

LEIPZIG INTERNATIONAL SCHOOL



Secondary School Curriculum Guide

Grades 9 &10



**Cambridge Assessment
International Education**

International General Certificate for Secondary Education

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SCHOOL MISSION AND VISION

Our Mission

Leipzig international School is an inclusive learning community which empowers and inspires today's learners to make meaningful impacts in tomorrow's world.

Our Vision

Learning to be a Citizen of the World.

OUR VALUES

COURAGEOUS

- ✓ We have the courage to listen, empathize, persist, follow our passions, and grow.
- ✓ We have the courage of our convictions knowing that we are members of a supportive and respectful learning community.

INCLUSIVE

- ✓ We embrace diversity by celebrating our common humanity, empowering all learners on their personal journeys of growth.

PROUD

- ✓ We recognize the unique opportunity we have as members of the LIS community and we enthusiastically embrace our responsibility to make a positive impact on ourselves, each other, and the world.

Our Shared Understanding of High-Quality Learning

At LIS, we believe that high-quality learning is an inclusive process placing students at the heart of their learning experience. Learners are guided along individualised paths fostering curiosity, independence and self-awareness, whilst developing critical thinking skills, adaptability and courage. They take ownership of their learning journey, proudly following their passions to grow and make positive impacts in our world.



WHAT IS CAMBRIDGE IGCSE?

Cambridge IGCSE is the world's most popular international qualification for 14 to 16-year olds.

It is taken in over 140 countries and in more than 5000 schools around the world.

2018 marked the 30th anniversary of the first Cambridge IGCSE exam.

There are over 700,000 subject entries for Cambridge IGCSE exams each year.

WHY IGCSE?

The Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities. At LIS we build a programme around the specific needs of the students and as a platform for the International Baccalaureate Diploma Programme taken in Grades 11 and 12. Starting from a foundation of core and essential subjects, it is easy to add breadth and cross-curricular perspectives. Encouraging learners to engage with a variety of subjects, and make connections between them, is fundamental to our approach.

Cambridge IGCSE offers a flexible and stimulating curriculum and for learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, inquiry and problem solving. It is the perfect springboard to advanced study.

Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

Schools worldwide have been involved in the development of Cambridge IGCSE. The syllabi are international in outlook and they have been created specifically for an international student body to avoid cultural bias.



CORE OR EXTENDED?

To account for differing abilities, there is a choice between Core and Extended curriculum papers in some subjects.

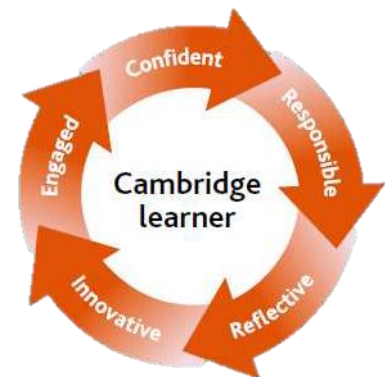
The Core curriculum is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G.

The Extended curriculum has been designed for the more academically able. It is targeted at those expected to achieve grades A* to E.

The majority of our students take the Extended papers in all subjects.

THE CAMBRIDGE LEARNER PROFILE

Cambridge learners
<p>Confident in working with information and ideas – their own and those of others.</p> <p>Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.</p>
<p>Responsible for themselves, responsive to and respectful of others.</p> <p>Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.</p>
<p>Reflective as learners, developing their ability to learn.</p> <p>Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.</p>
<p>Innovative and equipped for new and future challenges.</p> <p>Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.</p>
<p>Engaged intellectually and socially, ready to make a difference.</p> <p>Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.</p>



PREPARING STUDENTS FOR THE IB LEARNER PROFILE IN THE IGCSE YEARS

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

To prepare for the IB in G11 and 12, we expect that IGCSE teachers and students are familiar with the 10 traits and refer to these attributes when communicating in and outside the classroom, so it becomes part of conversations, as teachers guide and educate students to become lifelong learners.



