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# The Cambridge Learner Attributes

<table>
<thead>
<tr>
<th>Cambridge learners</th>
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</table>
| **Confident** in working with information and ideas – their own and those of others.  
Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others. |
| **Responsible** for themselves, responsive to and respectful of others.  
Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community. |
| **Reflective** as learners, developing their ability to learn.  
Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners. |
| **Innovative** and equipped for new and future challenges.  
Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking. |
| **Engaged** intellectually and socially, ready to make a difference.  
Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally. |
Academic Programme grade 9/10

IGCSE Subjects
At LIS we currently offer the following IGCSE courses (subject codes in parentheses):

<table>
<thead>
<tr>
<th>Group 1: Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language English (0500) or English Second Language (0511)</td>
</tr>
<tr>
<td>First Language German (0505) or German (GAL: 0525)</td>
</tr>
<tr>
<td>French (0520)</td>
</tr>
<tr>
<td>Spanish (0530)²</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Perspectives (0457) (core + additional 2 lessons for an IGCSE)</td>
</tr>
<tr>
<td>Geography (0460)</td>
</tr>
<tr>
<td>History (0470)</td>
</tr>
<tr>
<td>If wanted: English Literature (0486)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge International Mathematics (0607)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 4: Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (0610)</td>
</tr>
<tr>
<td>Chemistry (0620)</td>
</tr>
<tr>
<td>Physics (0625)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5: Arts/Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music (0410)</td>
</tr>
<tr>
<td>Computer Sciences (0478)</td>
</tr>
<tr>
<td>(Art is taught as an Art Foundation course)</td>
</tr>
</tbody>
</table>

All subjects are taught 4 lessons a week, except of English/EAL with 5 lessons a week.

Non-IGCSE Subjects

Additional to the IGCSE subjects every student has to take part in the following lessons:

<table>
<thead>
<tr>
<th>PE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral</td>
</tr>
<tr>
<td>Global Perspectives core</td>
</tr>
</tbody>
</table>

And there is a final choice of the following subjects with 2 lessons a week:

<table>
<thead>
<tr>
<th>Advanced Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT-studies</td>
</tr>
<tr>
<td>Responses to English/German Literature</td>
</tr>
<tr>
<td>Additional EAL</td>
</tr>
</tbody>
</table>

¹ Additional to these languages offered at school, a student may also be entered for an exam in another first or foreign language
The Preliminary IGCSE Subject Choice Form, 2017-2019

<table>
<thead>
<tr>
<th>The subjects taken by all of the students are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of First Language English □ OR EAL □ (5 periods)</td>
</tr>
<tr>
<td>One of: First Language German □ OR GAL □ (4 periods)</td>
</tr>
<tr>
<td>And: ✓ Mathematics (4 periods)</td>
</tr>
<tr>
<td>✓ PE (2)</td>
</tr>
<tr>
<td>✓ Pastoral (1)</td>
</tr>
<tr>
<td>✓ Global Perspectives Core (1)</td>
</tr>
</tbody>
</table>

**Students must choose one from** (4 periods)

- □ Biology
- □ Chemistry
- □ Physics

**Students must choose one from** (4 periods)

- □ History
- □ Geography

(If the underlined subjects are passed with grade C or better, this will be recognised as equivalent of the Saxon “Realschulabschluss”)

**Students must choose three other optional subjects from** (4 periods each)

- □ History
- □ Geography
- □ Computer Science
- □ Chemistry
- □ Biology
- □ French
- □ Physics
- □ Spanish
- □ (Learning Support) (by recommendation)²
- □ Art
- □ Music

**Students must also choose one from the following** (2 periods)

- □ Advanced Maths (for students of the extended Maths group only)
- □ Responses to English/German Literature, *to be confirmed*
- □ Global Perspectives (for an additional IGCSE)
- □ ICT studies
- □ Additional EAL, *to be confirmed*

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² Students and parents will be approached individually by a Learning Support specialist.
Recognition issues

Recognition as Saxon “Realschulabschluss” (for German students)

Sächsische Bildungsagentur – Zeugnisanerkennungsstelle des Freistaates Sachsen
http://amt24.sachsen.de/ZFinder/zlink.do?modul=VB&id=35396
http://www.sachsen-macht-schule.de/schule/3683.htm

- Für eine Anerkennung als mittlerer Schulabschluss sollte darauf geachtet werden, dass am Ende des zehnten regulären Schuljahres IGCSE-Prüfungen absolviert werden können.
- Empfohlen werden Prüfungen (Zensuren von A* bis C) und Unterricht in mindestens fünf Fächern, maximal sechs bis sieben (also nicht mehr, als englische Schüler wählen) und zwar in „English“, einer weiteren Sprache, die auch in einer deutschen Schule gewählt ist (z. B. „German“ oder „French“), „mathematics“, ein gesellschaftswissenschaftliches Fach (z. B. „Geography“ oder „History“, welches später im IB-Diploma – Programm bzw. in der gymnasialen Oberstufe auch fortgesetzt wird) und mind. ein naturwissenschaftliches Fach (welches später im IB Diploma – Programm bzw. in der gymnasialen Oberstufe auch fortgesetzt wird).
- 5 subjects studied and examined (grades C or above): English, another language (German), mathematics, one social science (History or Geography) and one science (Biology, Chemistry, Physics).

