



Lancers[®]
International School
An IB World School



Cambridge Assessment
International Education
Cambridge International School

IGCSE HANDBOOK

2026-27

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Welcome

An introduction to Cambridge IGCSE at Lancers International School

Welcome Message

Dear Students and Parents,

Welcome to the Cambridge IGCSE programme at Lancers International School. The two years of Grades 9 and 10 are among the most formative in a young person's education — a time when curiosity matures into capability, and where the choices students make begin to shape the pathways open to them in the years ahead. The IGCSE Programme is administered by the University of Cambridge Assessment International Education (CAIE) and is recognized worldwide for its high academic standards.

At Lancers International School, we take immense pride in delivering the esteemed Cambridge curriculum, designed to instil a lifelong passion for learning and a curious mindset. Our adaptable assessment framework makes the best use of teaching and learning time, fostering deep subject knowledge, conceptual understanding and advanced critical-thinking skills. Drawing on the philosophy of Cambridge, our aim is to cultivate confident learners who take responsibility for their own learning, and who are reflective, innovative, engaged and ready to make a positive impact on the world.

The Cambridge IGCSE is one of the most widely recognised international qualifications in the world. It is built around a simple but powerful idea: that learners do their best when they are assessed on what they know, understand and can do, rather than penalised for what they have yet to master. At LIS, this philosophy sits comfortably alongside our own conviction that every Lancerian can succeed when given the right environment, encouragement and challenge.

This handbook is designed to be your companion through the IGCSE journey. It explains what the programme is, the subjects we offer, how learning and assessment work, and the many ways in which the school, parents and students share responsibility for success. Please read it together as a family, and keep it close for reference throughout the year.

We look forward to partnering with you. Together, let us make these two years purposeful, joyful and richly rewarding.

Warm regards,

CAIE coordinator

Lancers International School

About Lancers International School

Lancers International School (LIS) is an international school that places the child at the very centre of the curriculum. As an IB World School and a Cambridge International School, LIS brings together the best of internationally benchmarked education within a nurturing, values-driven community.

The school caters to a diverse and mobile student body drawn from many cultures and nationalities. This diversity is celebrated as one of the school's greatest strengths. Through academic, aesthetic and athletic pursuits, LIS seeks to develop healthy, sensible, well-rounded and complete human beings who are ready to make a positive difference in the world.

Across its programmes — the IB Primary Years Programme, the IB Middle Years Programme, the Cambridge IGCSE, and the IB Diploma Programme — LIS offers a coherent educational continuum. The Cambridge IGCSE, offered in Grades 9 and 10, provides a strong, internationally respected foundation for higher-level study, including the IB Diploma in Grades 11 and 12.

Mission, Vision & Values

Our Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis, and international in their outlook, capable of carving a home for themselves in any global grid.

Our Mission

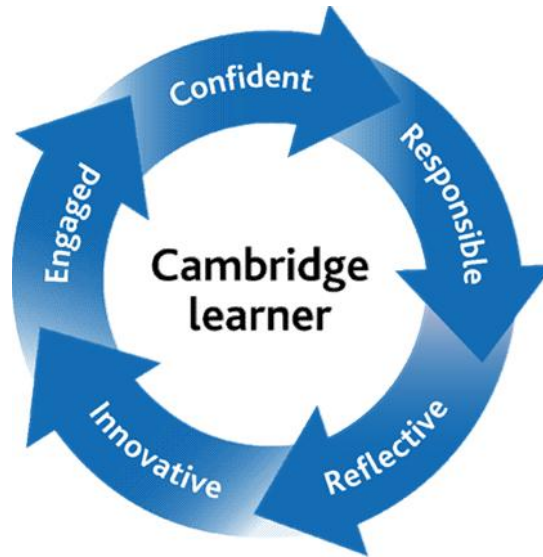
Our mission is to provide an environment in which all Lancerians will become lifelong learners who are responsible, disciplined and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

Our Objectives

- To develop healthy, sensible, well-rounded and complete human beings through academic, aesthetic and athletic activities.
- To encourage a social climate that creates international understanding amongst those represented within the school community.
- To develop, through community service, respect for the environment and concern for society.
- To build self-esteem and leadership qualities.
- To uphold an uncompromising commitment towards excellence.
- To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practised.
- To create an environment where children are exposed to challenging, educational opportunities.
- To create a platform where teachers, parents and children evolve together to create a new social awakening.