INQUIRERS:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE:

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS:

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



OPEN-MINDED:

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING:

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS:

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED:

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



ASSESSMENT AND ACADEMIC HONESTY

Unlike in the International Baccalaureate Diploma (IBDP), the majority of assessment that counts for the Cambridge IGCSE final grade is conducted in examinations.

However, during the two-year course, much work will be completed for formative and summative assessments and for learning development (see LIS Assessment Handbook), and thus an understanding of Academic Honesty is crucial. It is also taught explicitly in the Approaches to Learning (AtL) course:

It is the policy of Leipzig International School that:

- All students understand the basic meaning and significance of academic honesty;
- All work produced by students is their own, authentic work;
- All such authentic work has the ideas and words of others fully acknowledged;
- Students understand and obey the rules relating to proper conduct in examinations;
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion;
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by Cambridge and the IBO.

What is 'Academic Honesty'?

- The production of 'authentic' pieces of work;
- Proper conduct in relation to the conduct of examinations;
- The full acknowledgement of the original authorship and ownership of creative material;
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright.

Anything else is called 'Malpractice':

- Malpractice is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component;
- Examples include: collusion; plagiarism; inadvertent, inaccurate accreditation and citation.



IGCSE RECOGNITION AND QUALIFICATION

There is an agreement with the KMK that recognises the IGCSE results with a Realschulabschluss.

It is important to note that a) there are other ways to gain this qualification should you need it, and b) a tiny proportion of our students ever actually make this conversion (usually they end up getting their Abitur credential later and the awarding of the Hochschulzugangsberechtigung (HZB) implies that the student has already passed the requirements for the Realschulabschluss two years previously, so it is not needed to have that stated separately).

It is also important to note that gaining a Realschulabschluss is not a gateway to the IB Diploma at LIS. The IBDP is an inclusive programme, so we try to help all of our students gain access to it, and offer counselling and develop programmes on a case-by-case basis to this end.

[The Cambridge International](#) website explains the recognition in different countries.

For example:

Germany

a) Prerequisites for the Recognition of IGCSE as Equivalent to the Saxonian Secondary Level Qualification (Mittlerer Abschluss) 5 subjects (grades A*-C) :

1 Language

2 Language

3 Maths

4 One Physical Science (e.g. Physics, Chemistry, Biology or Science)

5 One Social Science (e.g. History, Geography or Economics)

IGCSE English First Language is acceptable but not English Second Language or other EFL qualifications. AS Level may be substituted for IGCSE but will not receive higher recognition. At least Y 10 must be passed successfully.

b) Prerequisites for the Recognition of IGCSE as Equivalent to the Saxonian Hauptschul-Qualification 5 subjects (at least grades G):

1 Language

2 Language

3 Maths

4 One Physical Science (e.g. Physics, Chemistry, Biology or Science)

5 One Social Science (e.g. History, Geography or Economics)

IGCSE English First Language is acceptable but not English Second Language or other EFL qualifications. AS Level may be substituted for IGCSE but will not receive higher recognition. At least Y 9 must be passed successfully.



SUBJECTS OFFERED IN G9 AND 10 AT LIS

At Leipzig International School we currently offer the following IGCSE courses (IGCSE subject codes in parentheses):

IGCSE Subjects (with IGCSE course code)	
Group 1: Language and Literature	<i>First Language English (0500)</i>
	<i>First Language German (0505)</i>
Group 2: Language Acquisition	<i>English Second Language (0511)</i>
	<i>English as an Additional Language (0457)</i>
	<i>German Second Language (0525)</i>
	<i>French (0520)</i>
	<i>Spanish (0530)</i>
Group 3: Individuals and Societies	<i>Geography (0460)</i>
	<i>History (0470)</i>
Group 4: Sciences	<i>Biology (0610)</i>
	<i>Chemistry (0620)</i>
	<i>Physics (0625)</i>
	<i>Computer Science (0478)</i>
Group 5: Mathematics	<i>International Mathematics (0607)</i>
Group 6: Expressive Arts	<i>Music (0410)</i>
	<i>Drama (0411)</i>
	<i>IGCSE Physical Education (0413)</i>
Group 7: Core	<i>Global Perspectives (0457)</i>
Non-IGCSE Subjects designed in-house	
	<i>Art Foundation</i>
	<i>Maths Applications</i>
	<i>PE</i>
	<i>Personal, Social, Health Education (PSHE)</i>
	<i>Pastoral</i>
	<i>Approaches to Learning</i>

