Web Design; Internet usage; Computer security; Operating systems; Networks; Programming

Course Assessment

Students' development of their own website will be the primary summative tool of assessment over the duration of the course. However, in addition to this tool, a variety of other tasks will be undertaken such as written examinations, student self-reflections, lab activities and engagement in collaborative tasks such as blogging responses.

Prior Learning and Course Specific Expectations: IGCSE Music, Art & Design, Drama

	Music	Art & Design	Drama
Prior Learning stipulated by exam board	A minimum of some background in practical music-making (for example, one year of private instrument/voice lessons)	Not expected to have studied Art & Design previously	Not expected to have studied Drama previously
Course Specific Expectations	<p>It is recommended that students should continue private instrument/voice lessons for the duration of the course.</p> <p>Students should practice their instrument at home for at least 2½ hours a week</p> <p>Students should participate in a school ensemble/contribute to school life musically.</p>	<p>Students should be demonstrate an appropriate level of technical skills from the beginning of the course, which will then be developed.</p> <p>Students will be asked to work for outside of lessons for at least 2½ hours a week; more before examinations. Students will be expected to produce photographic images as their primary sources for their supported posters.</p> <p>Without work at home it is very likely that a candidate will not be successful.</p>	<p>Students will be expected to spend at least 2½ hours a week outside the classroom and regular reflective work, memorizing lines, working on their voices and group rehearsals.</p> <p>Students will be expected to attend all productions that are relevant to their course.</p> <p>As there is a written exam, students will be expected to hand in written assignments as well as producing practical work, throughout the course.</p>

Music (0410)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-music-0410/>

Course Aims

- To acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- To develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music
- To recognise and understand the music of various non-Western traditions, and thus to
- To form an appreciation of cultural similarities and differences
- To provide a foundation for the development of an informed appreciation of music
- To provide a foundation for further study in music at a higher level

Course Content

Listening	Performing	Composing
Section A: Unprepared Western Repertoire Section B: Unprepared World Music Section C: Skeleton Score Section D: World Music – Prescribed Focus Section E: Western Set Work	Candidates must: <ul style="list-style-type: none"> ○ sing or play individually – either one piece or two short contrasting pieces. ○ sing or play in an ensemble – either one piece or two short contrasting pieces. 	Candidates submit two compositions, which must be recorded.

Course Assessment

- Listening 40% 1 hour 15 minutes examination
- Performing 30% Coursework

range of technical and musical skills demonstrated; accuracy of playing the notes and rhythm or quality of improvisation; choice and control of tempo (individual) or ensemble co-ordination (ensemble); sensitivity to phrasing and expression; technical control of the instrument

- Composing 30% Coursework

Ideas; structure of compositions; use of the chosen medium; compositional technique; presentation and notation of scores

Art and Design (0400)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-art-and-design-0400/>

Course Aims

The Art and Design course encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. The syllabus of the course is intended to be broad, exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Where Art and Design as a title or descriptor is used in this syllabus, it also encompasses new media and technologies in addition to traditional media and processes.

Course Content

The Art and Design course is designed to develop student's knowledge about elements of art, such as line, colour, texture, form and shape, space and principles of design such as balance, variety, emphasis, diminution, rhythm and movement, harmony and unity. Various media (graphite, charcoal, ink, watercolours, tempera paints, oil paints, ready-made objects, clay) and techniques will be explored throughout the course. Critiques will be conducted regularly to enhance visual vocabulary and comprehension.

The Art and Design IGCSE course lets a candidate explore the major fields: drawing, painting, printing, photography and sculpture. Students will produce main pieces and portfolios which need to support the creative process, such as work which shows: recording, analysis, organization and collection of observations, expressions and insights relative to ideas and intentions; experimentation with ideas, concepts, materials, techniques and processes; reflection, review and refinement.

Course Assessment

Option C	Requirement	Weighting
Component 1 Observational/Interpretative Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece plus up to 2 sheets (four sides) of supporting studies (max. size A2).	50% of total marks
Component 4 Coursework Assignment Total marks = 100 Centre based assessment, moderated by Cambridge	One final outcome plus supporting portfolio (max. size of outcome and portfolio is A2, up to 4 sheets (8 sides) of work in portfolio).	50% of total marks

Drama (0411)

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-drama-0411/>

Course Aims

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

Course Content

Understanding	Devising	Performing skills
The ability to demonstrate understanding of the performance possibilities of text and other stimuli, the differing roles of actor, director, stage manager and technician in its realization.	Students demonstrate their ability to devise dramatic material and reflect on its effectiveness.	Students demonstrate their performing skills in Drama.

