



NOBLE HALL
Leadership Academy For Girls

YEAR 11 EXPECTATION EVENT BOOKLET

2018/2019

INTRODUCTION

Welcome to the final year of IGCSE, in this booklet you will find key dates, ways to support your child and subject specific information.

The teachers are a valuable resource to you being successful and it is important that they are used effectively. Being organised and having the right work ethic is crucial to success and with the linear exams it is important to ensure books and resources are kept in a safe place.

Your child's wellbeing is of paramount importance in ensuring they meet their true potential and managing time is an integral part of this. They need to start revisiting work and revising early, be active and find ways of managing stress. Also, please stress that they should ask for help if they are struggling.

The support they will be offered at Noble Hall is vast and it is important they take every opportunity that is given and approach it with a positive attitude. Making every lesson count and maintaining excellent attendance is key to success. Avoid days off in term time as this is likely to negatively affect their outcomes at the end of year 11.

To practice their exam skills there will be mock exams 5th – 10th December. There will also be further mocks in core subjects in March. Please put this in-home diary and help them prepare early.

Parents have a key role in supporting their children through their education and it can be a stressful time for all. If you have any concerns about your daughter's progress or wellbeing, contact the school at your earliest convenience.

Best wishes and enjoy the challenge.

Dr. Tawanda
Principal

Parents

How could you support you children academically?

- Encourage your child to complete homework/coursework on time and to the best of their ability
- Make sure she is at school every day and on time
- Create/support with a revision timetable (see example attached)
- Ensure the balance of work and rest is right
- If your child is struggling in any way- let us know right away.
- Encourage your child to attend all revision and study support sessions
- Set up a ‘no distractions’ environment for them to study
- Ensure they eat and sleep well

Helping students understand that encountering stress and problems are part of life – it is how you deal with it is what is important. Learning to deal with issues now will help you to build resilience and coping strategies for life.

Here are further places where you can seek strategies and support:

Managing stress

<https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/For-Teens-A-Personal-Guide-for-Managing-Stress.aspx>

Creating a stress management plan

<https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/For-Teens-Creating-Your-Personal-Stress-Management-Plan.aspx>

Taking care of your body

<https://www.apa.org/helpcenter/stress-teens.aspx>

Apps students may want to consider using

<https://www.headspace.com/headspace-meditation-app>

<https://itunes.apple.com/gb/app/live-happy/id1036216178?mt=8>

<https://itunes.apple.com/gb/app/mindshift/id634684825?mt=8>

<https://play.google.com/store/apps/details?id=com.usmotivation.myrewards.redeem&hl=en>

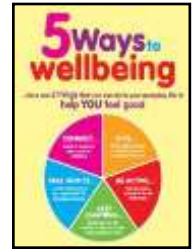
<https://itunes.apple.com/gb/app/sleep-easily-meditations/id458059886?mt=8>

Five Ways to Wellbeing for Pupils

Connect

There is strong evidence that indicates that feeling close to, and valued by, other people is a fundamental human need and one that contributes to functioning well in the world. It's clear that social relationships are critical for promoting wellbeing.

- Talk to someone instead of texting/emailing
- Speak to someone new
- Take a few minutes to chat to parents/guardians



Take Notice

Reminding yourself to 'take notice' can strengthen and broaden awareness.

Studies have shown that being aware of what is taking place in the present directly enhances your well-being and savouring 'the moment' can help to reaffirm your life priorities as well as make positive choices based on your own values and motivations.

- Have a 'clear the clutter' day
- Go to Mrs. Ngozi' study tips sessions
- Talk to your mentor

Be Active

Regular physical activity is associated with lower rates of depression and anxiety across all age groups.

But it doesn't need to be particularly intense for you to feel good - slower-paced activities, such as walking, can have the benefit of encouraging social interactions as well providing some level of exercise.

- Go for a walk at lunchtime
- Attend/organise a sporting activity
- Do some 'easy exercise', like stretching, before you leave for school in the morning and after school

Learn

Continued learning through life enhances self-esteem and encourages social interaction and a more active life.

- Read the news or a book
- Research something you've always wondered about

Give

Participation in social and community life has attracted a lot of attention in the field of wellbeing research.

Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in wellbeing.

Weekly Personal Timetable

TIME/ DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00- 17:00	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	
17:00- 18:00							
18:00- 19:00							
19:00- 20:00							
21:00- 22:00							
20:00- 21:00							

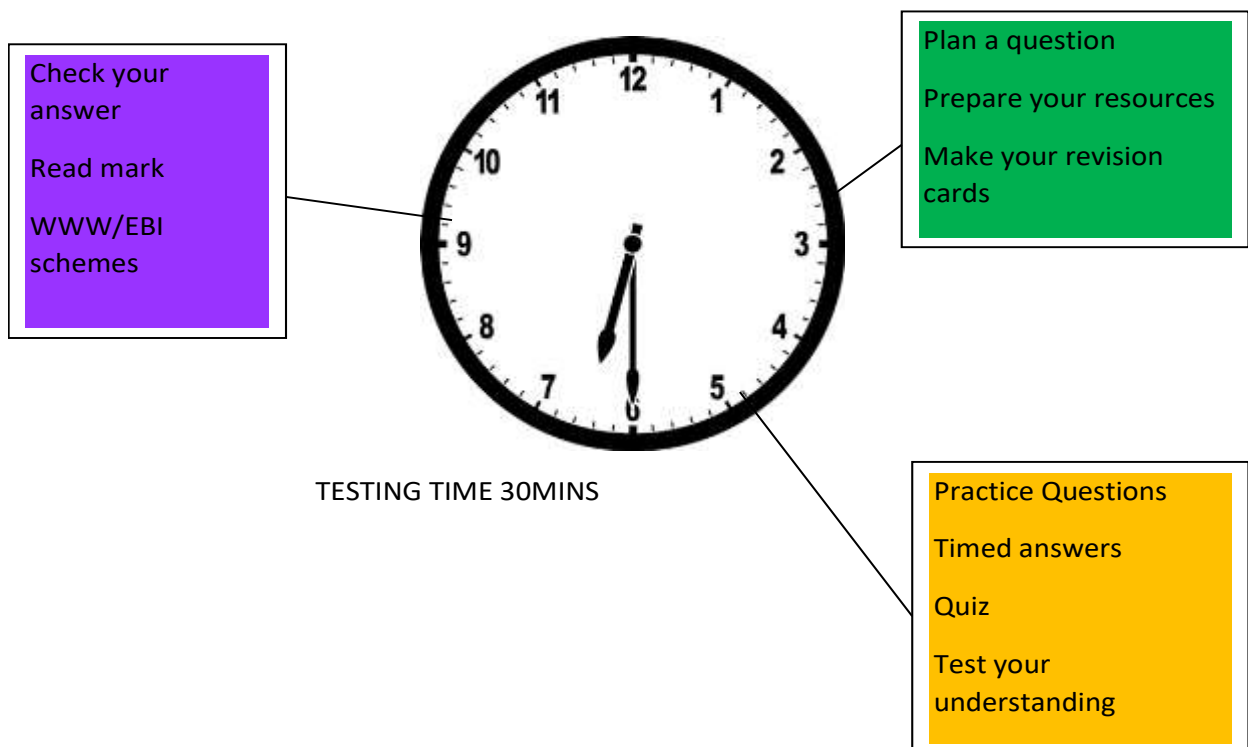
Revision

Make it purposeful and focused - The Power Hour is great technique for specifics, focused work that is directly linked to exam performance:

REVISION CLOCK

Pick one of your subjects and select a lesson/ topic you covered in year 9/10/11

Be strict on yourself and stick to the timings



Start early and spread it out - Actors don't leave their rehearsals until the day before opening night. For example, one-hour sessions over 10 days is more effective than spending the same amount of time in one go, i.e. 10 hours in one day. This effect, known as "spacing", helps because it allows time in between sessions to forget and re-learn the material.