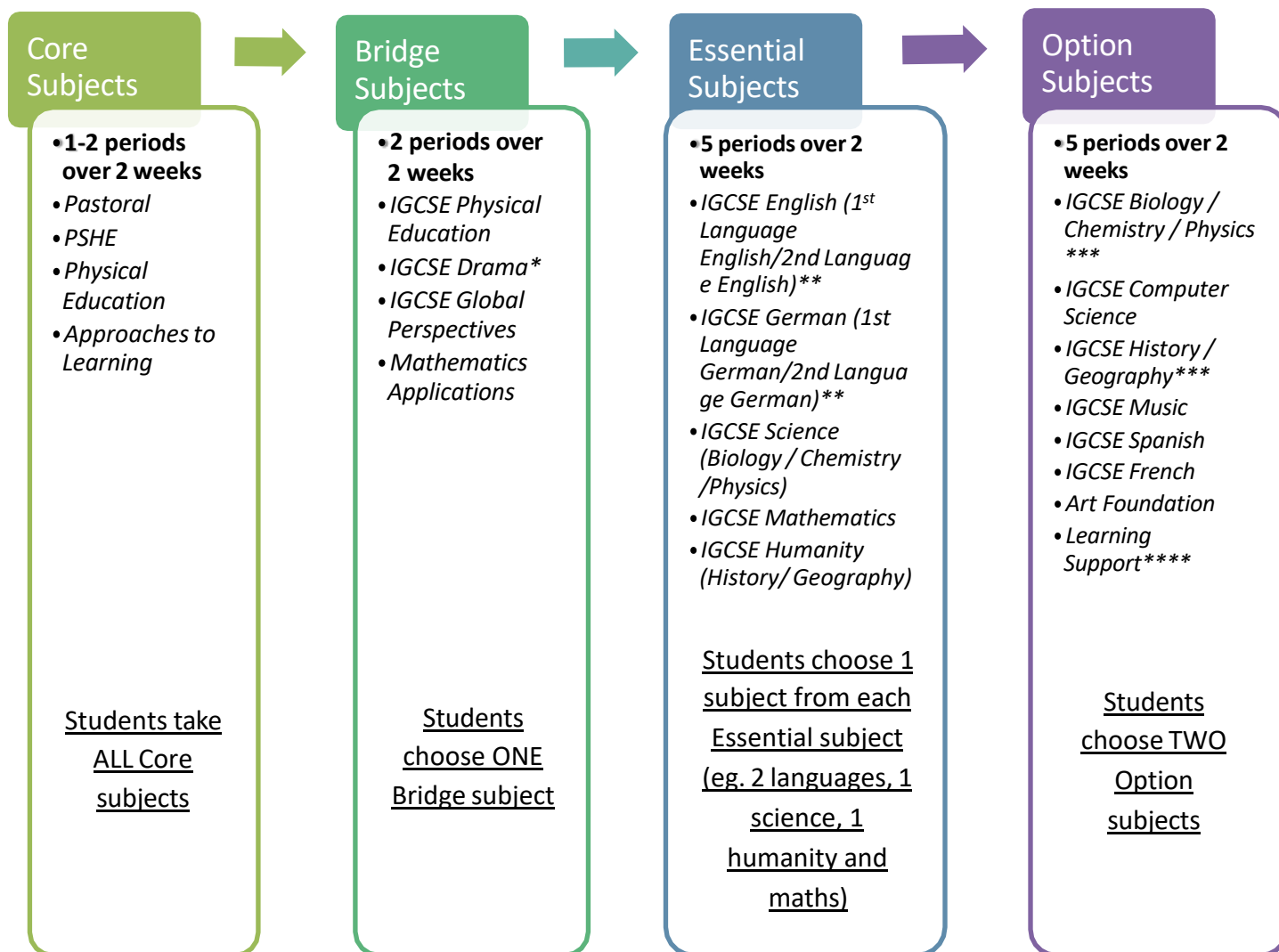
THINGS TO CONSIDER WHEN MAKING IGCSE SUBJECT SELECTIONS

- ✓ How interested are you in the subjects?
- ✓ What do you want to study at IB and later university? Are there any university prerequisites (e.g. do you need a specific subject at IB level?)
- ✓ What advice have you received from your teachers and others who know you well?
- ✓ Do your subjects offer you variety?
- ✓ What advice did you receive in your guidance meeting?



CURRICULUM STRUCTURE AT LIS

In short, students choose 1 bridge subject (so called because it fills a small proportion of a student's timetable), 1 from each of the essential subjects, and 2 from the options subjects list. This give all students 8 subjects plus the core classes.



Note each class period at LIS is approximately 80 minutes and our timetable rotates over a 2 week cycle

* Taking the IGCSE exam in this subject is optional.

** We place students by language ability, it is not down to student choice.

*** Students may take the other sciences or humanity that they didn't select as an Essential Subject.

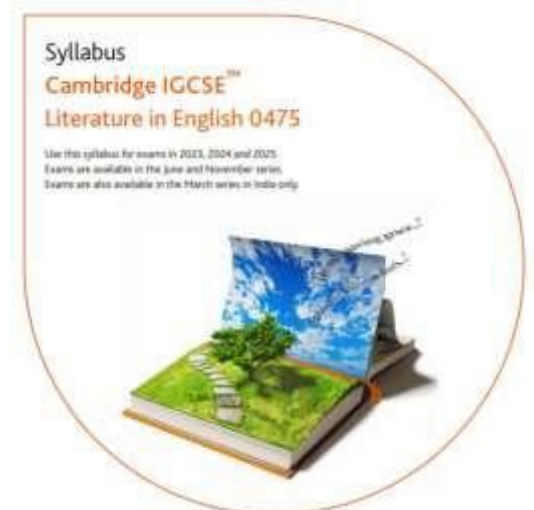
**** Students will be informed if they are being assigned time in the Learning Inclusion Hub.



AN OVERVIEW OF THE SUBJECT DISCIPLINES (course links embedded in the images)

First Language English Language and Literature

The English First Language and Literature courses develop the students' skills in written and oral communication and their understanding of literature. The First Language course is organised into thematic units of work. Meanwhile the Literature course involves the study of prescribed works across the three main literary genres (prose, poetry, drama), with a balance of written and oral coursework for a Portfolio alongside written examinations. Students will also study a