

Brummana High School



COURSE DESCRIPTIONS

IGCSE GRADE 9



Academic Year 2024-2025

Principal's Letter

Dear Parents,

In this manual you will find information about IGCSE subjects being offered next year so that your children will have a better idea of what they are about to study. With this letter please find revised a blocking list of choices which takes into account as many of the preferred subject combinations as we can manage, and a booklet of IGCSE courses available. The booklet contains course descriptions. Each course description contains an introduction and objectives, topics covered and how the subject is assessed. I hope you and your children will find the booklet helpful.

If you have any questions please refer these to George Rizkallah on georges.rizkallah@bhs.edu.lb

Yours Sincerely,

David Gray
(Principal)

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IGCSE Foreign Language (0544) & IGCSE Arabic O Level (3180)

(Hours: 4 periods/week)

Syllabus Content

The syllabus content is 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:

Candidates will be required to show knowledge and understanding of the five Topic areas listed below.

Area	Topic Areas	Examination Topics
Area A	Everyday activities Home life & school Food, health & fitness	Home life -School routine Eating & drinking Health & fitness
Area B	Personal and social life Self, family and personal relationships Holidays and special occasions	Self, family, pets, personal relationships House and home Leisure, entertainments, invitations Eating out Festivals and special occasions Holidays; getting around Accommodation
Area C	The world around us Home town and local area Natural and made environment People, places and customs	Home town and geographical surroundings Shopping Public services Natural environment Weather Finding the way Meeting people Places and customs Travel and transport
Area D	The world of work Continuing education Careers & employment Language and communication in the work place	Further education and training Future career plans Employment Communication Language at work
Area E	The international world Tourism at home and abroad Life in other countries and communities World events and issues	Holiday travel and transport Geographical surroundings Weather, Places and customs Food and drink, Meeting people Issues according to available resources and individual interest

Syllabus Objectives And Goals:

This syllabus aims to: develop the ability to communicate effectively using the target language offer insights into the culture and civilization of countries where the language is spoken encourage fuller integration into the local community, where relevant develop awareness of the nature of language and language learning encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilizations provide enjoyment and intellectual stimulation develop transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Assessment

Candidates will be assessed on their ability to:

Oral or Speaking test: Understand and respond to spoken language. (Role Play A & B 30 max.) Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately. Presentation & Discussion marks (Comprehension/ responsiveness 15 Max. Linguistic content 15 max.). General conversation max. + Impression max pt.

Written test: Understand and respond to written language. Communicate in writing, showing knowledge of a range and variety of Vocabulary, and applying the grammar and structures of the target language accurately.

All candidates must attempt both sections

Section 1 (20 Marks):

Question 1 :(5 marks) Candidates are required to write a series of single words linked to a topic. Question 2 :(15 marks): a directed writing task (80 -90) words in total are required. 10 marks are available for communication and 5 marks for language

Section 2 (30 Marks)

Question 3 :(30 marks): Candidates are offered a choice of 3 tasks (an email / letter, an article, and a narrative) And must complete one of these. (130 -140 words in total are required) 10 max are available for communication and 10 marks for Accuracy of Grammar and structures and 10 max for range, variety & appropriateness.

O level Arabic syllabus 3180

Cambridge O Level is typically for 14 to 16-year old and is an internationally recognized qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Scheme of assessment summary

All candidates take Papers 1 and 2. Candidates will be eligible for grades A* to E.

Paper 1

Section A – 15 marks

One composition of about 120 words from a choice of three topics.

Section B – 30 marks

One essay of about 200 words from a choice of four topics.

Weighting: 45% of total marks

Paper 2

Section A – 30 marks

Two translations, one from Arabic into English and one from English into Arabic.

Section B – 25 marks

Open-ended comprehension questions on one set passage.

Weighting: 55% of total marks

Syllabus aims

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in a language other than English for the Cambridge O Level examination.

They are not listed in order of priority.

The aims are to:

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

Assessment objectives

There are three assessment objectives:

Continuous Writing

Candidates will be assessed on their ability to:

- 1- articulate experience and express what is felt and what is imagined
- 2- order and present facts, ideas and opinions
- 3- communicate effectively and appropriately
- 4- demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling
- 5- express thoughts, feelings and opinions in order to interest, inform or convince
- 6- demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

Writing for a specific purpose

Candidates will be assessed on their ability to:

- 1- understand and adequately convey information
- 2- understand, order and present facts, ideas and opinions
- 3- evaluate information and select what is relevant to specific purposes
- 4- articulate experience and express what is felt and what is imagined
- 5- communicate effectively and appropriately
- 6- show a sense of audience and an awareness of register and style in both formal and informal situations.

