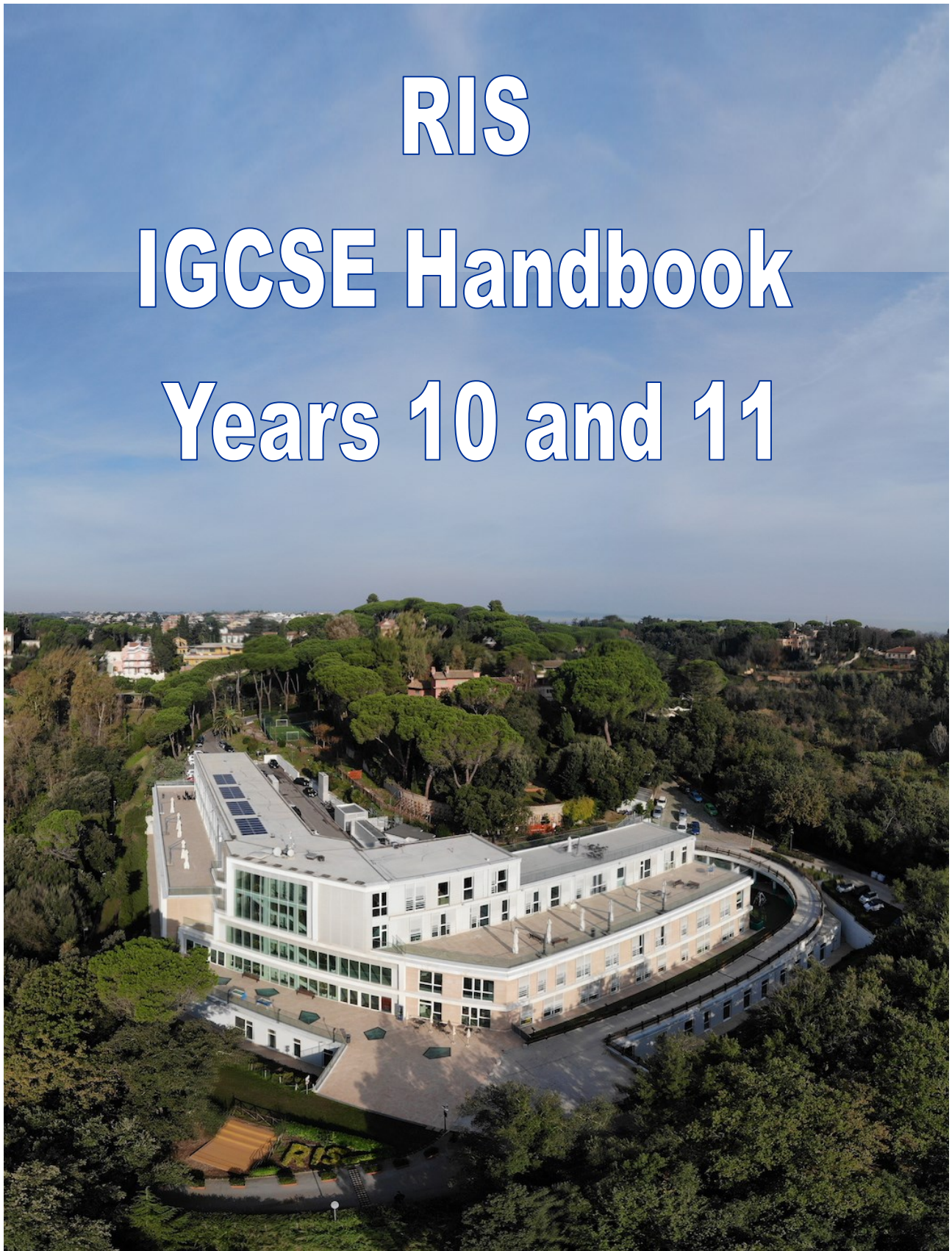


# RIS

# IGCSE Handbook

# Years 10 and 11



**RISROME**  
INTERNATIONAL SCHOOL  
Shaping the world



# Contents

<b>What is the IGCSE Curriculum?</b>	<b>3</b>
<b>A Guide for Parents</b>	<b>5</b>
<b>Subjects at RIS</b>	<b>6</b>
<b>Grading in the IGCSE</b>	<b>7</b>
<b>Compulsory Subjects</b>	<b>8</b>
<b>Option Block 1</b>	<b>12</b>
<b>Option Block 2</b>	<b>14</b>
<b>Option Block 3</b>	<b>16</b>
<b>Option Block 4</b>	<b>18</b>
<b>The Duke of Edinburgh Award Scheme</b>	<b>20</b>
<b>Past Results</b>	<b>21</b>
<b>Partnerships</b>	<b>21</b>

# What is the IGCSE curriculum?

CIE IGCSE stands for 'Cambridge International Examinations' 'International General Certificate of Secondary Education' and is an internationally renowned set of international public examinations taken at about the age of 16 years old. The CIE IGCSE has been running for over 30 years and is currently "the world's most popular qualification for 14 to 16 year olds" (cambridgeinternational.org). The CIE IGCSE is accepted as a qualification by universities around the world, as well as by employers internationally, making it an excellent choice for students before their final two years of school. For more information on how these qualifications are viewed by educational establishments and workplaces, please visit: <https://www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance/>

The CIE IGCSE curriculum is a truly international one and it provides a huge number of different subjects in order to allow schools to build the programmes that are most beneficial to their specific students. There is an emphasis on learning additional languages - a key skill in today's world - and some subjects are offered at two separate levels - Core and Extended - in order to support students to achieve their full potential.

**"For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study" (cambridgeinternational.org), especially the International Baccalaureate Diploma Programme as provided here at Rome International School. Not only do students learn academic skills, but also skills such as communication, adaptability to change, flexibility and cultural awareness, all of which help to prepare them for the 21st Century.**



## Cambridge Assessment International Education

### Cambridge International School

#### **Our staff:**

Our highly qualified international staff, who represent 19 different nationalities, are committed to our students' education and are there to support, inspire and motivate students. They are fully qualified to teach the CIE IGCSE programme and aspire to equip our students with the skills needed to become life-long learners, so that every child is able to realise their unique gifts and achieve their full potential. As educators, they aim to guide our children in the process of 'learning to learn', facilitating their development into inquisitive, active and open-minded students, capable of working independently and in a spirit of harmony and co-operation alongside others. They believe that such an education is needed to meet the challenges of the future and will produce individuals who are self-confident, resourceful and enterprising.

We deliver...  
**Educational  
Excellence**

We develop...  
**Skills and  
Competencies**

We build...  
**Character**

We nurture...  
**Global  
Perspectives**



**Cambridge Assessment  
International Education**

“**Cambridge IGCSE®  
has widened my  
horizons and enhanced  
my thinking**”

**Cambridge IGCSE** is the world's most popular international qualification for 14 to 16 year olds. It builds skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for further study.

Learn more at  
[cambridgeinternational.org/igcse](https://cambridgeinternational.org/igcse)



**Cambridge  
Pathway**   
Learn · Discover · Achieve

## Cambridge IGCSE™

### A guide for parents

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge. Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

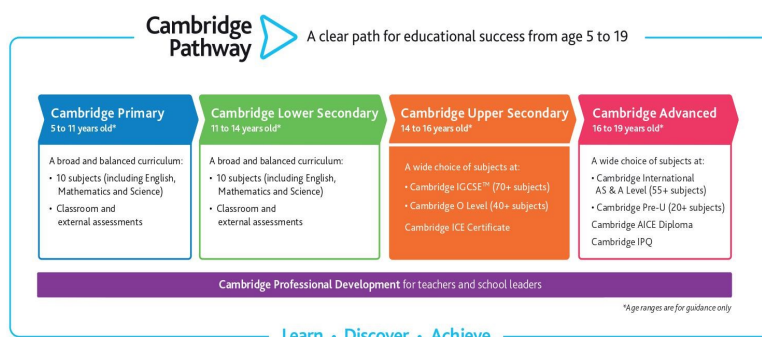
Your child's needs as a learner are at the heart of our approach to education. Our Cambridge Pathway gives your child a love of learning that will stay with them through school, university and beyond. Our approach supports schools to develop learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** and developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.



### What is Cambridge IGCSE?

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 years olds. It is taken in over 140 countries and in more than 4500 schools around the world.



# Subjects at RIS

The IGCSE programme stipulates that there are certain subjects which are compulsory for all students to study and undertake final exams in. These are complimented by a number of optional subjects from which students choose a designated number.

As Rome International School is an IB school, the compulsory subjects are in-line with the International Baccalaureate Diploma Programme in order to ensure that our pupils are successful not only at IGCSE but also in their further studies at IBDP.

Students will study **all** of the compulsory subjects as outlined below:

## COMPULSORY SUBJECTS:

### **Co-ordinated Science**

At either Core or Extended level, as determined by the Head of Science.

### **English Language**

At either First Language or Second Language as determined by the Head of English and EAL.

### **Italian**

All students take Italian as an Additional Language as there is no First Language option at CIE.

### **Literature in English**

This is only compulsory for students taking First Language English.

### **Maths**

At either Core or Extended level, as determined by the Head of Mathematics

## OPTIONAL SUBJECTS:

In order to ensure a balanced range of subjects and the greatest choice, Rome International School offers optional subjects in four Option Blocks. Each Option Block is grouped by subject type.