variety of literary non-fiction and non-literary and media texts. Through these units, students demonstrate their ability to read, understand and create, through directed writing and creative writing tasks, as well as different styles of response questions. The aim of the course is to equip students with the linguistic, analytical and communicative skills to enable them to progress as learners into the IB Diploma Programme. The study of Literature (in addition to Language) lays the foundations for the students, the majority of whom will take English A on IB Diploma level. Students develop the following of IB's ATL's (Approaches to Learning): *Communications skills; Thinking skills; Social skills.*



German First Language



The German First Language course is focused on developing the students' skills in speaking, writing and reading comprehension of literary and non-literary texts at mother tongue level. There is no distinction between core and extended level: all candidates sit the same exam papers and are eligible for grades A* to G. It is also possible that advanced GAL students can sit the IGCSE German First Language exam.

The study of literary texts in the IGCSE course prepares the students for the analysis and interpretation skills required in IBDP German A courses in Grades 11 and 12. Additionally, the students develop the IB's Approaches to Learning: *Communication skills*, (e.g. through discussions, job interview practices and writing persuasive texts), *Thinking skills*, (e.g.



through a critical evaluation of media texts or the development of convincing arguments for one's position), *Social skills*, (e.g. by working collaboratively in teams or by developing empathic responses to texts), and *Research skills*, (through enquiry based learning tasks and by independently looking for information).

