



# Cambridge Assessment International Education

## Cambridge International School

Eerde IBS IGCSE Community booklet,  
for parents, students and staff



■ EERDE  
■ INTERNATIONAL  
■ BOARDING SCHOOL  
■ NETHERLANDS



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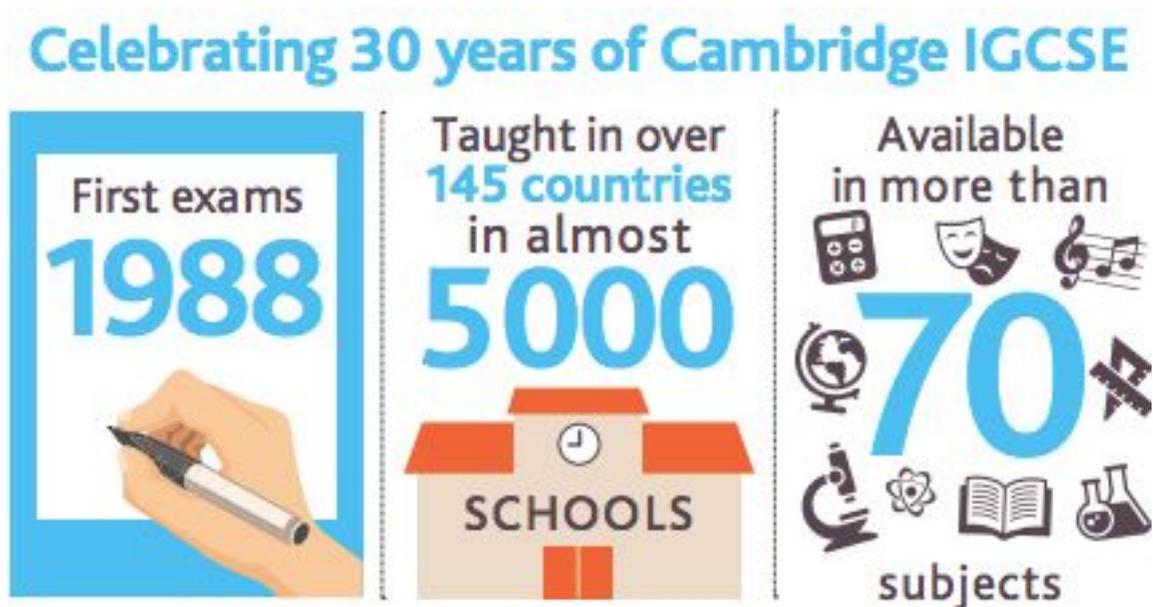
## IGCSE, a short introduction

This guide is intended to give you a very brief overview of some important features of Cambridge IGCSE education. It includes some items we need to be mindful about.

Cambridge communicates the following:

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over 30 years ago, it is tried, tested and trusted by schools worldwide.

### Celebrating 30 years of Cambridge IGCSE



The infographic is divided into three vertical panels. The first panel on the left has a blue background and features the text 'First exams 1988' in white and blue, with an illustration of a hand holding a pen. The middle panel has a white background and features the text 'Taught in over 145 countries in almost 5000' in blue, with a school building icon and the word 'SCHOOLS' below it. The third panel on the right has a white background and features the text 'Available in more than 70 subjects' in blue, with various subject icons (calculator, drama mask, musical notes, globe, microscope, atom, book, flask) surrounding the number '70'.



## IGCSE at Eerde IBS

Cambridge IGCSE was created more than 30 years ago. Today, it's the world's most popular international qualification for 14 to 16 year olds. It is a truly international program giving students many options through the extended range of subjects to choose from, through more ways to learn and therefore more ways to succeed.

Obviously Eerde IBS offers a selection of all possible subjects. This selection is based upon historic student preference, our in-house preparation for the IBDP and contemporary movements in society. These three factors taking in account will lead to a subject package that opens doors and creates options.

IGCSE is more than a collection of subjects, IGCSE also appeals to building student identity, a personal identity but also a global team identity. We are aware of the fact that our learners will have to take responsibilities in a global society but their personal identity is based upon national, local and cultural heritage. The latter is equally important. Through the compulsory subject of Global Perspectives we give a concrete meaning to this delicate balance.

We aim our students to be prepared for the next phase in life using the following attributes:

Confident in working with information and ideas.

Responsible for themselves, responsive to and respectful of others.

Reflective as learners, developing their ability to learn.

Innovative and equipped for new and future challenges.

Engaged intellectually, professionally and socially, ready to make a difference.





# Generic Grade Boundaries

Core or subjects without core/extended division:

Score	Mark
90.0 % or greater	A*
80.0 % or greater	A
70.0 % or greater	B
60.0 % or greater	C
50.0 % or greater	D
40.0 % or greater	E
30.0 % or greater	F
20.0 % or greater	G
0.0 % or greater	U

Extended has no F or G and everything below 40% is grade U. Core cannot go higher than a grade C.

We encourage all our learners to do the Extended syllabus unless there is a clear indication a particular learner will not benefit from doing extended level. This can be a medical report or advice from the subject specialist. In both cases the Coordinator will discuss this with the learner and his or her parents.

Sometimes the mock exam results are cause for concern and the core option might then be offered as a solution.

In all cases this decision making will be part of a lively discussion between all stakeholders who all serve the same aim: What is the best way for experiencing success in order for learners to feel confident about their abilities.

Categories, Weightings and Grade thresholds: These will be set at the start of the school year in the startup week. This data is based upon the syllabus requirements and the most recent exam series outcomes.





## ICE diploma (or another route)

An ICE diploma is a diploma that rounds up the learning after following an inclusive program. For an ICE diploma 7 subjects are required, of those there must be two languages and one subject from each of the subject groups. The seventh subject can be from any of the subject groups. More information can be found [here](#).

A diploma can also be obtained when a learner achieves at the lower end of the grade scale. That is the inclusive part.

Everyone can experience success at his or her own level, we try to set target grades after the first term that give a fair reflection of abilities. With this we try to prevent frustration.

At the end of the day the IGCSE course is never that last schooling, IGCSE is the preparation for the next level of education.

At the end of grade 9 we look into this.

This is a decision between learner, parent and school, and the school mainly advises.

If a learner continues at Eerde for the [IBDP](#) we advise at least 6 grade C's, for the higher level we advise a grade B.

It is also advisable that the IGCSE subjects match as much as possible the IBDP subjects.

That is not possible for all subjects and for some subjects there also no prerequisite demands either.

Not all students want to do the IBDP since the IBDP is a preparation course for university.

A route other than the IBDP can also be catered for at Eerde.

We can look together at a more vocational course and liaise with admission and can help the learner to reach these targets. Another option is to opt for the Eerde High School Diploma. More information can be found [here](#).

Because there are so many options it is crucial to discuss the next steps at the end of grade 9.

In short the options are:

1. IB diploma Programme
2. Eerde highschool diploma
3. External (vocational) course

In any case, we can help and guide this process.





## Support websites

Parents and learners can access the [public Cambridge website](#) for more specific information.

Teachers all received log in credentials for accessing the [Teacher Support Hub](#).

Syllabus (available on both the public and the teacher website)

The syllabus is a document issued by CIE and has the following important items listed:

1. Content overview: this tells you what you need to cover, be aware that the content sometimes depends on the components you assess. In other words, there is sometimes optional content available. This depends on the core – extension difference but sometimes also on a particular coursework option.
2. The assessment overview helps you to pick your components, and it also clarifies the different papers available for core and extension options.
3. Details of the assessment gives you guidelines on how to prepare your learners for the exam. Mind though that their educational journey must be more than preparing for an exam, for this reason we want to develop this year a program which we call 'Individual Challenges', more about that later in this booklet.

Learner guide (available to all, not all subjects do have a learner guide yet)

This is available for most subjects and a document that you should share with your learners, this is a more student friendly version of the syllabus. It is my advice to post this on the LMS.

Past Papers (examples available for all, bulk of them for teachers only and password protected)

Exams from previous years are accessible on the support website. It is the advice to use papers not older than 5 years but not the ones from the last session.

Coordinator

Any other questions or worries please see the IGCSE Coordinator Ydo Jousma.





## Global Perspectives is the glue

The subject Global perspectives is developed by CAIE to bridge the gap between the IGCSE and the IB DP. The subject is a lead in to CAS, TOK and their EE.

Learners have to do a community service project.

Learners have to reflect upon the everyday reality and question their own perspective and practice with the perspectives of others.

The learners have to write an essay half the size of their Extended Essay in the IBDP.

Global Perspectives helps learners to acquire the skills needed for the core part of the IB DP.

Global Perspectives taps on to the school themes and has this way the same role as the IPC and IMYC theme-based learning where all subject knowledge evolves around one central theme. This extra layer of context helps learners to see the use of subject knowledge and skills in settings other than the subject setting itself.





## Exam program

In IGCSE we work towards a formal exam meaning the grades they get throughout the year should reflect their capabilities/possibilities during the final exam.

As mentioned before we must be careful for the fact that the program becomes nothing more than exam training, learning through past papers.

Ideally the program is a sound balance between exam preparation and preparing learners for the future, for many of our learners this includes the IBDP.

Because it is an exam program the syllabus is leading and it is very worthwhile to make a year's schedule spreading your learning objectives over the time available.

Mind that the grade 10's should be finished by the end of January when they will enter their mock exams.

Coursework can still go past this date but no later than the end of February.





## Subject choice and program

Below the available subjects and their allocated hours between brackets, green shaded subjects are compulsory.

subject	Level and/or comment
English First Language and World Literature (4)	Core or extended
<u>First or second language:</u>	
Dutch, Swedish, German, French and Spanish (2)	Discuss options with the coordinator since regular Cambridge exam regulations may not be applicable. For ICE two languages are needed.
Global Perspectives (Aimee 2)	Topics chosen have an economical component as preparation for possibly doing Economics in the IBDP.
Geography ( 2)	
History ( 2)	
Chemistry (3)	core or extended
Biology (3)	core or extended
Physics (3)	core or extended
International Math (4)	core or extended
Visual Arts (2)	
Computer Science (2)	
<u>Non exam subjects:</u>	
Physical Education & Music (both 2)	

In grade 9 all learners take two sciences and choose between either History or Geography, green highlighted subjects are compulsory.

All learners take the green highlighted subjects also in grade 10

In grade 9 all learners follow Visual Arts, in grade 10 learners can choose visual arts as exam subject. In case they don't choose VA they will have extra study/support time allocated to their schedule and CS will be their vocational exam subject.





# Individual Challenges

At Eerde IBS we find it important that our learners develop a sense of interconnected knowledge. This will help them in later life to utilise other disciplines in order to come up with creative solutions to problems they may face both personally and professionally.

For this reason, each half term will have one Individual Challenge, remember this is work in progress so this needs to be developed by all IGCSE teachers over the course of the coming year.

Ideas about this involve:

- 5 weeks per IC
- Must have one clear target formulated by the learner
- Must be executed in a community context and an external reach out
- Must have an international intercultural dimension
- Must be connected to at least two other subject areas
- Must have a practical component
- Must include two attributes from the IBS learner profile
- Must contain a reflection part

See appendix for the specific documentation.





# Subject Content

For more information per subject click on the hyperlink in the right column.

Groups	Subjects
Group 1: Languages	<a href="#">English first language</a>
	<a href="#">Dutch first language</a> (Staatsexamen VMBO-TL of HAVO)
	<a href="#">Dutch as a foreign language</a> (last exam june 2021)
	Swedish first language (national curriculum, no formal external exam)
	<a href="#">German first</a> and <a href="#">foreign</a> language
Group 2: Humanities	<a href="#">History</a>
	<a href="#">Global Perspectives</a>
	<a href="#">Geography</a>
	<a href="#">World Literature</a>
Group 3: Sciences	<a href="#">Biology</a>
	<a href="#">Physics</a>
	<a href="#">Chemistry</a>
Group 4: Mathematics	<a href="#">International Math</a>
Group 5: Creative and Professional	<a href="#">Art &amp; Design</a>
	<a href="#">Computer Science</a>
	<a href="#">Music</a>
	<a href="#">Physical Education</a>





# Appendix IC document

Name:	
Grade:	
Start date	
Agreed finish date	

## One clear formulated target and timeline.

By conducting this IC I want to....(type goal below)

Goal:

Goal and agreed finish date approved by *name teacher (here)*

Signature

## Quick overview IC:

Approx. 5 weeks per IC, two in grade 9, one in grade 10.

- Must have one clear target formulated by the learner
- Must be executed in a community context and an external reach out
- Must have an international intercultural dimension
- Must be connected to at least two other subject areas
- Must have a practical component
- Must include two attributes from the IBS learner profile
- Must contain a reflection part
- Must be added to the portfolio (see rubrics and end product expectations)





### External reach out

For this IC I will work together with the following external institute or company:

*It is important that we go beyond the security of our school and subsequent classroom. An external reach out can be as simple as a visit to the library in Ommen or as complicated as interviewing the CEO of a large energy supply company. You need to include an input other than information available within our school.*

### Intercultural dimension

In my IC I combine the following different cultural perspectives and integrate them both in the solution I propose:

- 
- 

### Interdisciplinary dimension

My investigation is connected to the subjects:

- 
- 

Why I connect to these subjects:

- 
- 

### Practical component

I commit myself to the following practical component, this practical component helps me to:

*It is important to translate knowledge into an application, this can be using Robotics making a knowledge clip of a prototype for a new Mars-rover. This can also be in physics showing gravity in order to explain the atmosphere and more dense air closer to the earth's surface.*





## EIBS Learner profile

During my project I will focus on the below attributes from the EIBS learner profile, I will work on these because.....

## Reflection

If people ask me what I learned I answer with the following sentence:

