Course Description Booklet
Grade IX-X

The IGCSE Programme

INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION

2014-2016
International General Certificate of Secondary Education [IGCSE]

The IGCSE is a comprehensive two year programme for Grades IX & X. It is a balanced mix of practical experience and theoretical knowledge. It is a universally recognized qualification among international schools and universities worldwide. Various educational skills like recall of knowledge, teamwork, problem solving etc., are developed in this course. The course offers the best in international education and, being in pace with the changing needs, it regularly updates and extends the curriculum. It lays an excellent foundation for students who wish to continue with the IB Curriculum at the pre-university level.

Aims and Objectives:
1. To encourage International understanding and to support modern curriculum development.
2. To set standards which are recognized worldwide by encouraging good and innovative modes of teaching.
3. To enable the students to become confident and well informed in a modern technological world.

There are five subject groups in IGCSE with several subjects to choose from in each group.

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<th>Group 1: Languages</th>
<th>Group 3: Sciences</th>
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<td>English</td>
<td>Chemistry</td>
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<td>Foreign Language</td>
<td>Biology</td>
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<td>French</td>
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<td>Spanish</td>
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<td>Mandarin Chinese</td>
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<th>Group 2: Humanities and Social Sciences, English Literature</th>
<th>Group 4: Mathematics</th>
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<td>History</td>
<td>Additional Mathematics</td>
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<tr>
<td>English Literature</td>
<td>International Mathematics</td>
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<tr>
<td>Economics</td>
<td>Mathematics</td>
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<th>Group 5: Creative, Technical and Vocational</th>
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<td>Art</td>
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<td>Business Studies</td>
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<td>Drama</td>
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<td>Computer Studies</td>
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<td>Music</td>
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First Language English at the IGCSE level focuses on writing skills. Students learn to write different kinds of essays that include Argumentative, Descriptive and Narrative. Directed writing forms an integral part of English as a first language, wherein the students write magazine articles, interviews, speeches etc.

English literature at the IGCSE level involves close reading of literary texts as well as the development of analytical skills. Students are encouraged to make a personal response to Literature.

Modern Languages: The ability of the child to have an insight into the culture and civilization of the countries of the various Modern Languages is stressed as is ability to communicate, understand and respond to various languages.

Humanities and Social Sciences: This group gives an opportunity for students to explore the various aspects of History and Economics.

Science is a well designed experimental and practical course, coupled with a strong theoretical foundation. The course is suitably designed for students who wish to pursue a career in pure Sciences, applied Sciences or any Science-dependant vocational courses.

Mathematics at the IGCSE level is offered as Additional Mathematics, International Mathematics, and Mathematics. Students exceptionally gifted in Mathematical skills and those who wish to pursue a career in Pure Mathematics are advised to opt for Additional Mathematics.

Creative, Technical and Vocational Course: The subjects offered at this level harness the creative and technical skills of the students. Subjects like Music and Art which are generally practiced as hobbies by students in their earlier years of school, can be studied as academic subjects in Grades IX & X. Students are not only evaluated by CIE for their skills in these subjects, but they also have an opportunity to showcase their talents during various cultural events.

Choice of Subjects: At TISB the various subjects are regrouped into the following timetable blocks. This is to ensure that they have the benefit of studying subjects from a wide spectrum of subject areas. Students have the choice of opting for one subject from each of the following blocks:

<table>
<thead>
<tr>
<th>COMPULSORY SUBJECTS</th>
<th>Block 1</th>
<th>English Language</th>
<th>English Literature</th>
<th>Physics</th>
<th>Chemistry</th>
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Optional Subjects
You must choose one subject from each block

<table>
<thead>
<tr>
<th>Block 2</th>
<th>Additional Mathematics</th>
<th>International Mathematics</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td>Block 3</td>
<td>Hindi</td>
<td>French</td>
<td>Spanish</td>
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<td>Block 4</td>
<td>Economics</td>
<td>History</td>
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<tr>
<td>Block 5</td>
<td>Biology</td>
<td>Business Studies</td>
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<tr>
<td>Block 6</td>
<td>Computer Science</td>
<td>Art</td>
<td>Drama</td>
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Mode of Assessment

- **By CIE:**
  Students at the IGCSE level are subjected to two types of assessments: *External assessment and Course work*. **External Assessment** includes the various components of Examination in all the subjects conducted at the end of Grade-X. The answer scripts are sent to CIE for Evaluation. **Course work** refers to any component specified by the CIE syllabus that is assessed in the centre by the centre’s teachers. The teachers who assess the coursework are accredited by CIE. Examples of such course work components include projects, folio of essays, art and craft items, internally Assessed speaking tests, etc.