English as a Second Language

The ESL course is designed to further develop the English language competency of ESL students by developing their skills in reading, writing, speaking, listening, viewing and presenting in a variety of contexts. The course also aims to be academically rigorous and equip the students with linguistic, analytical and communicative skills to enable them to progress as learners into the IBDP English Language B course. The IB approaches to learning are embedded in all aspects of the course. Some examples of these skills are: students develop their receptive, productive and interactive language skills and develop conceptual understandings of how language works. They analyse arguments, distinguishing main points from relevant supporting details and explanations and use a variety of strategies to deduce meaning. They engage in the critical-thinking process to develop well-supported arguments in written text types, such as a speech or report.



German as a Foreign Language



The German Foreign Language course is designed to support learners in becoming confident, responsible, reflective, innovative and engaged in the target language. Intermediate knowledge is acquired in Grades 9 and 10 to secure a sound base of skills for the IB Language B course. The IGCSE course picks up on skills developed in G8 and students therefore have the opportunity to sit the IGCSE German as a Foreign Language exams early, at the end of G9, leaving G10 as a pre-IB year to explore a variety of other texts, traditions and linguistic patterns ahead of IB. Students develop the following of IB's ATL's: *Communications skills; Thinking skills; Social skills and Research skills*. This includes engaging in the critical thinking process by developing argumentation through texts such as articles.

Students will also challenge each other's opinions by analysing their understanding of controversial topics. Not only are they taught how to speak a language, they are also exposed to cultural differences and influences.

French as a Foreign Language

The French Foreign Language course is designed to support learners in becoming confident, responsible, reflective, innovative and engaged in the target language. The IGCSE course picks up on skills developed in G8 and students therefore have the opportunity to sit the IGCSE French exams early, at the end of G9, leaving G10 as a pre-IB year to explore a variety of other texts, traditions and linguistic patterns ahead of IB. In this IGCSE program, students develop the following of the IB's ATL's: *Communications skills; Thinking skills; Social skills and Research skills*. This includes engaging in the critical thinking process by developing argumentation through a variety of texts. Students will also challenge each other's opinions by analysing their understanding of controversial topics. Not only are they taught how to speak a language, they are also exposed to cultural differences and influences. It is also possible to take the French First Language course, should students be willing and able, and keen to prepare to take the Language A: French course in the IB Diploma.



Spanish as a Foreign Language



As with the French Foreign Language course above, IGCSE Spanish is designed to support learners in becoming confident, responsible, reflective, innovative and engaged in the target language. The IGCSE course picks up on skills developed in G8 and students also have the opportunity to sit the IGCSE Spanish exams early, at the end of G9, leaving G10 as a pre-IB year to explore a variety of other texts, traditions and linguistic patterns ahead of IB. In this IGCSE program, students develop the following of the IB's ATL's: *Communications skills; Thinking skills; Social skills and Research skills*. This includes engaging in the critical thinking process by developing argumentation through a variety of texts. Students will also challenge each other's opinions by analysing their understanding of controversial topics. Not

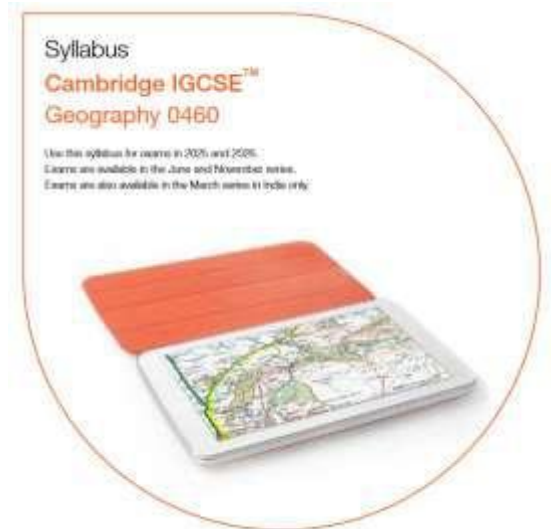
only are they taught how to speak a language, they are also exposed to cultural differences and influences. It is also possible to take the Spanish First Language course, should students be willing and able, and keen to prepare to take the Language A: Spanish course in the IB Diploma.