Course Assessment

Written examination - 40%

Students answer questions based on the pre-release material (this is sent to the school in January of Grade 10) which consists of:

- Three stimuli which are either short titles, phrases, scenarios or quotations. Students must create drama pieces based on one stimuli. In the examination candidates will be required to reflect on, and evaluate, their practical work.
- An extended extract from a play. Candidates should study the extract with a view to understanding both the text and the practical aspects of the production.

Coursework – 60%

Each candidate submits a total of three pieces of practical work:

- One individual piece (5minutes) and two group pieces (15minutes each).

Coursework is performed in front of a live audience and filmed. It is marked by the teacher but selected work is sent away to external moderators.

Physical Education

School-based syllabus

Course Aims

It is the aim of Physical Education 9-10 to offer opportunities for students to:

- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking; develop their ideas in a creative way
- understand what it takes to persevere, succeed and acknowledge others' success
- recognize and respect the difference in students' interests, potential, and cultures
- respond to a variety of challenges in a range of physical contexts and environments
- take the initiative, lead activity and focus on improving aspects of their own performance
- discover their own aptitudes and preferences for different activities
- make decisions about the importance of exercise in their lives
- develop positive attitudes towards physical activity

Course Content

PE 9-10 is Phase 4/4 of the FIS Physical Education program, which aims to:

- enhance a student's understanding of body, fitness and health
- develop an understanding and appreciation for an active, healthy, lifestyle
- provide opportunities to work cooperatively in team situations

Additionally, PE 9-10 will strive to introduce advanced movements into previously learned automatic body actions/movement skills. All skills will be delivered through thematic, team sport and individual competition units. Further, PE 9-10 aims to enable the student to acquire leadership abilities, social/personal confidence and an appreciation for fitness, movement, and a healthy lifestyle.

Course Assessment

Students in Physical Education 9-10 do not receive number grades for reporting or physical/behavioral performances. Students work directly on specific outcomes (skills, behaviors or knowledge) and set goals to achieve indicators and move along their individualized continuum. Reflection, feedback, authentic assessment, individualized goal-setting, and real-time reporting are key elements of a PE lesson/unit and the learning of the students. Students have the opportunity to examine personalized curricular objectives, set performance goals, and reflect on individual or group developments.

Global Perspectives

School-based syllabus

Aims

This syllabus will appeal to students not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning. Students examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues will be explored from a personal, local/national and global perspective, and could include almost any discipline, from the literary to the scientific, and will include a cross-cultural perspective.

Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world,
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions,
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries,
- can communicate sensitively with people from a variety of backgrounds,
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator,
- consider important issues from personal, local/national and global perspectives and understand the links between them,
- critically assess the information available to them and make judgements,
- can support judgements with lines of reasoning,
- have a sense of their own, active place in the world, and
- can empathise with the needs and rights of others.

Topics

Students choose from the following topics:

	Grade 9	Grade 10
Compulsory topics	<ul style="list-style-type: none"> ○ Sport and Recreation ○ Tradition, Culture and Identity ○ Political Systems and the Political Spectrum 	<ul style="list-style-type: none"> ○ Belief Systems ○ Rights and Duties of a Democratic Citizen
Additional topics	<p>Two topics</p> <ul style="list-style-type: none"> ○ Conflict and Peace ○ Education for All ○ Family and Demographic Change ○ Law and Criminality 	<p>One topic</p> <ul style="list-style-type: none"> ○ Poverty and Equality ○ Language and Communication ○ Trade and Aid

The reasons for this open choice are:

Students studying this syllabus around the world are in many different contexts where the different issues will have greater or lesser degrees of impact on their environment. Teachers and students should select issues to study based on their own areas of interest. Choice and localisation of the syllabus to the local context encourages engagement with learning

Several of the topics are interconnected to such an extent that teachers and students may find themselves getting drawn into studying one as a result of studying another

The syllabus aims to develop active global citizens. The intention is to give as much scope and encouragement as possible for students to discuss and agree with their teachers their own paths of enquiry into the complex world they are living in

Students are assessed on skills that can be developed through the study of global topics

Assessment outline – Global Perspectives

Global Perspectives units are assessed by a combination of the following standards. Relevant assessment rubrics will be shared at the beginning of each unit using Google classroom.