Language Usage/Reading Comprehension

Candidates will be assessed on their ability to:

- 1- exercise control of appropriate structures
- 2- understand and employ a range of apt vocabulary
- 3- recognize implicit meaning and attitude
- 4- evaluate information and express it in their own words.

IGCSE Art and Design (0400)

(Hours: 4 periods/week)

General Course Description:

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response to a theme given in Art. Two projects are offered, one is broad based design and the other is design based. Students will need to research and observe from a wide range of first-hand sources to be able to build an artistic response to a given theme. The Cambridge syllabus is destined for learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

The IGCSE provides an international pathway for our students to continue their studies around the world. The programme is over 2 years and offers a broad choice of skills, media and approaches so that candidates can produce a personal response:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media
- Graphic communication
- Textile design.

Aims

The aims are to enable learners to develop:

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

CIE Assessment

All candidates take two papers at the end of grade 10.

Paper Title	Duration	Question Style	Weight
Paper 1	8h	Broad-based design	50 %
Paper 2	8h	Design-based assignment	50 %

IGCSE Biology (0610)

Course book and workbook: *IGCSE Biology Third edition, Cambridge university press (e-book)*

(Hours: 4 periods/week)

General Course Description:

This course is the first part of a two-year course which provides preparation for the Biology IGCSE examinations. In this course students develop skills through laboratory and other investigations, including a science fair project, and by reading scientific articles on current issues and research in the field in order to stimulate interest and care in biology and the environment. Students are also required to give a presentation to the class and/or work on a project.

The topics covered are the following:

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

Main skills taught:

Students will develop skills through laboratory and other investigations, including a science fair project, field studies and by reading scientific articles on current issues and research in the field. Some of the most important skills you will gain or reinforce by the end of the year are:

- draw from observing a fact or reading a scientific text the pertinent information concerning situations relevant to science.
- research reliable sources to obtain answers to scientific questions.
- Analyse data based on the knowledge acquired and the essential information, and transfer the results obtained to real situations.
- mobilise and apply knowledge out-of-science (calculations, scale graph)
- sketch, and label a diagram

Students are also required to give a presentation to the class and/or work on a project.

CIE Assessment.

All candidates take three papers.

Candidates have studied the Extended subject content (Core and Supplement), and will sit for Paper 2, Paper 4 and Paper 6.

These candidates will be eligible for grades A* to G.

Paper Title	Duration	Question Style	% of Grade
Paper 2	45 Minutes	Multiple Choice	30 %
Paper 4	1 h 15 minutes	Theory	50 %
Paper 6	1 h	Alternative to practical	20 %

Paper 2: Questions will be based on the Extended subject content (Core and Supplement)
Externally assessed

Paper 4: Questions will be based on the Extended subject content (Core and Supplement)
Externally assessed

Paper 6: Questions will be based on the experimental work.

IGCSE Business Studies (0450)

(Hours: 4 periods/week)

General Course Description:

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organization are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. The following topics will be covered:

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

Aims

To enable students to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organizations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organized, financed and operated, and how their relations with other organizations, consumers, employees, owners and society are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation

CIE Assessment:

All candidates take two papers.

Paper Title	Duration	Question Style	% of Grade
Paper 1	1 h 30 minutes	Short Answer and Data Response	50 %
Paper 2	1 h 30 minutes	Case Study	50 %

IGCSE Chemistry (0620)

Textbook: Cambridge IGCSE by Richard Harwood and Ian Lodge.

(Hours: 4 periods / week

General course description:

This course introduces fundamental topics in chemistry that are considered as a part of the IGCSE syllabus.

*The **aims** of the course are to:*

- provide an enjoyable and worthwhile educational experience for all learners,
- allow learners to recognize that science is evidence based and understand the usefulness, and the limitations, of scientific method.
- develop skills that are relevant to the study and practice of chemistry, useful in everyday life and encourage effective communication through the language of science
- develop attitudes relevant to chemistry such as:

—concern for accuracy and precision

—objectivity

—integrity

—enquiry

- enable learners to appreciate that science is subject to social, economic, technological, ethical and cultural influences and limitations

Candidates study the following topics:

1 States of matter

2 Atoms, elements and compounds

3 Stoichiometry

4 Electrochemistry

5 Chemical energetics

6 Chemical reactions

7 Acids, bases and salts

8 The Periodic Table

9 Metals

10 Chemistry of the environment

11 Organic chemistry

12 Experimental techniques and chemical analysis

CIE Assessment

All candidates take three papers.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above should be entered for Paper 2, Paper 4 and Paper 6.

These candidates will be eligible for grades A* to G.