Geography

Geography focuses on the inter-relationships between people's activities and the environment. The physical, social, economic, political and cultural environments and their associated effects on the landscape are explained at a variety of spatial distributions. By the end of the course, students will be able to make evaluations and conclusions about geographical patterns and data with sensitivity to the landscape and people.

The IGCSE course directly leads into the Diploma Programme Geography course which is offered at both Higher and Standard Levels focusing especially on the Approaches to Learning skills of Thinking, Communications, Self-Management and Research.



History

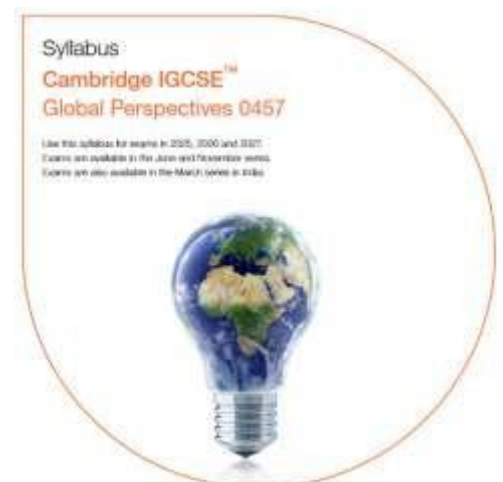
Students have the opportunity to study some of the major international events of the 20th century as well as looking at a depth study on Germany 1918-45. The course is designed to develop historical skills as well as knowledge and includes various approaches to learning about the past.

The IGCSE course leads well into the IBDP History course which is offered at both Higher and Standard Level and helps in developing the Approaches to Learning skills, particularly with regards to: Thinking Skills, Communication Skills and Research Skills.



Global Perspectives

Global Perspectives is a two-year course which incorporates skills of critical thinking and enquiry in order to analyse and suggest solutions to the issues which face the world today. Students will learn to write strong arguments, improve their report writing techniques, think critically and look beyond the issues they are presented with in order to form their own evidence-based opinions and developing international mindedness. Assessed predominantly through coursework (an individual research report and team social action project) the course is to be seen as



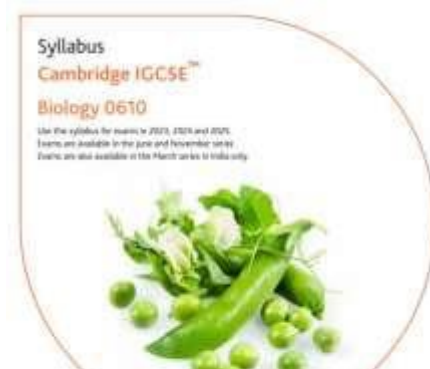
an IB preparation course for the Core elements of the Diploma Programme – Theory of Knowledge, the Extended Essay and CAS – and as a firm foundation for developing the thinking, communication, social, research and self-management skills related to the IB's Approaches to Learning.

Sciences (Biology, Chemistry and Physics)

The IGCSE Sciences syllabuses prepare students with the necessary analytical and problem-solving skills for the IBDP Group 4 Sciences curricula. In classes, students are given the opportunity to develop and practise communication skills in presentations and social skills when working in small groups; and research and self-management skills for class assignments and internal assessments. In addition to this, the students are assessed with various types of examination questions, using past papers and past practical activities, in order to develop their

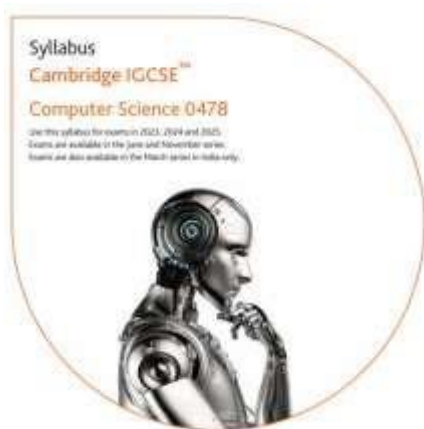
essential analytical skills, which are a prerequisite for the academically rigorous IB Diploma Programme and in higher education.