- **At TISB**
  Students are assessed on a periodic basis after the completion of every unit in each of the subjects throughout the academic year. The *School Information Management System (SIMS)* effectively keeps track of the academic progress of the students as they proceed with their preparation for the Term-end Examinations.
  Students appear for the **Final Examination** at the end of Grade-X. They appear for two **Internal Examinations** in Grade-IX which are scheduled at the end of 1<sup>st</sup> and 2<sup>nd</sup> Term respectively. Most of the syllabus in each of the subjects is completed by the end of Grade-IX. As a result, a period of three to four months is devoted to rigorous revision in each of the subjects before the students appear for their **First Preliminary Examination** in the month of February. A **second Preliminary Examination** is also conducted in the month of March before the students go on to appear for their Final IGCSE Examination in the month of May. The two Mock Examinations are conducted in a pattern identical to the IGCSE Examinations with respect to the assessment criteria and the mode of evaluation.
Grading in all the subjects range from A* to F. The grade Boundaries followed at TISB are as follows:

<table>
<thead>
<tr>
<th>% of marks</th>
<th>IX&amp;X</th>
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<tr>
<td>85 or above</td>
<td>A*</td>
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<tr>
<td>75 – 84</td>
<td>A</td>
</tr>
<tr>
<td>65 – 74</td>
<td>B</td>
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<tr>
<td>50 – 64</td>
<td>C</td>
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<tr>
<td>35 – 49</td>
<td>D</td>
</tr>
<tr>
<td>20 – 34</td>
<td>E</td>
</tr>
<tr>
<td>Less than 20</td>
<td>F</td>
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</table>

International Certificate of Education (ICE) is awarded to students who take up at least seven subjects in IGCSE which includes two languages from Group-1, one subject each from the other four groups and the seventh subject from any of the five groups. The certificate is awarded to students in three different categories: Distinction, Merit and Pass, depending on their grades in the Final Examination.
COURSE DESCRIPTION
IGCSE ENGLISH 2014-2016

IGCSE – Grades 9 and 10

We offer two subjects for the IGCSE – First Language English (Extended) and English Literature. The syllabuses are reviewed and updated regularly by the CIE to reflect the developments in the field of education.

FIRST LANGUAGE ENGLISH LANGUAGE (EXTENDED)

The Language course strengthens the four language skills of the students. The areas studied are those prescribed by the Cambridge International Examinations (CIE).

Assessment:

Paper 2: The students are assessed on three tasks – directed writing, analysis of how writers achieve effects and summary writing. The directed writing exercises include interviews, dialogues, formal reports, newspaper reports, diary entries, formal letters, informal letters, articles, speeches, brochures, writing accounts and pamphlets.

Paper 3: The students are assessed on two tasks – directed writing and composition. The latter includes narrative and descriptive writing.

In addition, the enrichment programme of the school prepares students for the International Baccalaureate (IB) Diploma through activities such as oral presentations and written tasks.

ENGLISH LITERATURE

The English Literature course comprises the study of three texts from a selection prescribed by the CIE. The texts cover the main genres of poetry, prose and drama. The syllabus includes analysis of unseen passages from prose and poetry. The students are trained in formal essay writing and in literary analysis. This course empowers students to appreciate literature and to respond with sensitivity to literary texts. It further contributes to the aesthetic, imaginative and intellectual growth of students.

The students are assessed through 3 papers:
Component 1: Prose and Poetry
Component 3: Drama (Open book)
Component 4 : Unseen (Prose passage/Poem)

At this level, the students are provided an enrichment programme as a transition to the IB Diploma course. This includes oral presentations, oral commentaries and written tasks.
The International General Certificate for Secondary Education

Mathematics

A Brief description of the course as it is conducted at TISB

IGCSE Mathematics develops students’ skills in thinking, and problem solving. It provides an excellent foundation for the IB Diploma at higher level.

IGCSE Mathematics consists of three levels,

- Additional Mathematics,
- International Mathematics
- Extended Mathematics.

All of the above-mentioned courses are completed over two years and students will appear for the final Exam at the end of the second year.

Students, who are gifted and are keen to excel in the subject, opt for Additional Mathematics or International Mathematics. These courses at IGCSE level cover the basic requirements necessary to study higher level Mathematics for the IB Diploma. They provide a solid foundation and will develop students’ potential to understand different perspectives of problem solving and to make reasoned responses. Students are exposed to topics such as Calculus, Quadratic Equations, logarithmic and exponential functions, Surds, Trigonometric equations, Binomial theorem, Vectors and Counting principles. Students of International Mathematics are trained to use the Graphic display calculator which helps them to visualize the pattern of the functions they deal with.

The Extended Mathematics students cover topics like Algebra, trigonometry,

Mensuration, Transformations Vectors, Statistics and Probability. The knowledge they gain aids their understanding of concepts, and helps them recognize the appropriate mathematical procedure in any given situation. This provides a good background for taking up the IB Diploma.
Assessment objectives

The following are some of the objectives of IGCSE Mathematics (Additional, extended and International Math)

1. To know and apply concepts from all aspects of mathematics.
2. To apply combinations of mathematical skills and techniques in order to solve a problem.

International Mathematics

Some of the aims and objectives of this syllabus, which gives a challenging edge to IGCSE Mathematics, are listed below:

1. To solve a problem by investigation, analysis, the use of deductive skills and the application of an appropriate strategy.
2. Recognize patterns and structures and so form generalizations.
3. Draw logical conclusions from information and understand the significance of mathematical or Statistical results.
4. Use spatial relationships in solving problems.
5. Use the concepts of mathematical modelling to describe a real-life situation and draw conclusions.
6. Organize, interpret and present information in written, tabular, graphical and diagrammatic forms.
7. Use statistical techniques to explore relationships in the real world.

General Description of the Assessment

In International Mathematics students appear for 3 components, one without a calculator and two with a calculator. The First component is worth 40 marks, the second is worth 120 marks and the third is worth 40 marks. Component 3 consists of 2 questions, one on Investigation and one on Modeling. Candidates will be assessed on their ability to investigate, model and solve an open-ended problem.

In Extended Mathematics the students appear for two components, one component worth 70 marks and the other worth 130 marks.

Additional Mathematics students answer two components, each worth 80 marks.
Examples of Work/Activities

Apart from the regular teaching hours, remedial classes are conducted throughout the year to improve confidence in the subject and help with performance in the Board exams.

Students are also encouraged to work on projects and presentations for intra and inter-school competitions.

How the Course helps students in future

Students of IGCSE mathematics acquire a sound foundation in mathematics for further studies. They also derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the beauty, power and usefulness of the subject.
This is a 2 year program starting from grade 9. The main aim of this program is to appreciate the applicability of scientific method in other disciplines and everyday life.

At TISB the subject is rendered in a truly international environment through effective student teacher interaction with special emphasis on hands on experience in the laboratory. The other techniques used to teach the subject are computer simulations and models.

The students are trained to interpret and evaluate experimental observations and data and are taught to make hypotheses and predictions.

Regular assessments are conducted after each topic is dealt to ensure thorough understanding of the concept. Students take an exam at the end of each term, that includes the topics taught in the term.

At the end of the second year, with a strong foundation in the subject, the students are groomed to meet the challenges of IB Chemistry.
The Biology course is a two year course which introduces new topics that are designed to give an insight into how natural systems operate. It also provides, through well designed studies of experimental and practical science, an interesting educational experience for all students.

SYLLABUS

The major units that the students are exposed to are:

- Characteristics and classification of living organisms
- Organization and maintenance of organisms, which includes cells, movement in and out of cells, enzymes, nutrition, transportation, respiration, excretion, coordination and response
- Development of organisms and continuity of life, which includes reproduction, growth and development and genetics
- Organisms and their environment
The three assessment objectives in Biology are:

1. Knowledge with understanding
2. Handling information and problem solving
3. Experimental skills and investigations
   - Students are assessed throughout the year by means of summative and formative assessments
   - Formative assessments take the form of unit tests, whose marks are converted to grades
   - Summative tests which take the form of examinations

All candidates must enter for three papers:
1. Paper 1- Multiple choice questions for 40 marks (30% weightage)
2. Paper 3- Extended theory paper consisting of 80 marks of short – answered and structured questions. Paper 3 is chosen since the extended curriculum is also taught along with the core syllabus (50% weightage)
3. Paper 6- Alternative to practical paper, which is a written paper designed to test familiarity with laboratory-based procedures. (20% weightage)

Classroom teaching is accompanied by practical work in labs that helps students become enquirers, learners and thinkers. Students will be able to get familiar with new scientific techniques and apparatus, carry out investigations and evaluate results.

Lab activities help reinforce concepts taught in theory class. A topic on nutrients, for example, would be reinforced with a lab on food tests.

IGCSE Biology places considerable emphasis on the understanding and use of scientific ideas and principles in a variety of situations. This will also prepare candidates for an assessment that will, within familiar and unfamiliar contexts, test expertise, understanding and insight.

By pursuing this course students will be better prepared for grade XI if they wish to pursue Science, and they will have a much more satisfying experience of Biology.
PHYSICS:

What will be studied?

During years IX and X at TISB, students prepare for the IGCSE exam. This is an exam produced by University of Cambridge for international students and has both academic rigor and the development of the practical and investigative skills necessary for the understanding of science.

Topics that are included in IGCSE Physics are as follows:

General Physics includes Speed, Velocity and Acceleration, Length and Time, Forces, Energy, work and Power. Thermal Physics, Electricity and Magnetism and Atomic Physics are the other topics covered.

How is this done at TISB?

TISB has a team of experienced physics teachers, well versed in the Cambridge IGCSE syllabus with a proven record of success.

The majority of our students gain the highest attainable grade on this course.

How is the syllabus delivered at TISB?

We believe that understanding of the sciences comes through experience. That means that we wish to give our students the full variety of experiences that an outstanding international school can offer. Our students are taught in classrooms with facilities such as interactive whiteboards.

They have access to a wide range of lab equipment and carefully designed practical activities.

In addition, many materials are saved on our school intranet. This allows students to review classes and materials in their prep time, away from the classroom, and perform tasks which will help improve their ICT skills.

[This is an example of a practical lesson on the variation of resistance with length and with cross sectional area of a conductor. The students gathered the data and we recorded it in Notebook software for everyone to then process graphically.]

[Here we see a simulation of the behaviour of gas particles. Students can change properties such as the volume of the]
Is IGCSE Physics a rigorous course?
The IGCSE qualification is known and accepted by international schools and universities worldwide. It is widely regarded as excellent preparation for the IB Diploma, studied by our Year XI and Year XII students. It allows important physics concepts such as electricity, heat and motion to be studied, both conceptually and experimentally, to a level which will challenge the most able students and develop the skills for success in the years to come.

SOCIAL STUDIES:

ECONOMICS:
The IGCSE Economics (0455) syllabus will develop an understanding of economic terminology and principles, and of basic economic theory. Students will gain an awareness of the economics of developed and developing nations and the way they interrelate. They will learn to handle simple data and to carry out economic analysis, evaluate information and discriminate between facts and value judgments in economic issues.

Economics taught during the first year of IGCSE at TISB introduces students to the basic principles of Micro and Macroeconomics, including the nature and method of economics and the role of the private and government sectors. Emphasis is placed on the business organizations and their structure, market structures, role of individuals and resource allocation in the economy. The contents are well laid out so that students develop both critical and analytical skills by means of solving structured and data response questions.

The topics covered are:

1. Basic economic problem: choice and resource allocation
2. The allocation of resources: how markets work; market failure
3. The individual as producer, consumer and borrower
4. The private firm as producer and employer
5. Role of government in an economy

The second year of the IGCSE is a major chunk of Macro economics concepts.

The assessments are carried out by giving case studies and tests relating to the topic covered. The student is required to write an answer using the knowledge acquired with reference to case study and structured questions.

In the first year the semester exams will consist of one paper with 30 multiple choice questions and four or five structured questions based on topics covered and relevant questions will be asked. For the final exam different multiple choice and structured questions are chosen from past papers.

In the second year of the IGCSE, in preparation for the mock exams, the CIE board pattern will be followed.
There are 3 papers similar to the board pattern of exam,

- One paper with 30 multiple choice questions [20% weightage]
- The second paper with structured questions [50% weightage] and Candidates must answer Section A and three questions in Section B related to the syllabus.
- The third paper is analysis and critical evaluation [30% weightage] with Novel data for interpretation and analysis of a real economic situation.

The Economics course will promote in students a greater understanding of the world in which they live, and will encourage them to play a full part in the decision-making process as consumers, producers and citizens of the local, national and international community.

Most of the micro-economic concepts are taught using discussion and question-answer methods. Students are taken on different field trips to explore real world conditions and to apply to them on economic concepts. Students are given many projects on the Stock Exchange, Central bank, etc as part of student-centered and problem-based learning. Case studies and worksheets are the regular method for reinforcement of learning.

After gaining knowledge of Economics, students are qualified for a wide range of careers in the public and private sectors, including Business, Finance, Journalism, Marketing, Public Sector Management, etc.

They can take up a variety of careers, including:

- Banking
- Retail
- Higher Education
- Local Government
- Self-employed (establishing own business)
- Economic Administration
- Global Financing
- Development
- Labor Relations
- Statistics
- Academia
- Journalism
- International Law
- Project management
- Brokerage
- Law
BUSINESS STUDIES

The IGCSE Business Studies syllabus develops students' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students learn how the major types of business organizations are established, financed and run.

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses. Successful Cambridge IGCSE Business Studies learners will be able to:

- understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- appreciate the role of people in business success.

They will also gain lifelong skills, including:

- the ability to calculate and interpret business data
- communication skills needed to support arguments with reasons
- the ability to analyse business situations and reach decisions or judgements.

New content (2015 references)
1.1.1 Importance of specialisation
1.3.1 Enterprise and entrepreneurship
1.3.4 Why some (new or established) businesses fail
1.5.1 Objectives of social enterprises
2.1.1 Maslow's hierarchy and key motivational theories – Taylor and Herzberg
2.3.1 Benefits of part-time and full-time workers
3.1.1 Maintaining customer loyalty; building customer relationships
3.3.5 Use of social networks for promotion
5.1.2 Importance of micro-finance in developing economies
6.3.1 The concept of globalisation, the reasons for it and the opportunities and threats of globalisation for businesses
HISTORY:

The History syllabus offers students the opportunity to study some of the major international issues of the 19th and 20th centuries, as well as looking in great depth at the history of a particular region.

In TISB, we take up option B of the syllabus “The 20th century, International Relations since 1919” and do in-depth study on Germany (1918-45).