Students will choose **one** subject from **each** of the four option blocks. below The blocks may be subject to change.

### **Option Block 1: Modern Foreign Languages**

- Arabic
- Chinese
- French
- Spanish

### **Option Block 2: Humanities**

- Economics
- Geography
- History

### **Option Block 3: Arts**

- Drama
- Music
- Visual Arts

### **Option Block 4: Additional Subjects**

- Economics
- Information Communication Technology
- Physical Education

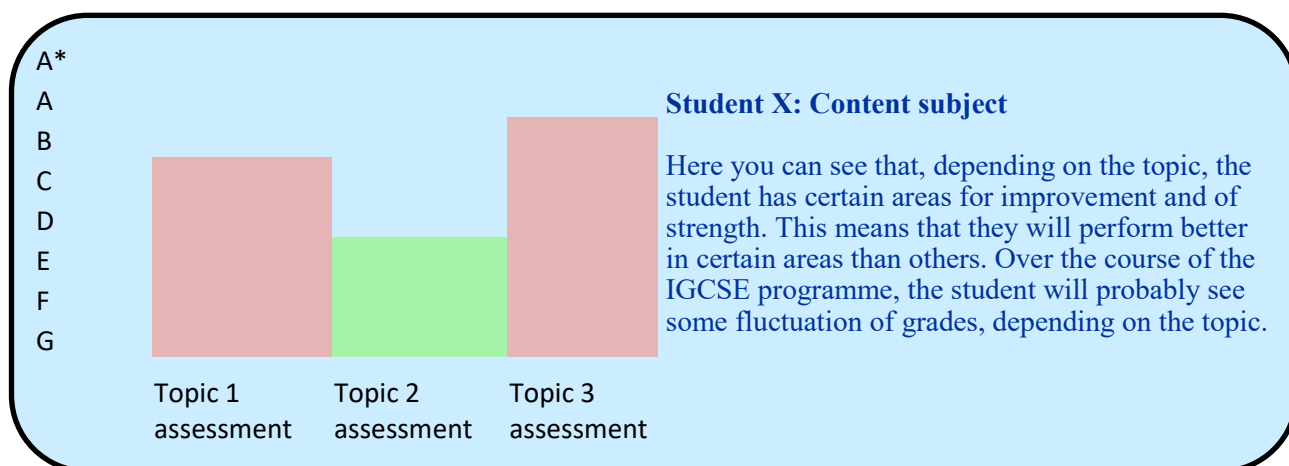
# Grading in the IGCSE Programme

All subjects—except those examined at Core level (this is only offered in: Co-Ordinated Science; English as a Second Language; and Mathematics at RIS) - are graded according to the following letters: A\* - the highest possible grade; A, B, C, D, E, F, G, with U being considered unmarkable. Core subjects only allow students to achieve a grade of C or lower, regardless of the percentage score.

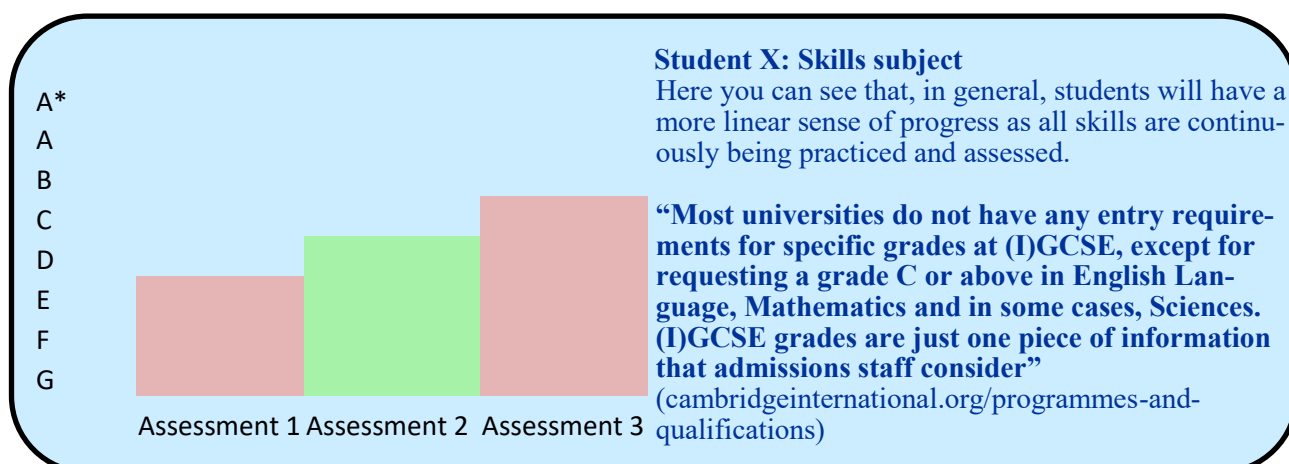
Grades are assigned against grade thresholds: “A grade threshold is the minimum number of marks that a candidate needs to obtain a particular grade in a paper or in a subject. These thresholds are decided after each examination has been taken and marked.” ([cambridgeinternational.org/programmes-and-qualifications](http://cambridgeinternational.org/programmes-and-qualifications)).

