What is the course breakdown?

<table>
<thead>
<tr>
<th>Either</th>
<th>Or</th>
</tr>
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<tbody>
<tr>
<td>*<em>Paper 1: Reading Passage (Core</em>)**&lt;br&gt;1 hour 45 mins&lt;br&gt;Answer two questions on one passage of 700-800 words.</td>
<td>*<em>Paper 2: Reading Passages (Extended</em>)**&lt;br&gt;2 hours&lt;br&gt;Candidates answer three questions on two passages of 600-700 words each, linked by a common theme.</td>
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<tr>
<td>40%</td>
<td>40%</td>
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And

**Component 4: Coursework Portfolio**<br>Candidates submit three assignments, each of 500-800 words.<br>40%

And

**Component 5: Speaking and Listening**<br>Approx. 10-12 mins<br>Individual Task and Discussion<br>20%

*N.B. Core (C-G grade) or Extended (A*-E)*
Why are we entering students for the IGCSE? We have carefully examined the year 11 students, looking carefully at their progress and needs. We believe that the IGCSE will ensure that students are given the best possible opportunity to achieve their target grades and secure 3-4 levels of progress from the end of KS2 to the end of KS4. The IGCSE gives students the chance to draft and improve coursework using a computer, and showcase their speaking and listening skills. The syllabus is flexible, which enables us to adapt and personalise lessons and assessments for our students. This is an internationally recognised qualification, equivalent to the conventional GCSE. Furthermore, it is also recognised by all Russell group universities, including Oxford and Cambridge.

Where can I get more information about the IGCSE? Log onto the website www.cambridgestudents.org.uk There is a section for ‘Learners and Parents’ and includes study resources and ‘Benefits for learners’. The syllabus we are studying is called English - first language (UK). Here you will also find a selection of recommended texts in order to support your child at home. These have been endorsed by Cambridge exam board and recommended by teachers. There are also recommendations for CDs, DVDs and websites. Sample material is available for these resources. Moderator’s reports are also available for the examination and should help direct you to what the examiner is looking for.

What do students need to do to get a C?

They will be able to:

- understand and convey information both at a straightforward level and at a more complex level.
- understand basic facts, ideas and opinions, presenting them with a degree of clarity and accuracy.
- evaluate material from texts and select what is relevant for specific purposes.
- describe and reflect upon experience and express effectively what is felt and what is imagined.
- recognise the more obvious implicit meanings and attitudes of a writer.
- show a sense of audience and an awareness of appropriate uses of language.
- write in paragraphs, using a variety of types of sentence and taking care over spelling and punctuation.
- use varied vocabulary when speaking, and organise their ideas to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, mostly in response to the directions of the speaker(s), showing a readiness to listen to others and to respond appropriately.
Component 4: Coursework

What are the pieces?

There are three pieces of coursework:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Skills</th>
<th>Task</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1:</td>
<td>informative, analytical and/or argumentative.</td>
<td>Formal letter to a global authority, researched through Amnesty International.</td>
<td>10th January 2014</td>
</tr>
<tr>
<td>Assignment 2:</td>
<td>imaginative, descriptive and/or narrative.</td>
<td>Personal narrative based on the theme of isolation.</td>
<td>27th January 2014</td>
</tr>
<tr>
<td>Assignment 3:</td>
<td>a response to a text or texts chosen by the Centre</td>
<td>Report based on an extract from Deborah Moggach.</td>
<td>25th February 2014</td>
</tr>
</tbody>
</table>

What are the criteria? The coursework folder is marked out of 50. Overall, 10 marks are awarded for reading and 40 marks are awarded for writing.

