



Founded 1908

IGCSE 2016

About Cambridge IGCSE

- **Globally recognised.** Cambridge IGCSE is accepted by leading universities and employers worldwide as evidence of academic ability, providing an international passport to progression and success. In the UK, Cambridge IGCSE is accepted as equivalent to GCSE.
- **Flexible.** Cambridge IGCSE is available in 70 subjects, including over 30 languages, in any combination. Core and extended curricula are available in many subjects for students of differing abilities. Schools are free to develop a curriculum that suits their learners' needs.
- **Learner-centred.** Syllabuses use learner-centred and enquiry-based approaches to learning. Cambridge IGCSE develops skills in creative thinking, enquiry and problem solving.



IGCSE 2016

About Cambridge IGCSE

- **Rigorous assessment.** Learners are assessed at the end of the course. This linear structure gives more uninterrupted teaching time. Learners are awarded a grade from A* to G for each subject, with A* being the highest grade.
- **International outlook.** Cambridge IGCSE has been designed with two concepts in mind: international standards and contextualised learning. The content suits a wide variety of schools and avoids cultural bias.
- **Tried and tested.** 2013 marked the 25th anniversary of the first Cambridge IGCSE exam.





Founded 1908

IGCSE 2016

- IGCSE courses and examinations were gradually introduced into the Senior School from 1994 onwards to strengthen up the Pre-IB curriculum, and expose students to external examinations in a variety of subjects.
- The whole academic curriculum is made up of the Liceo courses and IGCSE courses from 1st to 4th year followed by the Integrated IB/Preparatorio in 5th and 6th years.



CAMBRIDGE ASSESSMENT



Founded 1908

IGCSE 2016

- IGCSE caters for different levels of ability with core and extended papers being made available in some subjects.
- The core curriculum is based on an overview of the subject and is suitable for students expected to achieve grades C to G.
- The extended curriculum is more challenging and designed for students who are expected to achieve grades A* to C.
- Grades achieved through either route have the same value.



CAMBRIDGE ASSESSMENT



External exams

Founded 1908

Year	Subjects										
1980		First Certificate									
1982		First Certificate									
1984		First Certificate									
1986		First Certificate									
1988		First Certificate									
1990		First Certificate									
1992		First Certificate									
1994	1st English	2nd English	Spanish						Mathematics		
1996	1st English	2nd English	Spanish	French		English Literature			Mathematics		
1998	1st English	2nd English	Spanish	French		English Literature			Mathematics	Science	
2000	1st English	2nd English	Spanish	French		English Literature			Mathematics	Science	
2002	1st English	2nd English	Spanish	French		English Literature			Mathematics		
2004	1st English	2nd English	Spanish	French		English Literature			Mathematics		
2006	1st English	2nd English	Spanish	French		English Literature	Spanish Literature		Mathematics		
2008	1st English	2nd English	Spanish	French		English Literature	Spanish Literature		Mathematics		
2010	1st English	2nd English	Spanish	French		English Literature	Spanish Literature		Mathematics		
2012	1st English	2nd English	Spanish	French	Portuguese	English Literature	Spanish Literature		Mathematics		
2014	1st English	2nd English	Spanish	French	Portuguese	English Literature	Spanish Literature		Mathematics	Science	
2016	1st English	2nd English	Spanish	French	Portuguese	English Literature	Spanish Literature		Mathematics	Science	Global Perspectives



Founded 1908

Present situation

- Students take between 6 and 8 examinations at different stages from May of 3rd year to November of 4th year.
- During 2015 we introduced the Global perspectives course, and some students will take the exam in the May 2016 session. It is our intention that more students in future generations will take this examination.

1st Liceo			2nd Liceo			3rd Liceo		4th Liceo		
						May	Nov	May		Nov
Spanish Language						IGCSE Exam				
						Spanish Literature			IGCSE Exam	
English Language						IGCSE Exam				
						English Literature			IGCSE Exam	
French						IGCSE Exam				
Portuguese			IGCSE Exam							
Mathematics			Mathematics Core			IGCSE Exam				
Mathematics			Mathematics Extended			IGCSE Exam				
General Science						Combined Science			IGCSE Exam	
						Global Perspectives			IGCSE Exam	



CAMBRIDGE ASSESSMENT



Changes

- We are changing the exam session of 3 subjects for those students who are in 3rd year (2016). This will give them an extra 6 months compared with previous generations.

3rd year	2015	May	Portuguese		3rd year	2016	May	Portuguese
3rd year	2015	November	French		3rd year	2016	November	French
3rd year	2015	November	Spanish Language	→	4th year	2017	May	Spanish Language
3rd year	2015	November	English Language	→	4th year	2017	May	English Language
3rd year	2015	November	Mathematics Core	→	4th year	2017	May	Mathematics Core
4th year	2016	May	Mathematics Extended		4th year	2017	May	Mathematics Extended
4th year	2016	November	English Literature		4th year	2017	November	English Literature
4th year	2016	November	Spanish Literature		4th year	2017	November	Spanish Literature
4th year	2016	November	Combined Science		4th year	2017	November	Combined Science
4th year	2016	November	Global Perspectives		4th year	2017	November	Global Perspectives
5th year	2017		IB1		5th year	2018		IB1
6th year	2018		IB2		6th year	2019		IB2
	2019		University			2020		University



Founded 1908

Future situation

- We are changing the exam session of 3 subjects for those students who are in 3rd year (2016). This will give them an extra 6 months compared with previous generations.

1st Liceo	2nd Liceo	3rd Liceo		4th Liceo	
		May	Nov	May	Nov
Spanish Language		IGCSE Exam			
		Spanish Literature		IGCSE Exam	
English Language		IGCSE Exam			
		English Literature		IGCSE Exam	
French		IGCSE Exam			
Portuguese		IGCSE Exam			
Mathematics		IGCSE Exam			
General Science		Combined Science		IGCSE Exam	
		Global Perspectives		IGCSE Exam	



Assessment of internal subject components

Founded 1908

- The assessment of several subjects is a combination of final external examinations and an internal component (such as an oral in some languages, or projects in Global Perspectives).
- These forms of assessment have similarities with those used within the IB Diploma courses.

• Portuguese	Oral	33%
• French	Oral	25%
• Second Language English	Oral	15%
• Global Perspectives	Individual Research	40%
• Global Perspectives	Group Project	30%





Exam dates

Founded 1908

- Cambridge publish “provisional” dates for examinations about one year in advance.
- Definitive exam dates are published about 6 months in advance.
- We publish these dates in the School Calendar, and the students are informed by their teachers as they become available.
- After the entries are made “the statement of entry” is given to each student, this includes dates of exams, approximate times, etc.





Exam dates

BRITISH SCHOOLS, MONTEVIDEO

CAMBRIDGE IGCSE EXAMINATION TIMETABLE, 2016

Thursday	13-Oct	Literature (Spanish) 1	0488/1	pm	2h 15mins
Friday	14-Oct	Literature (Spanish) 3	0488/3	pm	1h 20 min
Monday	17-Oct	English as a Second Language 2 (Reading and Directed Writing - Core) (Reading and Directed Writing - Extended)	0511/11 0511/21	am	1h 30 mins 2h
Friday	21-Oct	Foreign Language French 2 (Reading)	0520/21	pm	1h
Thursday	27-Oct	English as a Second Language 3 (Listening - Core) (Listening - Extended)	0511/31 0511/41	am	40 mins 50 mins
Friday	28-Oct	Foreign Language French 4 (Continuous Writing)	0520/41	pm	1h
Monday	31-Oct	First Language English (Reading Passages - Core) (Reading Passages - Extended)	0500/11 0500/21	pm	1h 45 mins 2h
Wednesday	02-Nov	Combined Science (Alternative to practical)	0653/61	am	1h
Friday	04-Nov	Global Perspectives	0457/31	am	1h 15mins
Monday	07-Nov	Literature (English) 11	0486/11	pm	1h 30min
Wednesday	09-Nov	Literature (English) 31	0486/31	pm	45mins
Wednesday	09-Nov	Literature (English) 41	0486/41	pm	1h 15min
Thursday	10-Nov	Combined Science (Multiple Choice)	0653/11	am	45mins
Thursday	10-Nov	Combined Science (Theory - Core) (Theory - Extended)	0653/21 0653/31	am	1h 15 min 1h 15 min
Friday	11-Nov	Foreign Language French 1 (Listening)	0520/11	pm	45min

Founded 1908



Founded 1908

Mock Exams

- During the final part of the courses students will be frequently exposed to exam type questions.
- “Mock” examinations approximately 6 weeks before the final external examination. This is normally a previous years examination which has not previously been seen by the students.



CAMBRIDGE ASSESSMENT



Examination Entries

Founded 1908

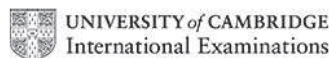
- Final entries are made by the School to Cambridge about 2 months before the exam session.
- The last date for entry for the October/November 2016 session is August 16th.