The Cambridge Learner Attributes

Cambridge International prepares students for life, helping them develop an informed curiosity and a lasting passion for learning. The five Cambridge learner attributes describe the attitudes and life skills — alongside academic skills — that students need in order to thrive at university, in employment and beyond.



- **Confident** in working with information and ideas — their own and those of others.
- **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 and socially, ready to make a difference.

As an IB& Cambridge School, LIS also nurtures the IB Learner Profile — encouraging students to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The Cambridge and IB attributes reinforce one another, giving Lancerians a powerful, shared language for growth.

Programme Overview

The Cambridge IGCSE (International General Certificate of Secondary Education) is a two-year programme of study and one of the most recognised qualifications in the world. It is designed and administered by Cambridge International for students of all abilities, with international learners particularly in mind.

At LIS, students in Grades 9 and 10 follow the Cambridge IGCSE curriculum. The programme is renowned for developing vital educational skills — an investigative approach, the use of initiative to solve problems, the application of knowledge and understanding, and the ability to work both independently and as part of a team.

Feature	Detail
Programme	Cambridge IGCSE
Grades	9 and 10 (ages 14–16)
Duration	Two-year course
Subjects	Minimum 5, maximum 8 subjects at LIS
Grading scale	A* • A • B • C • D • E • F • G • U
Exam sessions	March (Hindi); LIS follows the May/June cycle
Progression	Strong foundation for the IB Diploma Program

SECTION 01

About the Programme

What Cambridge IGCSE is, and the thinking behind it

What is Cambridge International?

Cambridge International is the world's largest provider of international qualifications for 5–19 year-olds. Cambridge qualifications are taken in over 160 countries, by thousands of schools, and are recognised by universities and employers across the globe. Cambridge International is part of the University of Cambridge.

The Cambridge curriculum is built on a set of common principles underpinned by some of the best educational and assessment practices, including:

- Developing students' knowledge and skills through a coherent programme.
- A collaborative approach to teaching and learning.
- Guaranteed assessment standards.
- High-quality resources.
- Extensive training and professional development for teachers.
- A partnership approach with schools.
- An international outlook and commitment.

At the heart of the Cambridge philosophy is a student-centred approach that places the learner at the centre of the learning process. It promotes autonomy in the classroom so that students take responsibility for their work and play an active role in their own development. Research shows that student-centred classrooms can improve both learning and examination results.

What is Cambridge IGCSE?

The Cambridge IGCSE is a two-year programme of study designed for students of all abilities and specifically developed with international students in mind. Grade 9 and 10 students at LIS follow the Cambridge IGCSE curriculum because these courses are renowned for developing vital educational skills.

Why study IGCSE?

The programme leads to a certificate that is internationally recognised. It is accepted as a preliminary requirement for entry to UK universities and is recognised by universities and colleges around the world. It lays a strong foundation for higher-level courses such as the IB Diploma, and Advanced Placement tests.

A student's performance at the end of Grade 10 is a valuable indication of their suitability for courses in higher and further education. The IGCSE programme provides an excellent foundation for the IB Diploma Programme in Grades 11 and 12. Because the curriculum is international and offered in many schools worldwide, transitions between schools and countries are smoother for internationally mobile students.

Features of the IGCSE curriculum

The IGCSE curriculum encourages the development of oral, aural, written and practical skills across a range of subjects. It is characterised by:

- An investigative approach.
- The use of initiative to solve problems.
- The application of skills, knowledge and understanding.
- The ability to undertake individual projects, and to work as part of a team.