Paper Title	Duration	Question Style	% of Grade
Paper 2	45 minutes	Multiple Choice	30 %
Paper 4	1h 15 minutes	Theory (Extended)	50 %
Paper 6	1 h	Alternative to Practical	20 %

IGCSE Combined Science (0653)

Textbooks: Balanced science, Mary Jones, Geoff Jones, Cambridge

(Hours: 4 hours/week)

Aims

This course aims to

learn about the basic principles of Biology, Chemistry and Physics, each covered in separate syllabus sections through a mix of theoretical and practical studies.

draw a graph from observing a fact or reading a scientific text, analyse data based on the knowledge acquired and the essential information, transfer the results obtained to real situations, sketch and label a diagram.

enable students to better understand the technological world in which they live, and take an informed interest in science and scientific developments.

General Course Description:

Topics covered:

- 1) Atoms
- 2) Cells and transport
- 3) Forces
- 4) Energy
- 5) Air and water
- 6) Chemical reactions
- 7) Chemical reactions in living things
- 8) Food and digestion
- 9) Waves
- 10) Reproduction
- 11) Motion
- 12) Resources
- 13) The periodic table
- 14) Organisms in their environment
- 15) Electricity and resource

CIE Assessment

All candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade C or below should be entered for Paper 1, Paper 3 and Paper 6. These candidates will be eligible for grades C to G.

Paper Title	Duration	Question Style	% of Grade
Paper 1	45 minutes	Multiple Choice	30 %
Paper 3	1h 15 minutes	Theory	50 %
Paper 6	1 h	Alternative to Practical	20 %

IGCSE Design & Technology (0445)

(Hours: 4 periods/week)

Course Overview

The main responsibility of an engineer is problem solving. Throughout his career, the engineer's responsibilities are to define problems, research them, analyse findings, propose and analyse solutions, then build them. Those tasks are summarised in what we call the design process. Cambridge IGCSE Design & Technology (0445) enables students to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a final made product. This course provides an ideal basis for further study in engineering, architecture, and other design industries, by equipping students with the technical knowledge and practical designing and making skills required for a career in those industries.

Assessment Overview

All candidates *MUST TAKE* Paper 1 and Component 2, and must *CHOOSE EITHER* Paper 3 or Paper 5.

Compulsory (Must take both)

Paper 1 (50 Marks)	Component 2 (100 Marks)
Product Design 1 hour 15 minutes Written/drawing paper Externally Assessed	Project School-based assessment Internally assessed and externally moderated

Optional (Must choose one)

Paper 3 (50 Marks)	Paper 5 (50 Marks)
Resistant Materials 1 hour Written paper: <ul style="list-style-type: none">• Section A (answer all Q's)• Section B (choose one Q) Externally Assessed	Graphic Products 1 hour Written/drawing paper: <ul style="list-style-type: none">• Section A (answer all Q's)• Section B (choose one Q) Externally Assessed

Content Brief

Paper 1	Component 2	Paper 3	Paper 5
<p>Understand the design process:</p> <ul style="list-style-type: none"> • Identify a need/problem in the world • Research it • Generate possible solutions • Select best solution • Consider and analyze existing solutions • Evaluate solution • Analyse and understand health & safety requirements • Consider the environment and sustainability • Implement solution using technology 	<p>Apply the design process:</p> <ul style="list-style-type: none"> • Identify a need/problem • Research it • Generate possible solutions • Select best solution • Plan for production • Realise product • Test and evaluate the final product 	<p>Study & Selection of Materials:</p> <ul style="list-style-type: none"> • Types of Materials • Smart & modern materials • Plastics • Woods • Metals • Composites • Preparation of materials • Setting, measuring, marking out, testing • Shaping • Joining & assembly • Finishing 	<p>Drawing your design:</p> <ul style="list-style-type: none"> • Formal drawing • Orthographic projection • Isometric • Plano metric • One-point and two-point perspective • Sectional views • Exploded views • Assembly drawings • Freehand drawings • Use of drafting aids and instruments • Net drawings • Drawing ellipses • Enlarging and reducing • Use of drafting software

IGCSE Drama (0411)

(Hours:4 periods/week)

General Course Description:

Cambridge IGCSE Drama is accepted by universities and employers as proof of knowledge and understanding of both the theory and practical application of drama. Through practical and theoretical study, the Cambridge IGCSE Drama syllabus encourages students to understand and enjoy drama by, developing their performance skills, both individually and in groups, understanding the role of actor, director and designer in creating a piece of theatre, considering ways in which ideas and feelings can be communicated to an audience, discovering the performance possibilities of plays and other dramatic stimuli and devising dramatic material of their own.

Aims:

- develop candidates' understanding of drama through practical and theoretical study
- enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- develop candidates' acting skills, both individually and in groups
- enable candidates to develop their skills in devising original drama
- help candidates communicate feelings and ideas to an audience
- foster understanding of the performance process and enable candidates to evaluate the various stages of that process
- encourage enjoyment of drama.

