LIME HOUSE SCHOOL

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International Studies Programme

International Studies Programme

The Lime House International Studies Programme is designed to equip pupils with a range of qualifications for entry to Sixth Form and beyond.

This one year intensive course offers pupils guided immersion in the language with focused study for up to four GCSE equivalent qualifications depending upon the point of entry.

Pupils study for GCSE Mathematics, OCR Cambridge Technical Level 2 Diploma in ICT, iGCSE English and iGCSE Global Perspectives - a subject which combines both humanities and science elements.

The iGCSE in English is an internationally recognised qualification which will facilitate entrance to UK university courses.

The Global Perspectives iGCSE course outline:

Global Perspectives has 3 components

- Component 1 Written Exam   35%
- Component 2 Individual Report   30%
- Component 3 Team Project   35%

For the written exam there are 4 compulsory questions.

The individual report requires candidates to research one topic (from a selection) of personal, local, national significance and produce a report of between 1500 and 2000 words. Topics include: belief systems; biodiversity and ecosystem loss; changing communities; digital world; family; humans and other species; sustainable living; trade and aid.

The team project requires candidates to work on both a team and individual outcome including independent research, report writing and reflective writing. The team element is to produce an explanation of between 200 and 300 words whilst the personal reflective writing is 750-1000 words. Topics include: conflict and peace; disease and health; human rights; language and communication; sport and recreation; tradition, culture and identity.

Mathematics

A new linear structure has now replaced the previous approach to GCSE Mathematics. This structure gives the students three examinations at the end of Year 11, one without a calculator. There is no coursework in the Mathematics course.

Entry Level GCSE:

There are two main entry levels

- Higher: covering Grades 4 to 9
- Foundation: covering Grades 1 to 5

Additionally for those students who have difficulty achieving higher grades, we offer a certificate in 'Use of Mathematics' and similarly, for those at the other end of the spectrum, we offer the certificate in Further Mathematics. This recent innovation is beneficial for those aspiring to sixth form Mathematics.

Subject Content

There are three main topic areas

- Number and Algebra
- Statistics and Probability
- Geometry and Measures

These are relatively new labels to the Mathematics which schools have always taught. Students are grouped on ability. This is a flexible arrangement in that students can move between levels throughout the course. Regular assessments take place to monitor progress and ensure that the students sit the correct level of final examination.

ICT (Information Communication Technology)

At Lime House School we allow students at Key Stage 4 the opportunity to develop skills using a variety of software that will help them with their studies and future careers.

Course outline

The OCR Cambridge Technicals Extended Certificate in IT has been developed to recognise learners' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. The pupils carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace. This will result in a qualification that is the equivalent to two GCSEs. Learners will gain the skills and experiences that will prepare them for job roles, such as a computer/network technician, technical/network support engineer, service team leader, helpdesk engineer, IT fraud and forensic consultant, all of which are roles that are highly sought after in this field.

There are NO examinations in this qualification.

Through Years 10 and 11 students study the following units:

- Unit 1: Communicating in the IT industry
- Unit 2: Working in the IT industry
- Unit 12: Presenting information using IT
- Unit 21: Doing Business online

If sufficient time allows, students may study the following units:

- Unit 3: Business IT skills
- Unit 24: Animation Techniques
- Unit 30: Understanding Cloud computing.

How will the students be assessed?

The units are centre assessed and externally moderated by OCR, with NO assessed examinations. The full award and units from this qualification are graded as Pass, Merit or Distinction as well as Distinction*.

What can you do after this course?

This course will equip students with both basic and advanced ICT skills to go out into the world of work as well as preparing them well for post 16 studies. Students who have successfully completed the qualification available to them will be able to continue to Level 3 OCR Cambridge Technicals ICT.

Cambridge IGCSE English as a Second Language

Cambridge IGCSE English as a Second Language offers candidates the opportunity to develop practical communication skills in listening, speaking, reading and writing. Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. Cambridge IGCSE English as a Second Language will enable learners to become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts.

Subject content

Candidates may follow either the Core curriculum only or the Extended curriculum, which includes both the Core and Extended. Candidates aiming for grades A* to B must follow the Extended curriculum. The skills covered in the syllabus are outlined below.