Modern pedagogy tells us that children learn in many different ways and remember best by doing rather than by rote. The IGCSE promotes learning by doing, and its assessment systems are appropriate for students of all abilities. Learners are assessed on what they know, understand and can do, rather than penalised for what they do not know.

SECTION 02

Curriculum Framework

Subjects offered, the learning approach and how IGCSE is assessed

Subjects Offered

IGCSE subjects can be taken either as individual subject examinations or as qualifications towards the International Certificate of Education (ICE). The ICE encourages students to take a broad and balanced range of subjects across five subject groups.

At LIS, students study a minimum of 5 and a maximum of 8 IGCSE subjects. Subjects are offered in 'subject groups' at the end of Grade 8. Student preferences are taken into account when compiling teaching groups, and individual counselling is available to guide students towards the choices that best suit them.

Subject groups at LIS

Group	Subjects offered at LIS
Group 1 — Languages	First Language English; English as a Second Language; Hindi (Second Language); French, German, Spanish (Foreign Languages)
Group 2 — Humanities & Social Sciences	History, Geography, Economics, Environmental Management (EVM), Global Perspectives
Group 3 — Sciences	Biology, Chemistry, Physics, Environmental Management (EVM)
Group 4 — Mathematics	Mathematics (0580), Cambridge International Mathematics (0607)
Group 5 — Business, Creative, Technical & Vocational	Business Studies, Art & Design, Computer Science, Global Perspectives



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Academic Year 2026-2027

Student Subject Choice Form



Cambridge Assessment
International Education

To gain the **ICE Certificate**, students need to pass a **minimum of seven** IGCSE subjects. Two of these must be from Group 1 and one each from Groups 2 – 5, with a seventh subject from any Group between groups 2 to 5. Students can take a **maximum of eight subjects** and **minimum of 5** at LIS.

Group 1	Group 2	Group 3	Group 4	Group 5
English (pick 1) FLE - First Language English ESL - English as Second Language	Economics	Chemistry	Mathematics	Business Studies
French	History	Physics	Cambridge International Mathematics	Computer Science
German	Global perspectives	Biology		Global perspectives
Spanish	Geography			Art & Design
Hindi	EVM			

How students select subjects

-) First Language English or English as a Second Language, plus one other language from Group 1.
-) One subject from Group 2.
-) One subject from Group 3.
-) One subject from Group 4.
-) One subject from Group 5.
-) And two further subjects from any group.

The International Certificate of Education (ICE)

To gain the ICE, students must pass a minimum of seven IGCSE subjects — two from Group 1 and one each from Groups 2 to 5, with a seventh subject from any of Groups 2 to 5. Candidates who qualify for the ICE are graded in one of three categories:

ICE Award	Requirement
Distinction	Grade A or better in five subjects and Grade C or better in the remaining two.
Merit	Grade C or better in five subjects and Grade F or better in the remaining two.
Pass	Grade G or better in all seven subjects.

Note: It is expected that students targeting the IB Diploma Programme in Grades 11 and 12 will attain an ICE with a Merit grade or better.

Learning Approach

Teaching and learning in the IGCSE years focuses on building and consolidating good learning strategies. Through Grades 9 and 10, integration across the curriculum helps subject teachers and students respond flexibly to learning. The curriculum is designed to cater to varied learner needs through multiple modes of representation, expression and engagement.

Learning is active and investigative. Students develop practical and problem-solving skills, undertake individual projects, and learn to work effectively in teams. Where appropriate, teachers differentiate the curriculum and use strategies such as scaffolding, alongside assistive technology, to ensure every learner can access the content.

Assessment Structure

Core and Extended curriculum

In some subjects there is a choice between Core and Extended papers, allowing teachers and students to choose the most appropriate level for each candidate. The Core curriculum gives a full overview of a subject and is targeted at students expected to achieve grades C–G. The Extended curriculum comprises the Core plus additional topics and is designed for more academically able students, targeting grades A*–E. Students need not enter the same level in all subjects — they may take Extended in their stronger subjects.