CIE Assessment

Candidates take two compulsory components: Component 1 (Written examination) and Component 2 (Coursework), and are eligible for the award of grades A* to G.

Paper Title	Duration	Question Style	Weight
Component 1	2 h 30 minutes	Written examination	40 %
Component 2		Coursework	60 %

IGCSE Economics (0455)

General Course Description:

The course enables students to ensure required knowledge and analysis of economic concepts applied into all areas. It is a foundation of economics on all levels and covers the following contents.

The basic economic problem

The allocation of resources Microeconomic Decision Makers Government and the macroeconomy Economic Development International Trade and globalization

Aims:

To enable students to:

1. Know and understand economic terminology, concepts and theories
2. Use basic economic numeracy and interpret economic data
3. Use the tools of economic analysis
4. Express economic ideas logically and clearly in a written form
5. Apply economic understanding to current economic issues

CIE Assessment

All students take two papers at the end of grade 10.

Paper Title	Duration	Question Style	Weight
Paper 1	45m	Multiple Choice	30%
Paper 2	2h15 m	Structured questions	70 %

IGCSE English First Language (0500)

(Hours: 3 periods/week)

Course Objectives:

Cambridge IGCSE First Language English helps learners develop the ability to communicate clearly, accurately and effectively when speaking and writing. Students employ a wide range of vocabulary and practice accurate use of grammar and mechanics. Learners are also encouraged to read a lot for the purpose of enjoyment and for more awareness on how English can be used.

Cambridge IGCSE First Language English enables students to have better communication skills and more perceptiveness while learning to make inferences.

Importance of the course:

Upon completion of this course in grade 10, students will have fulfilled requirements which enable them to enrol in the IB diploma if their grades permit them to.

Moreover, Cambridge students are engaged, innovative, confident, responsible, and reflective. These attributes happen to be compatible with the IB learner's profile where most of the aforementioned epithets are listed.

Aims:

In this course students are expected to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

Content:

Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences. Candidates will develop both their speaking and their listening skills, delivering a presentation, and responding to questions and engaging in conversations. Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

Assessment details:

All candidates take two papers. Paper 1, and Paper 2.

Paper	Duration	Grade	Details
1:	2 hours	50% of the final mark	Candidates answer three compulsory questions on three texts which may be on a similar topic. Candidates write all their answers in the space provided on the question paper. Text A and Text B will be 700–750 words in length and Text C will be 500–650 words in length. Candidates should spend approximately 15 minutes reading the texts. The texts will be printed on the question paper insert.
2:	2 hours	50% of the final mark	This paper is called Directed Writing and Composition. Students answer one compulsory question on one or two texts totaling 650–750 words in length. They use, develop, and evaluate the information in the text(s) to create a discursive/argumentative/ persuasive speech, letter or article.

IGCSE English Literature (0475)

(Hours: 3 periods/week)

Course Objectives:

Cambridge IGCSE Literature (English) gives learners the opportunity to read, understand, analyse, and respond to a wide range of literary texts in English. The range includes different genres, introducing students to prose (novels and/or short stories), poetry, and drama from the works of William Shakespeare to contemporary literature. This course broadens learners' knowledge of the different techniques which writers adopt to convey their messages, to leave readers with memorable thoughts, and to create effect. In addition, this course is very engaging and allows learners to develop a better understanding of issues which the world suffers from, thus becoming more empathetic and open-minded.

Importance of the course:

Upon completion of this course in grade 10, students will have fulfilled requirements which enable them to enrol in the IB diploma if their grades permit them to. Students may also wish to do their AS and A levels, so with grades between A* and C, they can take A level Literature.

Moreover, Cambridge students are **engaged, innovative, confident, responsible, and reflective**. These attributes happen to be compatible with the IB learner's profile where most of the aforementioned epithets are listed.

Aims:

-In this course, learners do not only enjoy reading literature, but they also respond to literary texts in different forms and from different periods and cultures.

-They become more capable of grasping the link between literature and other domains, such as theatre, art and film, and social studies.

Content:

This course helps students gain more confidence as they analyse texts and give their own opinions about what they have read. It allows them to read between the lines and become more introspective. While analysing different themes, students enrich their knowledge about changes that the community has undergone, changes which writers have predicted and wished for. Also, while delving into the depths of literary study, students become more assertive, less worried about responses, and more responsible for what they say. As a result, their argumentative skills ameliorate too.

Assessment:

All candidates take Paper 1 Poetry and Prose and Paper 2 Drama. For Paper 1, students study a selection of poems and a novel. For Drama, students study two plays.

Assessment details:

Paper	Duration	Grade	Details
1: Poetry and Prose	90 minutes	50% of the total mark	Students respond to two texts by answering two questions. One question is on poetry and another on prose.
2: Drama	90 minutes	50% of the total mark	Students answer two questions on the two plays they have studied. Candidates answer two questions on two texts. All questions carry equal marks (25 marks each). There is a choice of two questions on each text: either (a) a passage-based question or (b) an essay question. Candidates must answer one passage-based question and one essay question.