In grade 9, in the first term, our budding historians study and understand topics like The Paris Peace conference, the Treaty of Versailles and analyze questions such an “Were the peace treaties of 1919-23 fair?”, “To what extent was the League of Nations a success?” “Why had international peace collapsed in 1939?” The students will also analyze the causes of the Second World War. In the Second term they will study “The Cold war, USA’s containment of the spread of communism, USSR’s control over Eastern Europe from 1948 to 1998’, Gorbachev’s role in the disintegration of USSR, and focus into the events in Gulf between 1970 and 2000 with special reference to rise of Saddam Hussein, Iranian Revolution of 1979, Iran-Iraq War 1980-88 and the Gulf War of 1990-91. In grade 10, students take on an in-depth study of Germany and critically learn and analyze the successes and failures of Weimer Germany, Hitler’s rise to power and the way he ruled Germany until 1945.

As far as assessment is concerned, candidates are expected to recall, select, organize and deploy knowledge of the syllabus content, and demonstrate an understanding of change and continuity, cause and consequence, similarity and difference. Students should be able to comprehend and interpret the motives, emotions, intentions and beliefs of people in the past. They will learn to evaluate and use a range of sources as evidence in a historical context. Students appear for the final IGCSE exam at the end of the two years course, and answer three papers based on the topics they have learnt.

As part of class activities students work on structured worksheets to enhance their component specific skills as well as to acquire more information related to their topics in History. Students do preliminary research on the given topic and present it to the class, this helps them to acquire the research skills and make the subject matter even more interesting. Relevant Cold War topics like, Cuban missile crisis, Revolt in Hungary etc…. are discussed on the MUN Pattern. Interesting debates are organized in class on topics like “Hitler was weak dictator” or “The policy of appeasement was the main cause for the outbreak of the Second World War” or “Who started the cold war?” Students involve in active discussion after watching various Historical documents and movies. This helps them to develop their analytical skill as they evaluate the different perspectives.

Benefits:

This course goes a long way in helping and preparing students keen on taking up history as a university subject or as an IB subject. Studying history would help them to do subjects like archaeology or museology in future. It also helps them pursue career options like journalism, International relations, law or civil services, or diplomatic positions in various world organizations.
DRAMA:

The overall philosophy of Drama is to foster a positive self-concept in students by encouraging them to explore life by assumption of roles and by the acquisition of dramatic skills. By studying Drama, students acquire valued skills such as team building, problem solving, personal presentation, non-verbal communication skills and communication skills.

As a Drama department we believe strongly that Drama has the potential to create learning spaces which bridge the divides of culture, age and gender, to help people return to more authentic relationships with themselves and those around them. Drama can develop the whole person – emotionally, physically, intellectually, imaginatively, aesthetically and socially by giving form and meaning to experience through “acting out”.
The IGCSE course consists of two components:

**Written examination paper (40% of the total grade):** this paper will require responses to a pre-released text and three stimuli, and provide opportunity for reflection on, and evaluation of, the practical work.

**Coursework (60% of the total grade):** this consists of three pieces of practical work. A solo, scripted and a devised group work. Students complete research on certain topics: a social issue, a political issue or a domestic issue. However, there are also other options: a picture, a sculpture, a photograph and an event in the history of your own country. The three pieces will be recorded on video or DVD and will be sent to Cambridge for external moderation.

Students are exposed to different dramatic styles and techniques: documentary drama, satire, musical theatre, Commedia dell Arte and character study. They will learn about set, light, costume design, directing and, of course, acting.

The students are encouraged to participate in the annual school production. Workshops conducted by professional practitioners, Drama showcases and theatre trips will be organized by the Drama department and school for IGCSE Drama students.

**MUSIC:**

The study of Music at IGCSE level presents pupils in Grades 9 and 10 with a wonderful opportunity to develop their listening, composing and performing skills to a much higher level than before and to pursue their own individual interests in the process. The course as a whole offers just the right balance of discipline and flexibility, combining solid foundations with the freedom for pupils to express themselves in their own way.

The course is divided into 3 interdependent sections:

**Performing (30% of the final grade).** By the end of the course pupils will have submitted two recordings for assessment, one of a solo work and a performance as part of an ensemble. Clearly those who have been taking instrumental lessons will already be in a position to work towards top marks in this area and it is an expectation that all students will have a weekly instrumental lesson to supplement their curriculum music lessons.

**Composing (30% of the final grade).** Pupils will experience composing in a wide variety of musical styles from Classical to jazz and pop. Using up to date recording and notation software as well as keyboards and their own instruments, pupils are introduced to a range of composing techniques taken from past and present masters, musicians from different cultures and, most important of all, their own exploration and discovery. Over the period of the course pupils will compose several pieces and then select two compositions to be submitted for assessment.
Listening (40% of the final grade). As well as supporting their composing and performing skills, the art of listening to music helps pupils to understand how people express themselves the world over, whether through the various periods of musical history (Baroque, Classical, Romantic and Contemporary, including jazz and pop), or through a selection of the world’s cultures, such as South America, Africa, China, Japan, India and Indonesia. There is also the opportunity to study one set work and one musical culture in more detail. Assessment takes the form of a written examination in which students respond to questions based on what they hear in a series of pre-recorded musical extracts.