Grading

IGCSE is assessed on a nine-point scale: A* • A • B • C • D • E • F • G • U. The A* award is given to the very top percentile in any subject, while G indicates a minimum satisfactory performance. For progression to higher education, a grade of B or above is usually expected in the relevant subject, with at least a grade C in five other subjects. Examinations are taken at the end of the two-year course.

Subject Guides

Nature, course description, aims and assessment for each IGCSE subject offered at LIS

First Language English (0500)

Nature of the Subject

The course is designed for pupils whose mother tongue is English and who have a certain level of proficiency. Its emphasis is on producing an understanding of the English language that helps across all disciplines. It is a broad-minded yet practical course that develops pupils' skills and equips them for life in post-16 education or training.

Course Description

Reading: Pupils read a variety of fiction and non-fiction texts and demonstrate a precise understanding of extended texts — recognising the relationship of ideas, drawing inferences, evaluating effectiveness and using comparative and analytical skills. They also show understanding of how writers achieve their effects and respond to sophisticated linguistic devices.

Writing: Pupils develop a more sophisticated style, a clear sense of audience, and a varied use of vocabulary and structures. Emphasis is placed on accuracy in punctuation and spelling, well-constructed paragraphs and varied sentence structures.

Aims and Objectives

- To communicate accurately, appropriately and effectively in speech and writing.
- To understand and respond appropriately to what they hear, read and experience.
- To enjoy and appreciate the variety of language.
- To complement other areas of study by developing skills of more general application (analysis, synthesis, drawing of inferences).
- To promote personal development and an understanding of themselves and others.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1 — Reading	Structured and extended writing questions based on three reading texts	50%	2 hours
Paper 2 — Directed Writing & Composition	Extended writing question and a composition task; externally assessed	50%	2 hours

English as a Second Language (0510)

Nature of the Subject

English as a Second Language is offered by Cambridge International. This curriculum is aimed at students whose first language is not English but who use it as a lingua franca or a language of study.

Course Description

This is a two-year course with examinations taken at the end of Grade 10. Students may sit the Core or the Extended paper depending on their competence and ability in the language.

Aims and Objectives

- To use English effectively for the purpose of practical communication.
- To form a sound base of the skills required for further study or employment using English as a medium.
- To develop an awareness of the nature of language and language-learning skills.
- To promote students' personal development.

Assessment

Paper / Component	Assessment	Weighting	Duration
Core — Paper 1	Reading and Writing	70%	1 h 30 min
Core — Paper 3	Listening	30%	40–45 min
Extended — Paper 2	Reading and Writing	70%	2 hours
Extended — Paper 4	Listening	30%	50–55 min
Component 5	Orals (endorsement)	—	—

French (0520)

Nature of the Subject

French is a melodious and enchanting language. Learning French opens the doors to art, music, fashion, food, architecture and literature. For learners seeking to be more competitive in disciplines such as business, medicine, aviation, law and international distribution, French is a language of diversity throughout the world.

Course Description

Designed for students learning French as a foreign language, the course aims to develop the ability to use the language proficiently for practical communication. It is based on the linked skills of listening, reading, speaking and writing, and offers insights into the culture and civilisation of French-speaking countries. Cambridge IGCSE French develops proficiency to CEFR level A2 (Basic User) with elements of level B1 (Independent User).

Aims and Objectives

- Develop language proficiency to communicate effectively in French at CEFR level A2, with elements of level B1.
- Offer insights into the culture and society of communities where French 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.
- Provide enjoyment and intellectual stimulation, and develop transferable skills.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Listening	25%	50 min
Paper 2	Reading	25%	1 hour
Paper 3	Speaking (internally assessed)	25%	10 min
Paper 4	Writing	25%	1 hour

Hindi (0549)

Nature of the Subject

Hindi as a Second Language is a two-year programme at the end of which students are entered for the IGCSE examination. The course is structured to develop the skills of reading, writing and listening.