Set up a revision group with hard-working friends - Teach someone

Teach someone - After you have tested yourself, teach the material to someone else or chat it through with someone in the hostel or at home. This has been found to help aid memory and recall.

Test yourself - Leading researchers in the field of memory consider testing yourself as one of the most effective ways to improve your ability to recall information. But do not just complete endless question papers, quizzes and flashcards etc, you need to put it into practice in timed conditions.

Don't forget the basics - You need to take care of yourself so eat well, sleep well and exercise. Factor healthy snacks and fresh air into your revision timetable

Ten ways to improve your memory

<https://www.oxford-royale.co.uk/articles/memory-tricks-exam-success.html>

Exams Information for ALL Candidates

Centre Number NG400

This is an outline of the exam procedures and information you may find helpful before taking exams. A full list of rules & regulations, “NOTICE TO CANDIDATES” will be displayed on the Exams Office notice board.

It is very important that you know your exam candidate number prior to the exam date. Your candidate number will remain the same for every exam you take throughout your time at Noble Hall, and is a 4-digit number.

When exams are taking place in several locations around the school, notices are put up outside the exam rooms to tell you which candidate numbers will be in which rooms. There will also be a notice on display on the Exams Office Notice Board.

Once you have entered the exam room you must not talk to or otherwise communicate with other candidates, or disturb them.

If you have any previously agreed special requirements this will also be indicated on your card to ensure the Exam Invigilators are made aware (e.g. if you are allowed extra time).

The Exam Board has a number of Exam Invigilators who remain in the exam rooms and ensure the exams are run properly, in accordance with the rules set by the Exam Boards.

Prior to starting the exam, the instructions on the front of the question paper will be read through with you by the Invigilator. You will be instructed to enter your Name, Candidate No. and the school's Centre No. on your paper. You will then be told when you may start. The start time and finish time will be displayed on a board at the front of the exam room and when it is time for the exam to finish, the Invigilator will instruct you to stop writing.

You must remain sitting quietly. The papers will be collected by the Invigilator and he/she will tell you when you may leave. It is important that you remain silent until you are completely away from the exam room. Be aware that some exams may continue after yours has finished.

This is a summary of the rules and regulations as outlined by the exam boards:

1. You must be on time for all examinations. Arrive at least 15 minutes before the start.
2. Do Not Be Late.
3. You must enter the exam room in silence and remain silent throughout the exam and until you have left the exam room.
4. Make sure you have the correct equipment i.e. calculators etc. for your exam – Check with your subject teacher beforehand. You must not take into the exam room any unauthorised materials or equipment. **Any pencil cases must be transparent and you must write in BLACK pen.** Coloured pencils may only be used for diagrams, maps, charts etc. only when instructions are printed on the front of the question paper.
5. You may take a clear bottle of still water. LABEL REMOVED
6. Any bags or coats must be left where the invigilator instructs you to place them.
7. **NO MOBILE PHONES.**
8. **SMARTWATCHES MUST NOT BE WORN IN THE EXAM ROOM. Other watches have to be removed and placed on your exam desk. Please ensure that programmed alarms do not go off during the exam.**
9. If you have a problem during the exam and are in doubt about what you should do; if you feel ill or if you need continuation paper, put up your hand and the Invigilator will help you.
10. You must not ask for, and will not be given, any explanation of the questions.
11. You must not leave the exam room until the Invigilator tells you to do so.

Finally, please note that these rules and regulations are for the benefit of all students taking exams. If you are found to be involved in any irregularity or misconduct, your results may be cancelled by the Exam Board and you may be disqualified from the current examination season

Subject Name:	Specification Code: 0625
IGCSE PHYSICS	
Contact Person:	Exam Board:
MR. RAZAQ ABIODUN CIE	
FINAL EXAMINATION REQUIREMENT	
Foundation or Higher Students follow a linear IGCSE in which all aspects of Physics are examined at the end of Year 11.	
COURSEWORK	www.cie.org
None	
AIMS The aims are: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> — 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: <ul style="list-style-type: none"> — are relevant to the study and practice of physics — 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 physics such as: <ul style="list-style-type: none"> — concern for accuracy and precision — objectivity — integrity — enquiry — initiative — inventiveness 6. To enable learners to appreciate that: <ul style="list-style-type: none"> — 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. 	
COURSE CONTENT	
Candidates study the following topics: <ol style="list-style-type: none"> 1 General physics 2 Thermal physics 3 Properties of waves, including light and sound 4 Electricity and magnetism 5 Atomic physics 	
EXAM DETAILS	
All candidates take three papers. Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be	

eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.

Assessment

Core candidates take:

Paper 1 45 minutes

Multiple Choice 30% 40 marks

40 four-choice multiple-choice questions

Questions will be based on the Core subject content

Assessing grades C–G

Externally assessed

Paper 3 1 hour 15 minutes

Theory 50%

80 marks

Short-answer and structured questions

Questions will be based on the Core subject content

Assessing grades C–G

Externally assessed

Paper 6 1 hour

Alternative to Practical 20%

40 marks

Questions will be based on the experimental skills in Section 4

Assessing grades A*–G

Externally assessed

Assessment

Extended candidates take:

Paper 4 1 hour 15 minutes

Theory 50%

80 marks

Short-answer and structured questions

Questions will be based on the Extended subject content (Core and Supplement)

Assessing grades A*–G

Externally assessed

Paper 6 1 hour

Alternative to Practical 20%

40 marks

Questions will be based on the experimental skills in Section 4

Assessing grades A*–G

Externally assessed

Presentation of data

The solidus (/) is to be used for separating the quantity and the unit in tables, graphs and charts, e.g. time / s for time in seconds.

(a) Tables

- Each column of a table should be headed with the physical quantity and the appropriate unit, e.g. time / s.
- The column headings of the table can then be directly transferred to the axes of a constructed graph.

(b) Graphs

- Unless instructed otherwise, the independent variable should be plotted on the *x*-axis (horizontal axis) and the dependent variable plotted on the *y*-axis (vertical axis).
- Each axis should be labelled with the physical quantity and the appropriate unit, e.g. time / s.
- Unless instructed otherwise, the scales for the axes should allow more than half of the graph grid to be used in both directions, and be based on sensible ratios, e.g. 2 cm on the graph grid representing 1, 2 or 5 units of the variable.
- The graph is the whole diagrammatic presentation, including the best-fit line when appropriate. It may have one or more sets of data plotted on it.
- Points on the graph should be clearly marked as crosses (x) or encircled dots (○).
- Large ‘dots’ are penalised. Each data point should be plotted to an accuracy of better than one half of each of the smallest squares on the grid.
- A best-fit line (trend line) should be a single, thin, smooth straight-line or curve. The line does not need to coincide exactly with any of the points; where there is scatter evident in the data, Examiners would expect a roughly even distribution of points either side of the line over its

entire length. Points that are clearly anomalous should be ignored when drawing the best-fit line.

- The gradient of a straight line should be taken using a triangle whose hypotenuse extends over at least half of the length of the best-fit line, and this triangle should be marked on the graph.

(c) Bar charts

- These are drawn when one of the variables is not numerical.

(d) Numerical results

- Data should be recorded so as to reflect the precision of the measuring instrument.
- The number of significant figures given for calculated quantities should be appropriate to the least number of significant figures in the raw data used.

Subject Name:	Specification Code:
IGCSE Chemistry Cambridge IGCSE Chemistry 0620	
Contact Person:	Exam Board:
MR. REYNALD LAWSON OBI CIE	
FINAL EXAMINATION REQUIREMENT www.cie.co.uk Core or Extended Students follow a linear IGCSE in which all aspects of Chemistry are examined at the end of Year 11.	
COURSEWORK None	
AIMS Cambridge IGCSE Chemistry is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the chemistry syllabus enables learners to: <ul style="list-style-type: none"> •better understand the technological world, with an informed interest in scientific matters •recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life •develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness •develop an interest in, and care for, the environment •better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment •develop an understanding of the scientific skills essential for both further study and everyday life <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> •become confident citizens in a technological world and develop an informed interest in scientific matters 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: <ul style="list-style-type: none"> •are relevant to the study and practice of chemistry •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: <ul style="list-style-type: none"> •concern for accuracy and precision •objectivity •integrity •enquiry •initiative •inventiveness 6. To enable learners to appreciate that: <ul style="list-style-type: none"> •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.

COURSE CONTENT

All candidates will study the following topics:

1. The particulate nature of matter
2. The particulate nature of matter Experimental techniques
3. atoms, elements and compounds
4. Stoichiometry
5. Electricity and chemistry
6. Chemical energetics
7. Chemical reactions
8. acids, bases and salts
9. The Periodic Table
10. Metals
11. Air and water
12. Sulfur
13. Carbonates
14. Organic chemistry

LEARNING ACTIVITIES

Candidates should be able, in words or using other written forms of presentation (i.e. symbolic, graphical and numerical), to:

1. locate, select, organise and present information from a variety of sources
2. translate information from one form to another
3. manipulate numerical and other data
4. use information to identify patterns, report trends and draw inferences
5. present reasoned explanations for phenomena, patterns and relationships
6. make predictions and hypotheses
7. Solve problems, including some of a quantitative nature. Questions testing these skills may be based on information that is unfamiliar to candidates, requiring them to apply the principles and concepts from the syllabus to a new situation, in a logical, deductive way.

On experimental skills and investigations Candidates should :

1. demonstrate knowledge of how to safely use techniques, apparatus and materials (including following a sequence of instructions where appropriate)
2. plan experiments and investigations
3. make and record observations, measurements and estimates
4. interpret and evaluate experimental observations and data
5. evaluate methods and suggest possible improvement

EXAM DETAILS

Candidates may follow either the **Core curriculum** or the **Extended curriculum**. Candidates aiming for grades A* to C should follow the Extended curriculum.

Assessment

Candidates who have studied the Core syllabus content, or who are expected to achieve a grade D or below should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be

eligible for grades C to G. Candidates who have studied the Extended syllabus content (Core and extended), and who are expected to achieve a grade C or above should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.

Core candidates take:

Paper 1 Core

A multiple-choice paper consisting of 40 items of the four-choice type. This paper will test assessment objectives. Questions will be based on the Core syllabus content. This paper will be weighted at 30% of the final total mark. Externally marked

Time: 45 minutes Marks: Weighting: 40%.

Paper 3 Core

(A written paper consisting of short-answer and structured questions. This Questions will be based on the Core syllabus content.

Externally marked)

Time: 1.15 minutes Marks: 80 Weighting: 50%

Paper 5 or 6 for Core and extended

Practical Test.

The Questions will be based on the experimental skills. The paper is 40 marks This paper will be weighted at 20% of the final total mark.

Weighting: 20%

Time allotted 1.15minute for paper 5
and 1hour for paper 6

Paper 5 is actual practical test while paper 6 alternative to practical.

Extended candidates take:

Paper 2 Extended

A multiple-choice paper consisting of 40 items of the four-choice type. This paper will test assessment objectives. Questions will be based on the extended syllabus content. This paper will be weighted at 30% of the final total mark. Externally marked

Time: 45 minutes Marks: Weighting: 40%.

Paper 4 extended

(A written paper consisting of short-answer and structured questions. This Questions will be based on the extended syllabus content.

Externally marked)

Time: 1.15 minutes Marks: 80 Weighting: 50%

Paper 5 or 6 for Core and extended

Practical Test.

The Questions will be based on the experimental skills. The paper is 40 marks This paper will be weighted at 20% of the final total mark.

Weighting: 20%

Time allotted 1.15minute for paper 5
and 1hour for paper 6

Paper 5 is actual practical test while paper 6 alternative to practical.

SPECIAL NOTES

- Candidates should have an electronic calculator for all papers. Algebraic or graphical calculators are not permitted. Three significant figures will be required in answers except where otherwise stated.
- Candidates should use the value of constants provided in the question paper and also note that candidates will be provided with periodic table at the back of the questions, which they are strongly advised to consult.
- Tracing paper may be used as an additional material for all of the written papers.

Subject Name:		Specification Code:	
IGCSE MATHEMATICS		0580	
Contact Person:		Exam Board:	
MR. Thomas		CIE	
FINAL EXAMINATION REQUIREMENT		www.cie.co.uk	
Core or Extended			
Students follow a linear IGCSE in which all aspects of Mathematics are examined at the end of Year 11.			
COURSEWORK			
None			
AIMS			
The aims are to enable candidates to:			
<ul style="list-style-type: none">• develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment• read mathematics, and write and talk about the subject in a variety of ways• develop a feel for number, carry out calculations and understand the significance of the results obtained• apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them• solve problems, present the solutions clearly, check and interpret the results• develop an understanding of mathematical principles• recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem• use mathematics as a means of communication with emphasis on the use of clear expression• develop an ability to apply mathematics in other subjects, particularly science and technology• develop the abilities to reason logically, to classify, to generalise and to prove• appreciate patterns and relationships in mathematics• produce and appreciate imaginative and creative work arising from mathematical ideas• develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind• appreciate the interdependence of different branches of mathematics• acquire a foundation appropriate to their further study of mathematics and of other disciplines.			
COURSE CONTENT			
All candidates will study the following topics:			
1 Number			
2 Algebra and graphs			
3 Geometry			
4 Mensuration			
5 Co-ordinate geometry			
6 Trigonometry			
7 Matrices and transformations			
8 Probability			
9 Statistics			
LEARNING ACTIVITIES			
<ul style="list-style-type: none">• activities that ensure students become familiar with and confident in using standard procedures for the range of calculations appropriate to this level of study			

- solving familiar and unfamiliar problems in a range of numerical, algebraic and graphical contexts and in open-ended and closed form
- using standard notations for decimals, fractions, percentages, ratio and indices
- activities that show how algebra, as an extension of number using symbols, gives precise form to mathematical relationships and calculations.
- activities in which students progress from using definitions and short chains of reasoning to understanding and formulating proofs in algebra and geometry
- a sequence of practical activities that address increasingly demanding statistical problems in which they draw inferences from data and consider the uses of statistics in society
- choosing appropriate ICT tools and using these to solve numerical and graphical problems, to represent and manipulate geometrical configurations and to present and analyse data
- activities which ensure that students are confident in using functional elements of Mathematics to solve problems in real-life situations activities which involve students breaking down problems into many steps and when required using algebra to provide a general solution.

EXAM DETAILS

Candidates may follow either the **Core curriculum** or the **Extended curriculum**. Candidates aiming for grades A* to C should follow the Extended curriculum.

Assessment

All candidates take two papers.

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

Core candidates take:

Paper 1 Core

(Short-answer questions based on the Core curriculum Externally marked)

Time: 1 hour. Marks: 56. Weighting: 35%.

Paper 3 Core

(Structured questions based on the Core curriculum Externally marked)

Time: 2 hours. Marks: 104. Weighting: 65%

Candidates who have studied the **Extended syllabus content**, and who are expected to achieve a grade C or above should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A* to E.

Extended candidates take:

Paper 2 Extended

(Short-answer questions based on the Extended curriculum Externally marked). Time: 1 hour 30 minutes.

Marks: 70. Weighting :35%

Paper 4 Extended

(Structured questions based on the Extended curriculum Externally marked.) Time: 2 hours 30 minutes

Marks: 130. Weighting: 65%.

SPECIAL NOTES

- Candidates should have an electronic calculator for all papers. Algebraic or graphical calculators are not permitted. Three significant figures will be required in answers except where otherwise stated.
- Candidates should use the value of π from their calculators if their calculator provides this. Otherwise, they should use the value of 3.142 given on the front page of the question paper only.
- Tracing paper may be used as an additional material for all of the written papers.

Subject : First Language English		Subject/Syllabus Code: 0500	
Instructor: Mr Anyam Peter/ Mrs Ngozi Emezue		Examination Board: CIE	
Final Examination Requirement: Foundation or Higher Students follow a linear IGCSE in which all aspects of the First Language English Curriculum are tested at the end of Year 11			
Aims: <ul style="list-style-type: none">• enable candidates to understand and respond to what they hear, read and experience• enable candidates to communicate accurately, appropriately, confidently and effectively• encourage candidates to enjoy and appreciate a variety of language• complement candidates’ ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences• promote candidates’ personal development and an understanding of themselves and others.			
Course Content: Reading Students would be able to: <ul style="list-style-type: none">• Demonstrate understanding of explicit meanings• Demonstrate understanding of implicit meanings and attitudes• Analyse, evaluate and develop facts, ideas and opinions• Demonstrate understanding of how writers achieve effects• Select for specific purposes.			
Writing Students would be able to: <ul style="list-style-type: none">• Articulate experience and express what is thought, felt and imagined• Sequence facts, ideas and opinions• Use a range of appropriate vocabulary• Use register appropriate to audience and context• Make accurate use of spelling, punctuation and grammar.			
Components:			
Paper 1 Reading Passages Code: 0500/12(Core) Duration: 1 hour 45 minutes Available Marks: 50 marks Description: Candidates answer three questions on two passages. Passage A will be 500–600 words long and Passage B will be 300–350 words long. This component is set and marked by Cambridge. This component is eligible for grades C–G and is worth 50% of the total marks.		Paper 2 Reading Passages Code: 0500/22 (Extended) Duration: 2 hours Available Marks: 50 marks Description: Candidates answer three questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long. This component is set and marked by Cambridge. This component is eligible for grades A–E and is worth 50% of the total marks.*	
Paper 3 Directed Writing and Composition Code: 0500/32(Core and Extended) Duration: 2 hours Available Marks: 50 marks Description: Candidates answer one question on a passage or passages totalling 650–750 words, and complete a composition task from a choice of four titles. This component is set and marked by Cambridge. This component is eligible for grades A–G and is worth 50% of the total marks.*			

Subject : First Language English		Subject/Syllabus Code: 0486	
Instructor: Mr Anyam Peter		Examination Board: CIE	
Final Examination Requirement: Foundation or Higher Students follow a linear IGCSE in which all aspects of the English Literature Curriculum are tested at the end of Year 11			
Aims: <ul style="list-style-type: none">• 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.			
Course Content: Reading The syllabus enables learners to: <ul style="list-style-type: none">• Read, interpret and evaluate texts through the study of literature in English.• Develop an understanding of literal meaning, relevant contexts of deeper themes or attitudes that may be expressed.• Through their studies, they’ll learn to recognise and appreciate the ways in which writers use English to achieve a range of effects,• and will be able to present an informed, personal response to the material they will study.• The syllabus also encourages the exploration of wider and universal issues, promoting learners’ better understanding of themselves and of the world around them.			
Components: All candidates take Paper 1 Poetry and Prose, and EITHER Paper 2 Drama, OR Paper 3 Drama (Open Text) and Paper 4 Unseen, OR Paper 3 Drama (Open Text) and Component 5 Coursework.			
All candidates will take Paper 1: Paper 1 1 hour 30 minutes Poetry and Prose 50% 50 marks Two questions on two texts: one Poetry and one Prose Externally assessed		and either Paper 2: Paper 2 1 hour 30 minutes Drama 50% 50 marks Two questions on two texts Externally assessed	
or Paper 3: Paper 3 45 minutes Drama (Open Text) 25% 25 marks One question on one text Externally assessed			
Paper 4 1 hour 15 minutes Unseen 25% 25 marks One question requiring critical commentary Externally assessed			

Subject Name:	Specification Code:
IGCSE ICT	0417
Contact Person:	Exam Board:
Mr. Bello	CIE
FINAL EXAMINATION REQUIREMENT http://www.cie.org.uk/0417 ICT is a 2 year course in which the learners are examined on both theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.	
COURSEWORK None	
AIMS The syllabus aims summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. They are not listed in order of priority. The aims are to develop: <ul style="list-style-type: none"> • knowledge of ICT including new and emerging technologies • autonomous and discerning use of ICT • skills to enhance work produced in a range of contexts • skills to analyse, design, implement, test and evaluate ICT systems • skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues • ICT-based solutions to solve problems • the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice. 	
COURSE CONTENT All candidates will study the following topics: <ol style="list-style-type: none"> 1 Types and components of computer systems 2 Input and output devices 3 Storage devices and media 4 Networks and the effects of using them 5 The effects of using IT 6 ICT applications 7 The systems life cycle 8 Safety and security 9 Audience 10 Communication 11 File management 12 Images 13 Layout 14 Styles 15 Proofing 16 Graphs and charts 17 Document production 18 Data manipulation 19 Presentations 20 Data analysis 21 Website authoring 	

EXAM DETAILS

Paper 1

2 hours

Theory 40%

100 marks

Questions will be based on sections 1–21 of the subject content

All questions are compulsory

Externally assessed

Paper 2

2 hours 30 minutes

Document Production, Data Manipulation and Presentations. 30%

80 marks

This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content

Candidates use knowledge-based practical skills from sections 1–16

All tasks are compulsory

Externally assessed

Paper 3

2 hours 30 minutes Data Analysis and Website Authoring 30%

80 marks

This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content

Candidates use knowledge-based practical skills from sections 1–16

All tasks are compulsory

Externally assessed

Subject Name:	Specification Code:
GEOGRAPHY	0460
Contact Person:	Exam Board:
MRS. DARAMFON EKEOBI	CIE
FINAL EXAMINATION REQUIREMENT www.cie.co.uk PAPER 1,2 & 4 Students follow a linear IGCSE in which all aspects of Geography are examined at the end of Year 11.	
COURSEWORK None	
AIMS: The aims are to develop: <ul style="list-style-type: none"> • an understanding of location on a local, regional and global scale • an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments • an understanding of the ways in which people interact with each other and with their environment • an awareness of the contrasting opportunities and constraints presented by different environments • an appreciation of and concern for the environment • An appreciation of the earth including its people, places, landscapes, natural processes and phenomena. 	
COURSE CONTENT The syllabus is divided into three themes which have been designed to develop an understanding of both the natural and the human environment: <ol style="list-style-type: none"> 1. Population and settlement <ul style="list-style-type: none"> - Population dynamics - Migration - Population structure - Population density and distribution - Settlements and service provision - Urban settlements - Urbanization 2. The natural environment <ul style="list-style-type: none"> - Earthquakes and volcanoes - Rivers - Coast - Weather - Climate and natural vegetation 3. Economic developments. <ul style="list-style-type: none"> - Climate and natural vegetation - Food production - Industry - Tourism - Energy - Water - Environmental risks of economic development 	

LEARNING ACTIVITIES

- Describe and give reasons for the rapid increase in the world's population.
- Describe the main types and features of volcanoes and earthquakes.
- Demonstrate an understanding of the work of a river in eroding, transporting and depositing Describe and explain the formation of the landforms associated with these processes.
- Describe how economic activities may pose threats to the natural environment, locally and globally.

EXAM DETAILS:

All candidates are to take two papers.

Paper 1 – Geographical Themes Written paper, 1 hour 45 minutes, 75 marks.

Only three questions are to be selected, one from each of the three sections. Sometimes within individual questions a choice is provided.

Questions on the paper are resource based. The resources are for interpretation and analysis in answering a question or part questions.

Externally assessed.

Paper 2 – Geographical Skills Written paper, 1 hour 30 minutes, 60 marks.

All the questions must be answered. The paper is based on testing skills of application, interpretation and analysis of geographical information, e.g. topographical maps, other maps, diagrams, graphs, tables of data, written material, photographs and pictorial material, and on the application of graphical and other techniques as appropriate.

Externally assessed.

Paper 4 – Alternative to Coursework Written paper, 1 hour 30 minutes, 60 marks.

Alternative to Coursework will provide a complementary assessment of the assessment objectives tested in Papers 1 and 2, with an emphasis on assessment objective 2, skills and analysis.

Externally assessed.

SPECIAL NOTES

- Candidates should have an electronic calculator and a mathematical set for all papers.

Subject Name:	Specification Code: 0606
IGCSE Addition Mathematics	
Contact Person:	Exam Board:
MR. RAZAQ ABIODUN	CIE
FINAL EXAMINATION REQUIREMENT www.cie.org We recommend that candidates who are beginning this course should be currently studying or have previously studied Cambridge IGCSE or Cambridge O Level Mathematics. The Additional Mathematics syllabus is intended for high ability candidates who have achieved, or are likely to achieve, Grade A*, A or B in the Cambridge IGCSE Mathematics examination.	
COURSEWORK None	
AIMS The examination will test the ability of candidates to: <ul style="list-style-type: none"> • recall and use manipulative technique • interpret and use mathematical data, symbols and terminology • comprehend numerical, algebraic and spatial concepts and relationships • recognise the appropriate mathematical procedure for a given situation • formulate problems into mathematical terms and select and apply appropriate techniques of solution. <p><i>Any of the above objectives can be assessed in any question in Papers 1 and 2.</i></p>	
COURSE CONTENT Candidates study the following topics: <ol style="list-style-type: none"> 1. Set language and Notation 2. Functions 3. Quadratic functions 4. Indices and surds 5. Factors of polynomials 6. Simultaneous equations 7. Logarithmic and exponential functions 8. Straight line graphs 9. Circular measure 10. Trigonometry 11. Permutations and combinations 12. Binomial expansions 13. Vectors in 2 dimensions 14. Matrices 15. Differentiation and integration 	
EXAM DETAILS All candidates will take two written papers. The syllabus content will be assessed by Paper 1 and Paper 2. Grades A* to E will be available for candidates who achieve the required standards. Since there is no Core Curriculum for this syllabus, Grades F and G will not be available. Therefore, candidates who do not achieve	

the minimum mark for Grade E will be unclassified.

Assessments

Paper 1 2hours, 80 marks

10–12 questions of various lengths

No choice of question.

Paper 2 2hours, 80marks

10–12 questions of various lengths

No choice of question.

Calculators

The syllabus assumes that candidates will be in possession of an electronic calculator with scientific functions for both papers.

Non-exact numerical answers will be required to be given correct to three significant figures, or one decimal

place in the case of angles in degrees, unless a different level of accuracy is specified in the question.

List of formulae

Relevant mathematical formulae will be provided on the inside covers of the question papers.

Subject Name:	Specification Code:
BUSINESS STUDIES	0450/01/02
Contact Person:	Exam Board:
MR. ONAKOYA OLUDOTUN	CIE
FINAL EXAMINATION REQUIREMENT www.cie.co.uk PAPER 1 & 2 Students follow a linear IGCSE in which all aspects of Business Studies are examined at the end of Year 11.	
COURSEWORK None	
AIMS: The aims are to enable candidates to: <ul style="list-style-type: none"> • make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business • apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts • distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements • appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise • develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities • develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated • develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation • develop an awareness of the nature and significance of innovation and change within the context of business activities. 	
COURSE CONTENT All candidates will study the following topics: <ol style="list-style-type: none"> 1. Understanding business activity 2. People in business 3. Marketing 4. Operations management 5. Financial information and Decisions 6. External influences on business activity 	
LEARNING ACTIVITIES -activities that ensure students become familiar with business activity ,classification of businesses, enterprise, business growth and size, types of business organization. -solving people related issues on motivating workers, organization and management, recruitment ,selection and training of workers, internal and external communication.	

- describing and analyzing the concept of marketing, market research, marketing mix and marketing strategy.

-activities in which students explain, discuss and analyze the concept of operational management as it relate to Production of goods and services, costs, scale of protection and break-even analysis, achieving quality production and location decisions.

-choosing appropriate tools to describe and analyze the financial information and decisions in relation to business finance: needs and sources, cash-flow forecasting and working capital, income statements and balance sheets.

-a sequence of practical activities that will explain and discuss the concept of external influences on business activity as it relate to government economic objectives and policies, environmental and ethical issues, business and the international economy.

EXAM DETAILS:

All candidates take two papers.

All candidates take: and:

Paper 1, 1 hour 30 minutes Short Answer and Data Response 50% 80 marks.

Four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions.

Externally assessed.

Paper 2, 1 hour 30 minutes Case Study 50% 80 marks.

Four questions based on a case study, provided as an insert with the paper.

Candidates answer all questions.

Externally assessed.

SPECIAL NOTES

- Candidates should have an electronic calculator for all papers.

Subject Name:	Specification Code:
IGCSE PHYSICAL EDUCATION 0413	
Contact Person:	Exam Board:
MRS. MONISADE	CIE
FINAL EXAMINATION REQUIREMENT PAPER 1 AND 2 Students follow a linear IGCSE in which all aspects of Physical Education are examined at the end of Year 11.	
www.cie.co.uk	
COURSEWORK PRACTICAL	
AIMS <ul style="list-style-type: none"> • The aims are to enable candidates to: • develop their knowledge and understanding of the theory underpinning physical performance in a modern world use and apply this knowledge and understanding to improve their performance • perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas • understand and appreciate safe practice in physical activity and sport understand and appreciate the benefit of physical activity and sport for health, fitness and well-being • Gain a sound basis for further study in the field of Physical Education. 	
COURSE CONTENT All candidates will study the following topics: 1: Anatomy and physiology 2: Health, fitness and training 3: Skill acquisition and psychology 4: Social, cultural and ethical influences Candidates will also undertake four different physical activities chosen from at least two of the seven categories listed in section 6.2. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.	
LEARNING ACTIVITIES <ul style="list-style-type: none"> • Activities that ensure students develop their knowledge and understanding of the theory underpinning physical performance in a modern world. • activities that ensure students use and apply this knowledge and understanding to improve their performance • activities that ensure students perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas • Activities that ensure students understand and appreciate safe practice in physical activity and sport. • activities in which students understand and appreciate the benefit of physical activity and sport for health, fitness and well-being • Activities which ensure that students gain a sound basis for further study in the field of Physical Education. 	

Assessment

All candidates take two compulsory components.

Paper 1: Theory 1 hour 45 minutes

Candidates answer all questions. 100 marks

Externally assessed.

50%

Component 2: Coursework

Candidates undertake **four** physical activities from at least **two** of the seven categories listed.

Internally assessed / externally moderated.

50%

EXAM DETAILS

Paper 1: Theory

1 hour 45 minutes, 100 marks

The examination assesses candidates' knowledge and understanding in relation to the syllabus content.

Candidates are required to demonstrate skills of description, interpretation and evaluation. The question paper has a weighting of 50 per cent of the total marks of the qualification and uses a mix of short answer questions and structured questions.

Note that candidates may **only** use physical activities listed in Section 6.2 as examples in their answers to Paper 1.

Externally assessed.

Component 2: Coursework

100 marks

Coursework is worth 50 per cent of the total marks of the qualification and each activity is marked out of 25 marks.

The coursework component assesses candidates' performance in **four** physical activities from at least **two** of the seven categories listed below.

The physical activities are:

Games

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

Gymnastic Activities • Artistic Gymnastics (Floor and Vault) or Rhythmic Gymnastics

- Individual Figure Skating
- Trampolining

Dance Activities • Dance

Athletic Activities • Cross-Country Running

- Cycling
- Rowing and Sculling
- Track and Field Athletics
- Weight Training for Fitness

SPECIAL NOTES

candidates must:

- respond readily to instructions
- recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions
- understand the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities
- know how to use equipment safely
- be familiar with a warm-up routine prior to exercise and cool-down routine after exercise relevant to the exercise or physical activity
- be familiar with the practices, drills and games that are used for assessment.

The assessment, including the production of filmed evidence, of candidates performing in physical activities

is an integral part of the Cambridge IGCSE Physical Education course.

Subject Name:	Specification Code:
ART AND DESIGN	0400/01/02
Contact Person:	Exam Board:
MR. EZE	CIE
FINAL EXAMINATION REQUIREMENT	www.cie.co.uk
Extended Students follow a linear IGCSE in which all aspects of Mathematics are examined at the end of Year 11.	
COURSEWORK	
None	
AIMS	
<p>The aims are to enable candidates to:</p> <ul style="list-style-type: none"> • Gather through snap shots objects as required by the questions • Record from direct observation items gathered which will include drawings and paintings of objects and scenes that include a variety of shapes, sizes, details, patterns, textures and surface qualities • Research on artists styles and reflect this on work • Base project based on things they can see and touch • Produce high quality observational drawings and paintings with different media representing shapes, proportion, details perspective, tones, space(through overlapping, inclusion of shadows, perspective etc • Explore and develop ideas and this includes having different compositions throughout the project, choosing colours thoughtfully, arrangement of works in an organized way so that it shows journey from beginning to end. • Allow designs and drawings become more refined as they get to the final stage. • Create imaginative and creative composition expressing ideas in an original and personal way • Choose media that are appropriate to their work • Use variety of Art materials and media skilfully • Show personal vision and commitment through the production of extensive, comprehensive and thorough project. • Produce work influenced by other artist works • produce and appreciate imaginative and creative work • .show a reflection of the artist skill 	
COURSE CONTENT	
<p>All candidates will study the following topics:</p> <ol style="list-style-type: none"> 1. Drawings 2. Paintings 3. Graphics 4. Textile 5. Print Making (optional) 	
LEARNING ACTIVITIES	
<ul style="list-style-type: none"> • Students are thoroughly exposed to life drawing, nature drawing, still life drawing, land scape and imaginative drawing • Students have the ability to construct lettering and paint them 	

- Paint illustrations with different media and style
- Use realism and abstract in approaching project
- Students to possess the skill of using pencil, charcoal, water colour, acrylic, gouache

EXAM DETAILS

Candidates may follow the Extended curriculum aiming for grades A* to C should follow them.

Assessment

All candidates take two papers 0400/01 and 0400/02

Broad base assignment and Design based assignment

Candidates that have studied the two component will aim at grades ranging from A* to E

Candidates take:

Paper 1 Broad Based assignment 0400/01

majorly drawings and paintings which is usually given out by January and submitted by April 30th

Paper 2 Design Based Assignment 0400/02

learners answer questions from the options of graphics and textiles

questions are usually given out in January and submitted by April 30th

Note that all attempted questions are marked based on the five assessment objectives of Art and Design.

SPECIAL NOTES

All candidates must have cameras to record from primary source

Candidates must have their own art stock ranging from good sable brushes, fixative, reeves water colour, Talens gouache colour, black ink, Crayola crayons, charcoal, portfolio, and other improvised materials that can help them work independently.

It is also very compulsory that candidates put work extra hours on project to finish before dead line 30th Of April 2019 as it has been observed that most candidates lazy around thinking there is time only for them to rush the works at the end

Subject Name:	Specification Code:
ENVIRONMENTAL MANAGEMENT	0680
Contact Person:	Exam Board:
MRS. DARAMFON EKEOBI	CIE
FINAL EXAMINATION REQUIREMENT	www.cie.co.uk
PAPER 1 & 2	
Students follow a linear IGCSE in which all aspects of Geography are examined at the end of Year 11.	
COURSEWORK	
None	
AIMS: The aims are to enable candidates to acquire: <ul style="list-style-type: none"> • knowledge of natural systems which make life possible on Earth. • An understanding that humans are part of these systems and depend on them. • An appreciation of the diverse influences of human activity on natural systems. • An awareness of the need to manage natural systems. • An understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs. • A sense of responsibility and concern for the welfare of the environment and all organisms • An awareness of their own values concerning environmental issues. • An awareness of the values of others. • A willingness to review their own attitudes in the light of new knowledge and experiences. • A sound basis for further study, personal development and participation in local and global environmental concerns. 	
COURSE CONTENT The syllabus is divided into nine topics which have been designed to develop an understanding of both the natural and the human environment: <ol style="list-style-type: none"> 1. Rocks and minerals and their exploitation 2. Energy and the environment 3. Agriculture and the environment 4. Water and its management 5. Oceans and fisheries 6. Managing natural hazards 7. The atmosphere and human activities 8. Human population 9. Natural ecosystems and human activities 	
LEARNING ACTIVITIES Candidates should be able, in words or using other forms of presentation (e.g. graphical or numerical), in familiar and unfamiliar contexts, to: <ol style="list-style-type: none"> 1. locate, select, organize and present information from a variety of sources 2. translate information and evidence from one form to another 3. identify limitations of methods and suggest possible improvements 4. present reasoned explanations for phenomena, patterns and relationships 5. Make reasoned judgments and reach conclusions based on qualitative and quantitative information. 	

6. Understand the wide range of processes involved in the functioning of the Earth's resources, human development within the natural system, and the impact of human activity on the total environment.
7. Understand in detail the patterns of behavior needed to manage the environment sustainably, in the context of environmental interdependence.
8. Plan individual environmental investigations, using a suitable range of techniques of data collection, analysis and presentation.
9. Apply understanding in making reasoned and balanced judgements on environmental questions of a local and international character with an appreciation of the different value positions of, and the variety of influences and constraints on the decision makers concerned.

EXAM DETAILS:

- There are changes to the assessment objective weightings in the syllabus.
- The assessment now consists of two compulsory papers:
- The coursework option has been removed.

All candidates take the two compulsory components.

Paper 1 Theory - 1 hour 45 minutes

The paper will consist of two sections:

Section A Short-answer and structured questions. (20 marks)

Section B Short-answer and extended response questions based on related source material. (60 marks)

Total - 80 marks

Externally assessed.

Paper 2 Management in context - 1 hour 45 minutes

A written paper consisting of short-answer, data processing and analysis, and extended response questions based on source material.

Candidates will be expected to make use of information from the source material to help illustrate issues of environmental management.

80 marks

Externally assessed.

SPECIAL NOTES

- Candidates should have an electronic calculator for all papers.