CAMBRIDGE ASSESSMENT



Statement of Entry



Date created: 18 Aug 2015

CIE Direct Electronic Statement of Entry November 2015 Series

The British Schools (UY005)

- All entry details, including the spelling of your name and date of birth must be checked for accuracy.
- Cambridge has only confirmed entries or details below with the status 'Complete'. If any amendments are made and submitted, a new Electronic Statement of Entry will need to be generated to reflect these changes.
- Any questions relating to your entries should be referred to your Centre.

Candidate Details **Unsubmitted**

Candidate Name:	STEVELYNCKOAMILLE MARIE	Date of Birth:	04 May 2000
Candidate Number:	0387	Gender:	Female
Status (School or Private):	School	English first language?:	No
National ID:		Previous Centre Number:	
UCI:		Previous Candidate Number:	

Entries

Qualification	Code / Option	Syllabus and Component	Exam Date	Time	Relique	Status
IGCSE	0502 / C	First Language Spanish				Unsubmitted
		02 Reading Passages (Extended)	20 Oct 2015	PM		
		03 Directed Writing & Composition	13 Oct 2015	PM		
IGCSE	0511 / EX	English as a Second Language (Course in Speaking)				Unsubmitted
		21 Reading and Writing (Extended) 21	19 Oct 2015	AM		
		41 Listening (Extended) 41	29 Oct 2015	AM		
IGCSE	0520 / X	Foreign Language French				Unsubmitted
		03 Speaking				
		11 Listening 11	06 Nov 2015	PM		
		21 Reading 21	23 Oct 2015	PM		
IGCSE	0580 / AX	Mathematics (Without Coursework)				Unsubmitted
		11 Paper 11 (Core)	28 Oct 2015	AM		
		31 Paper 31 (Core)	05 Nov 2015	AM		

By entering these examinations you agree to be bound by CIE rules and regulations for the conduct of examinations. Keep this Electronic Statement of Entry in a safe place until results are published.



Founded 1908

Access Arrangements

Although some candidates cope with the learning demands of a course and demonstrate attainment in the skills being assessed they still face unnecessary barriers when it comes to the standard assessment.

Such barriers may result from:

- a permanent or long-term disability or learning difficulty
- a temporary disability, illness or indisposition
- the immediate circumstances of the assessment.

Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs, for example, the use of a scribe, modified papers or extra time. The purpose of an access arrangement is to remove any unnecessary barriers to the standard assessment, without compromising the standards being tested, so that the candidate can receive recognition for their attainment.





Founded 1908

Issue of results

- The results are issued by Cambridge approximately 2 months after the exam session.
- For example those from the May session will be issued on the 11th of August. The November results are be issued in early January.
- All students are given a printed copy of their own personalised password with which they can enter a dedicated “results webpage”.
- Cambridge then send printed copies of the results which arrive some days later. These copies are distributed to the students.

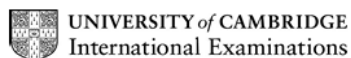


CAMBRIDGE ASSESSMENT



Founded 1908

Issue of results



Confidential **Examination results information**

Candidate Name: ALCURI: SOFIA MARIA
Candidate Number: 0001

Please retain this information sheet as it contains your username and password. You will not be able to access your examination results online without them.

To access your examination results online, please follow these instructions:

Go to the candidate results website at <https://myresults.cie.org.uk>

Enter your username: `mariaal26`

Enter your password: `D03KeeDj` translates into D, O (capital 'o'), THREE, K, e, s, U, j

Your results will be available to view online from 06:01 (UTC/GMT) on Wednesday, 21 January 2015. You may print them out for reference, however, these printouts cannot be used as official documents.

Your school will provide the official printed record of your results.

If you have questions about your examination results or the time at which results are released, please contact:

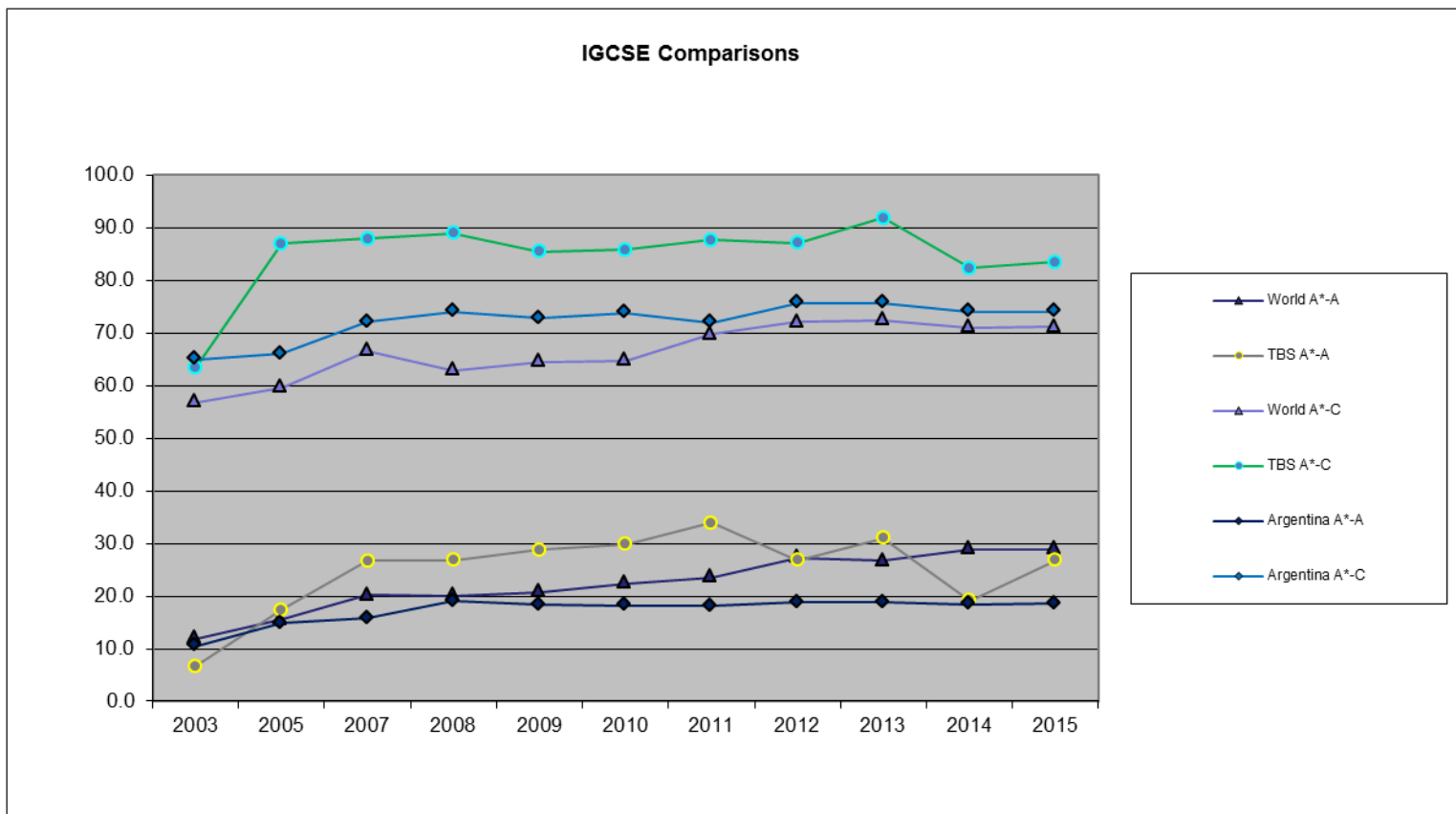
David Rennie
Tel: 0059826003421
Email: drennie@british.edu.uy

Please do not share your username or password with another student. Your username and password will only allow you to access your own results and are confidential.



IGCSE Results 2002 - 2015

Founded 1908





Founded 1908

Retaking examinations

- It is possible to retake IGCSE examinations at the next session where the subject is available.
- The IGCSE courses that we use as part of our curriculum are placed where we consider most suitable.
3rd Year Liceo; Languages
4th Year Liceo; Maths, Literatures, Science, Humanities.
- After the external examination have been taken the students move on to different often more advanced courses, losing contact with the original course and teacher.



CAMBRIDGE ASSESSMENT



Founded 1908

Graduation requirements

- In the future a grade of C or better in English, Spanish and Mathematics will be required to be able to Graduate from The British Schools.



CAMBRIDGE ASSESSMENT



English Language

The aims of Cambridge IGCSE English as a Second Language are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language English for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.



Founded 1908

Spanish Language

The aims of the syllabus are the same for all candidates. The aims are set out below and describe the educational purposes of a course in First Language Spanish for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.



CAMBRIDGE ASSESSMENT



Founded 1908

Portuguese & French

- **5.1 Syllabus aims**
- The aims of the syllabus outline the educational purposes of a course in a foreign language for the Cambridge IGCSE examination. They are not listed in order of priority.
- **This syllabus aims to:**
- develop the ability to communicate effectively using the target language
- offer insights into the culture and society of countries where the language is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- • form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.