IGCSE French First Language (0501)

(Hours: 4 periods/week)

Importance of the course:

Universities and employers accept Cambridge IGCSE French First Language qualifications as proof of knowledge and understanding of French language.

Successful candidates gain lifelong skills including:

- ☐ The ability to communicate clearly, accurately and effectively in writing
- ☐ The ability to use a wide range of vocabulary, correct grammar, spelling and punctuation
- ☐ A personal style and an awareness of the audience they address.

Educational purposes:

The Cambridge IGCSE examinations for the French first language course:

- ☐ Enable learners to communicate accurately, appropriately and effectively in writing
- ☐ Enable learners to understand and respond appropriately to what they read
- ☐ Encourage learners to enjoy and appreciate the variety of language
- ☐ Complement the learners' other areas of study by developing skills of a more general application.
- ☐ Promote the learners' personal development and an understanding of themselves and others.

Course content:

Students are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which they can use French language.

Cambridge IGCSE First Language qualifications also develop analysis that is more general and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Assessment Details:

Cambridge IGCSE First Language examinations comprise two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G.

Paper Title	Duration	Grade	Details
Paper 1-Reading Comprehension	2 Hours	50 Marks - 50%	Questions relate to two passages of approximately 600–700 words each, linked by a common theme. These passages are printed on the question paper insert.
Paper 2- Writing	2 Hours	50 Marks - 50%	This paper includes two sections, as detailed below. Candidates are required to write two compositions, one from each section: Section 1 – Discussion and Argument (25 marks) Four argumentative/discursive titles are set, from which candidates choose one. Section 2 – Description and Narration (25 marks) Four titles are set (two descriptive and two narrative), from which candidates choose one...

IGCSE French Foreign Language (0520)

(Hours: 4 periods/week)

Importance of the course:

Cambridge IGCSE French develops a set of transferable skills for understanding and communicating in everyday situations in French. Learners begin to develop cultural awareness of countries and communities where French is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Educational purposes:

The Cambridge IGCSE examinations for the French foreign language course encourages learners to be:

- confident, using new and familiar structures and vocabulary to communicate with others in everyday situations
- responsible, seeking opportunities to use and develop their language skills
- reflective, considering how to communicate different ideas and attitudes
- innovative, applying language to a variety of situations
- engaged, developing learning strategies which help them to express their ideas and their understanding of other culture

Course content:

The French Foreign Language syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will read and understand a variety of written and spoken texts on familiar topics. They will demonstrate understanding of the main ideas, opinions and attitudes, as well as they will select and extract relevant details and deduce the meaning of occasional unknown words from context. Candidates will also have opportunities to write in French on familiar, everyday topics, and to speak the language by taking part in everyday conversations. Five broad topic areas organize the subject topic content:

- | | |
|-----------------------------|----------------------------|
| A. Everyday activities | D. The world of work |
| B. Personal and social life | E. The international world |
| C. The world around us | |

Assessment overview: All candidates take all four papers.

Paper title	Duration	Grade	Details
Paper 1: Listening	50 minutes	40 marks- 25%	Candidates listen to a number of recordings and answer multiple-choice and matching questions.
Paper 2: Reading	1hour	45 marks- 25%	Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Paper 3: Speaking	Approximately 10 minutes plus 10 minutes of preparation time	40 marks- 25%	Candidates complete one role-play and conversations on two topics.

Paper 4: Writing	1 hour	45 marks- 25%	This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.
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IGCSE History (0470)

Textbook: Modern World History – Ben Walsh

(Hours: 4 periods/week)

General Course Description:

The aims of the course are to:

- Stimulate an interest in and enthusiasm for learning about the past
- Promote the acquisition of knowledge and understanding of individuals and societies
- Promote an understanding of key historical concepts: Cause and consequences, change and continuity and similarities and differences
- Encourage the development of historical skills including investigation, analysis and evaluation

The topics are:

- The peace treaties of 1919-1923 and their fairness
- The League of Nations and the extent of its success
- The collapse of international peace by 1939
- The reasons behind the Cold War
- The spread of communism and the USA
- The USSR's control over Eastern Europe (1948-1989)
- The importance of the events in the Gulf
- Germany (1918-1945)

CIE Assessment

All candidates take three papers at the end of grade 10.

Paper Title	Question Style	Weight
Paper 1	Essay	40 %
Paper 2	Source Analysis	33 %
Paper 4	In Depth Study case	27 %

IGCSE Information and Communication Technology (0417)

(Hours: 4 periods/week)

General Course Description:

This course introduces fundamental topics in computers that are considered as a part of the IGCSE syllabus. ICT is an inspiring, rigorous, and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values.