It is important to note that at RIS, like the vast majority of International Schools around the world, we use an internal set of grade thresholds to support progress tracking, reporting and predicted grades among other things. These internal thresholds are altered each year using the most up-to-date information from the exam board. **These internal grade thresholds are only ever a best guess, they are not the actual thresholds for the cohort.**

It is also important to note that, like the majority of other IGCSE schools, here at RIS, we mark and grade students against the IGCSE mark schemes from the very start of Year 10. This is done in order to ensure that students, teachers and families are aware of the necessary progress required in each subject in order to obtain a desired grade. This means that, especially in Year 10, grades may look different in different subjects. The main difference is between ‘content’ subjects and ‘skills’ subjects. Please see the two examples below:



Often, students find that their grades are higher in content subjects, rather than skills subjects, at the start of Year 10. By the end of the programme, progress will be similar across both types of subject.



# Compulsory Subjects

## CO-ORDINATED SCIENCE

### COURSE DESCRIPTION AND AIMS:

Pathway choice is determined by ongoing student performance and in discussion with teachers, parents and students. Cambridge IGCSE Co-ordinated Sciences (Double Award) enables learners to:

- increase their understanding of the technological world
- take 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.

(Source: Cambridge IGCSE Co-ordinated Sciences (Double Award) 0654 Syllabus)

The subject is divided into three sections - Biology, Chemistry and Physics—and students will have 10 hours of science every two weeks; 4 hours of Biology and 3 hours of Chemistry and 3 hours of Physics. Each component is taught by a teacher with expertise in the specific science.

### ASSESSMENT SPECIFICS:

The IGCSE Coordinated Sciences exam consists of the following **three** components:

#### **A multiple choice paper worth 30% of the overall grade.**

40 four-option multiple-choice questions based on the core content (for students doing core) or based on the extended content (for students doing extended).

#### **A theory paper worth 50% of the overall grade.**

Short-answer and structured questions based on the core content (for students doing core) and based on the extended content (for students doing extended).

#### **A skill based paper worth 20% of the overall grade.**

Questions will be based on the experimental skills

in section 4 for students doing the core and extended content.

### WHERE DOES IT LEAD?

Students develop a systemic approach to problem-solving and develop attitudes like integrity, objectivity, enquiry and concern for accuracy and precision. They also recognise that science is evidence based and comprehend the usefulness and limitations of the scientific method. They also gain sufficient knowledge and understanding to be suitably prepared for studies beyond the Cambridge IGCSE programme.

Thus, students who have successfully completed the course will have a solid foundation in each scientific discipline so could move forward into any of the single sciences, Biology, Chemistry or Physics at IB. Achieving a BB grade at iGCSE is considered a prerequisite for a Higher Level Science course. This might also play part in the decision as to whether or not to pursue the Core pathway.

## ENGLISH LANGUAGE - FIRST LANGUAGE ENGLISH

### COURSE DESCRIPTION AND AIMS:

Cambridge IGCSE First Language English is designed for learners whose first language is English. The course enables learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences. Candidates will develop both their speaking and their listening skills, delivering a presentation,

and responding to questions and engaging in conversations. Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

#### ASSESSMENT SPECIFICS:

AO1 Reading 50%

AO2 Writing 50%

AO3 Speaking and listening Separately endorsed

#### WHERE DOES IT LEAD?

This course allows students to have a First Language (IE: fluent) level of the English language, it's study and how to use and manipulate it. The key skills that are taught are reading skills; allowing students to read not only for knowledge and understanding, but also to infer; and the ability to write in a large variety of forms and styles, as well as for a variety of purposes.

A grade C in this course is a requirement for nearly any further education in the international system and therefore is of huge importance. It also shows that pupils have a high level of English for any future studies and/or employment.

## ENGLISH LANGUAGE - ENGLISH AS A SECOND LANGUAGE

#### COURSE DESCRIPTION AND AIMS:

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practice writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

(From: *Syllabus Cambridge IGCSE*

*English as a Second Language 0510, 2022 -2023*)

#### ASSESSMENT SPECIFICS:

- Reading and Writing Exam 70% (paper 1 core and paper 2 extended)
- Listening Exam 30% (paper 3 core and paper 4 extended)
- Speaking Exam (which is a separate certificate

and does not contribute to the overall grade candidates receive for the written components)

#### WHERE DOES IT LEAD?

The aims describe the purposes of a course based on this syllabus.

The aims are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

(From: *Syllabus Cambridge IGCSE*

*English as a Second Language 0510, 2022 -2023*)

## ITALIAN

**\* Please note that CIE IGCSE does not offer First Language Italian, so all pupils - including Italian nationals - are entered for this Foreign Language option.**

#### COURSE DESCRIPTION AND AIMS:

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures...

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

... Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context...

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Italian at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Italian 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
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or

- further study, either in Italian or another subject area. (From: *Syllabus Cambridge IGCSE Italian 0535, 2022 -2024*)

#### ASSESSMENT SPECIFICS:

- Paper 1 - Listening 25%
- Paper 2 - Reading 25%
- Paper 3 - Speaking 25%
- Paper 4 - Writing 25%

#### WHERE DOES IT LEAD?

As with any Language qualification, this course will support and grow students' communication skills and will make students a more desirable candidate for further study and future employment. It is well recognised that people who speak multiple languages are more likely to be resilient and flexible—both characteristics that are looked for by further education establishments and employers, it also shows evidence of an individual's broad cultural capital.

## LITERATURE IN ENGLISH

**\*Please note that this subject is only compulsory for students taking First Language English. Students how take English as a Second Language will not take this course.**

#### COURSE DESCRIPTION AND AIMS:

The aims of this course are to enable 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.

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they 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 have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them. (From: *Literature in English (0475) 2022 Syllabus, CIE. Pg 5*)

Pupils will spend the entirety of the course not only studying the three set texts, but also learning how to closely analyse, to present a clear and coherent argument and the basics of academic writing.

#### ASSESSMENT SPECIFICS:

Students prepare for Paper 1 - Poetry and Prose, Paper 3 - Drama (Open Text) and Paper 4 - Unseen.

Each paper requires pupils to write an analytical essay (two essays for Paper 1) showing their quality of close literary analysis.

Each essay is marked against a skill rubric out of 25.

**Paper 1:** 50 marks - 50%

**Paper 3:** 25 marks - 25%

**Paper 4:** 25 marks - 25%

#### WHERE DOES IT LEAD?

This course not only prepares pupils for the close analysis required by both IGCSE Literature and IBDP Language and Literature, it also teaches students to become critical thinkers which is a necessary skill for both life and to prepare students for IBDP.

Whilst Literature in English is not a 'core' subject, it is a necessary one for any pupil that wishes to complete the IBDP programme. It is also a course that is looked on favourably by higher education institutions because of its critical thinking aspect.

Literature in English will help prepare pupils for further education in any language based course as well as courses based around law, psychology, history, classics or any course which requires close analysis of sources.

## MATHEMATICS (Cambridge International)

#### COURSE DESCRIPTION AND AIMS:

The aims are to enable students to:

- develop mathematical skills and apply them to other subjects and to the real world
- develop methods of problem-solving
- interpret mathematical results and understand their significance
- develop patience and persistence in solving problems
- develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning
- appreciate the elegance of mathematics
- appreciate the difference between mathematical proof and pattern spotting

The aims are to enable students to:

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

(Source: Cambridge IGCSE Mathematics 0607 Syllabus)

## ASSESSMENT SPECIFICS:

### Core:

**Paper 1:** Short-answer questions - 25% (45 minutes),

**Paper 3:** Structured questions - 60% (1 hour & 45 minutes),

**Paper 5:** Investigation - 15% (1 hour and 10 minutes)

These candidates will be eligible for grades C to G.

### Extended:

**Paper 2:** Short-answer questions - 20% (45 minutes),

**Paper 4:** Structured questions - 60% (2 hours & 15 minutes)

**Paper 6:** Investigation & Modelling - 20% (1 hour & 40 minutes)

These candidates will be eligible for grades A\* to E

## WHERE DOES IT LEAD?

IGCSE Mathematics is an essential component in preparing for success at the IB where all pupils must take a mathematics course. The Extended course prepares students for success in the HL subjects at IBDP.



# Option Block 1

## MODERN FOREIGN LANGUAGES

At Rome International School, we offer the following languages as part of our Modern Foreign Languages programme:

- Arabic
- Chinese
- French
- Spanish

All of these subjects adhere to the information provided below.

### COURSE DESCRIPTION AND AIMS:

The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar

and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken. The five topic areas are

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

### ASSESSMENT SPECIFICS:

All candidates take all four papers. Candidates will be eligible for grades A\* to G. All candidates take:

**Paper 1** Listening out of 40 marks. Candidates listen to a number of recordings and answer multiple-choice and matching questions. Externally assessed.

**Paper 2** Reading out of 45 marks. Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers. Externally assessed.

**Paper 3** Speaking out of 40 marks. Candidates complete one role play and conversations on two topics. Internally assessed and externally moderated.



**Paper 4** Writing out of 45 marks Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. Externally assessed.

### WHERE DOES IT LEAD?

Qualifications in a Modern Foreign Language can lead to employment in the following areas (non exhaustive list):

- Academic researcher
- Interpreter
- Political risk analyst
- Translator
- Broadcast journalist
- Diplomatic service officer
- International aid/development worker
- Logistics and distribution manager
- Marketing executive
- Publishing rights manager
- Sales executive
- Tour manager

## FIRST LANGUAGE CHINESE

### COURSE DESCRIPTION AND AIMS:

Cambridge IGCSE First Language Chinese is designed for learners whose mother tongue is Chinese.

The course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when writing
- learn how to use a wide range of vocabulary and correct grammar, character formation and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, including classical texts, both for their own enjoyment and to further their awareness of the ways in which Chinese can be used. Cambridge IGCSE First Language Chinese also develops more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively.

Cambridge IGCSE First Language Chinese offers candidates the opportunity to respond knowledgeably to a range of reading passages. Candidates will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences. The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles. Learners will have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture.

### ASSESSMENT SPECIFICS:

All candidates take two papers.

#### Paper 1

50%, 2 hours 15 minutes, 60 marks

Reading, Directed Writing and Classical Chinese

Questions will be based on syllabus content Externally assessed

#### Paper 2

50%, 2 hours, 50 marks

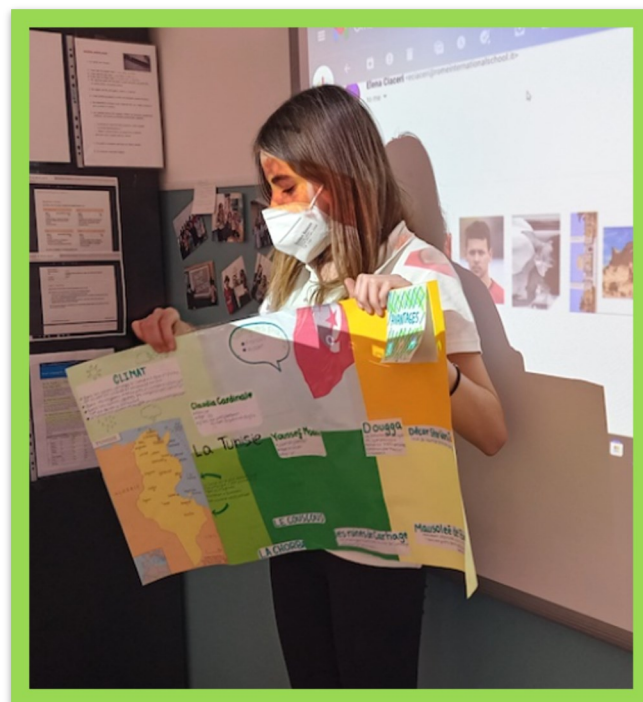
Writing

Questions will be based on syllabus content Externally assessed

### WHERE DOES IT LEAD?

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively using appropriate standard language
- work with information and ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions
- deepen understanding and appreciation of Chinese culture and classical texts.



# Option Block 2

## ECONOMICS

### COURSE DESCRIPTION AND AIMS:

There are six key areas that are studied during the course:

**1 The basic economic problem** The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

**2 The allocation of resources** The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

**3 Microeconomic decision makers** The micro economy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

**4 Government and the macro economy** Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

**5 Economic development** As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

**6 International trade and globalisation** The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

### ASSESSMENT SPECIFICS:

There are two papers in the final exams:

Paper 1 -

- Multiple Choice (30%)
- 30 marks available
- Pupils must answer all the questions on the paper.

### Paper 2 -

- Structured questions (70%)
- 90 marks available
- Pupils answer one compulsory questions plus three additional questions from a choice of four.

### WHERE DOES IT LEAD?

The aims of this course are to enable students to:

- know and understand economic terminology, concepts and theories
- use basic economic numeracy and interpret economic data
- use the tools of economic analysis
- express economic ideas logically and clearly in a written form
- apply economic understanding to current economic issues.

## GEOGRAPHY

### COURSE DESCRIPTION AND AIMS:

The syllabus is divided into three themes:

Theme 1: Population and settlement

Theme 2: The natural environment

Theme 3: Economic development.