The courses provide an enjoyable and worthwhile educational experience, designed to allow learners to recognise that science is practical, evidence-based and to understand the usefulness, and the limitations, of the scientific method.



Computer Science

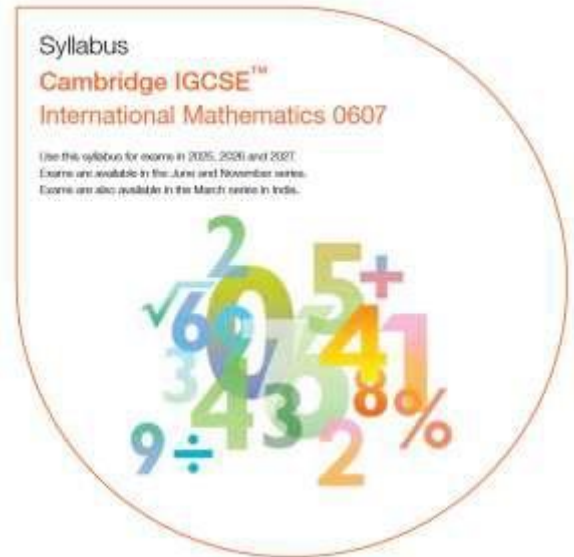
The IGCSE Sciences syllabuses prepare students with the necessary analytical and problem-solving skills for the IBDP Group 4 Sciences curricula. In classes, students are given the opportunity to develop and practise communication skills in presentations and social skills when working in small groups; research and self-management skills for class assignments, the internal assessment project and the extended essay for students who choose to write one in the sciences. In addition to this, the students are assessed with various types of examination questions, using past papers and past practical activities, in order to develop their essential analytical skills, which are a prerequisite for the academically rigorous IB Diploma Programme and in higher education. The courses provide an enjoyable and worthwhile educational experience, designed



to allow learners to recognise that science is practical, evidence-based and to understand the usefulness, and the limitations, of scientific method.

Maths

An essential subject for all students, IGCSE Mathematics is a fully examined course that encourages the development of mathematical knowledge as a key life-skill, and as a basis for more advanced study. The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also learn how to communicate and reason using mathematical concepts. The Cambridge IGCSE Curriculum provides a good transition to any IBDP Mathematics course. The course provides a strong foundation of mathematical knowledge, it develops methods of problem solving (thinking skills) and the students learn how to interpret mathematical results and understand their significance (thinking, self-management and research skills). The international aspect of mathematics, its cultural and historical significance and its role in the real world is appreciated (communication and social skills). The students learn how to read mathematics and how to communicate the subject in a variety of ways (thinking and communication skills).



Music



IGCSE music is a natural progression from the work covered in middle school. Students listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. The course covers not only “classical” music but “world” music, jazz, folk and pop. Each style is placed in its historical and cultural context, and students are encouraged to be perceptive, sensitive and critical when listening. Students should be prepared to develop their music reading ability and are advised to have tuition inside or outside school on their main instrument.

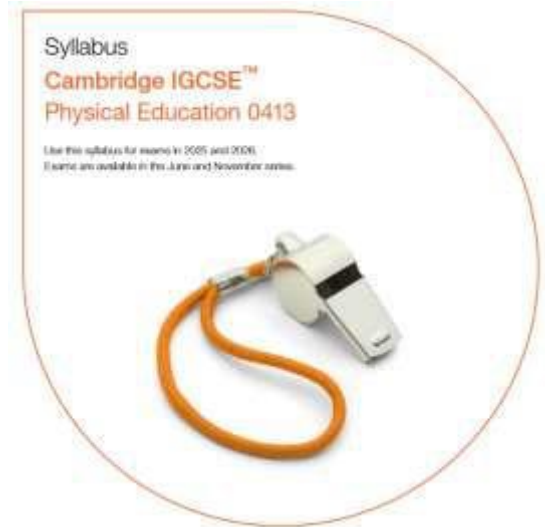
In the musical roles as researcher, creator and performer, students will communicate their learning through oral, visual and written work, as well as through creating and participating in

solo and ensemble performances. Students will also learn to make critical musical choices by deciding what is relevant and useful for their own creative processes and to solving technical and creative problems. They will develop self-management skills by setting long-term goals and working on ideas from draft to final product.