S01: Students are able to gather, collect and synthesize information from a wide field and different types of resources. (Research)

S02: Students are able to analyse, evaluate and reflect processes, arguments, presentations and performances, providing evidence in the process. (Evaluate)

S03: Students are able to develop a plan for action based on research, evaluation and reflections. (Act)

S04: Students are able to collaborate with peers and to critically reflect their own role in this collaboration. (Reflect)

S05: Students are able to communicate and/or present information, arguments and results. (Present)

S06: Students are able to make connections between topics and their global, local and personal environment, taking into account and being sensitive towards a variety of perspectives. (Connect)

Creativity, Activity and Service

Course Aims

- To identify own strengths and develop areas for growth
- To demonstrate that challenges have been undertaken, developing new skills in the process
- To plan and initiate CAS experiences
- To develop new skills
- To demonstrate understanding of the benefits of working collaboratively
- To show perseverance and commitment in CAS experiences
- To engage with issues of global significance
- To consider the ethical implications of one's actions

Course Content

Creativity, activity and service (CAS) is a program intended to be a collection of enjoyable and challenging experiences determined by the students to extend their abilities. When they do CAS, they need to look for opportunities to show self-determination, collaboration, accomplishment and enjoyment. CAS is a part of the FIS Curriculum for Grades 9-12 and part of the International Baccalaureate program for Grades 11 & 12. It is a graduation requirement at the FIS. The program makes emphasis on reflection, which is a way to make students aware of their strengths, limitations, and areas for further development. It is also a way to make them think how they may use previous learning into new contexts.

- Creativity - Exploring and extending ideas leading to an original or interpretative product. Examples: perform a guitar solo in an assembly, make a YouTube video, write a blog, have an exhibit of pictures that the student has taken.
- Activity - Physical exertion contributing to a healthy lifestyle.
- Examples: yoga, aerobics, going to the gym, learning scuba-diving, learning rock climbing, dancing lessons
- Service - Collaborative and reciprocal engagement with the community in response to an authentic need. It is unpaid.

Examples: tutoring other students, working in an animal shelter, teaching the local language to people who are new to the country, re-designing a non-profit organization's website, organize or join a school club based on an issue that the students care about.

CAS activities should reflect students' interests. Also, the activities should be real and purposeful with significant outcomes, so the students can demonstrate involvement, commitment and personal development. CAS experiences need thoughtful consideration: planning, reviewing progress, reporting, and reflecting. Reflecting while having the experiences is the most important component of the program.

Course Assessment

CAS progress is assessed regularly by each student's advisor in each quarterly and semester report. Students are provided with guidelines to guarantee the quality of their reflections. An overall public reflection is conducted in the G10 CAS Fair in which students present their self-selected experiences to the community. Successful completion of the CAS learning outcomes and presentation at the CAS Fair are required.

Advisory

All students are assigned to an Advisor. The Advisor is the first point of contact for the students in the advisory group, and keeps an overview of a student's academic progress, social and emotional welfare, and overall personal development. There is a weekly advisory lesson through which much of the advisory program is delivered. The Advisor is also responsible for taking the daily attendance register at 8:30am each morning and being generally available and willing to support and advise students during the school week. Additionally, students are supported with their Creativity Activity Service (CAS) Program by their Advisor and during the advisory lesson.

The Advisory Program has the following linked objectives:

- Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- Students will make decisions, set goals, and take necessary action to achieve goals
- Students will understand personal safety and life 'survival' skills
- Students will acquire the attitudes, knowledge and skills to initiate, develop and execute service learning experiences that benefit the community.
- Students will develop a personal practice for applying intercultural competence and bridging successfully across cultural difference
- Students will develop an understanding of culture as a social construct
- Students will acquire knowledge and attitudes to manage transition effectively
- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
- Students will complete school with the academic preparation essential to choose from a wide range of higher education options, including university.
- Students will understand the relationship between personal qualities, education, training and the world of work.

(The above objectives based on the International Model for School Counseling and the American School Counselor Association (ASCA) Standards)