Assignments 1-3 test the five writing objectives:
W1 Articulate experience and express what is thought, felt and imagined
W2 Order and present facts, ideas and opinions
W3 Understand and use a range of appropriate vocabulary
W4 Use language and register appropriate to audience and context
W5 Make accurate and effective use of paragraphs, grammatical structures, sentences, punctuation and spelling

Assignment 3 also tests three of the four reading objectives:
R1 Understand and collate explicit meanings
R2 Understand, explain and collate implicit meanings and attitudes
R3 Select, analyse and evaluate what is relevant to specific purposes

How do we mark the work?
Students are allowed to produce word processed drafts of their pieces and teachers are allowed to give general feedback. One draft piece with comments must be submitted with the final folder to show how the final mark was reached (i.e. this piece needs to be similar in level to the final piece). The final pieces are given a summative comment by your child’s teacher and grade for the whole folder. Marks are submitted to the exam board and they request a sample.

Component 5: Speaking and Listening

What are the pieces?
Speaking and Listening is marked out of 30. Overall, 10 marks are awarded for the Individual Task and 20 marks are awarded for the Discussion. Speaking and listening will take place under examination conditions. Students will prepare beforehand, including cue cards and PowerPoint. The presentation will be done individually in front of a teacher.

<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Skills</th>
<th>Task</th>
<th>Proposed date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual task</td>
<td>Presenting, expressing, engaging audience.</td>
<td>Presentation on either: a current political prisoner/issue, or a topic of the student’s own choice.</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; March 2014</td>
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<tr>
<td>3-4 minutes</td>
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<td></td>
<td></td>
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<tr>
<td>Discussion task</td>
<td>Understanding, responding, communicating.</td>
<td>Discussion with teacher following presentation.</td>
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<tr>
<td>6-7 minutes</td>
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</table>
What are the criteria?

The Individual Task tests the following speaking objectives:
S1 Understand, order and present facts, ideas and opinions
S2 Articulate experience and express what is thought, felt and imagined
S3 Communicate clearly and fluently
S4 Use language and register appropriate to audience and context

The discussion tests the following speaking objectives:
S1 Understand, order and present facts, ideas and opinions
S2 Articulate experience and express what is thought, felt and imagined
S3 Communicate clearly and fluently
S4 Use language and register appropriate to audience and context
S5 Listen to and respond appropriately to the contributions of others

How do we mark the work?

All speaking and listening will be recorded and then assessed according to the criteria. Each candidate’s assessment will be burnt onto a CD; one CD per candidate. The sample will be selected for moderation.

Exam component

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Skills</th>
<th>Task</th>
<th>Date</th>
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<tbody>
<tr>
<td>Mock Exam</td>
<td>Reading and writing, see criteria above.</td>
<td>Candidates answer two questions on one passage of 700-800 words (Core) or: Candidates answer three questions on two passages of 600-700 words each, linked by a common theme.</td>
<td>Week commencing 24th March 2014</td>
</tr>
<tr>
<td>Paper 1: Reading Passage (Core) OR Paper 2: Reading Passages (Extended)</td>
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<td></td>
<td>8th May 2014</td>
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What support are we providing for your child?

As well planning and adapting the curriculum to meet each student’s needs, in classroom support, personalised feedback, there will be after school sessions on Tuesdays and Thursdays, in Mac Suite 1 in the English block. The sessions will run from 10\textsuperscript{th} December 2013 until the exam in May 2014 and an English teacher will be on hand to provide individual support and encouragement, as well as hot chocolate and cookies!

Further rewards include:

- A lunch pass to front of queue to enable students to complete work at lunch time.
- All coursework stories published in the St.Katherine’s Achievement Book.
- Entrance for a raffle for dinner for the student and their family in The Leaf.
- Literature Revision Guides for all students.

Further reading to support your child to expand vocabulary, sentence structure and variety, and to provide discussion points for home.

[www.bibliomania.com](http://www.bibliomania.com) – free online literature with more than 2000 texts.

[www.amnestyinternational.org.uk](http://www.amnestyinternational.org.uk) – for information for writing assignment 1, 2 and the speaking and listening assessment.

Follow the link below for Horse Sense and other stories by Deborah Moggach. This will be used for writing assignment 2.

[Horse Sense by Deborah Moggach](http://www.bibliomania.com)