Since the performing and composing domains are both assessed as coursework and together account for 60% of the final grade, it follows that pupils taking IGCSE Music will need to devote an appropriate amount of time to regular practice in these areas. It would also be essential for them to gain experience by participation in concerts and other school events. All in all, there is an exciting opportunity here not just for instrumentalists, singers and composers, but for anyone with a genuine interest in the world of music to use our excellent resources and facilities to further their musical knowledge and expand their creative skills.

Art and Design

THE COURSE ETHOS

The personal response encouraged by the Art and Design syllabus will stimulate students’ imagination, sensitivity, conceptual thinking, powers of observation and analytical ability.

Students will develop confidence and enthusiasm in the practice of Art and Design as they gain the technical skill necessary to form, compose and communicate in two and three dimensions, and the ability to identify and solve problems in a visual and tactile form. Students are expected to show the development of ideas from initial attempts to final solutions.

The study of Art and Design will lead to a wider awareness of the role played by the visual arts in society and in the history of civilization. It will broaden students’ cultural horizons and enrich their individual experience.

ASSESSMENT

Work is continuously assessed throughout the course with individual tutorials to discuss progression and development.

The final grade depends upon:
50% - A portfolio of coursework.
50 % - A ten hour examination.

COURSE CONTENT

The course is designed to develop skills in drawing, painting, mixed media, printmaking and sculpture. These are delivered through a variety of projects, working from primary source material, that is, from observation, still life, figure drawing, landscape, urban environment – and from imagination, interpretative study.

Throughout the course there is a strong emphasis on researching Art History and contemporary fine art practice. To facilitate this there are regular visits to galleries and residential trips.
Computer Studies

The Cambridge IGCSE Computer Science syllabus enables students to develop an interest in computing and gain confidence in computational thinking and programming. Cambridge IGCSE Computer science is an ideal foundation for further study at Cambridge International A level, and the skills learned can also be used in other areas of study and everyday life.

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

The syllabus aims to encourage students to develop computational thinking, that is, thinking about what can be computed and how, and includes consideration of the data required. Learning computational thinking involves learning to program, that is, to write computer code because this is the means by which computational thinking is expressed.

The assessment is by written papers, but the learning is done in practical way, that is, problem solving and programming. Questions will require the candidates to think, use knowledge with understanding, and demonstrate understanding gained through practicing practical skills. Questions will not revolve around pure recall.

The syllabus has two sections Theory of Computer Science and Practical problem solving and programming. Theory of computer science includes number systems, data storage, data transmission, information security, computer architecture, logic gates, input/output devices, memories, operating systems, high/low level languages and computer ethics. The section on Practical problem solving and programming deals with systems/sub systems, development of algorithms as a means of solving problems, presentation of algorithms in flow chart/ pseudo code, understanding the importance of validation/ verification checks, understanding of databases, data structures, arrays and developing programming skills in a procedural language such as VB or C++.

The time spent on the two sections will be approximately the same. While the first section exposes the students to the details of computers and the underlying architecture and the components, the second section enable the students to have practical programming experience, including writing their own programs, executing, testing and debugging them.

The goal of Computer Science curriculum is to balance knowledge, understanding and skills to enable students to become effective and to provide a solid foundation for their continuing educational journey.
Modern Languages:

Under the IGCSE Modern Language program, TISB is the only school in India that offers five languages, Spanish, French, Hindi and Mandarin Chinese and is also the only school where Hindi is offered as a foreign language for non-native speakers. The languages offered in the middle school are Mandarin Chinese, French, Spanish and Hindi. German is introduced from grade IX; this enables students to have an opportunity of starting a new language at beginner’s level.

The IGCSE language programme at TISB is based on a curriculum in which reading, writing, speaking and listening in the target language are part of the daily learning experience. The Students are guided on improvisation and practice spontaneous oral and written communication. They acquire a basic geographic, ethnic, and cultural knowledge of the language spoken in a different part of the world. The classes witness a gradual transition into the target language. Most of the time students are strongly encouraged to communicate in the target language. They practice daily oral communication and drills to perfect and learn correct conjugations. Activities include dialogues, discussions, debates, interviews and individual or group conversations, simulation, poster presentation, picture description, oral reports and projects. The teaching method extends beyond the text books, where the creativity of the teacher is highly encouraged and appreciated. The cultural enrichment of students develops through reading authentic materials, watching the news, studying current events and exposure to cinema, art, painting and music. The Students are given a variety of texts to become familiar with all the styles of the target language.