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

### ASSESSMENT SPECIFICS:

Candidates take three papers in the final exams:

Paper 1 -

- Geographical themes (45%)
- 75 marks available
- Pupils must answer three questions worth 25 marks each, one question from each section.

Paper 2 -

- Geographical skills (27.5%)
- 60 marks available
- Pupils must answer all the questions

Paper 4 -

- Alternative to coursework (27.5%)

- 60 marks available
- Pupils answer two compulsory questions.

### WHERE DOES IT LEAD?

The aims of this course are to enable students to:

- 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.

## HISTORY

### COURSE DESCRIPTION AND AIMS:

All candidates study all the Core Content in either:

Option A The nineteenth century: the development of modern nation states, 1848–1914

**or:** Option B The twentieth century: international relations since 1919

**In addition,** all candidates must also study at least one Depth Studies.

### ASSESSMENT SPECIFICS:

Candidates take three papers in the final exams:

Paper 1 -

- A 2 hour written paper (40%)
- 60 marks available
- Pupils answer three structured essay questions; two from section A (Core Content) and one from section B (Depth Study).

Paper 2 -

- A 2 hour written paper (33%)
- 50 marks available
- Pupils answer six questions based on the Core Content, using sources provided in the exam room.

Paper 4 -

- A 1 hour written paper (27%)
- 40 marks available
- Pupils answer one question on a depth study

### WHERE DOES IT LEAD?

The aims of this course are:

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in 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: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest



# Option Block 3

## DRAMA

### COURSE DESCRIPTION AND AIMS:

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They 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.

Learners develop an understanding and enjoyment of drama through practical and theoretical study. Candidates will study:

- elements of practical drama,
- how to work with extracts from published plays as an actor, director and designer,
- how to devise, develop and structure their own original dramatic material from stimuli,
- how to evaluate their contribution to the devising process and success of the final piece,
- how to use staging and design as part of a dramatic performance,
- individual and group performance skills and how they are applied to create character and communicate meaning to an audience

### ASSESSMENT SPECIFICS:

#### Component 1

Written examination worth 40%

Students answer questions on set texts studied.

#### Component 2

Coursework worth 60%

Candidates submit three pieces of practical work:

- individual performance based on an extract from a play
- group performance based on an extract from a play
- group performance based on an original devised piece.

This work is internally assessed and externally moderated.

### WHERE DOES IT LEAD?

IB Drama not currently available at R.I.S. but Universities are very keen on students who have IGCSE drama as they feel that students who have studied Drama are self-confident, creative and team players.

## MUSIC

### COURSE DESCRIPTION AND AIMS:

The aims are to:

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

### ASSESSMENT SPECIFICS:

All candidates take three components.

#### Component 1

1 hour 15 minutes exam

Listening 40%

70 marks

Written examination based on CD recordings

supplied by Cambridge International

Externally assessed

#### Component 2

Coursework

Performing 30%

50 marks

Two prepared performances, one individual and one ensemble

Internally marked/externally moderated

#### Component 3

Coursework

Composing 30%

100 marks scaled to 50 marks

Two contrasting compositions

Internally marked/externally moderated

### WHERE DOES IT LEAD?

Ideally to IB Music. Music graduates have a wide range of opportunities available to them both inside and outside the industry. There are also more jobs than ever in music business related areas, such as: careers in digital marketing, social media, PR...

## VISUAL ART

### COURSE DESCRIPTION AND AIMS:

The aims are to enable students to develop:

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

The broad areas of study are:

- painting and related media
- print-making
- three-dimensional design and sculpture
- photography, digital and lens-based media

### ASSESSMENT SPECIFICS:

All candidates take the following two components:-

#### Component 1

Coursework is made up of a portfolio and final outcome worth 50% of final exam grade

Marked out of 100

Candidates research, develop and realise a project which over the course will evidence a specialism in one area of study for 2D or 3D processes. The theme is set by the teacher.

Externally assessed.

#### Component 2

Externally assessed and set assignment worth 50% of final exam grade

Marked out of 100.

8 hours to produce final outcome

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: – supporting studies and – a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed

### WHERE DOES IT LEAD?

IB Visual Arts Course. 2 Year Foundation course in Art (if no IB or A Level experience).

Also useful on CV for those intending at a later stage to work in the areas of engineering, design, architecture, town planning, psychology, film industries, work which involves presentations.



# Option Block 4

## ECONOMICS

### COURSE DESCRIPTION AND AIMS:

There are six key areas that are studied during the course:

**1 The basic economic problem** The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.

**2 The allocation of resources** The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

**3 Microeconomic decision makers** The micro economy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

**4 Government and the macro economy** Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

**5 Economic development** As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

**6 International trade and globalisation** The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

### ASSESSMENT SPECIFICS:

There are two papers in the final exams:

Paper 1 -

- Multiple Choice (30%)
- 30 marks available
- Pupils must answer all the questions on the paper.

### Paper 2 -

- Structured questions (70%)
- 90 marks available
- Pupils answer one compulsory questions plus three additional questions from a choice of four.

### WHERE DOES IT LEAD?

The aims of this course are to enable students to:

- know and understand economic terminology, concepts and theories
- use basic economic numeracy and interpret economic data
- use the tools of economic analysis
- express economic ideas logically and clearly in a written form
- apply economic understanding to current economic issues.

## INFORMATION COMMUNICATION TECHNOLOGY

### COURSE DESCRIPTION AND AIMS:

Cambridge IGCSE Information and Communication Technology encourages learners to develop lifelong skills, including:

- understanding and using applications
- using Information and Communication Technology (ICT) to solve problems
- analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose
- understanding the implications of technology in society, including social, economic and ethical uses
- awareness of the ways ICT can help in home, learning and work environments.

### ASSESSMENT SPECIFICS:

This course requires students to sit one theory paper and two practical papers as outlined below:

### Paper 1

- Theory (40%)
- 100 marks available
- Pupils must answer all questions

### Paper 2

- Document production, data manipulation and presentations (30%)
- 80 marks available
- Pupils demonstrate their practical understanding via a series of compulsory tasks

### Paper 3

- Data analysis and website authoring (30%)
- 80 marks available
- Pupils demonstrate their practical understanding via a series of compulsory tasks

### WHERE DOES IT LEAD?

The aims are to develop:

- 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.

## PHYSICAL EDUCATION

### COURSE DESCRIPTION AND AIMS:

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

Candidates will study all of the following topics:

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

Candidates will also undertake four different physical activities. [Cambridge IGCSE Physical Education 0413 syllabus for 2022, 2023 and 2024.]

### ASSESSMENT SPECIFICS:

The assessment objectives (AOs) are:

**AO1:** Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport (25% Weighting in IGCSE).

**AO2:** Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance (25% Weighting in IGCSE).

**AO3:** Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities (50% Weighting in IGCSE). [Cambridge IGCSE Physical Education 0413 syllabus for 2022, 2023 and 2024]

### WHERE DOES IT LEAD?

Potentially to apply for Sport Science studies.



# The Duke of Edinburgh Award Scheme



The DofE is the world's leading youth achievement award, giving young people the opportunity to be the very best they can be by developing the skills and attitudes they need to become well-rounded, confident adults. Qualities that universities and employers are attracted to.

The award requires those taking part to complete four sections:

- Skill (learning a skill at least once a week)
- Physical (participating in a physical activity at least once a week)
- Volunteering (being involved in an activity that benefits others once a week)
- Expedition (completing a training and assessed two-day hike with an overnight camp)

The Skill, Physical and Volunteer sections must be completed once a week with two of these sections to be completed over three months and one over six months. In addition, students will take part in a practice and an assessed expedition in the spring of 2023. Completion of the award requires commitment from participants not only to the activities but also to the on-going training,

A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers. The DofE is many things to many people, supporting generations to successfully navigate adult life.

Students in Year 10 can take part in the DofE programme at Bronze level. When successfully completed, this will lead to Silver and Gold Duke of Edinburgh's Award.

There are four sections to complete at Bronze and Silver level and five at Gold. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.

Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.



# Past Results at RIS

The IGCSE grades at Rome International School have steadily improved over the years which presents our commitment to continuing to provide quality education in order to ensure that our pupils have the most opportunities post-IGCSE.

Not only do our staff work hard to support students to achieve their potential, but we are proud that our students demonstrate the commitment and resilience required to achieve top grades.

Some highlights from 2021-2022:

- 44.5% of all grades were A or A\*
- 100% pass rate in 11 subjects
- 100% pass rate in Modern Foreign Languages, compared to World Average of 85.2%

# Partnerships



WORKING TOGETHER  
TO INSPIRE YOUTH  
FOR THE FUTURE  
OF OUR PLANET



ACCADEMIA D'ARMI  
MUSUMECI GRECO



1878



SWISS INTERNATIONAL  
LEADERSHIP ACADEMY

**Rome International School IGCSE Handbook  
March 2022**

**For more information about the school, please visit our website:  
[www.romeinternationalschool.it](http://www.romeinternationalschool.it)**

**Admissions and new student enquiries**

+ 39 06 844 82 651  
[info@romeinternationalschool.it](mailto:info@romeinternationalschool.it)

Rome International School  
Via Guglielmo Pecori Giraldi, 137  
00135 - Rome, Italy



**RISROME**  
INTERNATIONAL SCHOOL  

---

Shaping the world