Do students, that aim for the IB-Diploma need to get their IGCSE-Certificate recognized?

- The awarding of the HZB (Hochschulzugangsberechtigung) implies that the student has already passed the requirements for the “Realschulabschluss” two years previously, so it is not needed to have that stated separately.
Further Education at LIS

The subjects are taught through courses that develop the skills the students need to achieve success and cover the content of the Cambridge IGCSE syllabus for the subject.

Additional to this the students are prepared for the educational steps to follow, the IB-programmes (IBCP and IBDP) and any other programme of higher secondary education.

IBCP:

- For students progressing to the IBCP (career-related programme) we recommend that students have the Realschulabschluss.
- For non-German students who do not require the Realschulabschluss, there may be some flexibility with regard to the subjects passed at IGCSE.

IBDP:

To be admitted to the IBDP a student will need the following entrance requirements:
- A minimum of 3 B grades and 3 C grades in your IGCSEs. It is recommended that the B grades are in the subjects you wish to study at HL.
- To have achieved LIS Academic Standards in grade 10 to the satisfaction of your Subject teachers.

If you have any questions about the further education of your child at LIS and the IB-programmes in general, please contact the LIS IB-coordinators:

IBCP: margret.giles@intschool-leipzig.com
IBDP: rebecca.hillyer@intschool-leipzig.com
IGCSE Examinations

Examination Timing:

The school enters the candidates for the June examination session. Examinations take place from end of April to June in the final year grade 10 and may affect public holidays. The final dates will be published at the end of October the year before.

Organisation of grade 10:

- All students write Mock exams in January of grade 10. Based on this information and on the performance/progress in class, subject teachers recommend if the Maths or Science exam papers should be written as core or extended exam option OR if the Alternative to coursework paper should be written in History.
- After this, the parents get the provisional statement of results, check it and enter their child with their signature on the reply slip for the IGCSE exams. Now is the time for registering a child for an additional first and/or foreign language exam.

Examination Fees:

External Examination Fees are charged by Cambridge. The fees are not included in the LIS tuition fees. After parents/students have checked and signed the provisional statement of entry shortly after the Mock exams in January, the candidates will be invoiced.

For the June 2018 IGCSE-exams the fees will be 81,38 EUR per subject, so expect about approximately 1 EUR more per subject for the June 2019 IGCSE-exams.

IGCSE Certificates:

Examinations lead to single subject certificates; the provisional results are accessible online mid-August. Students will get their access details with the grade 10 final report card.

If you plan to continue your child’s education in another country, for example, the Netherlands, please check before, if the group-award ICE (International Certificate of Education) is required or will make the transition easier. Please report back to LIS no later than 20 February of the exam year. The ICE group-award will cost about 60,00 EUR.
Academic Honesty

Malpractice
The following are examples of malpractices by candidates:
- Misuse of examination material
- Behaving in such a way as to undermine the integrity of the examination
- Disruptive behaviour in the examination room
- Bringing unauthorised material into the examination room
- Obtaining, receiving, exchanging or passing on information which could be examination-related by any means before the end of the exam
- The inclusion of inappropriate, offensive or obscene material in scripts or coursework
- Copying from another candidate
- Collusion; working collaboratively with other candidates
- Plagiarism; the failure to acknowledge sources properly and/or the submission of another person’s work as if it were the candidate’s own
- Failure to abide by the instructions of an invigilator
- Failure to abide by the conditions of supervision designed to maintain the security of the examinations.
- Any attempt to remove or reveal the content of the examination before the Key Time for the exam has passed or the examination has concluded.

The following are examples of malpractice by Centre staff:
- Assisting candidates in the production of coursework, beyond that permitted by the regulations
- Allowing candidates unsupervised access to coursework exemplar material, whether this is the work of former learners or material that we have provided.
- Assisting or prompting candidates with the production of answers.

Cambridge may impose the following penalties following a malpractice investigation (involving both the Head of Centre, subject teachers, invigilators and candidates from LIS):
- Issue a warning
- Deduct marks or award no marks for a component
- Disqualify candidates from the subject in which the malpractice took place (in serious cases the disqualification may extend to all subjects taken in a series).
- Ban a candidate from entering Cambridge examinations for up to five years
- Inform other examining bodies of the details of the case and the action taken
- Inform the police in serious cases involving theft, impersonation or falsification of documents

Extract from the LIS Academic Honesty Policy, based on the Cambridge Handbook 2015, international

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3 Except the group project in Global Perspectives: group element: Candidates collaborate to produce a plan and carry out a group project based on research in one topic area; individual element: evaluate plan, process, outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations. (IGCSE Syllabus Global Perspectives, 2016, p. 8)

4 Head of Cambridge Centre = LIS Secondary Principal
IGCSE subjects

The following subjects are taught according to the Cambridge syllabi.

Additional to this, the students are prepared for the educational steps to follow, the IB-programmes (IBCP and IBDP) and any other programme of higher secondary education.
English First Language (0500)

The English First Language course further develops the students’ skills in written and oral communication and their understanding of literature.

Aims:
- engage with a variety of literary and informational texts
- explore language through a variety of media and modes
- develop the skills reading, writing, speaking, listening, viewing and presenting in a variety of contexts

Curriculum Content:

Grade 9
The course is organised into thematic units of work each with a specific writing/text focus.
Unit 1: Alienation (Cause & Effect)
Unit 2: What’s the Point? (Recognising & developing arguments, bias, opinions and justifications in texts.)
Unit 3: The Power of Movies (Our stories on screen)
Unit 4: Mind the Gap (Recognising text types & writers’ effects)
Unit 5: Wide Reading Programme (This unit runs the entire year to ensure regular reading and response to text practise.)

Grade 10
The course is organised into thematic units of work each with a specific focus.
Unit 1: Seeing Things My Way (Narrative, descriptive, discursive & argumentative perspectives)
Unit 2: The Universality of Literature (Exploring literary merit in prose, poetry & drama)
Unit 3: ‘Creative & Critical’ (A chance to use higher order thinking in the production of a text.)
Unit 4: The Big R (Revision time for English papers)
Unit 5: Wide Reading Programme (This unit runs the entire year to ensure regular reading and response to text practise.)

Assessment:
- Each unit has at least one summative written assessment and one oral/visual based on the unit’s objectives.
- The written assessments for the course are used to prepare students for their First Language English components.
- Reading and summarising skills needed for the IGCSE exam are also developed throughout the course.

Resources:
Varied literary and informational texts appropriate to the theme and genre. There are no set texts but teachers will select material appropriate for the unit of work.

IB preparation:
Aim of the course is to equip the students with linguistic, analytical and communicative skills to enable them to progress as learners into the IB Diploma programme.
English as a Second Language (0511)

The G9-10 ESL programme is designed to further develop the English language competency of ESL students by developing their skills in reading, writing, speaking, listening, viewing and presenting in a variety of contexts.

Aims:
- engage with a variety of literary and informational texts
- explore language through a variety of media and modes
- develop independent reading skills
- extend their knowledge of grammar, vocabulary and the use of idiomatic speech

Curriculum Content:
The units of work covered in the course are designed to focus on specific language skills. All four areas of language learning are developed simultaneously to enhance all facets of the English language proficiency level of students.

Units: technology, exploration, health, education, competition, work, environment and wildlife, culture and society, transport, fashion, entertainment, young and old.

Assessment:
- In Grade 9 all assessments are internal with a strong emphasis on formative assessments.
- At the end of Grade 10 students will sit for the following external exams.
  Paper 2: Reading and Writing (extended)
  Paper 4: listening (extended)
  Paper 5: oral communication

Resources:
The main resources used for the course are
- IGCSE English as a second language, course book
- IGCSE English as a second language, student workbook.

IB preparation:
Furthermore, the G 9-10 ESL course also aims to be academically rigorous and equip the students with linguistic, analytical and communicative skills to enable them to progress as learners into the IB Diploma Programme English Language B course.
German First Language (0505)

The German First Language course is focused on reading and writing at mother tongue level. There is no distinction between core and extended level: all candidates sit the same exam papers and are eligible for grades A* to G. We follow the Saxonian curriculum and expect students to be fluent in speech and text comprehension and production. This can also mean that advanced GSL students can sit the IGCSE German First Language exam.

Aims:
- equip the students with linguistic, analytical and communicative skills to enable them to progress as learners
- engage with a variety of literary and informational texts
- explore language through a variety of media and modes
- develop the skills reading, writing, speaking, listening, viewing and presenting in a variety of contexts
- revision of grammar and spelling rules

Curriculum Content:
At LIS we develop a lot of the reading and writing skills through the analysis of novels, poems, theatre plays, films, and newspaper articles on topical questions in preparation of discursive/argumentative as well as the descriptive written tasks.

Assessment:
- Paper 1: text comprehension questions and text summary
- Paper 2: writing (argumentative/ discursive and one descriptive or narrative)

Resources / Text Books:
- Deutsch Plus 9 and Deutsch Plus 10
- Praxis Sprache 9 and Praxis Sprache 10
- Varied literary and informational texts appropriate to the theme and genre

IB-preparation:
There is no German literature examination. However, literature is being studied in all three different areas (prose, drama, poetry) in order to prepare the students for the IB course in grade 11 and 12. Focal points: overview of the history of literature, models of communication, language in context, language changes. For this we set creative and formal tasks such as text analysis, response to poetry and drama.
Foreign Language French (0520)
Foreign Language German (0525)
Foreign Language Spanish (0530)

Introduction:
The IGCSE Foreign Language programme is recommended for students who have previously studied 2 or 3 years here at LIS or who have reached an A2 level. It is designed to support learners in becoming confident, responsible, reflective, innovative and engaged in the target language. Intermediate knowledge is acquired in grade 9 and 10 to secure a sound base of skills for the IB Language B diploma later on in grade 11 and 12.

Aims:
- Develop the ability to communicate effectively using the target language.
- Offer insights into the culture and society of countries where the language is spoken.
- Encourage positive attitude towards speakers of other languages.
- Provide enjoyment and intellectual stimulation.

Curriculum Content:
- Various grammar and structure skills along learning the core vocabulary are studied
- Topic areas include everyday activities, personal and social life, the world around us, the world of work and the international world.

Assessment:
- The IGCSE Foreign language is an extended course. It includes 4 assessments: listening (Paper 1), reading (Paper 2), speaking (Paper 3) and writing (Paper 4). Each element is worth 25% of the final grade.

Resources/text books/required materials:
- Each language has its own textbook and workbook:
  French: Cambridge IGCSE – French Foreign Language
  German: Begegnungen A2, B1; Cambridge IGCSE-German Foreign Language
  Spanish: Mola; GCSE Edexcel
- Authentic texts as comic books, magazines and novels are used during lessons as well
- Online internet exercises and movies are also part of the material used in class.

IB preparation:
Teaching students only for the IGCSE exams is not sufficient for them to perform well during the IB Language B programme. Therefore, we adapt our lessons to make them more challenging in terms of vocabulary, grammar and oral proficiency. The LIS Modern Language curriculum is, from grade 6 on, designed to prepare students for the IB Language B assessments in grade 12.
Global Perspectives (0457)

Introduction
Global Perspectives is a two year course which incorporates skills of critical thinking and enquiry in order to analyse and suggest solutions to the issues which face the world today. Issues are examined on a local, national and global scale. Students will learn to write strong arguments, improve their report writing techniques, think critically and look beyond the issues they are presented with in order to form their own evidence based opinions and developing international mindedness.

The aims of the course are as follows:
- Have an analytical, evaluative grasp of key world issues, their causes, effects and possible solutions
- Inquire into and reflect on issues and collaborate with others to find solutions
- Direct most of their own learning with the teacher acting as a facilitator
- Consider important issues from personal, local, national and global perspectives
- Critically assess the information available to them and develop lines of reasoning
- To have a sense of their own active place in the world.

Curriculum Content:
Students examine and investigate a variety of global issues arranged into a series of different themes such as: Disease and Health, Peace and Conflict, Belief systems, Biodiversity and ecosystem loss, Changing communities, Digital world, Family, Human rights, Humans and other species, Sustainable living, Language and communication, Poverty and inequality, Sport and recreation, Tradition, Culture and identity, Water, Food and agriculture.

Assessment:
- 70% of the IGCSE is based on coursework:
  1. Individual Research based on one topic area.
  2. Team project, including a group and an individual element.
- 30 % Written Paper

Resources
There are no set textbooks for the Global Perspectives course. Pupils are expected however, to keep up to date with current events by reading periodicals, newspapers and watching/ listening to the news.

IB-preparation:
Global Perspectives is to be seen as an IB preparation course for the core elements of the Diploma Programme – Theory of Knowledge and the Extended Essay – and the Careers Programme – the Reflective Project.
Geography (0460)

Introduction:
LIS offers Geography as a subject choice from the group of Social Sciences. It is not compulsory, but may be taken in conjunction with History or Global Perspectives. Geography focuses on the inter-relationships between people’s activities and the environment. The physical, social, economic, political and cultural environments and their associated effects on the landscape are explained at a variety of spatial distributions. By the end of the course, students will be able to make evaluations and conclusions about geographical patterns and data with sensitivity to the landscape and people.

Aims:
The students are encouraged to develop:
- a sense of place and understanding of relative location on a local, regional and global scale
- an awareness of physical and human environments and an understanding of the processes which affect their development
- an understanding of different communities and cultures around the world and to promote international and intercultural understanding
- enquiry, investigation and presentation skills
- recognition of the role of decision making

Curriculum Content:
Themes will be explored using a variety of local, national and global case studies to illustrate and to prompt students to relate general principles to particular examples.
- Theme 1: Population and Settlement
- Theme 2: The Natural Environment
- Theme 3: Economic development

Resources / Text Books:
- Kelly/Fretwell: Complete Geography for Cambridge IGCSE
- Waugh: The New Wider World
These text books are supplemented by various texts and visual media.

Assessment
This two-year course will ultimately be assessed by three external exams:
- Paper 1 – Resource based paper – 45% of total marks
- Paper 2 – Skills based paper – 27.5% of total marks
- Paper 4 – Alternative to coursework paper – 27.5% of total marks
Students are graded A* to U.

IB preparation
The IGCSE course directly leads into the Diploma Programme Geography course which is offered at both Higher and Standard Levels; students are normally required to obtain a B in order to enter HL and a C for SL.
History (0470)

Introduction:
Students have the opportunity to study some of the major international events of the 20th century as well as looking at a depth study on the Middle East which resonates with modern history and current events in the region. The course is designed to develop historical skills as well as knowledge and includes various approaches to learning about the past.

Aims:
- Promote the acquisition of knowledge and understanding on human activity in the past
- Promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference and motivation.
- Promote the acquisition of enquiry skills and enable the learner to retain an open mind and form balanced conclusion with regard to different source material and the detection of bias.
- Encourage the development of linguistic and communication skills
- Promote international understanding and co-operation

Curriculum content:

<table>
<thead>
<tr>
<th>Core Content Section 1: The Inter-war Years 1918-1939</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where the Peace Treaties of 1919-1923 fair?</td>
</tr>
<tr>
<td>2. To what extent was the League of Nations a success?</td>
</tr>
<tr>
<td>3. Why had international peace collapsed by 1939?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Content Section 2: The Cold War and the Gulf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who was to blame for the Cold War?</td>
</tr>
<tr>
<td>2. How effectively did the USA contain the spread of Communism?</td>
</tr>
<tr>
<td>3. How secure was the USSR’s control over Eastern Europe? 1946-1989</td>
</tr>
</tbody>
</table>

Depth Studies
1. Depth Study Israeli-Palestinian Conflict 1918-1994

Assessment:
- Paper 1: Structured Questions
- Paper 2: Source work Questions
- Coursework or paper 4: Alternative to coursework

Resources:
- Walsh: IGCSE 20th Century History
- McAleavy: Arab-Israeli Conflict
- Rea/Wright: Arab-Israeli Conflict

IB-preparation:
The IGCSE course leads into the Diploma Programme History course which is offered at both Higher and Standard Level.
Mathematics (0607)

Introduction:
An essential subject for all students, IGCSE Mathematics is a fully examined course that encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts.

Aims:
- acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics
- develop a foundation of mathematical skills and apply them to other subjects and to the real world
- develop methods of problem solving
- interpret mathematical results and understand their significance
- develop patience and persistence in solving problems
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning
- appreciate the beauty and power of mathematics
- appreciate the difference between mathematical proof and pattern spotting
- appreciate the interdependence of different branches of mathematics and the links with other disciplines
- appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world
- read mathematics and communicate the subject in a variety of ways.

Assessment:
Candidates may follow either the core curriculum (grades C to G) or the extended curriculum (Grades A* to G).

- Paper 1 (core)/ Paper 2 (extended), non-calculator paper
- Paper 3 (core)/ Paper 4 (extended), calculator paper
- Paper 5 (core)/ Paper 6 (extended), investigation

Resources/required materials:
- Textbook: Haese & Harris: ‘IGCSE Cambridge International Mathematics’
- Graphic Display Calculator: Texas Instruments TI-84 plus. Parents are notified at the end of Grade 8 that they need to buy a TI-84 ready for Grade 9.

IB-preparation:
The current syllabus is much more closely aligned to the IB mathematics courses than previous syllabi, making the transition from IGCSE to IB much smoother.
IGCSE Sciences: Biology – Chemistry – Physics

Aims:
1. to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
2. to enable learners to acquire sufficient knowledge and understanding to:
   - become confident citizens in a technological world and develop an informed interest in scientific matters
   - be suitably prepared for studies beyond Cambridge IGCSE
3. to allow learners to recognise that science is evidence based and understand the usefulness, and the limitations, of scientific method
4. to develop skills that:
   - are relevant to the study and practice of science
   - are useful in everyday life
   - encourage a systematic approach to problem-solving
   - encourage efficient and safe practice
   - encourage effective communication through the language of science
5. to develop attitudes relevant to chemistry such as:
   - concern for accuracy and precision
   - objectivity
   - integrity
   - enquiry
   - initiative
   - inventiveness
6. to enable learners to appreciate that:
   - chemistry is subject to social, economic, technological, ethical and cultural influences and limitations
   - the applications of chemistry may be both beneficial and detrimental to the individual, the community and the environment

Assessment:
Candidates may follow either the core curriculum (grades C to G) or the extended curriculum (Grades A* to G).
- Paper 1 (core)/ Paper 2 (extended), multiple choice
- Paper 3 (core)/ Paper 4 (extended),
- Paper 5: Practical or Alternative to Practical (Paper 6)

During the course all students will study the extended material and only after the mock examinations students will have the opportunity to opt, after consultations, for the core papers in the final external examinations.
Biology IGCSE (0610)

Introduction:
With an emphasis on human biology, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study in IB programme, which are useful in everyday life. As they progress, learners understand how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Curriculum content:

| 2. Organisation of the organism | 12. Respiration |
| 4. Biological molecules | 14. Coordination and response |
| 5. Enzymes | 15. Drugs |
| 7. Human nutrition | 17. Inheritance |
| 8. Transport in plants | 18. Variation and selection |
| 21. Human influences on ecosystems |

Resources:
- Jones: *IGCSE Biology*
- Large: *Complete Biology for Cambridge Secondary 1, Workbook*
- Pickering: *Complete Biology*

IB-preparation:
Throughout the two-year course, aside from covering the IGCSE Biology syllabus having the IB Biology as a long-term goal, students will be assessed and exposed to various types of examination questions using past papers and past practical activities in order to develop their essential analytical skills which are pre-requisite for the academically-rigorous IB Diploma Programme. In addition to the practical activities using past papers, students will have an opportunity to complete inquiry based laboratory investigations modelled on the IB Internal Assessment format.
Chemistry IGCSE (0620)

Introduction:
The chosen curriculum is designed to develop knowledge as well as skills in creative and critical thinking, inquiry and problem solving, thus preparing the students not only to successfully take the IGCSE chemistry examination but also to give them a good foundation to study chemistry at IB diploma level.

Curriculum Content:

|------------------|--------------|------------------------------|

Resources:
- Clegg: *IGCSE Chemistry*
- Gallagher/ Ingram *Complete Chemistry for IGCSE*

IB-preparation:
The content and the aims and objectives of the course provide the students with the necessary skills and knowledge to be able to follow the IB chemistry diploma programme both at higher and standard level.
Physics (0625)

Introduction:
While covering the IGCSE 0625 examination syllabus, the focus of the course is the introduction and initial development of thinking skills needed for success in the IB courses offered at LIS.

Curriculum Content:
- General physics
- Thermal physics
- Properties of waves, including light and sound
- Electricity and magnetism
- Atomic physics

Additional topics are introduced to help link concepts into a coherent body of knowledge.

Virtual Learning Environment (Moodle):
With the exception of EoY and mock examinations, all assessment is done online using a Virtual Learning Environment (Moodle), and is composed of self-paced problem-solving tasks (quizzes) done online, which provide instant feedback and automatic marking. The tasks can be completed at anytime, anywhere, using any resources the learner chooses, and attempted repeatedly. On each attempt, however, the problems and/or data change. Consequently, in order to succeed the learner must master the method of solving a problem, rather than memorize an answer.

The nature of online assessment (unlimited accessibility, multiple attempts, and access to resources) requires different grade boundaries than those applied to paper-and-pencil assessments performed under ‘classic’ exam conditions. For this reason, the minimum boundaries applied to online assessments are (in %): 98, 95, 90, 80, 65, 45, and 15 for grades A*, A, B, C, D, E, and F respectively.

Resources:
In a constructivist, inquiry-, and problem-based learning program, the main resources are:
- the learner's own experiences, in particular observations and results from laboratory investigations
- tasks, challenges, and problems harvested from multiple sources e.g. books, exam papers, and original ones
- Students also have access to textbooks and a revision guide

IBDP/CP preparation:
The IBDP exam places a premium on higher-level skills: analysis, evaluation, and synthesis. In order to prepare them for further study at IBDP level, learners are challenged to develop higher-level thinking skills on regular basis via in-class Socratic questioning and online problems taken from current and historical non-IGCSE exams, such as IBDP, O-level, A-level, AP etc.

Every set of online problems (quiz) contains a balance of lower-thinking and higher-thinking challenges.
Music (0410)

Introduction:
IGCSE music is a natural progression from the work covered in middle school. Students listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. The course covers not only “classical” music but “world” music, jazz, folk and pop. Each style is placed in its historical and cultural context, and students are encouraged to be perceptive, sensitive and critical when listening. Students should be prepared to develop their music reading ability and are advised to have tuition inside or outside school on their main instrument.

Aims:
- To acquire a range of basic musical skills knowledge and understanding, through the activities of listening, performing and composing
- To develop a perceptive and critical response to the main historical periods and styles of Western music
- To recognize and understand the music of selected non-Western traditions, and thus 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

Curriculum Content:

<table>
<thead>
<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Elements of Music</td>
<td>Prescribed Work:</td>
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<tr>
<td></td>
<td>Mendelssohn: <em>Italian Symphony</em> OR</td>
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<td></td>
<td>Mozart: <em>Clarinet Concerto</em></td>
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<tr>
<td>History of Western Classical Music ( -1600)</td>
<td>The Romantic Era</td>
</tr>
<tr>
<td>The Baroque Era</td>
<td>Music from Latin America, India &amp; Japan</td>
</tr>
<tr>
<td>African &amp; Indonesian Music</td>
<td>New Directions in Western Classical Music</td>
</tr>
<tr>
<td>The Classical Era</td>
<td>World Music Focus – China</td>
</tr>
<tr>
<td>Popular Music Styles of the C20th</td>
<td>Fusion</td>
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</tbody>
</table>

Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Written Examination</td>
<td>40</td>
</tr>
<tr>
<td>Performing: 2 prepared performances 1 individual and 1 ensemble</td>
<td>Coursework</td>
<td>30</td>
</tr>
<tr>
<td>Composing: 2 contrasting compositions</td>
<td>Coursework</td>
<td>30</td>
</tr>
</tbody>
</table>

Resources/text books/required materials:
Students will need to be equipped with the following: Basic stationary supplies / manuscript paper / lined paper / designated folder / instrument (on request & if applicable) / Prescribed Work Scores

IB preparation:
The course provides the student with a strong foundation for studying music at IB level. The core assessment disciplines are identical, aiming for the student to gain a broad understanding of music from all over the world, and to develop a performing and creating portfolio that highlights the strengths and interests of the individual.
Art Foundations

Introduction:
Art Foundations is an intensive continuation of the visual arts program at LIS, which gives students the opportunity to further develop their skills and work more independently through individual ideas of expression. Although the course is designed to best prepare students for further studies in visual art, whether students follow the IBDP or IBCP, students who desire to express themselves visually, are excited about experimenting and learning art processes and techniques, and are interested in art research should select this course to enhance their IGCSE course selection as a non-examined course which meets for two double lessons each week.

Aims:
- Be able to record visually
- Carry out relevant exploration of materials, media and appropriate processes
- Identify and research a particular aspect of Art and Design
- Document and evaluate ideas and concepts as the work proceeds
- Develop visual language that communicate ideas in body of work

Curriculum Content:
- Visual Recording: primary and secondary sources
- Art Making: materials, techniques and processes
- Ideas and Concepts: critical/contextual research of different cultural contexts
- Communication: developing and understanding visual language
- Exhibition: documentation, curating, and exhibiting own art and visiting museums and galleries to note curatorial rationale

Assessment:
- Journal entries: visual and written
- Process portfolio: collection of experiments and research
- Final works of art
- Written analysis and reflection
- Critiques and Exhibition

Resources/text books/required materials:
- Sketchbook (A4, hard cover, ring bound)
- Basic art supplies (pencils, water colours, coloured pencils, oil pastels)
- Computer (PC/Mac), GIMP editing program, colour printer, digital camera
- Area at home to produce art (a quiet place ready for possible messy work)

IB-preparation:
The curriculum of Art Foundations has been developed to prepare students for Art in the IB Diploma Programme, and for the BTEC Art and Design course which will give students in the IBCP a career-related qualification (BTEC level 3 subsidiary diploma). Therefore, this course offers a strong foundation of the elements and principles of design, artistic development through experimentation and research, techniques and processes needed for visual arts production, communication of ideas and the expression of feelings, and curatorial practice.
Computer Science (0478)

Introduction:
The subject of Computer Science studies the theory of how computers work, the
hardware involved as well as the practical areas of computer logic, programming
syntax, and database design.

Aims:
Cambridge IGCSE Computer Science syllabus strives to develop:
- computational thinking that is thinking about what can be computed and how,
  and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which
  in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they
  interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems
  using a high-level programming language.

Curriculum Content:
- 1.1 Data representation
- 1.2 Communication and Internet technologies
- 1.3 Hardware and software
- 1.4 Security
- 1.5 Ethics
- 2.1 Algorithm design and problem-solving
- 2.2 Programming
- 2.3 Databases

Assessment:
Students’ theory knowledge will be assessed through weekly quizzes and term exams.
Students’ practical work will be assessed through various practical assignments.
At the end of the two-year course students will sit two papers:
- Paper 1, Theory
- Paper 2, Practical

Resources/text books/required materials:
No official texts are yet available however we will use various internet based sources,
previous examination papers, and related texts as necessary.

IB-preparation:
One of the reasons for switching from the previous course ICT to Computer Science
was to give the school the option to add an IB Computer Science programme. This
programme intends to be a lead into the IB CS programme or entry-level collegiate
computer science courses.
Non-IGCSE subjects: obligatories and electives
Advanced Mathematics

Introduction:
Grade 9/10 Secondary students get the opportunity to take an extra Mathematics course to run parallel with their normal IGCSE Mathematics course (0607). Any students in the IGCSE extended group will be eligible to take Advanced Mathematics.

Aims:
The primary intention of offering the course Advanced Mathematics is to help make a smoother transition from IGCSE Mathematics to IB Higher Level Mathematics. We recognise, however, that some students will take the course without necessarily moving on to take the IB Higher Level course.

Curriculum Content:
- Calculus
- Further Functions
- Further Trigonometry
- Further Probability including the Binomial distribution
- Further Statistics including the Normal distribution
- Arithmetic and Geometric Sequences and Series
- Binomial expansion

Assessment:
It will be internally assessed, including end of year examinations.

Resources:
- Haese and Harris: Mathematics SL for the International Student.
- Mathematics Standard Level (OUP)
- Smedley/Wiseman: Mathematics Standard Level
ICT Studies

Introduction:
An essential subject for all students as computers will play a large part in their working lives. It is essential that they fully understand both the theory and the practicalities of the subject in order to make sense of the challenges of the workplace both at University and in an Office environment.

Curriculum Content:
The curriculum content for knowledge and understanding is set out in ten interrelated sections. These sections should be read as an integrated whole and not as a progression. The sections are as follows:
- File management
- Images
- Layout
- Styles
- Proofing
- Graphs and charts
- Document production
- Data manipulation
- Presentations
- Data analysis

Assessment:
As a smaller course there will be no major assessments during this course.

Resources:
We use the resources provided by Cambridge as well as various Internet multimedia and print resources.
Global Perspectives - Short course

Introduction
Global Perspectives short course is a course designed to enhance and deepen a student’s International Mindedness and awareness of the world around them. This course will prepare students for further study in the IBO programmes offered at the school. The course also aims to encourage further development of critical thinking and engagement with global issues and students develop an understanding of the “self” in the wider context of the local, national and global communities.

The aims of the course are as follows:
- Explore and develop an understanding of International Mindedness in order to enter into meaningful and productive dialogue with others on global issues.
- To develop students who are independent, active and empowered to take their place in an ever-changing, information heavy, interconnected world
- Consider important issues from personal, local, national and global perspectives
- Critically assess the information available to them and develop lines of reasoning
- To develop a student’s understanding of academic research and presentation of findings
Responses to English/German Literature

Introduction:
This course is designed to support and enrich the curriculum for students who wish to broaden their experience into the various ways of responding to literature, creative and analytical. The course will occupy two periods per week. Each unit will take approx. 6 weeks and alternate between English and German.

Aims:
- To provide the opportunity to explore the literature from two cultures
- To develop and use the skills and language of creative and analytical responses

Curriculum content:
The course will focus on 20th century literary texts (e.g.: novel, film, poetry) in both subjects.

Assessment:
- A range of assessment tasks to be determined by the teachers.
- Group presentation, possibly as part of an assembly for G 9 & 10.

Resources:
- The students will get the texts through the respective departments.

IB preparation:
- This course can be seen as a preparation for the group 1 IB subjects (Literature and Language and Literature)
Pastoral Support

Introduction:
The pastoral programme is an integral support mechanism from which all secondary students benefit. Students meet with their tutors on a daily basis, receive one formal pastoral session each week, and are encouraged to approach their tutors outside of these timetabled sessions as and when further support is required. Pastoral sessions, some planned and others responsive depending upon the needs of the students, focus on overall student wellbeing and the need to create a safe, secure environment in which all students can flourish.

Aims:
The aims of the pastoral support system are to enable students to become:
- Confident individuals with a strong sense of identity, prepared to speak out against intolerance in all its forms;
- Responsible when making relationship and lifestyle choices, understanding clearly the notions of rights and responsibilities, balance and power;
- Reflective and resilient in pressured situations;
- Innovative and flexible when faced with challenges;
- Engaged with local, national and global issues.

Curriculum Content:
The following three areas have been identified as focal points for the programme:
- Health and wellbeing;
- Relationships and social skills;
- Managing life in school and the wider world.

However, other areas and topics will be incorporated as each tutor responds to the individual and collective needs of the students in the group.
Reduced Programme/Learning Support

Learning Support lessons offer students the opportunity of supervised and guided study lessons, during which they can complete work for their other subjects.

Students who would benefit from a reduced IGCSE programme should choose Learning Support. These students, and their parents, will be approached by a Learning Support specialist to discuss this matter.

The purpose of the Learning Support programme at LIS is to respond to the diverse learning needs of all students. This includes students who encounter mild to moderate difficulties, as well as students who may require greater academic challenges than those provided within the regular curriculum.

Students experiencing a specific learning deficit need support in acquiring skills and strategies that will enable them to succeed with the regular curriculum. Through ongoing observation, assessment and evaluation, learning support specialists and classroom teachers work together to ensure that students’ learning needs are met. Learning Support services include withdrawal (individual and/or small group intensive instruction), differentiation by the subject teacher (after consultation with the Learning Support specialist) and monitoring of student progress.
Grade 8 – important steps

Grade 8 information evening:
- Information about the organisation of grade 9/10 at LIS
- Information about the LIS curriculum for grade 9/10, opportunity to talk to subject teachers

Subject choices - process:
- 15/12/2016: deadline for handing in the “Preliminary Subject Choice”-Form
- 21/03/2017: deadline for handing in the “Final Subject Choice”-Form

Checkpoint Tests:
- 24-26/04/2017
- Two papers in English, Mathematics and Sciences
- Externally marking
- Diagnostic feedback for the school
- Individual feedback (you will get it with the G8 report card in June)

LIS support system:
- January-Mid March: individual meetings to discuss the preliminary subject choices made and/or to discuss a reduced programme
- 09/02/2017: SMILE-science day (to get a better understanding of the differences/similarities of the three science subjects Biology, Chemistry and Physics)

- If you have questions about the organisation of grade 9/10, the subject choices, further educational plans and/or the recognition procedure, please always contact the Cambridge coordinator Dr Susanne Schleif (susanne.schleif@intschool-leipzig.com) first to organize a short-term meeting or a telephone call, where the next steps can be discussed.