Course Description

Cambridge IGCSE Hindi as a Second Language offers learners the opportunity to develop practical communication skills. Learners engage with a variety of texts, learn to select relevant detail, understand the difference between what is stated and implied, and practise writing for different purposes and audiences. They listen to a range of spoken material to develop listening skills, becoming independent users of Hindi.

Aims and Objectives

- Develop learners' ability to use Hindi effectively for practical communication.
- Develop awareness of the nature of language and language-learning skills.
- Develop transferable skills to complement other areas of the curriculum.
- Promote learners' personal development and enjoyment.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Reading & Writing — six exercises (four reading, two writing); structured and essay-style questions	70%	2 hours
Paper 2	Listening — five exercises of short and longer texts; multiple-choice style	30%	45–55 min

German (0525)

Nature of the Subject

More people speak German as their native language than any other in Europe. Learning German connects learners to around 120 million native speakers and is valuable for higher education — it is the second most frequently used language for scientific research in engineering, chemistry and physics.

Course Description

This two-year IGCSE German as a Foreign Language course enables students to apply skills in different activities, setting out a clear progression in language skills and cultural knowledge. It encourages students to broaden their knowledge beyond cultural stereotypes and national boundaries and to communicate effectively with German speakers in various social situations.

Aims and Objectives

- Use the language effectively for practical communication wherever German is spoken.
- Form a sound base of skills, language and attitudes for further study, work and leisure.
- Offer insights into the culture and civilisation of German-speaking countries.
- Develop a fuller awareness of the nature of language and language learning.
- Provide enjoyment and intellectual stimulation and complement other areas of study.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Listening	25%	50 min
Paper 2	Reading	25%	1 hour
Paper 3	Speaking (internally assessed)	25%	10 min
Paper 4	Writing	25%	1 hour

Spanish (0530)

Nature of the Subject

Cambridge IGCSE Spanish develops a set of transferable skills for understanding and communicating in everyday situations in Spanish. Learners begin to develop cultural awareness of countries and communities where Spanish is spoken and acquire the essential linguistic skills for progression to further study or employment.

Course Description

This two-year IGCSE Spanish as a Foreign Language course enables students to apply skills in different activities, with a clear progression in language skills and cultural knowledge. It encourages students to broaden their knowledge beyond cultural stereotypes and to communicate effectively with Spanish speakers in various social situations.

Aims and Objectives

- Develop proficiency to communicate effectively in Spanish at CEFR level A2, with elements of level B1.
- Offer insights into the culture and society of Spanish-speaking communities.
- Develop awareness of the nature of language and language learning.
- Encourage positive attitudes towards other languages and cultures, and provide enjoyment and intellectual stimulation.
- Develop transferable skills and a sound base for progression to work or further study.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Listening	25%	50 min
Paper 2	Reading	25%	1 hour
Paper 3	Speaking	25%	approx 15 min
Paper 4	Writing	25%	1 hour

History (0470)

Nature of the Subject

The IGCSE History syllabus offers students the opportunity to study major international issues of the 19th and 20th centuries, alongside a deeper study of a particular region. The emphasis is as much on developing lifelong historical skills as on acquiring knowledge. Students develop a greater understanding of international issues and learn to present clear, logical arguments.

Course Description

In this two-year course, students study 20th-century international relations. Major topics include total war (the World Wars), peace conferences, the inter-war years, the Cold War, collective security (the League of Nations) and an in-depth study of Germany.

Aims and Objectives

- To stimulate interest and enthusiasm in and about the past.
- To promote knowledge and understanding of human activity in the past.
- To ensure that knowledge is rooted in an understanding of the nature and use of historical evidence.
- To promote an understanding of cause and consequence, continuity and change, and similarity and difference.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Written paper	40%	2 hours
Paper 2	Source-based paper	30%	1 h 45 min
Paper 4	Alternative to coursework	30%	1 hour

Geography (0460)

Nature of the Subject

Through the IGCSE Geography syllabus, students develop a 'sense of place' by examining the world on a local, regional and global scale. They study a range of natural and human environments, the processes that shape them, and the ways in which people interact with their environment — gaining deeper insight into the communities and cultures around the world.