Topics Covered:

Types and components of computer systems, Input and output devices, Storage devices, media Networks and the effects of using them, the effects of using IT ICT applications, The systems life cycle Safety and security, Audience Communication, File management, Images, Layout, Styles, Proofing, Graphs and charts, Document production (Microsoft Word), Data manipulation (Microsoft Access) Presentations (PowerPoint), Data analysis (Microsoft Excel), Website authoring (Adobe Dreamweaver CS5)

Main Skills taught:

At the end of the course, students should be able to:

- ☐ Understand and implement new and emerging technologies within a business environment
- ☐ Analyze, design, implement, test and evaluate Information and Communication Technology (ICT) systems
- ☐ Create word documentation, generate spreadsheet, control interactive presentations and create webpages.
- ☐ Consider the impact which new technologies will have on ways of working and the social, economic and ethical issues associated with them.

Next Steps:

IGCSE ICT students can continue their studies of the subject through IT A level Cambridge or ITGS SL/HL IB level. Students who achieve at least a C grade are encouraged to consider studying IT at A level or IB ITGS at Standard or Higher Level.

Assessment:

Exam	Detail	Length	Weighting	Marks
Paper 1	Compulsory theory paper	2 hours	40%	100
Paper 2	A series of skills-based practical tasks using computers in an ICT Lab	2 hours 30mins	30%	80
Paper 3	A series of skills-based practical tasks using computers in an ICT Lab	2 hours 30mins	30%	80

IGCSE International Mathematics 0607

(Hours: 6 periods/week)

This is a two-year course offered in grades 9 and 10 at **only the extended level**. It is designed to prepare students for entry to the IGCSE International Mathematics Examination 0607 to be taken in April and May of the second year of study. The course leads neatly into studying Mathematics at IB Diploma level or Cambridge International A Level Mathematics.

Topics in Cambridge IGCSE International Mathematics 0607

Topics offered in 9IP:

Number, Algebra, Geometry, Mensuration, Coordinate Geometry, Trigonometry, Functions.

Topics offered in 10 IP:

Sequences, Transformations and vectors, Trigonometry in 3D, Sets and Venn Diagrams, Statistics and Probability.

Assessment overview

All candidates take **three** papers at the end of 10IP.

Candidates who have studied the Extended syllabus content should sit for Paper 2, Paper 4 and Paper 6. These candidates are eligible for grades A* to E.

Candidates should have a graphic display calculator for Papers 4 and 6.

Papers in Extended Cambridge IGCSE International Mathematics 0607 syllabus

Paper 2 (Extended) 45 minutes

40 marks

Short-answer questions based on the Extended curriculum

Calculators are **not** permitted

Assessing grades, A*–E

Externally assessed

This paper will be weighted at 20% of the total mark

Paper 4 (Extended) 2 hours 15 minutes

120 marks

Structured questions based on the Extended curriculum

Graphic display calculators are required

Assessing grades, A*–E

Externally assessed

This paper will be weighted at 60% of the total mark

Paper 6 Investigation and modelling

(Extended) 1 hour 40 minutes

60 marks

One investigative task and one modelling task based on the Extended curriculum

Graphic display calculators are required

Assessing grades, A*–E

Externally assessed

This paper will be weighted at 20% of the total mark

Total: 220 marks

IGCSE Physical Education (0413)

(Hours: 4 periods/week)

The syllabus has been revised for first examination in 2019.

Changes to syllabus content: The syllabus content has been revised and reorganised. A brief summary of the changes is given below. It has been divided into the following sections:

- Anatomy and physiology • Health, fitness and training
- Skill acquisition and psychology • Social, cultural and ethical influences. Changes to assessment
- The syllabus aims have been updated.
- The assessment objectives (AOs) have been revised and their order changed. The new assessment objectives are:
 - AO1 Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport
 - AO2 Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance
 - AO3 Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities
 - The former AO2 Analysing and Improving task has been removed.
 - There are changes to the component weightings in the syllabus.
 - **Paper 1:** Theory and Component 2: Coursework are now each worth 50 per cent of the qualification.
 - **Paper 1:**
 - We have removed sections within the paper, so there can be questions on different parts of the syllabus content anywhere in the question paper.
 - Some questions include stimulus material and questions within a theme or topic are linked.
 - Candidates may only use examples of physical activities from the list in Section 6.2 in their answers to Paper
 - The number of marks has been increased from 80 to 100. This enables more marks to be assigned to individual tasks, thus enabling partial understanding to be credited and deeper understanding and analysis to be further rewarded.
- **Coursework:**
 - The marking criteria have been revised. – Each physical activity is worth 25 marks.
 - The list of physical activities / sports has been revised– All activities will now need to be filmed.