IGCSE Physical Education

The Physical Education course provides a more holistic and practical learning experience at IGCSE, developing communicative, collaborative and practical performance skills beneficial to the students in their IBDP programmes and after school.

The Physical Education syllabus provides students with an opportunity to study both the practical and theoretical aspects of Physical Education, and complements the PE activity undertaken by all students. It will foster enjoyment in physical activity and encourage lifelong participation. The knowledge gained should enable students to develop an understanding of effective and safe physical performance.



Drama



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.

The aim of the course is to equip students with the collaborative, communicative and interpersonal skills to be successful learners and presenters within any IBDP programme. The students will develop thinking skills and social skills, and taking this course will enable students to develop a balanced programme supporting their development of self-management skills.

Non-IGCSE Option Subjects

Maths Applications

The primary intention of offering the course Mathematics Applications is to help make a smoother transition from IGCSE Mathematics to IB Higher Level Mathematics. We recognise, however, that some students will take the course without necessarily moving on to take the IB Higher Level course. **This is not an IGCSE-assessed course**, and for this reason it might make a suitable balance for students with their other externally examined courses. The course provides a strong foundation of mathematical knowledge, it develops methods of problem solving (thinking skills) and the students learn how to interpret mathematical results and understand their significance (thinking, self-management and research skills). Students learn about the concepts of approximation, change, equivalence, generalization, modelling, patterns and validity, among others, which provide connections between and within units of work. The students learn how to read mathematics and how to communicate the subject in a variety of ways.



Art Foundation



Art Foundation is an intensive continuation of the visual arts programme at LIS, which gives students the opportunity to further develop their skills and work more independently through individual ideas of expression. The course is designed to best prepare students for further studies in visual arts. Students who desire to express themselves visually,

are excited about experimenting with materials, learning art processes and techniques, and are interested in art research should select this course. **It is not an IGCSE course**, and therefore can offer an interesting balance with other, examined subjects. The visual arts course encourages students to research using not only traditional academic methods but also by experimenting and coming to understand through their own real-world experiences. The visual arts embody many of the IB's approaches to learning (ATL) skills.

EXAMINATIONS and FEES

LIS students are entered for the June examination session. A minority of students may choose to retake some papers in the October / November of the same year. The schedule for the June session is published in October of the previous year, and is shared with students and families in a timely manner. Please note: the examination session can affect public holidays, in the sense that examinations may occur on German public holidays.

External examination fees are charged by Cambridge. These are not included in LIS tuition fees, and therefore parents and guardians will be invoiced for these once final registrations are made. These are approximately 100 EUR per subject being examined.

Results come out in the middle of August – students can access these directly – and certificates follow in late-October.

WHAT NEXT?

1. The full IGCSE presentation was delivered to students on 11th January. Shortly after this presentation, students will receive guidance from subject leaders, teachers and senior students in subject classes as well as a Subject Options Fair in form time.
2. Parents receive a video presentation, this curriculum guide and a letter from the school outlining the subject option process. Further information can be found on the Cambridge International website, including access to each specific course's syllabus guide.
3. Students will receive an online Subject Choice form through their school email to complete and submit by February 9th, 2024. Please spend time discussing this with your child and tick the 'We have read and approve of our child's choices' box at the bottom of the form.
4. If in any doubt, students should arrange to meet with older students, teachers, Assistant Principals, Principal, and the Beyond LIS team to gain further insight into the courses and their potential choices.
5. In March/April, each student will be invited to an individual Academic Counselling meeting with the Assistant Principal for teaching and learning in which student choices are looked



at alongside current academic performance; if any changes are made to the student's proposed course selections, or alternative courses are advised, then parents will be informed.



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For more information about the Cambridge IGCSEs, course descriptions and university recognition, visit [the Cambridge website](#).