Reading skills are also broadened by introducing authentic material such as articles, menus, travel guides, interviews, brochures, advertisements, reports, short stories, descriptions and narration, news items, biographic information, social notices and simple business letters, plays and poems. The course also conveys that learning another language can enrich one’s life and broaden one’s horizons, and possibly even open an area for travel or work. The language courses are designed in such a way that students learn to develop analytical skills through various text handling exercises, and learn organizational and presentational skills through various writing tasks. The writing tasks include the practice of grammar as structure input and output in the form of compositions, summaries, letters, articles, reports, brochures and email. The students are assessed on all the linguistic components, e.g. reading, writing, listening and speaking. There are a variety of interesting exercises based on the course work, created by the teachers. The exercises are accompanied by adequate audio visual stimulus. The students are evaluated on objective, as well as subjective, questions. The questions come in the form of MCQs, true or false, matching or selecting the appropriate answers.

The language program aims to explore geographic, ethnic and cultural knowledge of the languages, providing students with the skills necessary to be socially appropriate in the respective culture. The course also emphasizes understanding of the language spoken when delivered at moderately normal speed by native speakers in various situations, i.e. face-to-face, video, radio or tape recordings. It helps develop vocabulary and language structure and to comprehend and communicate appropriately and effectively in the following areas: greetings, weather and time expressions, interests and hobbies, transportation and travel, family and relationships, clothing and shopping, eating, leisure, daily activities, future plans, environmental concerns and education. The language courses stretch far beyond the class room environment. Learning takes place through a cultural showcase of the languages taught which include various activities such as exhibitions, cinema, sports, recitation, food, dance and drama. The infrastructure also plays a significant role in developing various linguistic skills among the students, such as multimedia, audio and video resources, that provide additional aid for their language development.

In the global context the knowledge of these languages can prove to be extremely beneficial to the students. It can leverage their professional career and expand the scope of work to different geographical locations, leading to career growth by reducing geographical limitation.
Assessment

Students are assessed based on their ability to understand and respond to spoken and written language. They should be able to communicate in speech and writing, showing accurate knowledge of a variety of vocabulary and applying the grammar of the target language accurately. The students appear for four different components for their final Examination which assesses the writing, speaking and listening skills of the students.

**English as Foreign Language (EFL)**

ESL classes are aimed at developing language acquisition and cognitive academic language skills through various teaching methods. The ESL program provides the non-native speakers an opportunity to grasp the academic, social, and cultural aspects of the English language through teaching four skills of language. Our classes are learner-centred and the teaching methods also vary according to the level of the students.

**Intermediate Level**

The EFL students worked on improving their language skills. The lessons were aimed at developing the students’ vocabulary, comprehension skills and grammar competency. A bespoke syllabus was developed to cater for the needs of the students. The course was similar to the mainstream English language course; the students analysed short extracts from literature. Basic grammar structures were taught with structured practice in different types of writing – correspondence, factual and creative. Emphasis was also given to oral fluency through a range of communicative activities like discussions and oral presentations. In the second term, the focus was mainly on reinforcing and enhancing the skills acquired by the students through the first term. The students were also encouraged to discover how to use and extend their vocabulary, grammar, and communication skills more consciously and effectively. Listening skills were constantly reinforced with particular attention and focus given to understanding the myriad of English accents from around the world.

**Upper Intermediate Level**

As well as the covering the basics such as vocabulary building, reinforcing grammar, introducing new structures and different types of writing, quite a lot of emphasis is placed on what is inferred in a text (teaching the student to read between the lines). This is to begin to develop their higher level thinking skills.
PHYSICAL EDUCATION AT TISB

The Importance of Physical Education

Physical Education develops pupils’ physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes a positive attitude towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and events are to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

AIMS AND OBJECTIVES

Our aims should be to encourage children so that the maximum number will wish to take part in physical activity long after they leave school. In order to achieve this overall aim we must fulfill a number of objectives. These objectives can be met by encouraging pupils to:

1. Become more SKILLFUL by experiencing and understanding motor skills.
2. Become KNOWLEDGEABLE about physical activities by being made aware of the opportunities for sport inside and outside school.
3. Foster PERSONAL ATTRIBUTES by being given confidence through opportunities to make decisions, to act independently, to accept limitations, to be selective.
4. Be CREATIVE by presenting them with opportunities to develop their own ideas.
5. Develop TEAM SPIRIT by stressing the importance of working as a team.
6. Be SENSITIVE TO OTHERS by giving them responsibility for others as leaders.
7. Be SAFE and AWARE of danger by learning rules of conduct during physical activity.

PROGRAMMES OF STUDY

MORNING ACTIVITY (for Boarders) - Emphasis is given on the Physical fitness of the students, developing all aspects of fitness like strength, stamina, speed, skills and coordination. Playful methods are adopted to improve the same, so that the fullest involvement of the students is achieved.

PHYSICAL EDUCATION CLASSES:
Basic skills of various games and sports, ways to do warming up exercises, marching, technical aspects of track and field events and other minor games are taught in PE classes. Physical fitness tests are conducted on a periodic basis.
The classes for different games and sports are carried out as per the Schedule mentioned below:

**Basic Skills and Techniques**

**Passing**
- Types of Pass, ground, lofted, chip, position at each pass, uses of passes in the game.
- Accuracy of a pass, ability to get free for a pass, selection of the appropriate pass, communication between players.

**Receiving**
- Use of various surfaces, (head, chest, foot, thigh), control away from a defender, control under pressure, get into line with the ball, eyes on the ball throughout.

**Dribbling**
- Running with ball, with or without pressure, changing pace and direction, using different parts of the foot, use of feints, body serves, dribbling and shooting at goal.

**Heading**
- Jumping to head the ball, heading a pass, heading while being marked.
  Heading to shoot at the goal.
  Defending – heading high and for distance.

**Shooting**
- Shooting at goal with full instep
  General technique, head down, good contact, follow through.

**Tackling**
- Interception before tackling, slide tackle, recovery after tackle.

**Goalkeeping**
- Collecting the ball at various heights, body position, throwing, place kicking, kicking from hands. Communication with other players, Positioning at various situations.

**TACTICS AND TEAM SKILLS**

Principles of play – Depth in defense, Depth and width in attack System of play, Set play.

**BASIC LAWS OF THE GAME**
Basic Skills and techniques –

Warming up and cooling down

**Running Events** - Sprinting and start techniques, standing start, crouch start, finishing technique.

**Distance running** – 800m, 1500m and 3000m

**Relays** – Starts, methods of changing baton (upsweep/down sweep), change-over zone, acceleration zone, position to stand in the lane.

**Jumping Events**

**Long jump** - Approach run, speed onto the board, use of take-off foot, use of arms and landing.

**Triple jump** - Approach run, speed onto the board and learn hop, use of arms and landing.

**Throwing Events**

**Shot put** - Grip, stance, movement across the circle and release and follow through.
Discus
- Grip, stance, movement across the circle and release and follow through.

Javelin
- Grip, carry, run up and withdrawal, positioning at release, follow through and balance.

Rules for each event

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**BASKETBALL**

Basic Skills and techniques –

**Basic Stance** – Feet shoulder width apart, knees slightly bent.
**Shooting** – Basic stance, wrist, fingers spread out underneath the ball.
**Jump shot** – Bend knees, jump above and shoot.
**Lay up shot** - footwork
**Hook shot** – bowling action
**Passing** - Two hand bounce pass, two hand chest pass, overhead pass, use of pass.
**Footwork** - Pivoting
**Tactics and team skills**
**One to One Offence**
**Defense**
**Basic laws of the game**
Basic Skills and techniques –

**Hockey stick** - Grip and stance.

**Passing the ball**
- Pushing the ball
- Hitting the ball

**Receiving the ball**
- From front
- From the left
- From the right
- From behind

**Tackling**
- Closing down
- In front of the body

**Goalkeeping**
- Preparing to save
- Saving – kicking - with the stick, with the hands and body.
- Positioning

**Tactics and team skills**

**Basic rules of the game**
Basic Skills and techniques –

Batting
- Demonstration of grip, stance and back lift
- Forward defence/ backward defence, on/ off drive, pull/ cut
  - Correct call and running between the wickets.

Bowling
- Run up, delivery action and follow through, understand what is meant by good line and length. Demonstrate grip for in swing/ out swing or for off spin/ leg spin.

Fielding
- Be able to catch below shoulder height or overhead ball.
- Be able to throw underarm and over arm
  - Field, pick up and return ground ball from outfield.

Wicket Keeping
- Sense of positioning behind the stumps
- Stand close up to slow bowlers and standing back for fast bowlers.

Tactics and team skills
Basic rules of the game
BADMINTON

Basic Skills and techniques –
Strokes / Shots – Correct grip, forehand, backhand
High or low clear, forehand smash, backhand drives drop shot. General body
position, footwork, follow through, selection of shot. Tactics and team skill
Singles – Basic positioning, movement around the court, tactics during rallies,
shot selection.
Doubles - Basic positioning, tactics adopted during rallies, variety in play.
Serving- Low / High Service, receiving and returning service.

TABLE TENNIS

Basic Skills and techniques –
The bat grip – The shake hand grip
The pen hold grip
The stance and footwork – Feet shoulder width apart, knees slightly bent, lean
slightly forward.
The Basic Strokes – Backhand push
The forehand drive The backhand drive Forward push
The Service - High toss serve Backhand spin Forehand spin Long
serve
Receiving Service- Balanced body position on the ball of the feet.
Spin- Forehand top spin Backhand top spin Chopping and back spin
Tactics and strategies
Basic rules of the game