Prior Learning:

Learners beginning this course are not expected to have studied physical education previously. However, candidates should have an interest and enjoy taking part in physical activities.

The Syllabus:

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all of the following topics:

1: Anatomy and physiology 2: Health, fitness and training

3: Skill acquisition and psychology 4: Social, cultural and ethical influences

Candidates will also undertake four different physical activities chosen from at least two of the seven categories listed below. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

Categories of Physical activities:

1-Games Association Football • Badminton • Baseball, Rounders or Softball • Basketball • Cricket • Golf • Handball • Hockey• Lacrosse • Netball • Rugby League or Rugby Union • Squash • Table Tennis • Tennis • Volleyball

2- Gymnastic Activities• Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics • Individual Figure Skating• Trampolining

3- Dance Activities • Dance

4- Athletic Activities• Cross-Country Running • Cycling • Rowing and Sculling• Track and Field Athletics • Weight Training for Fitness

5- outdoor and Adventurous Activities • Canoeing • Hill Walking or Orienteering • Horse Riding • Mountain Biking• Rock Climbing • Sailing • Skiing or Snowboarding • Windsurfing

6- Swimming • Competitive Swimming • Life Saving or Personal Survival • Water Polo

7- Combat Activities• Judo or Taekwondo

Assessment: All candidates take two compulsory components.

Component	Weighting
Component Paper 1: Theory 1 hour 45 minutes Candidates answer all questions. 100 marks. Externally assessed.	50%
Component 2: Coursework Candidates undertake four physical activities from at least two of the seven categories listed. Internally assessed / externally moderated.	50%

Planning physical activities, the performance of physical activities is a central and integral part of the course. Wherever possible, in the delivery of the course, theory is related to practice and practice is related to theory. This approach enables candidates to understand, as well as to apply, the theoretical concepts. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning

School will not offer all the Physical activities

Candidates may use external facilities and local clubs, but in all cases the Centre must retain the responsibility for monitoring the work and for its assessment and standardisation. Safety: Candidates may be placed in physically demanding situations when taking part in physical activities.

IGCSE Physics (0625)

Textbooks:

Cambridge IGCSE physics- Tom Duncan and Heather Kennett

(Hours:4 periods/week)

Aims

This course aims to

- Provide students with sufficient understanding and knowledge of physics whether or not they go on to study science beyond this level;
- Develop abilities and skills that are relevant to the study and practice of Physics;
- Develop attitudes relevant to Physics such as concern for accuracy and precision as well as objectivity and integrity;
- Stimulate interest in, and care for, the environment.

General Course Description:

The scope of this course is thorough enough to provide a solid background for higher levels in physics.

The major topics covered in grade 9 are:

- | | |
|--|--|
| 1) Length and time | 13) Sound |
| 2) Motion | 14) Magnetism |
| 3) Mass and weight | 15) Electricity Electric charge Electric current |
| 4) Density | Potential difference Electric resistor Electric circuits |
| 5) Forces | 16) Digital electronics |
| Turning effect – moment of a force | 17) Dangers of electricity |
| Condition of equilibrium | 18) Electromagnetic effect |
| Centre of mass | Electromagnetic induction |
| Scalars and vectors | Transformers |
| 6) Momentum | Magnetic effect of a current |
| 7) Work, power and energy Energy resources | Electromagnetic force |
| 8) Pressure | 19) Atomic physics Atom Nucleus |
| 9) Thermal physics | Radioactivity Characteristics of the three kinds of emission Radioactive decay |
| 10) Wave properties | Half-life |
| 11) Light | Safety precautions |
| Reflection of light Refraction of light | |
| Converging lenses Dispersion of light | |
| 12) Electromagnetic spectrum | |

Paper Title	Duration	Question Style	% of Grade
Paper 2	45 minutes	Multiple Choice	30 %
Paper 4	1 h 15 min	Theory	50 %
Paper 6	1 h	Alternative to practical	20 %

Syllabus overview

Cambridge IGCSE Global Perspectives encourages learners to think about and explore solutions to significant global issues.

The syllabus:

- develops learners' ability to consider significant global issues from different perspectives encourages learners to work collaboratively and individually and to apply their knowledge in different contexts
- develops transferable skills to complement learning in other curricular areas.

Topics

Cambridge IGCSE Global Perspectives is built around topics; knowledge of content is not assessed. However, each particular topic encompasses issues of global importance.

The topics are as follows:

Component 1 Written Examination	Component 2 Individual Report	Component 3 Team Project
<ul style="list-style-type: none"> • Demographic change • Education for all • Employment • Fuel and energy • Globalisation • Law and criminality • Migration • Transport systems 	<ul style="list-style-type: none"> • Belief systems • Biodiversity and ecosystem loss • Changing communities • Digital world • Family • Humans and other species • Sustainable living • Trade and aid 	<ul style="list-style-type: none"> • Conflict and peace • Disease and health • Human rights • Language and communication • Poverty and inequality • Sport and recreation • Tradition, culture and identity • Water, food and agriculture

The topics offer a context within which candidates can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives. Candidates use research, reasoning and questioning to gain this understanding and form their own judgements.