Subject Name:	Specification Code:
ECONOMICS	0455/01/02
Contact Person:	Exam Board:
MR. ONAKOYA OLUDOTUN	CIE
FINAL EXAMINATION REQUIREMENT	www.cie.co.uk
PAPER 1 & 2	
Students follow a linear IGCSE in which all aspects of Economics are examined at the end of Year 11.	
COURSEWORK	
None	
AIMS	
Cambridge IGCSE Economics will help develop the following lifelong skills in learners, including: <ul style="list-style-type: none"> • an understanding of economics theory, terminology and principles • the ability to apply the tools of economics analysis • the ability to distinguish between facts and value judgements in economic issues • an understanding of, and an ability to use ,basic economic numeracy and literacy • the ability to take a greater part in decision-making processes in everyday life • an understanding of the economies of developed and developing nations • an excellent foundation for advanced study in economies. 	
COURSE CONTENT	
All candidates will study the following topics: <ol style="list-style-type: none"> 1. Basic economies problem: choice and the allocation of resources 2. The allocation of resources: how the market works; market failure 3. The individual as producer, consumer and borrower 4. The private firm as producer and employer 5. Role of government in economy 6. Economic indicators 7. Developed and developing economies: trends in production, population and living standards 8. International aspects. 	
LEARNING ACTIVITIES	
<ul style="list-style-type: none"> • activities that ensure students become familiar with basic economic problems, factors of production, opportunity cost, resource allocation, choice, production possibility curves. • solving issues involving price elasticity, demand and supply analysis, market failure, market and mixed economic systems, social and private costs and benefits. • describing and analyzing the function of money, exchange, central banks, stock exchanges and commercial banks, labour market and motives for spending, saving and borrowing. • activities that show the nature of business organisations and its sizes, demand for and supply of labour, costs and revenue, profit maximization and other business goals, perfect competition, monopoly and merits and demerits of increased scale. • activities in which students explain, discuss and analyze the role of government as a producer and as employer, aims of government economic policy, fiscal, monetary and supply-side policies, types of taxation, and government influence and objectives. • choosing appropriate tools to describe and analyze the price indices, inflation and deflation, employment and unemployment, GDP, economic growth and recession, GDP and other measures of living standards. 	

- a sequence of practical activities that will explain and discuss the concepts of developed and developing countries, absolute and relative poverty, alleviating poverty, population growth and differences in living standards.
- describing the nature of specialization, current account of the balance of payments, current deficits and surpluses, exchange rate fluctuations and protectionism and free trade.

EXAM DETAILS:

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

All candidates take

Paper 1 **45 minutes**

Multiple Choice 30%

30 marks

Candidates answer all 30 questions

and

Paper 2 **2 hours 15 minutes**

Structured Questions 70%

90 marks

Candidates answer one compulsory question
And three questions from a choice of seven.

Externally assessed

Externally assessed.

SPECIAL NOTES

- Candidates should have an electronic calculator for all papers.

Subject Name:	Specification Code:
IGCSE FRENCH	0520
Contact Person:	Exam Board:
Mr. Euloge	CIE
FINAL EXAMINATION REQUIREMENT <div> <p>Students follow a linear IGCSE in which the four language skills (listening, reading, speaking, and writing) are tested at the end of Year 11.</p> </div>	
COURSEWORK <div> <p>None</p> </div>	
AIMS <div> <p>To:</p> <ul style="list-style-type: none"> • develop the ability to communicate effectively using the target language • offer insights into the culture and society of countries where the language is spoken • develop awareness of the nature of language and language learning • encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations • provide enjoyment and intellectual stimulation • develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum <ul style="list-style-type: none"> • form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area. </div>	
COURSE CONTENT <div> <p>The subject content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:</p> <ul style="list-style-type: none"> • Everyday activities • Personal and social life • The world around us • The world of work • The international world. </div>	

TOPIC CONTENT

	Topic areas	Examination topics	
Area A	Everyday activities		
		Home life and school	Home life A1
			School routine A2
		Food, health and fitness	Eating and drinking A3
			Health and fitness A4
Area B	Personal and social life		
		Self, family and personal relationships	Self, family, pets, personal relationships B1
			House and home B2
			Leisure, entertainments, invitations B3
			Eating out B4
		Holidays and special occasions	Festivals and special occasions B5
			Holidays; getting around B6
			Accommodation B7
Area C	The world around us		
		Home town and local area	Home town and geographical surroundings C1
			Shopping C2
			Public services C3
		Natural and made environment	Natural environment C4
			Weather C5
			Finding the way C6
		People, places and customs	Meeting people C7
			Places and customs C8
			Travel and transport C9
Area D	The world of work		
		Continuing education	Further education and training D1
		Careers and employment	Future career plans D2
			Employment D3
		Language and communication in the work place	Communication D4
			Language at work D5
Area E	The international world		
		Tourism at home and abroad	Holiday travel and transport (see also C9) E1
			Geographical surroundings (see also C1) E2
			Weather (see also C5) E3
		Life in other countries and communities	Places and customs (see also C8) E4
			Food and drink (see also A3) E5
			Meeting people (see also C7) E6
		World events and issues	Issues according to available resources and individual interest E7

EXAM DETAILS

All candidates take four papers.

All candidates take:

Paper 1 approximately 45 minutes
Listening 25%
45 marks
Candidates listen to a number of recordings and answer questions testing comprehension
Externally assessed

and:

Paper 2 1 hour
Reading 25%
45 marks
Candidates read a number of texts and answer questions testing comprehension
Externally assessed

and:

Paper 3 approximately 15 minutes
Speaking* 25%
100 marks
Candidates complete two role plays, a topic presentation/conversation and a general conversation
Internally assessed/externally moderated

and:

Paper 4 1 hour
Writing 25%
50 marks
Candidates respond in the target language to three tasks
Externally assessed

Subject : BIOLOGY	Subject/Syllabus Code: 0610
Instructor: Mr. AYANLOLA ABDULJELIL TAIWO	Examination Board: CIE
<p>Final Examination Requirement: Foundation or Higher Students follow a linear IGCSE in which all aspects of the Biology Curriculum are tested at the end of Year 11.</p>	
<p>Aims:</p> <ul style="list-style-type: none"> • to provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level • to enable learners to acquire sufficient knowledge and understanding to: <ul style="list-style-type: none"> – become confident citizens in a technological world and develop an informed interest in scientific matters – be suitably prepared for studies beyond Cambridge IGCSE • to allow learners to recognize that science is evidence based and understand the usefulness, and the limitations, of scientific method • to develop skills that: <ul style="list-style-type: none"> – are relevant to the study and practice of biology – 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 • to develop attitudes relevant to biology such as: <ul style="list-style-type: none"> – concern for accuracy and precision – objectivity – integrity – enquiry – initiative – inventiveness • to enable learners to appreciate that: <ul style="list-style-type: none"> – 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. 	
<p>Course Content: Candidates study the following topics:</p> <ol style="list-style-type: none"> 1 Characteristics and classification of living organisms 2 Organization of the organism 3 Movement in and out of cells 4 Biological molecules 5 Enzymes 6 Plant nutrition 7 Human nutrition 8 Transport in plants 9 Transport in animals 10 Diseases and immunity 11 Gas exchange in humans 12 Respiration 13 Excretion in humans 14 Coordination and response 15 Drugs 	

16 Reproduction 17 Inheritance 18 Variation and selection 19 Organisms and their environment 20 Biotechnology and genetic engineering 21 Human influences on ecosystems		
Components:		
Core candidates take: Paper 1: 45 minutes Multiple Choice 30% 40 marks 40 four-choice multiple-choice questions Questions will be based on the Core subject content Assessing grades C–G Externally assessed		Extended candidates take: Paper 2: 45 minutes Multiple Choice 30% 40 marks 40 four-choice multiple-choice questions Questions will be based on the Extended subject content (Core and Supplement) Assessing grades A*–G Externally assessed
and Core candidates take: Paper 3 1 hour 15 minutes Theory 50% 80 marks Short-answer and structured questions Questions will be based on the Core subject content Assessing grades C–G Externally assessed		
and Extended candidates take: Paper 4 1 hour 15 minutes Theory 50% 80 marks Short-answer and structured questions Questions will be based on the Extended subject content (Core and Supplement) Assessing grades A*–G Externally assessed		
All candidates take either: Paper 5 1 hour 15 minutes Practical Test 20% 40 marks Questions will be based on the experimental skills in Section 4 Assessing grades A*–G Externally assessed		
or: Paper 6 1 hour Alternative to Practical 20% 40 marks Questions will be based on the experimental skills in Section 4 Assessing grades A*–G Externally assessed		

Subject Name:	Specification Code:
IGCSE HISTORY	0470
Contact Person:	Exam Board:
Ms. JUMAI	CIE
FINAL EXAMINATION REQUIREMENT	www.cie.co.uk
Core and Depth Studies	
COURSEWORK	
Paper 4	
AIMS	
<p>The aims are to enable candidates to:</p> <ul style="list-style-type: none"> • Stimulate an interest in and enthusiasm of learning about the past Promote the acquisition of knowledge and understanding of individuals, people and societies on the past • Ensure that learners knowledge is rooted in an understanding of the nature and use of historical evidence • Promote an understanding of key historical concepts: causes and consequences, change and continuity, and a similarities and difference • Provide a sound basis for further study and the pursuit if personal interest • Encourage international understanding • Encourage the development of historical skills, including investigation, analysis, evaluation and communication skills 	
COURSE CONTENT	
<p>All candidates will study the following topics:</p> <ol style="list-style-type: none"> 1 Were the Peace Treaties of 1919- 1923 fair? 2 To what extent was the League of Nations a success? 3 Why had international peace collapsed by 1939? 4 Who was to be blamed for the Cold War? 5 How effectively did the USA contain the spread of communism? 6 How secure was the USSR's control over Eastern Europe? 1946- 1989 7 Why do events of the Gulf matter? 1970- 2000 8 The First World War, 1914- 1918 9 Germany, 1918- 1945 10 Russia, 1905- 1941 11 The USA, 1919- 1941 	
Assessment	
<p>All candidates take three components. All candidates take paper 1 and paper 2, and choose either Component 3 or Paper 4</p>	
<u>Paper 1 : Written paper</u>	
<p>(Candidates answer two questions from Section A (Core Content). Externally marked) Time: 2 hours. Marks: 60. Weighting: 40%.</p>	

Paper 2: Written paper

(Candidates answer six questions on one prescribed topic taken from the Core Content. Externally marked)

Time: 2 hours. Marks: 50. Weighting: 33%

Paper 4 Alternative to Coursework

(Candidates answer one question on a Depth Study. Externally marked.) Time: 1 hour Marks: 40.

Weighting: 27%.

SUBJECT NAME:	SPECIFICATION CODE:
IGCSE ARABIC	0544
CONTACT PERSON:	
MR. SIRAJ ISHAQ	
<p>Final Examination Requirement:</p> <p>Learners will be required to show knowledge and understanding of the five topics area listed below. These provide context for the acquisition of vocabulary and study of grammar and structures, through the study of these topic areas, learners gain insight into target language countries and communities. In the speaking examination, learners have the opportunity to demonstrate their knowledge of a topic of their own choice, which might be outside the list below.</p>	
COURSE CONTENT:	
<p>Topic Areas:</p> <ul style="list-style-type: none"> • Area a: every day activities home life and school. • Area b: personal and social life self, family and personal relationships. • Area c: the world around us home town and local area. • Area d: the world of work continuing education, careers and employment • Area e: the international world, tourism at home and abroad, life in other countries and communities. <p>Objectives:</p>	
<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Recognize the Arabic letters in their isolate form. • Apply all the Arabic vowels. • Join letters to form meaningful words. • Memorize at least 300 vocabularies. • Construct complex sentences in Arabic. • Write passages, letters and conversations in Arabic. 	

Subject Name:	Specification Code:
IGCSE Islamiyat Cambridge IGCSE Islamiyat 0493	
Contact Person:	Exam Board:
MR. NURUDDEEN ABDULLAHI (ALAFASY)	
FINAL EXAMINATION REQUIREMENT	www.cie.co.uk
Learners are Required to Show Knowledge, Understanding and follow a linear IGCSE in which all aspects of Islamiyat are examined at the end of Year 11.	
COURSEWORK None	
AIMS The aims are to enable Learners to: <ul style="list-style-type: none"> • Acquire a knowledge of the major sources of Islam, its main beliefs and its early history • Develop an enquiring approach to the study of Islam • Identify and explore the religions, historical and moral questions raised in the material they study. 	
COURSE CONTENT All candidates will study the following topics: <ol style="list-style-type: none"> 1. Allah in himself 2. Allah’s relationship with the created world 3. Allah’s messengers 4. The major theme or themes of the Qur’an that appear in each passage 5. The revelation of the Qur’an 6. The use of the Qur’an 7. The life and importance of the prophet muhammad 8. The first Islamic community 9. Major teachings in the Hadiths of prophet 10. The history and importance of the Hadiths 11. The period of rule of the rightly guided people 12. The articles of faith and pillars of Islam 	
LEARNING ACTIVITIES Candidates should be able to demonstrate that they have closely studied the topics set. They should be able to: <ol style="list-style-type: none"> 1. Recall, select and present relevant facts from the main elements of the faith and history of islam 2. Demonstrate understanding their significance in the teachings of islam and the lives of Muslims 	

EXAM DETAILS

Candidates may follow either the **Core curriculum** or the **Extended curriculum**. Candidates aiming for grades A* to C should follow the Extended curriculum.

Assessment

All candidates take two written papers and answer in English. Both papers must be taken for the candidate to be answered a grade. Paper 1 contains 5 questions of which candidates must answer question 1, question 2 and two others.

Paper 1 Core

Core candidates take:

1. Major themes of the Qur'an: Three messages will be set from the list in appendix 1, of which candidates may choose any two. (8 marks).
2. The history and importance of the Qur'an: This question is usually set in more than 1 parts and requires an essay length answer. (2 marks).
3. The life and importance of the Prophet Muhammad: one or two questions are set, usually in more than 1 part, requiring essay length answers. (14 marks).
4. The first Islamic Community: One or two questions are set, usually in more than one part, requiring essay length answers. (14 marks).

Total marks = 50.

Paper 2 Core

Paper 2 contains 5 questions and which candidates must answer question 1 and two others.

1. Major teachings of the Hadiths of the Prophet: Four passages are set from the list in appendix 2, of which candidates may choose any two. (8 marks).
2. The history and importance of the Hadiths: The question is usually set more than one part, and requires an essay length answer. (14 marks).
3. The period of rule of the rightly guided caliphate and their importance as leaders; one or two questions are set, usually in more than one part requiring essay length answers. (14 marks)
4. The articles of faith and pillars of Islam: One or two questions are set, usually in more than one parts, requiring essay length answers. (14 marks).

Total marks = 50

SPECIAL NOTES

Candidates should study the passages in recognized English translation, but with reference to the original Arabic text.

Candidates should be able to give accounts of the main events of the prophet's life, and his significance in Muslim beliefs.

Candidates should know the names of main characters that lived with and near the Prophet, and the significant facts of their lives.

Candidates should study the teachings contained in each passage about what Muslims Should believe and how they should act.

Candidates should study the passages with reference to the original Arabic text as well as English translation.

Candidates should know the main events of the rules of the four caliphs, and should explore the significance of these events.

Candidates should know about each of these beliefs and observances, and should also understand their significance in the faith and action of individual Muslim and the Muslim communities.