CAMBRIDGE ASSESSMENT



Founded 1908

Literature (English & Spanish)

• 5.1 Syllabus aims

The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability to:

- enjoy the experience of reading literature;
- understand and respond to literary texts in different forms and from different periods and cultures;
- communicate an informed personal response appropriately and effectively;
- appreciate different ways in which writers achieve their effects;
- experience literature's contribution to aesthetic, imaginative and intellectual growth;
- explore the contribution of literature to an understanding of areas of human concern.
- develop skills useful in a variety of related areas, such as recall, narration, evaluation and interpretation



CAMBRIDGE ASSESSMENT



Global Perspectives

Founded 1908

• 5.1 Syllabus aims

This syllabus will appeal to candidates not simply because it will extend their understanding of the world, but also because it will develop their potential to understand different perspectives and to make reasoned responses; skills which will be useful in their study of other disciplines and for their life-long learning.

Candidates examine a range of global issues from a variety of different perspectives, drawing on a variety of subjects. Global issues should be explored from a personal, local/national and global perspective, and could include almost any discipline, from the literary to the scientific, but should include a cross-cultural perspective.

Cambridge IGCSE Global Perspectives aims to develop learners who:

- are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- enquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- can communicate sensitively with people from a variety of backgrounds
- work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- consider important issues from personal, local/national and global perspectives and understand the links between them
- critically assess the information available to them and make judgements
- can support judgements with lines of reasoning
- have a sense of their own, active place in the world
- can empathise with the needs and rights of others



Founded 1908

Mathematics

The aims of the curriculum are the same for all candidates. The aims are set out below and describe the educational purposes of a course in Mathematics for the Cambridge IGCSE examination. They are not listed in order of priority.

The aims are to enable candidates to:

1. develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment;
2. read mathematics, and write and talk about the subject in a variety of ways;
3. develop a feel for number, carry out calculations and understand the significance of the results obtained;
4. apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them;
5. solve problems, present the solutions clearly, check and interpret the results;
6. develop an understanding of mathematical principles;
7. recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
8. use mathematics as a means of communication with emphasis on the use of clear expression;
9. develop an ability to apply mathematics in other subjects, particularly science and technology;
10. develop the abilities to reason logically, to classify, to generalise and to prove;
11. appreciate patterns and relationships in mathematics;
12. produce and appreciate imaginative and creative work arising from mathematical ideas;
13. develop their mathematical abilities by considering problems and conducting individual and co-operative enquiry and experiment, including extended pieces of work of a practical and investigative kind;
14. appreciate the interdependence of different branches of mathematics;
15. acquire a foundation appropriate to their further study of mathematics and of other disciplines.



Founded 1908

Combined Science

The aims are:

1. to provide a worthwhile educational experience for all candidates, through well-designed studies of experimental and practical science. In particular, candidates' studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of biology, chemistry and physics and, where appropriate, other related sciences so that they may
 - become confident citizens in a technological world, able to take an informed interest in matters of scientific importance
 - recognise both the usefulness and limitations of scientific method, and appreciate its applicability in other disciplines and in everyday life
 - be suitably prepared to embark upon certain post-16 science-dependent vocational courses and studies
2. to develop abilities and skills that
 - are relevant to the study and practice of science
 - are useful in everyday life
 - encourage safe practice
 - encourage effective communication
3. to stimulate
 - curiosity, interest and enjoyment in science and its methods of enquiry
 - interest in, and care for, the environment
4. to promote an awareness that
 - the study and practice of science are co-operative and cumulative activities subject to social, economic, technological, ethical and cultural influences and limitations
 - the applications of science may be both beneficial and detrimental to the individual, the community and the environment
 - the concepts of science are of a developing and sometimes transient nature
 - science transcends national boundaries and that the language of science is universal

In addition to these general aims, Cambridge IGCSE Combined Science seeks:

5. to emphasise that some principles and concepts are common to all science, while others are more particular to the separate sciences of biology, chemistry and physics
6. to promote interdisciplinary enquiry through practical investigations and through the co-ordination of the subject matter of the three separate sciences



CAMBRIDGE ASSESSMENT



Founded 1908

Links

- <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>
- <http://www.bbc.co.uk/education>
- <http://www.cie.org.uk/cambridge-for/parents-and-students/>



CAMBRIDGE ASSESSMENT