In developing the skills of working with information, critical thinking, decision making, planning, communication, reflection, teamwork and independent learning, candidates will engage with a range of sources. These sources might include data sets, articles from the media and personal testimony. The sources that candidates use should encourage them to become actively involved in considering issues from different perspectives. It is important, then, that candidates learn to engage with a contrasting breadth and depth of relevant material.

IGCSE Geography (0460)

(Hours: 4 periods/week)

Syllabus overview

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Content overview

The syllabus is divided into three themes:

The themes are designed to develop an understanding of natural and human environments

Theme 1: Population and settlement	Theme 2: The natural environment	Theme 3: Economic development.
1.1 Population dynamics 1.2 Migration 1.3 Population structure 1.4 Population density and distribution 1.5 Settlements (rural and urban) and service provision 1.6 Urban settlements 1.7 Urbanisation	2.1 Earthquakes and volcanoes 2.2 Rivers 2.3 Coasts 2.4 Weather 2.5 Climate and natural vegetation	3.1 Development 3.2 Food production 3.3 Industry 3.4 Tourism 3.5 Energy 3.6 Water 3.7 Environmental risks of economic development

Using mathematical skills in geography

Candidates should be able to:

- add, subtract, multiply and divide
- understand map scale and the use of the scale line and representative fractions
- understand the terms mean and range
- use averages, decimals, fractions, percentages and ratios
- use standard notation, including both positive and negative indices
- understand significant figures and use them appropriately
- recognise positive and negative relationships shown by scatter graphs
- draw and interpret graphs from given data for the types of graph listed in the syllabus
- select suitable scales and axes for graphs
- use a ruler and protractor.

Calculators may be used in all examinations.

BRUMMANA HIGH SCHOOL
G8 IP going to G9 IP (2024-2025)
Course Selection Sheet

Name:	Grade:	Date:
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GENERAL INSTRUCTIONS	
1	All Courses are taken over a span of 2 years. No Change is allowed in G10 IP.
2	All students must take 8 IGCSE courses and sit for Cambridge exams in G10 IP.
3	Students wishing to join universities in Lebanon at the sophomore level must take the Arabic course as a second language.
4	Students must attain a grade C or above to be promoted to G11 IP at BHS and a grade D or above to obtain the Freshman equivalence at the Ministry of Education.
5	All students must take the following compulsory IGCSE subjects: Mathematics (0607), IGCSE English First Language (0500), IGCSE English Literature (0475), one IGCSE science besides regular PE and Advisory classes.
6	According to language level, students will be assigned the appropriate French or Arabic class.
7	Classes with low enrollment may be cancelled.

COMPULSARY COURSES	
# periods	
6	IGCSE English First Language (0500) and IGCSE English Literature in English (0475)
6	IGCSE Mathematics (0607)
2	Physical Education
1	Advisory

PICK ONE COURSE FROM EACH COURSE BLOCK BY PLACING AN (X)

# periods	Block 1	X	# periods	Block 2	X
4	IGCSE Chemistry (0620)	<input type="checkbox"/>	4	IGCSE Physics (0625)	<input type="checkbox"/>
	IGCSE Information Technology (0417)	<input type="checkbox"/>		IGCSE Geography (460)	<input type="checkbox"/>
	IGCSE Physical Education (0413)	<input type="checkbox"/>		IGCSE Economics (0455)	<input type="checkbox"/>
		<input type="checkbox"/>		IGCSE Drama (0411)	<input type="checkbox"/>
	<input type="checkbox"/>			<input type="checkbox"/>	
# periods	Block 3	X	# periods	Block 4	X
4	IGCSE Science Combined (0653)	<input type="checkbox"/>	4	IGCSE Biology (0610)	<input type="checkbox"/>
	IGCSE Design & Technology (0445)	<input type="checkbox"/>		IGCSE History (0470)	<input type="checkbox"/>
	IGCSE Business (0450)	<input type="checkbox"/>		IGCSE Art & Design (0400)	<input type="checkbox"/>
# periods	Block 5	X			
4	IGCSE Arabic	<input type="checkbox"/>			
	IGCSE French	<input type="checkbox"/>			
	(*) The level will be determined by the Dept.	<input type="checkbox"/>			

(*) Students wishing to change courses, within the set deadline on the calendar, must get the approval of their advisor first, then they will email the change request to georges.rizkallah@bhs.edu.lb

Student's Signature & Date:

Advisor's Signature & Date:

Parent's Signature & Date: