




THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

IGCSE COURSE DESCRIPTION GUIDE

2024-2026





TO SHAPE A GENERATION
OF CREATIVE AND
RESILIENT GLOBAL
CITIZENS – A GENERATION
THAT WILL CHANGE
OUR WORLD FOR THE
BETTER.

CONTENT

4	KEY STAGE 4 & IGCSE	29	PERFORMING AND VISUAL ARTS FACULTY
6	THE WELLBEING PROGRAMME	29	IGCSE Art and Design (CIE 0400)
7	ENGLISH FACULTY	31	IGCSE Drama (CIE 0411)
7	English Language and Literature	32	IGCSE Music (CIE 0410)
7	IGCSE First Language English (CIE 0500)	36	PHYSICAL EDUCATION
8	Cambridge IGCSE Literature (CIE 0475)	36	IGCSE Physical Education (CIE 0413)
8	IGCSE English as a Second Language (CIE 0511)	39	COMPUTER SCIENCE
10	MATHEMATICS FACULTY	39	IGCSE Computer Science (CIE 0478)
10	IGCSE Mathematics (CIE 0580) & International Mathematics (CIE 0607)		
10	IGCSE Additional Mathematics (CIE 0606)		
12	SCIENCE FACULTY		
12	IGCSE Biology (CIE 0610)		
15	IGCSE Chemistry (CIE 0620)		
16	IGCSE Physics (CIE 0625)		
18	IGCSE Co-ordinated Science - Double Award (CIE 0654)		
20	HUMANITIES FACULTY		
20	IGCSE Business Studies (CIE 0450)		
22	IGCSE Geography (CIE 0460)		
23	IGCSE History (CIE 0470)		
24	IGCSE Global Perspectives (CIE 0457)		
25	WORLD LANGUAGE FACULTY		
25	IGCSE French, German & Spanish (CIE 0520, CIE 0525 & CIE 0530)		
26	First Language Korean		
28	Slovenský jazyk a literatúra pre 1. a 2. ročník stredných škôl		



KEY STAGE 4 & IGCSE

WELCOME TO KEY STAGE 4

Years 10 and 11 are called 'key stage 4' in the English and Welsh education system. Students at BISB study examinations called IGCSEs - International General Certificate of Secondary Education – administered by Cambridge International Examinations (CIE). IGCSEs are recognised world-wide as a major educational qualification for this age range and are excellent preparation for the IB Diploma.

Students entering Year 10 will be beginning a very important phase of their education. They will have to make significant choices about the courses that they study, probably for the first time. This guide helps students to make an informed choice of the subjects that they study in Years 10 and 11. These choices may well influence what they go on to study in the IB Diploma and later at college or university.

Although students are being asked to make some choices for the next two years, some of what they will study is compulsory at examination level:

- Mathematics
- Science: biology, chemistry & physics as separate science or double award, coordinated science
- English language and literature or English 2nd language
- Slovak (compulsory for Slovak students)

In addition, students will continue to take non-examined courses:

- Core Physical Education
- The Wellbeing Programme

Not including the Science choice, students are being asked to make four IGCSE option choices (3 choices for Slovak Nationals – as Slovak is one of these options) from a range of subjects available which are:

- Art and design
- Additional maths

- Business studies
- Computer science
- Drama
- French
- Geography
- German
- Global perspectives
- History
- Korean (a course only, not an IGCSE)
- Music
- Spanish
- Sport science (IGCSE Physical Education)

We expect students to be studying for a full range of IGCSE subjects. However, some students may be better suited to a reduced programme of IGCSEs and they will receive some extra language and/or learning support to help them cope with the demands of these examination courses. SEN/EAL staff will talk with students and parents in these cases.

HOW SHOULD STUDENTS CHOOSE?

We cannot, and would not want to, choose for them. We would strongly urge parents to take the same line. These are their choices. They should, however, listen to advice and guidance so that they make an informed decision about what to study.

- Students should consider subjects, which they already enjoy. There are two years of study involved with each option leading to examinations.
- Students should play to their strengths.
- Students should consider the promise of studying something new like computer science or global perspectives
- Students need to think now about what they might like to study for the IB Diploma in 2024-26. Please look at the current IB booklets on the school's website.

- Students should even think ahead to the future – to what they might study after school at college & university.
- Students should be aware of what doors close by not choosing certain subjects.
- All this involves talking with, and listening to, teachers, other students and family members.

Please feel free to contact our Careers and University Guidance counsellor if you or your child have any queries about IB choices, universities and careers guidance and would like to book an appointment.

WHAT NEXT?

Students in Year 9 will receive information and advice. Then, there is the options presentation in Term 2 for both students and parents.

At this presentation evening, you will also have the opportunity to talk with subject teachers about IGCSE. This is not the only opportunity to do this and subject teachers will be available to talk to parents and students throughout the options process.

I trust year 9 students will enjoy making these choices with a view to doing the IGCSE subjects they are passionate about but also looking to the future of IB subjects and eventually having options to go on to study at their first-choice university.

Mark Hatherell
Head of Secondary



THE WELLBEING PROGRAMME

PERSONAL, SOCIAL, HEALTH EDUCATION

The PHSE curriculum empowers our students to make informed decisions about issues that will affect their lives, both now and in the future. Our PSHE programme is split into three themes; Relationships; Health, Wellbeing and Resilience; and Purpose and Global Connectedness. Students will have the opportunity to discover research, learning and revision techniques; reflect on their personal strengths and weaknesses; research possible career paths linked to their personalities; and learn how to manage money effectively. They will also have the opportunity to discuss wider societal influences and pressures, such as drugs, alcohol and smoking, as well as issues around interpersonal relationships in general and the concept of consent within a relationship.

The holistic nature of the programme promotes an understanding of the different viewpoints that are present within our international school community and in the outside world. The emphasis is on being able to make personal decisions based on fact and taking personal responsibility for actions.

We also have the **BISB CAS Programme and the extra-curricular clubs offer**. The aim of these programmes is to provide unique opportunities for students to participate in broader educational experiences, to enable students to work together outside the classroom and ultimately to explore non-academic life skills and passions. In particular, the CAS programme mirrors the mandatory IB CAS core requirements thus preparing students for life on the IBDP.

We believe that participating in BISB's Wellbeing Programme will help our students develop into well-rounded, confident global citizens, who are fully equipped to meet the challenges of their future lives, and to be the type of people who make a positive difference to the world around them.



ENGLISH FACULTY

ENGLISH LANGUAGE AND LITERATURE

The aim of the English Department at BISB is to provide each student with the opportunity and support required to complete the IBDP in either the A1 Language and Literature course, or English B. To further this ambition, we have extended the scope and nature of our teaching and learning at KS3 and IGCSE so all our students gain experience of responding to literature. We are working toward the point where virtually all our students will be entered for First Language English and English Literature IGCSE examinations.

While this is the vision, we accept that many students will continue to require language support in a variety of ways, including withdrawal and in-class assistance. Some of our students will continue to be offered the opportunity to prepare for the English as a Second Language IGCSE examination.

Students wishing to study either the A1 Language and Literature, or English B course for the IB Diploma at either Standard or Higher level, will be expected to achieve at least a C grade at IGCSE.

IGCSE FIRST LANGUAGE ENGLISH (CIE 0500)

This course aims to allow students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities;
- develop the ability to read, understand and respond to material from a variety of sources; to recognize and appreciate themes and attitudes and the ways in which writers achieve their effects;
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

DETAILS OF WHAT THE COURSE INVOLVES:

- Students will learn how to understand and collate explicit and implicit meanings from a range of texts.

- They will also gain experience of selecting, evaluating and analysing material for specific purposes.
- To help develop writing skills, they will learn how to write for a range of audiences and purposes.

HOW THE COURSE WILL BE ASSESSED:

Reading

Students will take a final Reading examination in Year 11 which will test their understanding of three unseen passages, their ability to select specific information in the form of a summary and to demonstrate an awareness of how writers use language to create an effect. This is worth 50% of the overall IGCSE First Language qualification.

Writing

Writing is assessed through production of a coursework portfolio worth 50% of the overall IGCSE First Language qualification. Candidates submit a coursework portfolio of three assignments, each of about 500–800 words.

Assignment 1: Writing to discuss/argue and/or persuade in response to a text or texts.

Assignment 2: Writing to describe.

Assignment 3: Writing to narrate.

CAMBRIDGE IGCSE LITERATURE (CIE 0475)

THIS COURSE AIMS TO ENCOURAGE STUDENTS TO:

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

DETAILS OF WHAT THE COURSE INVOLVES:

- Students will study in detail three or four texts each from the three main genres of poetry, prose and drama.
- They will develop the ability to respond sensitively to these texts and explore how writers employ vocabulary and structure language to shape meaning
- They will gain practice in communicating their personal response to a range of texts and develop the ability to do so in a coherent and structured manner.

HOW THE COURSE WILL BE ASSESSED:

There will be two or three final literature examinations depending on the decision of individual teachers. The first option has two examination papers where students answer four questions on the poetry, prose and drama texts studied during the course. The second option has three examination papers where students answer questions on three set texts from the main genres and one paper where they respond to an unseen passage or poem.

The texts for examination are chosen from a changing list of set texts that include the following for 2023-2025: Songs of Ourselves (the Cambridge Poetry Anthology), A Streetcar Named Desire, A Midsummer Night's Dream, Antony and Cleopatra, A Taste of Honey, Death

and the King's Horseman, Things Fall Apart, Fire on the Mountain, Great Expectations, Rebecca, To Kill a Mockingbird, Picnic at Hanging Rock, The War of the Worlds.

IGCSE ENGLISH AS A SECOND LANGUAGE (CIE 0511)

This syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking. By gaining at least a Grade C in this subject many British Universities accept this qualification as suitable proof of competency in English for the purposes of undergraduate study.

AIMS OF THE COURSE

Reading

- To read a wide variety of texts from brochures and reports to public notices and advertisements and demonstrate the ability to extract relevant information from them.
- To scan for particular information, organise the relevant information and present it in a logical manner or prescribed format.

Writing

- To carry out writing tasks, such as review writing, article writing, report writing and letter writing using both formal and informal registers.
- To make notes on a variety of topics.

Listening

- To understand specific details, information and semi-formal announcements, e.g. news, weather, travel and in interviews, dialogues and telephone conversations.
- To demonstrate general comprehension and take notes from material heard.

Speaking

- To speak clearly, confidently and competently on a range of topics within a defined range such as past and present schooling, future plans or current affairs.

HOW THE COURSE WILL BE ASSESSED:

Reading and Writing

- One paper of 2 hours.

Listening

- An examination lasting around 50 minutes.

Oral

- One examination of 15 minutes.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

Successful completion of any of the above courses with at least a grade B would allow the student to apply for one of the English courses offered at IBDP.



MATHEMATICS FACULTY

IGCSE MATHEMATICS (CIE 0580) & INTERNATIONAL MATHEMATICS (CIE 0607)

Mathematics is a compulsory two-year IGCSE subject which is differentiated to meet students' needs. All students will begin Year 10 studying an Extended syllabus, with the majority of students studying the 0580 Mathematics course. Those students who have been accepted onto the Additional Mathematics 0606 course will instead study the 0607 Extended syllabus. Based on their performance and progress throughout Year 10, students studying 0580 Mathematics will then continue with the course of study most appropriate for them, either Core (grades C-G) or Extended (grades A*-E), from the outset of Year 11.

AIMS OF THE COURSE

The aim of the 0580 and 0607 courses is to help students acquire knowledge and skills which they will need for further study and in their adult lives. These courses are both excellent preparation for Mathematics in the IB Diploma Programme.

DETAILS OF WHAT THE COURSES INVOLVE:

The courses include the following content areas:

- Number
- Algebra
- Geometry
- Trigonometry
- Functions
- Probability
- Transformations
- Statistics
- Mensuration
- Differentiation (0580) or Logarithms (0607)

HOW THE COURSE WILL BE ASSESSED:

The 0580 course is assessed with two papers, both equal in duration and weighting, and containing a mix of short-response and extended-response questions. The first paper is non-calculator and for the second paper a

scientific calculator must be used. The 0607 Extended course is assessed by three final examination papers: a non-calculator paper, a calculator paper, and a third paper with an investigation and a modelling task.

CALCULATOR

All students are required to have a scientific calculator, which they should already have from Key Stage 3. The department recommends a Natural Display calculator, such as the Casio fx-85ES PLUS. Students in the 0607 class are also required to purchase a graphic display calculator (GDC). The GDC is an important learning tool which students will acquire proficiency with during this course, and which will then be used extensively in IB Mathematics and Science courses. A GDC is required for the second and third 0607 examination papers and will be used as a learning tool in the Additional Mathematics lessons. The department insists on the students purchasing the Texas Instruments' TI-84 Plus CE model.

IGCSE ADDITIONAL MATHEMATICS (CIE 0606)

IGCSE Additional Mathematics is a challenging, selective course with possible grades A*-E which introduces students to some of the concepts they will study at IB. This course is for students who are diligent, who truly enjoy, appreciate and excel in Mathematics, and who would expect to earn an A* grade in their regular IGCSE Mathematics course. To this end the school will assess students' potential suitability for this course once option choices have been made, with students being placed on an initial trial which will allow them to further demonstrate their capabilities. The school reserves the right to ask students to change to an alternative IGCSE subject early in Year 10 should this be necessary.

AIMS OF THE COURSE

The aim of the course is to help students solidify their skills, particularly algebraic manipulation, and their ability to recognise the appropriate mathematical procedure for a given situation. This will enable them to become efficient problem solvers. They will also become aware that creativity and perseverance are essential

to successful problem solving and will develop confidence in their abilities to tackle new and challenging problems. It is hoped that they will also gain a greater appreciation of the beauty, power and usefulness of mathematics. This course is excellent preparation for IB Mathematics, especially at Higher Level.

DETAILS OF WHAT THE COURSE INVOLVES:

The course includes the following content areas:

- Polynomial functions and equations
- Exponential and logarithmic functions and equations
- Trigonometric functions and equations
- Transformations of graphs
- Vectors in two dimensions
- Permutations and combinations
- Binomial expansion and series
- Differentiation and integration

HOW THE COURSE WILL BE ASSESSED:

The course is assessed by two 2-hour final examination papers. The exam tests a student's ability to solve multi-step problems, often involving several different techniques and incorporating various areas of the syllabus.

CALCULATOR

Students will use a scientific calculator throughout the course, although much of the focus is on algebraic working done by hand. As such at the end of the course there is one 2-hour non-calculator examination paper, and one 2-hour paper on which a calculator may be used.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

Mathematics is a compulsory component of the IB Diploma. Two different strands are available at IB – Analysis and approaches & Applications and interpretation – depending on the interest of the student, and we aim to offer both strands at Standard and Higher Level, although this is not always possible and depends on the level of student interest in each course.

Analysis “is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.” (IBO) Students should consider this course if they plan on pursuing a university degree which includes a strong mathematical component, such as Physics or Engineering.

Applications is designed “for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. These students will be those who enjoy mathematics best when seen in a practical context.” (IBO) This course of study is best for those considering degrees in the Social Sciences or Business & Management.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The department requires the following grades at IGCSE for entrance onto the IB Mathematics courses:

- minimum grade C at IGCSE for SL Applications
- minimum grade B at IGCSE for SL Analysis
- minimum grade A at IGCSE for HL Applications
- minimum grade A at IGCSE and the study of additional mathematics topics for HL Analysis



SCIENCE FACULTY

Two routes are available for Year 10 students. Students are expected to study all three Sciences - Biology, Chemistry and Physics. Exceptions may be made in the case of students who join the School part way through Key Stage 4. Students may either take all three sciences as individual single award courses and examinations, leading to 3 IGCSE grades being awarded, one for each of the sciences. It is also possible to study the 3 sciences in the form of a double award Co-ordinated Science programme, which offers a course covering all 3 sciences equally and it leads to a double science award, involving 3 examinations and leading to 2 IGCSE Grades. Students will be guided as to which alternative to choose, based upon their Key Stage 3 performance in Science.

IGCSE BIOLOGY (CIE 0610)

All students opting for single sciences will study Biology, Chemistry and Physics as separate subjects, obtaining an IGCSE in each.

AIMS OF THE COURSE

The aims of the syllabus, listed below, are the same for all students. They are not listed in order of priority.

1. to provide a worthwhile educational experience for all students, through well-designed studies of experimental and practical science, whether or not they go on to study science beyond this level
2. to enable students to acquire sufficient understanding and knowledge to:
 - become confident citizens in a technological world, to take or develop an informed interest in scientific matters
 - recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life
 - be suitably prepared for studies beyond the IGCSE in pure sciences, in applied sciences or in science-dependent vocational courses
3. to develop abilities and skills that:
 - are relevant to the study and practice of biology
 - are useful in everyday life
 - encourage efficient and safe practice
 - encourage effective communication

4. to develop attitudes relevant to Biology such as:

- concern for accuracy and precision
- objectivity
- integrity
- enquiry
- initiative
- inventiveness

5. to stimulate interest in, and care for, the environment

6. to promote an awareness that:

- scientific theories and methods have developed, and continue to do so, as a result of the cooperative activities of groups and individuals
- the study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations
- the applications of science may be both beneficial and detrimental to the individual, the community and the environment
- science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal

DETAILS OF WHAT THE COURSE INVOLVES

During the course candidates have the opportunity to develop their subject theoretical knowledge and investigative skills. The Biology course consists of the following topics:

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement in and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants and animals
- Disease and immunity
- Gas exchange in humans
- Respiration
- Excretion in humans

- Coordination and response
- Drugs
- Reproduction in plants
- Reproduction in humans
- Inheritance
- Variation and selection
- Organisms and their environment
- Biotechnology and genetic engineering
- Human influences on ecosystems

The practical skills acquired include: designing experiments, making and recording observations, measurements and estimates, interpreting and evaluating experimental observations and data, evaluate methods and suggesting possible improvements.

HOW THE COURSE WILL BE ASSESSED:

All students taking this course will be entered at the Extended level, where candidates can score grade A* to G. The Extended level covers all aspects of the course and requires good understanding and the ability to apply theory to unfamiliar situations.

FINAL EXAMINATION

All students have to enter for three written Papers at Extended level:

- **Paper 2:** multiple choice consisting of 40 questions (four-choice type). This has 30% weight of the total and the paper is 45 minutes in duration.
- **Paper 4:** Extended paper consists of structured questions. This has 50% weight of the total and the paper is 1 hour 15 minutes in duration.
- **Paper 6:** This is the Alternative to practical. Questions are based on practical skills. This paper has weight of 20% of the total and is 1 hour in duration.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). The study of pure sciences is strongly recommended if you wish to continue to IB Biology as well as another science subject at IB, or if you intend to take HL IB Biology.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Students need to get at least a B grade at IGCSE in Chemistry to take Biology at IB Higher level or Standard level.





IGCSE CHEMISTRY (CIE 0620)

All students opting for single sciences will study Biology, Chemistry and Physics as separate subjects, obtaining an IGCSE in each.

AIMS OF THE COURSE

All students studying IGCSE Chemistry have the opportunity to acquire thorough knowledge and understanding of the key principles in Chemistry, and to understand how they can be applied to real-life situations.

The course will set out:

1. to provide a worthwhile educational experience for all candidates through well-designed studies of experimental and practical science, whether or not they go on to study Chemistry beyond IGCSE;
2. to enable candidates to acquire sufficient understanding and knowledge to become confident citizens in a technological world - able to take an informed interest in scientific matters;
3. to develop abilities and skills that:
 - are relevant to the study of Chemistry and are useful in everyday life
 - encourage safe and efficient practice.
4. to stimulate interest in the environment and the caring for it;
5. to promote an awareness that
 - scientific theories and methods have developed, and continue to do so, as a result of cooperative activities of groups and individuals.
 - the study and practice of science are subject to social, economic, technological, ethical and cultural influences and limitations.
 - the applications of science may be both beneficial and detrimental to the individual, the community and the environment.
 - science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal.

DETAILS OF WHAT THE COURSE INVOLVES

During the course candidates have opportunity to develop their theoretical knowledge and their investigative skills. The Chemistry course consists of the following topics:

- Particulate nature of matter;
- Experimental Techniques;
- Atoms, Elements and Compounds;
- Bonding and Structure;
- Mole Concept and Stoichiometry;
- Electrochemistry;
- Energy Changes;
- Rate of Reactions;
- Acids, Bases and Salts;
- The Periodic Table; Metals;
- Air and Water;
- Sulphur;
- Carbonates;
- Organic Chemistry.

Students perform experiments and acquire required skills in investigations which they can apply in their further studies. This includes selecting and using the correct glassware and chemicals, and following health and safety requirements in a chemistry laboratory.

The practical skills acquired include: designing experiments, making and recording observations, measurements and estimates, interpreting and evaluating experimental observations and data, evaluating methods, and suggesting possible improvements.

HOW THE COURSE WILL BE ASSESSED:

All students taking this course will be entered at the Extended level, where candidates can score grade A* to G. The Extended level covers all aspects of the course and requires good understanding and the ability to apply theory to unfamiliar situations.

FINAL EXAMINATION

All students will enter three written papers.

- Extended level paper 2: multiple choice consisting of 40 questions. This has a 30% weighting of the total and the paper is 45 minutes in duration.
- Paper 4: Extended paper consists of short answer and structured questions. This has a 50% weighting of the total and the paper is 1 hour 15 minutes in duration.
- Paper 6: This is the Alternative to practical. Questions are based on practical skills acquired. This paper has a weighting of 20% of the total and is 1 hour in duration.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). The study of pure sciences is strongly recommended if you wish to continue to IB Chemistry as well as another science subject at IB, or if you intend to take HL IB Chemistry.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Students need to get at least a B grade at IGCSE in Chemistry to take Chemistry at IB Higher level or Standard level.

IGCSE PHYSICS (CIE 0625)

All students opting for single sciences will study Biology, Chemistry and Physics as separate subjects, obtaining an IGCSE in each.

AIMS OF THE COURSE

Students should acquire a knowledge and understanding of the concepts, principles and applications of Physics so that all candidates have the opportunity to:

1. Become confident citizens in a technological world, able to take and develop an informed interest in matters of scientific importance.
2. Recognize the usefulness and limitations of scientific method and appreciate its applicability in other disciplines and in everyday life.
3. Be suitably prepared to embark on certain post-16 science vocational courses and study in any of the pure and applied sciences.
4. Develop abilities and skills that relevant to the study and the safe practice of science, useful in everyday life and which encourage effective communication.
5. Be curious; interested and have enjoyment in science and its method of enquiry, as well as an interest in the care of the environment.
6. Develop attitudes such as concern for accuracy and precision; objectivity; enquiry; integrity; initiative and inventiveness.
7. Have an awareness of the fact that the study and practice of science are co-operative and cumulative activities subject to social; economic; technological; ethical and cultural influences and limitations.
8. Have an awareness of the fact that the applications of science may be both beneficial and detrimental to an individual; the community and the environment.
9. Have an awareness of the fact that the concepts of science are of a developing and sometimes transient nature and that science and its language transcends national boundaries.



DETAILS OF WHAT THE COURSE INVOLVES:

During the course candidates have opportunity to develop their theoretical knowledge and their investigative skills. This course covers the traditional areas of Physics and its application. The Physics course consists of the following topics:

- Motion, forces and energy
- Thermal physics
- Waves
- Electricity and magnetism
- Nuclear physics
- Space physics

Alongside the theoretical section of the course, there is a strong practical aspect. Experimentation is a major part of the subject and occurs throughout the two years of the course. Through this, students will learn essential skills as well as acquiring the ability to plan; execute and evaluate experiments.

HOW THE COURSE WILL BE ASSESSED:

All students taking this course will be entered at the EXTENDED level that covers all aspects of the course and requires a good understanding and the ability to apply theory to unfamiliar situations.

A grade between A* and G is possible.

Extended Level candidates: will sit the following papers:

- **Paper 2:** a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- **Paper 4:** a 1 hour 15 minute paper consisting of structured and short answer questions that cover the core and extended sections of the syllabus, worth 50% of the total mark.
- **Paper 6:** a 1 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). The study of pure sciences is strongly recommended if you wish to continue to IB Physics as well as another science subject at IB, or if you intend to take HL IB Physics.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The normal minimum requirement for Standard Level and Higher level entry for Physics on the IB Diploma is a B grade in Physics.



IGCSE CO-ORDINATED SCIENCE – DOUBLE AWARD (CIE 0654)

All students opting for co-ordinated science will study Biology, Chemistry and Physics, and obtain 2 IGCSE's overall.

AIMS OF THE COURSE

Students should acquire a knowledge and understanding of the concepts, principles and applications of Science (Biology; Chemistry and Physics) so that all candidates have the opportunity to:

1. Become confident citizens in a technological world, able to take and develop an informed interest in matters of scientific importance.
2. Recognize the usefulness and limitations of scientific method and appreciate its applicability in other disciplines and in everyday life.
3. Be suitably prepared to embark on certain post-16 science vocational courses and study in any of the pure and applied sciences.
4. Develop abilities and skills that relevant to the study and the safe practice of science, useful in everyday life and which encourage effective communication.
5. Be curious; interested and have enjoyment in science and its method of enquiry, as well as an interest in the care of the environment.
6. Develop attitudes such as concern for accuracy and precision; objectivity; enquiry; integrity; initiative and inventiveness.
7. Have an awareness of the fact that the study and practice of science are cooperative and cumulative activities subject to social; economic; technological; ethical and cultural influences and limitations.
8. Have an awareness of the fact that the applications of science may be both beneficial and detrimental to an individual; the community and the environment.
9. Have an awareness of the fact that the concepts of science are of a developing and sometimes transient nature and that science and its language transcends national boundaries.

DETAILS OF WHAT THE COURSE INVOLVES:

This double award course covers the traditional areas of Science (Biology, Chemistry and Physics) and its application. Students are awarded 2 IGCSE grades (CC, AA, etc).

THE COURSE CONSISTS OF THE FOLLOWING TOPICS:

Biology: Characteristics of Living Organisms; Cells; Biological molecules: Enzymes; Nutrition; Transportation; Gas exchange and respiration; Co-ordination and Response; Reproduction; Inheritance; Energy Flow in Ecosystems; Human Influences on the Ecosystem.

Chemistry: The Particulate Nature of Matter; Experimental Techniques; Atoms; Elements and Compounds; Stoichiometry; Electricity and Chemistry; Energy Changes in Chemical Reactions; Chemical Reactions; Acids; Bases and Salts; The Periodic Table; Metals; Air and Water; Sulfur; Carbonates; Organic Chemistry.

Physics: Motion; Matter and Forces; Energy; Work and Power; Simple Kinetic Theory Mode of Matter; Matter and Thermal Properties; Transfer of Thermal Energy; Waves; Light; Electromagnetic Spectrum; Sound; Magnetism; Electricity; Electrical Circuits; Electromagnetic Effects; Radioactivity.

Alongside the theoretical section of the course, there is a strong practical aspect. Experimentation is a major part of the subject and occurs throughout the two years of the course. Through this, students will learn essential skills as well as acquiring the ability to plan; execute and evaluate experiments.

HOW THE COURSE WILL BE ASSESSED:

The structure of the course allows two levels of entry:

- the EXTENDED level that covers all aspects of the course and requires a good understanding and the ability to apply theory to unfamiliar situations. If the student has been entered at the Extended level, then a grade between AA* and GG is possible.
- and the CORE level where the extent and depth of knowledge and understanding of the topics listed above is less. If the Core entry is selected, then the grades available are CC to GG only.

Extended Level candidates: will sit the following examination papers:

- **Paper 2:** a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- **Paper 4:** a 2 hour paper consisting of structured and short answer questions that cover the core and extended sections of the syllabus, worth 50% of the total mark.
- **Paper 6:** a 1.5 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

CORE LEVEL CANDIDATES: WILL SIT THE FOLLOWING EXAMINATION PAPERS:

- **Paper 1:** a 45 minute multiple-choice paper that covers the core sections of the syllabus, worth 30% of the total mark.
- **Paper 3:** a 2 hour paper consisting of structured and short answer questions that cover the core sections of the syllabus, worth 50% of the total mark.
- **Paper 6:** a 1.5 hour written paper that assesses practical skills and experimental data-analysis, worth 20% of the total mark.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

All students are required to do at least one science subject in the IB Diploma Programme. Some students take two science subjects (Higher or Standard level). Students completing the co-ordinated science course will be able to choose either Standard or Higher Level in any

of the Sciences, although the study of separate single sciences would be advisable if you know you intend to take HL level or two science IB subjects. Students entered for core exams will be unable to achieve the required BB grade for entry onto a Group 4 Science Diploma programme, but an IB courses option in other subjects will still be open to candidates.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The normal minimum requirement for Standard Level and Higher level entry for all the Sciences on the IB Diploma is a BB grade in Co-ordinated Science.

HUMANITIES FACULTY

IGCSE BUSINESS STUDIES (CIE 0450)

AIMS OF THE COURSE

The aims of the course are to develop knowledge and understanding of business concepts and practices. At the end of the course students will be able to apply their knowledge and critical understanding to current issues and problems in a wide range of appropriate contexts. In addition, they will have developed an awareness of the nature and significance of innovation and change within the context of business activities.

DETAILS OF WHAT THE COURSE INVOLVES:

There are six main study areas:

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

In addition to the specific content given above, students will develop the ability to:

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 environment, individuals, society, government and enterprise;
- develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation.

HOW THE COURSE WILL BE ASSESSED:

Students will be examined by sitting two papers (one hour 30 minutes each) at the end of the course.

- **Paper 1** - Short-answer questions and structured/data response questions. There will be no choice of questions. 50% of total marks.
- **Paper 2** - Questions arising from a given case- study (not pre-released). There will be no choice of questions. 50% of total marks.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

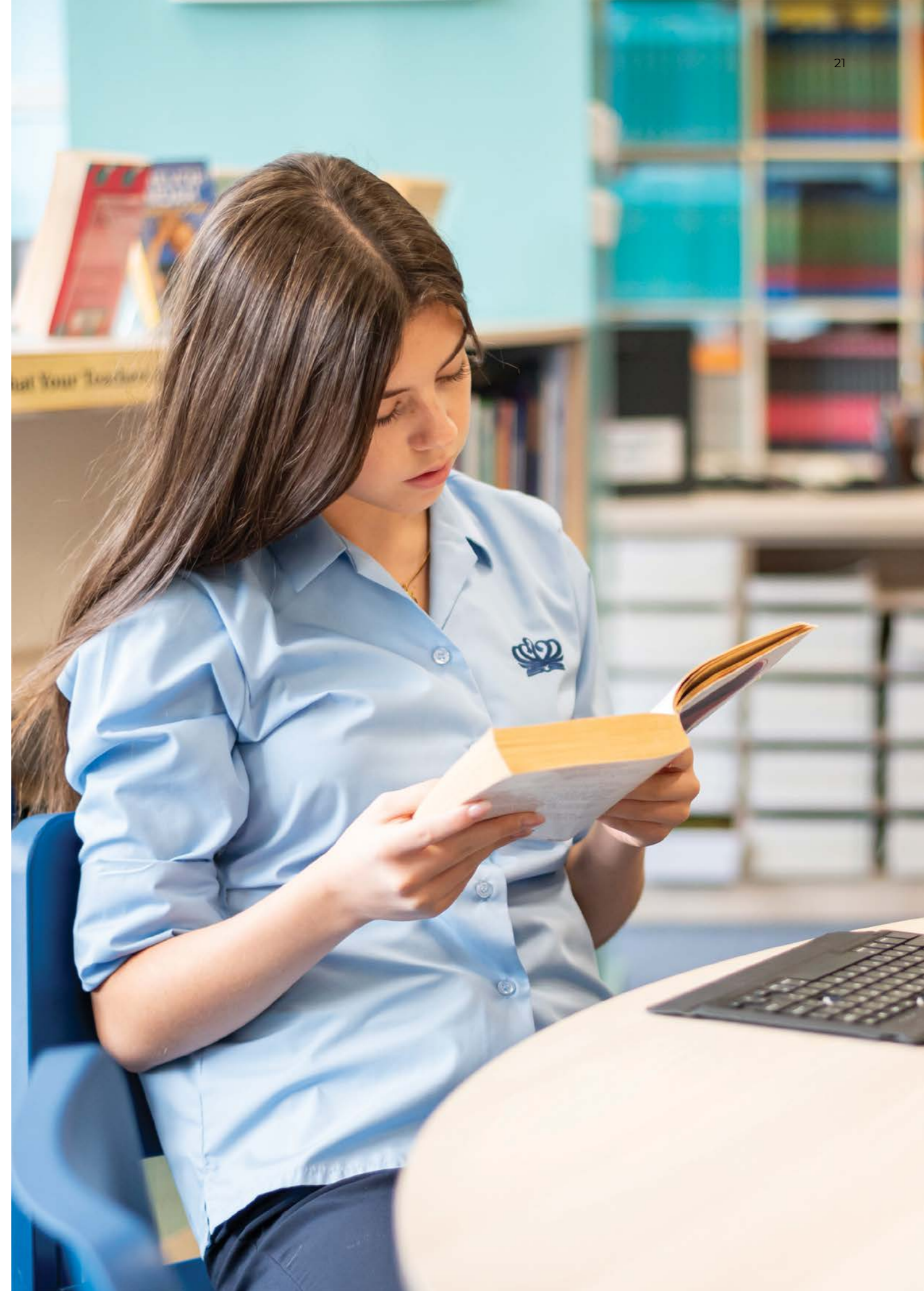
In the IB Diploma programme, there will be the opportunity to choose Economics as a Group 3 subject.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

The Department recommends at least a 'B' grade to follow the Economics course.

DETAILS OF EDUCATIONAL VISITS AND COMPETITIONS:

In the course of the two years of study, students will be able to take part in debates, role plays and will meet local business people. There will also be trips to local businesses to experience real world business practices and to help place business theory into practice. In particular, modern production techniques will be investigated through hands on exercises. In Year 11, students will make Business Plan presentations to local business people in a bid to obtain finance for an imaginary business.



IGCSE GEOGRAPHY (CIE 0460)

AIMS OF THE COURSE

Geography is the study of our changing, contemporary world. Geography is ideal for those students who want to learn about the changing physical and human environments in which we live. The course content is diverse, including both human and physical units. The aims of the course are to increase the geographical skills, knowledge and understanding of students through investigation of natural and human processes, and the impacts of these processes.

DETAILS OF WHAT THE COURSE INVOLVES:

A key concept in modern geography is finding sustainable and resilient solutions to the challenges facing our changing world. This concept runs through the main three curriculum themes; Population and Settlement, The Natural Environment, and Economic Development.

Within these themes students will study a wide range of topics such as; Population growth and policy, Migration, Urbanisation and urban growth, Agricultural systems, Industrial systems, Development, Leisure activities and Tourism, Sustainable development, Plate tectonics, Weather, Climate and Ecosystems, Rivers, Coasts, Energy and Water resources, and Environmental management.

Each of these themes will be studied through the use of case studies from a wide variety of locations.

HOW THE COURSE WILL BE ASSESSED:

- **Paper 1** (1¾ hours) - students answer 3 questions from a choice of 6, using case studies.
- **Paper 2** (1½ hours) - a skills-based paper
- **Paper 4** (1½ hours) - based on fieldwork techniques, which we learn and practise on a trip to the Mala Fatra National Park.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

In the IB Diploma Programme students can take Geography Higher Level (HL) or Geography Standard Level (SL).

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Grade 'B' at IGCSE is recommended for Higher Level and grade 'C' at IGCSE for Standard Level. Students may take Geography at IB Diploma level without having studied the subject in Year 10/11, but doing so will give them a great advantage.

DETAILS OF EDUCATIONAL VISITS / RELEVANT SCHOOL EXCURSIONS AND EVENTS:

We expect all Year 10 Geography students to attend a three-day residential fieldwork trip to Mala Fatra National Park in Northern Slovakia during the Summer Term. The data collected on this trip will form the basis of the Paper 4 exam, which is worth 27.5% of the final grade. Failure to attend the trip will have serious impacts on the students' final grade.

IGCSE HISTORY (CIE 0470)

AIMS OF THE COURSE

Students will explore history from a diversity of perspectives, including social, economic, cultural and political. IGCSE History encourages students to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations.

Students of IGCSE History are given the opportunity to:

- develop an interest in and enthusiasm for learning about and understanding the past;
- explore historical concepts such as cause and consequence, change and continuity, and similarity and difference;
- appreciate historical evidence and how to use it;
- gain a greater understanding of international issues and inter-relationships;
- learn how to present clear, logical arguments.

Details of what the course involves:

There are 2 main elements to the course:

1. The 20th century: International Relations since 1919

The content focuses on the following Key Questions:

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

2. USA 1919-41

- How far did the US economy boom in the 1920s? How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the New Deal?

HOW THE COURSE WILL BE ASSESSED:

History IGCSE is graded from A*– G. The course is examined in May of Year 11. Students will sit 3 exam papers. Paper 1 is 2 hours in length and will examine knowledge and understanding of the Core Curriculum and Depth Study. Paper 2 is also 2 hours in length and uses historical source material to assess a prescribed topic.

Paper 4 (Alternative to Coursework) is a 1 hour paper which requires students to answer one essay style question on their Depth Study.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

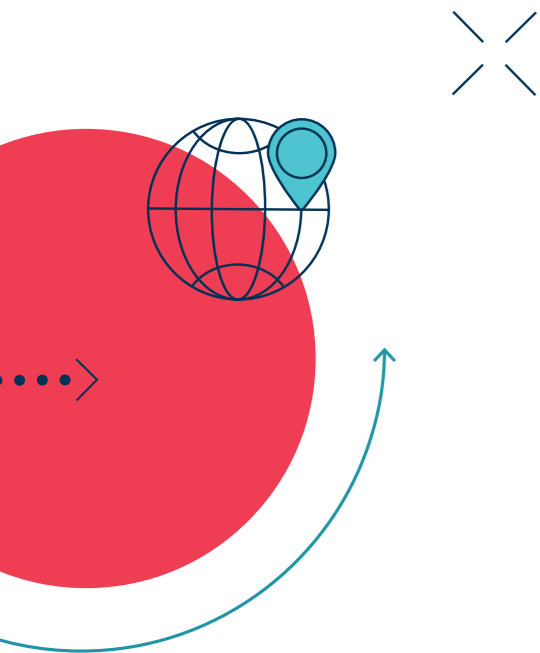
In the IB programme students can take Higher Level (HL) or Standard Level (SL) History.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR IB DIPLOMA?

It is recommended that students wishing to study either HL or SL History achieve at least a grade 'B' in the IGCSE.

DETAILS OF EDUCATIONAL VISITS

We review the availability of educational visits each year. Recent trips have included visits to Vienna Military Museum and to local sites of interest.



IGCSE GLOBAL PERSPECTIVES (CIE 0457)

AIMS OF THE COURSE

Global Perspectives is a skills-based curriculum, there is no specific knowledge content to learn, that enables students to develop key skills such as critical thinking, research, analysis, reasoning, problem solving, reflection, evaluation, collaboration and communication. Our aim is to encourage awareness of global challenges and to offer a range of opportunities to explore solutions. The course is designed to open students' minds to the complexity of the world and of human thought, and to encourage empathy for the diversity of human experience and feeling.

DETAILS OF WHAT THE COURSE INVOLVES:

Global Perspectives is built around an active learning process in which students have a great deal of autonomy in choosing what issues are explored, often reacting to events that are happening at that time.

We research and analyse:

- the causes and consequences of an issue
- the different perspectives involved (local, national and global)
- Different courses of action and their respective feasibility
- Evaluate our sources for reliability

Finally, armed with a deeper understanding, students must also form their own ideas and opinions. This approach empowers students to really take ownership of their learning and become skilled in independent enquiry and collaborative action.

The options of topics offered in Global Perspectives are issues of global importance such as: demographic change, fuel and energy, globalisation, migration, belief systems, biodiversity, sustainable living, conflict and peace, disease and health, human rights, poverty and inequality, language and communication, culture and identity.

How the course will be assessed:

Component 1 Written Examination 35%
(1 hour 25 minutes)

Component 2 Individual Report 30%
(2000 words)

Component 3 Team Project 35% (Team Outcome and Explanation, and Individual Reflection)

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

While not a discrete subject at IB, the skills and mindset that are developed with Global Perspectives are a very strong foundation for Theory of Knowledge and the Extended Essay, both of which are a compulsory part of the Core of the IB Diploma Programme. The topic areas which are studied by students in Global Perspectives all relate to the contemporary world and therefore link to many other subject areas.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Global Perspectives is not an option in the IB Diploma but a good grade at IGCSE in Global Perspectives will fulfill the entry requirements for other subject options.

DETAILS OF EDUCATIONAL VISITS / RELEVANT SCHOOL EXCURSIONS AND EVENTS:

The process of research gives students the option to conduct their own primary research which will open up possibilities for visits and fieldwork. The Team Project must include a real-world outcome and therefore this allows for many possibilities for visits, excursions, events and actual action outside the confines of the classroom.

WORLD LANGUAGE FACULTY

IGCSE FRENCH, GERMAN & SPANISH* (CIE 0520, CIE 0525 & CIE 0530)

* Please note that all the language courses (French, German and Spanish) require at least a year's experience.

The syllabus content of each course is essentially the same, thus all three languages are covered here in the same section. Please note that exams in French, German and Spanish will be held in Year 10 already. The high level of second language knowledge of our students allows us to do so. This leaves more space in Year 11 for students to take B1 and B2 exams, which makes their transition to IB DP smoother and opens wider study opportunities later at the university.

AIMS OF THE COURSE

The aim of any of these IGCSE language courses is the same: to foster a better understanding of the languages and to encourage students to become confident users of the languages in a variety of different situations. The courses will focus on the four key skills areas of speaking, reading, listening and writing. The syllabus develops language proficiency at Level A2 with elements of B1 of the Common European Framework of Reference for Languages.

DETAILS OF WHAT THE COURSE INVOLVES:

Each two-year course will be structured around numerous broad topic areas such as, Everyday Life and Activities, Personal and Social life, The World Around us, The World of Work and The International World.

The target language will be the main means of communication in the lessons and whilst students will have access to bilingual dictionaries and be taught how to use them effectively, they will not be allowed to use them in their final examination.

HOW THE COURSE WILL BE ASSESSED:

The final examination is made up of four papers:

- Paper 1** - Listening: Candidates demonstrate

understanding of specific detail in short, formal public announcements, informal announcements, short conversations and interviews.

- Paper 2** - Reading: Candidates demonstrate understanding of words within short texts such as public notices, texts, including magazines and newspapers, instructions and signs, and they extract relevant specific information from texts.
- Paper 3** - Speaking: Candidates perform one role-play task and a conversation of two topics which involve both taking the initiative and responding to questions.
- Paper 4** - Writing: Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. They also demonstrate adequate control of vocabulary, syntax and grammar, punctuation and spelling.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

French, German and Spanish exist as 'B' languages (a 'B' language is one which students will have already studied for at least two years) as part of the school's International Baccalaureate Diploma Programme (IBDP). There also exists the chance to choose a language as an ab initio (i.e. 'beginner') subject in the IBDP.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

Candidates who successfully complete the course with at least an A grade will be able to continue the subject as their Group 2 B Language on the school's IBDP. A pass of this quality should also grant access to an alternative 16+ years course of a similar standard to the IBDP 'B' Language. There is no entry requirement for ab initio language course, other than one should technically be a 'beginner' in the language.

DETAILS OF EDUCATIONAL VISITS

The language curriculum is supported by local educational visits to Vienna, the Goethe Institute and French Institute in Bratislava.

FIRST LANGUAGE KOREAN

- 교육과정 목표
 국어로 이루어지는 이해·표현 활동 및 문법과 문학의 본질을 이해하고, 의사소통이 이루어지는 맥락의 다양한 요소를 고려하여 품위 있고 개성 있는 국어를 사용하며, 국어문화를 향유하면서 국어의 발전과 국어문화 창조에 이바지하는 능력과 태도를 기릅니다.
- 다양한 유형의 담화, 글, 작품을 정확하고 비판적으로 이해하고 효과적이고 창의적으로 표현하며 소통하는 데 필요한 기능을 익힙니다.
 - 듣기·말하기, 읽기, 쓰기 활동 및 문학 향유에 도움이 되는 기본 지식을 갖추다.
 - 국어의 가치와 국어 능력의 중요성을 인식하고 주체적으로 국어생활을 하는 태도를 기릅니다.

언어 기능별 학습 요소

- 듣기·말하기: 공식적·비공식적 상황에서 이루어지는 다양한 듣기·말하기에 관한 지식, 기능, 태도를 체계적으로 갖추는데 중점을 두어 목적과 맥락을 고려하며 다양한 유형의 듣기·말하기를 수행하고, 듣기·말하기를 통해 의사소통 능력과 문제 해결 능력을 기르는 데 주안점을 둡니다. 의미 공유 과정으로서의 듣기·말하기, 대화하기(공감), 면담하기(질문), 토의하기(문제 해결), 토론하기(논박), 청중 분석하기, 말하기 불안에 대처하기, 발표하기(내용 구성, 핵심 정보 전달), 비판하며 듣기(설득 전략, 내용의 타당성, 매체 자료의 효과), 매체 활용하기, 언어폭력의 문제점 알기, 배려하며 말하기를 학습합니다.
- 읽기: 한 편의 완결된 글을 읽어 내는 독서 경험을 바탕으로 하여 읽기의 가치와 즐거움을 아는 능동적인 독자를 기르는데 중점을 두어 문제 해결적 사고 과정

으로서 읽기의 특성을 이해하고, 독서 목적에 따라 적절한 읽기 방법을 적용하여 다양한 유형의 자료를 비판적으로 읽으며 적극적으로 의미를 구성하는 데 주안점을 둡니다. 문제 해결 과정으로서의 읽기, 예측하기, 요약하기(글의 목적과 특성), 예측하기, 설명 방법 파악하기(정의, 예시, 비교와 대조, 분류와 구분, 인과, 분석), 논증 방법 파악하기(귀납, 연역, 유추), 동일한 화제의 글 비교하며 읽기, 표현 방법과 의도 평가하기(매체), 한 편의 글 읽기(참고 자료 활용), 읽기 과정 점검하며 읽기, 읽기를 생활화하기를 학습합니다.

- 쓰기: 쓰기의 과정을 이해하고 주제, 목적, 독자, 매체 등에 따라 효과적인 표현 방법을 사용하여 다양한 유형의 글을 쓰는 능력을 갖추는데 중점을 두어 다양한 방법과 매체를 활용하여 생각이나 느낌, 경험을 표현하고, 쓰기 윤리를 지키며 글을 쓰는 태도를 기르는 데 주안점을 둡니다. 문제 해결 과정으로서의 쓰기, 설명하는 글 쓰기(정의, 예시, 비교와 대조, 분류와 구분, 인과, 분석), 보고서 쓰기(절차와 결과), 주장하는 글 쓰기(근거 구성), 감동이나 즐거움을 주는 글 쓰기, 내용 선정하기, 내용의 통일성 갖추기, 개성적으로 표현하기, 매체 언어의 특성을 살려 표현하기(복합 양식적 특성), 고쳐쓰기, 쓰기 윤리 지키기를 학습합니다.
- 문학: 작품을 수용하고 생산하는 과정에서 다양한 가치를 발견하고 이를 인간의 보편적인 삶과 관련지어 성찰하며 내면화하는 데 중점을 두어 심미적 체험으로서 문학의 특성에 대한 이해를 바탕으로 하여 다양한 관점과 방법으로 작품을 해석하고 평가하며 자신의 일상적인 삶을 문학적으로 표현하는 능력을 기르는데 주안점을 둡니다. 심미적 체험으로서의 문학, 문학적 소통, 비유와 상징의 효과, 갈등의 진행과 해결, 보는 이나 말하는 이의 관점, 작품의 사회·문화적 배경,

현재적 의미를 고려한 감상, 해석의 다양성, 작품의 재구성 양상, 개성적 발상과 표현(운율, 반어, 역설, 풍자), 문학을 통하여 삶을 성찰하기를 학습합니다.

- IB 준비 학습: 12학년 13학년에 걸쳐 진행될 IBDP Korean A과목 준비 과정으로 문학 이론, 문학 논평, 사회 쟁점의 기초를 학습합니다.

평가 방법 및 성취 수준
 평가할 영역에 따라 지필평가와 수행평가로 구분하며, 서술형·논술형 평가 위주로 이루어집니다. 성취 수준은 A, B, C, D로 나뉘며, IGCSE 교육과정 평가 척도(A*-U)에 따라 변환하면 A*, A = A; B = B; C, D = C; E, F, G, U = D가 됩니다.

IBDP과정에 들어오기 위한 조건
 IBDP Korean 과목 수강은 Higher Level은 10학년, 11학년 국어 과목에서 항시적으로 A를, Standard Level은 B이상 받아야 가능합니다.

교재
 현대 소설 및 수필집, 다양한 비문학 단행본 등



SLOVENSKÝ JAZYK A LITERATÚRA PRE 1. A 2. ROČNÍK STREDNÝCH ŠKÔL

CIEĽ VZDELÁVACIEHO PROGRAMU

Oboznámiť žiakov s osnovami učiva pre prvý a druhý ročník stredných škôl. Osvojiť si základné literárno-historické fakty z obdobia od starovekej literatúry až po literárnu modernu. Rozšíriť si vedomosti o stylistickej, lexikálnej, morfolologickej a syntaktickej rovine jazyka.