1 Reading

Core

- understand factual information and ideas from a range of texts, e.g. leaflets, articles, blogs and webpages
- identify relevant information and select correct details from a range of texts
- identify ideas, opinions and attitudes from a range of texts and understand the connections between them
- show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention
- Extended
- understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and webpages
- identify relevant information and select correct details from a wide range of texts
- identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them
- understand what is implied but not directly stated, e.g. gist, purpose and intention

2 Writing

Core

- communicate factual information and ideas with appropriate expansion
- select and organise relevant information and ideas into paragraphs and use appropriate linking devices
- respond to a written stimulus and show awareness of appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review
- produce written texts with an adequate range of language structures (i.e. grammatical and lexical) • produce written texts that show good control of punctuation and spelling

Extended

- communicate factual information, abstract ideas and arguments with good expansion
- select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience, e.g. a summary, an informal email, an article, a report and a review
- produce written texts with a wide range of language structures (i.e. grammatical and lexical)
- produce written texts that show very good control of punctuation and spelling

3 Listening

Core

- understand factual information and ideas from a range of sources, e.g. recorded phone messages, announcements, dialogues, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented.
- identify relevant information and select correct details from a range of sources
- identify ideas, opinions and attitudes from a range of sources and understand the connections between them
- show some awareness of what is implied but not directly stated, e.g. gist, purpose and intention

Extended

- understand factual information, abstract ideas and arguments from a wide range of sources, e.g. recorded phone messages, announcements, dialogues, informal conversations, interviews and formal talks. A variety of voices and accents will be heard in recordings to reflect the various contexts presented.
- identify relevant information and select correct details from a wide range of sources
- identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them
- understand what is implied but not directly stated, e.g. gist, purpose and intention

4 Speaking

Core

- communicate factual information and ideas with some expansion
- organise and link ideas with appropriate linking devices
- engage in a conversation on a range of topics familiar to the candidate's experience, e.g. the world around us and past experience
- produce responses with an adequate range of language structures (i.e. grammatical and lexical)
- produce responses that show sufficient control of pronunciation and intonation

Extended

- communicate factual information, abstract ideas and arguments with good expansion
- organise and link ideas with a range of appropriate linking devices
- engage in a conversation on a wide range of topics, e.g. natural environment, arts, science and global issues

- produce responses with a wide range of language structures (i.e. grammatical and lexical)
- produce responses that show good control of pronunciation and intonation

Details of the assessment

Paper 1 - Reading/writing

Core

Written paper, 1 hour 30 minutes, 60 marks

Candidates may not use dictionaries. There are six exercises in the question paper.

The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and subquestions in each exercise. The balance of assessment of reading and writing skills is equal. The paper is an externally set assessment, marked by Cambridge.

Paper 3 - Listening

Core

Written paper, approximately 40 minutes, 30 marks

Candidates may not use dictionaries.

Candidates write all their answers in spaces provided in a question paper booklet.

Candidates should attempt all questions.

Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a CD played in the examination room. Candidates hear each text twice. An invigilator, not the candidate(s), controls the CD. The paper is an externally set assessment, marked by Cambridge

Paper 2 – Reading and writing (Extended)

Written paper, 2 hours, 80 marks Candidates may not use dictionaries.

There are six exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise. The balance of assessment of reading and writing skills is equal. The paper is an externally set assessment, marked by Cambridge.

Paper 4 – Listening (Extended)

Written paper, approximately 50 minutes, 40 marks

Candidates may not use dictionaries.

Candidates write all their answers in spaces provided in a question paper booklet. Candidates should attempt all questions. Each question tests listening comprehension of recorded texts (e.g. dialogues, announcements, conversations, talks) on a CD played in the examination room. Candidates hear each text twice. An invigilator, not the candidate(s), controls the CD. The paper is an externally set assessment, marked by Cambridge.

Cambridge iGCSE Global Perspectives (0457)

Component 1 - Written Exam - 35% - 4 Compulsory questions

Component 2 - Individual Report - 30% - Research one topic (from a selection) of personal, local, national significance (1500-2000 words)

Component 3 - Team Project – 35% - Work together on a project (from a selection). There are two elements:

- Team Element – Produce as a team one outcome and one explanation. Explanation 200-300 words.
- Personal Element – Each pupil writes a reflective piece on their research, contribution and personal learning. 750-1000 words.

Topics

Component 1   Written Exam
- Demographic change
- Education for all
- Employment
- Fuel and energy
- Globalisation
- Law and criminality
- Migration
- Transport systems

Component 2   Individual Report
- Belief systems
- Biodiversity and ecosystem loss
- Changing communities
- Digital world
- Family
- Humans and other species
- Sustainable living
- Trade and aid

Component 3   Team project
- Conflict and peace
- Disease and health
- Human rights
- Language and communication
- Poverty and inequality
- Tradition, culture and identity
- Water, food and agriculture

Outcome can be, for example, collage of photos with captions, video clips, voice recordings etc

An explanation

Personal Element

Each student writes a reflective piece on their research covering

- Their research role
- Their contribution
- Personal learning regarding research
- Personal learning regarding team work