PODROBNEJŠIE CIELE OBSIAHNUTÉ V PROGRAME

Môžeme ich rozdeliť do štyroch oblastí.

- Literárno-historické vedomosti a čitateľská percepcia umeleckého textu.
- Literárno-teoretické zručnosti a kritická analýza umeleckého textu.
- Jazyk a jeho gramatické a pravopisné zákonitosti s dôrazom na ich využitie pri vytváraní rečového prejavu.
- Jazyk z hľadiska funkčných jazykových štýlov a slohových postupov s dôrazom na primeraný obsah a prehľadné formálne členenie vypracovávaných slohových útvarov.

Ročníky 10 a 11 zodpovedajú učebnými osnovami ročníkom 1 a 2 štátnych stredných škôl ukončených maturitnou skúškou.

AKÉ SPÔSOBY TESTOVANIA A HODNOTENIA BUDÚ V ŠTUDIJNOM PROGRAME VYUŽITÉ?

Preskúšavanie je rozložené do čiastkových vedomostných testov podľa preberaných literárnych období. Väčšina testov je doplnená aj vypracovaním eseje o povinne voliteľnom literárnom diele spadajúcom do predmetného obdobia. Pri vylepšení hodnotenia môžu byť využívané aj ústne odpovede a prednesová interpretácia ukážok poézie, ako aj kontrola záznamu učiva poznámkovaním a zhrňujúcimi prehľadmi učiva na konci tematického celku.

Na testovanie vedomostí z gramatiky sú využívané pravopisné cvičenia a schopnosť zoštylizovať rečový prejav sa okrem koncipovania

esejí testuje aj polročnými slohovými písomnými prácami. Testovanie býva doplnené aj zhrňujúcim testom na záver 10. ročníka pokrývajúcim všetky štyri oblasti, ktorými sú ciele programu bližšie zadefinované.

Hodnotiaca škála vychádza zo študijného programu IGCSE a je tak upravená, aby zodpovedala päťstupňovej škále využívanej na štátnych školách (A*, A = 1; B = 2; C, D = 3; E, F = 4; G, U = 5). Assessment reflects the Slovak 1-5 scale.

ŠTRUKTÚRA A ČLENENIE ŠTUDIJNÉHO PROGRAMU DO ÚROVNÍ

Učivo týchto dvoch ročníkov strednej školy je ponúkané podľa slovenských učebných plánov a osnov iba na jednej úrovni.

Aké možnosti poskytuje tento program pri ďalšom štúdiu vo vyšších ročníkoch?

V študijnom programe IB si študenti môžu zvoliť Higher Level (HL) alebo Standard Level (SL), pričom oba sú slovenskými univerzitami akceptované ako ekvivalent štátnej maturitnej skúšky.

VSTUPNÉ POŽIADAVKY NA ŠTÚDIUM PREDMETU V ŠTUDIJNOM PROGRAME IB

Vyučujúci odporúča dosiahnuť nasledovné koncoročné hodnotenia v oboch ročníkoch:

- Higher Level IB minimálne 1 v oboch ročníkoch,
- Standard Level IB minimálne 2 v oboch ročníkoch.

WHAT ARE THE ENTRANCE REQUIREMENTS FOR THE IB DIPLOMA?

- Higher Level IB min. 1 in year 10 and 11
- Standard Level IB min. 2 in year 10 and 11

PERFORMING AND VISUAL ARTS FACULTY

IGCSE ART AND DESIGN (CIE 0400)

AIMS OF THE COURSE

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics and is a form of communication and a means of expressing ideas and feelings.

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

DETAILS OF WHAT THE COURSE INVOLVES

- Component 1: Coursework
- Component 2: Exam

Most of the formal training takes place in Year 10 and students will learn techniques in drawing, painting, design, and exploring some Art history.

HOW THE COURSE WILL BE ASSESSED

Coursework - Choose one area of study and produce a project and final piece with a theme set by you and your teacher. This is marked by Cambridge International. It is worth 50% of the final qualification. Portfolio and final outcome: · Portfolio is 4 × A2 sheets · Final outcome is up to A2 size.

Exam - Choose one question from the exam paper and produce a project in response to it. This is marked by Cambridge International. It is worth 50% of the final qualification. Supporting studies are made in class, then taken into Exam, where final outcome is produced during an 8-hour examination: · Supporting studies is 2 × A2 sheets · Final outcome is up to A2 size.

Assessment objectives (AO) addressed in both components – AO1 Record ideas, observations and insights relevant to

intentions as work progresses. AO2 Explore and select appropriate resources, media, materials, techniques and processes. AO3 Develop ideas through investigation, demonstrating critical understanding. AO4 Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language. All Assessment objectives are equally weighted.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13

In the IB programme, students can opt for Higher Level (HL) or Standard Level (SL). It is usually recommended that students wishing to study Art, or Design at university should opt for the Higher Level.

DETAILS OF EDUCATIONAL VISITS / OPPORTUNITIES FOR YOUNG ARTISTS AT BISB

Our IGCSE Art students have opportunities to draw and paint in various locations outside school. We visit local galleries to develop understanding of Art movements and Artists. Previous students have had the opportunity to see works by Paul Klee, Oskar Kokoshka, Van Gogh, Impressionists, Michelangelo, Lichtenstein and Picasso.



IGCSE DRAMA (CIE 0411)

AIMS OF THE COURSE

Drama complements literary and social science subjects. It is especially concerned with practical and theoretical understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

This syllabus is intended to explore practical and critical/contextual work through a range of texts and stimulus materials.

DETAILS OF WHAT THE COURSE INVOLVES:

There are three key aspects of drama that are covered in the course:

- Students will learn to understand repertoire (published plays) in order to demonstrate knowledge and understanding of how to interpret and realise them in a live performance.
- Students will devise their own original dramatic material and reflect on its effectiveness.
- Students will develop acting skills and learn to communicate effectively to an audience

HOW THE COURSE WILL BE ASSESSED:

Coursework (60%) - Internally assessed, externally moderated.

This consists of three pieces of practical work: One individual piece (an extract from a play between 3 and 5 minutes) and two group pieces (one performance of an extract from a play no longer than 15 minutes and one original devised piece no longer than 15 minutes). This is assessed by demonstrating.

Exam (40%) - externally assessed.2 hours 30 minutes, 80 marks

In December, before the examination, the pre-release material will be distributed. Before the exam candidates should work in groups of between two and six performers to devise and perform a piece of drama (approximately 15 minutes) based on a stimulus of their choice and study the play extract and perform it (at least informally) to enable them to understand both the text and the practical aspects of production.

Candidates will not be assessed on their performance of these performances, but in the written examination candidates will be required to reflect on, and evaluate, aspects of their practical work.

EDUCATIONAL VISITS / OPPORTUNITIES FOR DRAMA STUDENTS AT BISB

Students will be given opportunities to see performances of plays and take part in workshops and festivals to give them a broader frame of reference on which to build their own performances.

IGCSE MUSIC (CIE 0410)

AIMS OF THE COURSE

IGCSE Music is a very interesting and challenging course for students who share a passion for music of all styles. It offers students the opportunity to build on the knowledge and skills they have already learned, whilst helping them to develop a more sophisticated understanding of music. There is a wealth of evidence, which suggests that ongoing music education helps students develop across a wide range of skills including overall academic performance, communication skills, working within a team, problem solving, and resilience, and because of this, music allows students to have a balance of creative and core subject experience throughout year 10 and 11.

DETAILS OF WHAT THE COURSE INVOLVES:

IGCSE Music is an academic course designed to develop skills in performance, composition and music analysis through the exploration of Western Classical and World Music cultures. In addition to this, students will be taught the rudiments of music including standard notation, harmony, melody and rhythm, making them confident, dynamic, and well-rounded musicians.

Performance constitutes a large percentage of the IGCSE Music course and therefore it is essential that students play a musical instrument and have some understanding of basic music theory to ensure they are able to make secure progress throughout the course. It is a requirement of this course that students take additional weekly one-to-one instrumental lessons on their chosen main instrument. The study of ABRSM Theory to grade 5 level is also advantageous, although not essential. The school can assist students who may need help finding a suitable instrumental tutor.

HOW THE COURSE WILL BE ASSESSED:

There are three components to the course as follows:

1. Unprepared Listening and Prepared Listening (Component 1 - 40%)

The listening section of the course is examined through a 1hr 15min exam at the end of the course. The listening paper aims to establish the students' understanding of a range of musical styles and cultures. Over the course of 2 years, students will study 4 main areas in Western Classical Music:

- Baroque
- Classical
- Romantic
- 20th Century

Students will examine traditional musical styles including the Concerto, Sonata, Symphony, Opera, Jazz and Musical Theatre. They will also study the music of non-Western cultures such as the music of India, Latin America, and China.

Students will develop the listening and interpreting skills required to analyse musical scores and identify key features in the music.

In addition, students will make an in-depth study of one orchestral piece over the 2-year study period. They will examine the score in detail and will develop an understanding of the composer's intentions and musical style.

2. Performing (Component 2 - 30%)

The performance element of the course is examined through a recorded examination which is sent for moderation in March of the final year of study.

For many students, performance is the most enjoyable part of music. Students who take IGCSE Music will be encouraged to perform a range of musical pieces both as solo and ensemble performances. Students will take practice performance assessments every half term on their instruments and also be required to perform in school concerts.

For the practical part of the examination students must perform and record 2 performance pieces on an instrument (or voice).

- one (or two short contrasting) pieces playing a solo instrument or singing
- one (or two short contrasting) pieces singing or playing in an ensemble

The duration of the total performance is from 4 – 10 minutes.

3. Composing (Component 3 - 30%)

The composition element of the course is examined through written coursework which is recorded and sent for moderation in March of the final year of study.

Composition is an exciting area of study for many students and the opportunity to create a piece of music from scratch is extremely rewarding and satisfying.

Students will be challenged throughout the 2-year course to build a portfolio of musical compositions for a variety of musical instruments and styles. Students will be taught how to use sophisticated computer software in our Music Technology Suite, which is used widely by universities and professional composers around the world to create complex and sophisticated compositions which will then be mixed and recorded.

All students take every part of the examination, and can be awarded the full range of grades A*-G.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12/13 AND BEYOND?

An IGCSE in music is an excellent foundation for those students who would like to take their study of music further. Students can study Music at Standard Level in the IB Diploma programme offered at BISB.

Careers in music are varied and broad, and include roles such as composing for film, Television, and video games; music production; music therapy; music teaching; performance; analysis; arranging. However, even if musicians choose not to pursue a career in music, the subject provides a lifelong passion for music, and are an attractive proposition for universities and employers who know musicians to be great problem solvers, team workers, and creative thinkers.



PHYSICAL EDUCATION

IGCSE PHYSICAL EDUCATION (CIE 0413)

AIMS OF THE COURSE

Physical Education develops students' competence and confidence to participate in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their and others' performances and find ways to improve them.

At BISB, students engage in 1.5 - 2.0 hours of physical activity a week. At Key Stage 4 students follow a range of activities in mixed-gender groups, with growing opportunities to represent the school at several sports.

DETAILS OF WHAT THE COURSE INVOLVES

The course builds on the knowledge, understanding, and skills established in Key Stage 3 Physical Education. It allows students to be involved in many physical activities in the roles of participants, leaders and officials.

During lessons, with a mix of practical and theoretical elements, students will:

- Develop their knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve their own performance in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity

By the close of KS4, we expect students to have achieved well in these areas and in these ways:

CONCEPT	CONTENT
Competence 1.1	<ul style="list-style-type: none"> ■ Developing control of whole-body skills and fine manipulation skills. ■ Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity. ■ Responding with body and mind to the demands of an activity. ■ Adapting to a widening range of familiar and unfamiliar contexts
Performance 1.2	<ul style="list-style-type: none"> ■ Understanding how the components of competence combine and applying them to produce effective outcomes. ■ Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve. ■ Appreciating how to adjust and adapt when performing in different contexts and when working individually, in groups, and in teams. ■ Understanding the nature of success in different types of activity.
Creativity 1.3	<ul style="list-style-type: none"> ■ Using imaginative ways to express and communicate ideas, solve problems and overcome challenges. ■ Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
Healthy, Active Lifestyle 1.4.	<ul style="list-style-type: none"> ■ Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. ■ Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing. ■ Developing leadership skills, teamwork skills and the ability to practice in a safe manner.

Assessment of the above concepts will be conducted through the curriculum shown below.

Each sport provides us with the opportunity to assess a conceptual focus:

TYPE	SPORT	CONCEPTUAL FOCUS
Invasion games	Floorball/Football/Basketball/Volleyball	Priority Concepts: Competence 1.1 and Performance 1.2
Striking and Fielding	Softball/Rounder's/Cricket	Priority Concepts: Competence 1.1 and Performance 1.2
Athletics	Athletics	Priority Concepts: Healthy Active Lifestyle 1.4 and Creativity 1.3
Composition and Movement	Dance/Gymnastics	Priority Concepts: Performance 1.2 and Creativity 1.3
Fitness and Health	Personal Exercise Programme Development	Priority Concept: Healthy Lifestyle 1.4



HOW WILL CORE PE BE ASSESSED?**Self-assessment**

- Analysis of work through video evidence. Draw comparisons with previous work and have an awareness of standards. Success criteria – meeting targets set either individually or as a whole group.

Peer assessment

- Analysis of video evidence enabling students to focus upon strengths/areas for development in performance.
- Observation of demonstrations and completed work providing verbal feedback and utilising appropriate PE vocabulary associated with the specific area e.g. extension, fluency and consistency within gymnastics.
- Use of wall target areas to determine overall or specific areas of performance.

Teacher assessment

- Performed within each unit of work to determine progress. Assessment will be a reflection on ability, effort and conceptual focus in relation to level descriptors. Students will be expected to grade between A*-C.

- Teacher assessment within lessons also includes the use of lower/higher order questioning to establish understanding and ability to relate skills. (Knowledge & Understanding).

HOW WILL IGCSE PE BE ASSESSED:

This covers all the above, but formalises assessment for both practical and theory, providing students with an IGCSE in this subject. Students will do an extra 5 hours of lessons per fortnight including classroom based theoretical lessons and practical lessons. Attainable grades for this course are A* to F.

All candidates will be assessed in the following manner:

Candidates will study all the following topics:

- 1 Anatomy and physiology
- 2 Health, fitness and training
- 3 Skill acquisition and psychology
- 4 Social, cultural and ethical influences

COMPONENT 1	COMPONENT 2
Paper 1: 1 hour 45 min	Coursework Centre-based assessment
Theory 100 Marks Short structured questions Candidates answer all questions Externally assessed	Candidates undertake FOUR practical activities from at least two different categories Internally assessed and externally moderated
50% of total marks	50% of total marks

COMPUTER SCIENCE

IGCSE COMPUTER SCIENCE (CIE 0478)

IGCSE Computer Science is a challenging course with possible grades A*-E. Learners following the Cambridge IGCSE Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. Cambridge IGCSE Computer Science helps learners develop an interest in computing and gain confidence in computational thinking. It is an ideal foundation the skills learnt can also be used in other areas of study and in everyday life.

AIMS OF THE COURSE

- The aims of the course are 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.

DETAILS OF WHAT THE COURSE INVOLVES

Computer systems

- 1.1 Data representation
- 1.2 Data transmission
- 1.3 Hardware
- 1.4 Software

1.5 The internet and its uses

1.6 Automated and emerging technologies

Algorithms, programming and logic

2.1 Algorithm design and problem-solving

2.2 Programming

2.3 Databases

2.4 Boolean logic

HOW THE COURSE WILL BE ASSESSED:

The course is assessed entirely by two 1 hour 45 minutes long final examination papers. The paper 1 test examines students' knowledge from theoretical topics of the syllabus. It will include short-answer and structured questions. Questions will be based on section 1 of the subject content. All questions are compulsory and no calculators are permitted. Paper 2 contains short-answer and structured questions. Questions will be based on section 2 of the subject content. All questions are compulsory. No calculators are permitted. The exam tests a student's ability to solve multi-step problems, often involving several different techniques and incorporating various areas of the syllabus.

WHAT OPPORTUNITIES ARE THERE TO TAKE THIS SUBJECT FURTHER IN YEAR 12 AND 13?

Computer Science can be studied as part of the IB Diploma. We aim to offer this subject option at both Standard and Higher Level, although this is not always possible and depends on the level of student interest in each course.



THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA

A NORD ANGLIA EDUCATION SCHOOL



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