Course Description

The syllabus is taught over two years through Grades 9 and 10, with three themes: Population and Settlement; the Natural Environment; and Economic Development and the Use of Resources. Survey maps and aerial photographs are used to teach topographical map work, and a range of statistical techniques (graphs, correlation coefficients, maps) develops geographical skills.

Aims and Objectives

- Develop an understanding of the relationship between human activities and the environment.
- Develop an understanding of different communities and cultures and an awareness of the contrasting opportunities and constraints of different environments.
- Develop an aesthetic appreciation of the landscape and an understanding of the need for sustainable development, together with analytical skills to interpret, organise and present data.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Problem solving & free-response writing	45%	1 h 45 min
Paper 2	Interpretation & analysis of data (topographical maps)	27.5%	1 h 30 min
Paper 4	Complementary assessment of the objectives in Papers 1 and 2	27.5%	1 h 30 min

Economics (0455)

Nature of the Subject

Economics is a dynamic social science concerned with scarcity, resource allocation and the methods by which choices are made in satisfying human wants. The course develops knowledge and understanding of the subject and the ability to use economic skills in everyday life.

Course Description

The course emphasises the basic economic problem, how markets work, market failure, the individual as a producer, consumer and borrower, the role of private firms and government, various economic indicators and international aspects. Economic theories are applied to real-world issues rather than studied in a vacuum.

Aims and Objectives

- Develop knowledge and understanding of economic terminology, principles and theories.
- Develop basic economic numeracy and literacy and the ability to handle simple data, including graphs and diagrams.
- Develop the ability to use the tools of economic analysis in particular situations.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Multiple choice	30%	45 min
Paper 2	Structured questions	70%	2 h 15 min

Environmental Management (0680)

Nature of the Subject

The IGCSE Environmental Management (EVM) syllabus encourages learners to draw on disciplines such as biology, Earth science, geography, economics and demographics. It considers the interdependence of the Earth's natural systems, how people use natural resources, and the impact of development on the environment — exploring ways to make future development more sustainable.

Course Description

The syllabus is taught over two years through Grades 9 and 10. Themes include: rocks, minerals and their exploitation; energy and the environment; agriculture and the environment; water and its management; oceans and fisheries; managing natural hazards; the atmosphere and human activities; human population; and natural ecosystems and human activities.

Aims and Objectives

- Knowledge of the natural systems that make life possible on Earth, and that humans are part of and depend on them.
- An appreciation of the diverse influences of human activity on natural systems and the need to manage them.
- An understanding of sustainable development that meets present needs without compromising future generations.
- A sense of responsibility and concern for the welfare of the environment and all organisms.
- A sound basis for further study, personal development and participation in environmental concerns.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Short and structured questions based on sources	50%	1 h 45 min
Paper 2	Short-answer, data processing and extended-response questions based on source material	50%	1 h 45 min

Global Perspectives (0457)

Nature of the Subject

Global Perspectives invites learners to think about significant global issues from different perspectives. It develops transferable skills in research, analysis, evaluation, communication, collaboration and reflection, encouraging learners to construct arguments, present views, work collaboratively and reflect on their place in a connected world.

Course Description

This interdisciplinary course equips learners with the skills needed to understand and address global challenges. Through topics such as sustainability, education and global conflict, students develop critical thinking by researching, analysing and evaluating diverse perspectives. A strong emphasis on collaboration prepares students to work towards common goals while appreciating different viewpoints, helping them become responsible global citizens.

Aims and Objectives

- Become independent and confident in a changing, information-rich and connected world.
- Develop an analytical and evaluative grasp of global issues, their causes and consequences, leading to evidence-based courses of action.
- Consider sustainability when analysing issues and proposing action.
- Engage with and reflect on issues independently and collaboratively, from a variety of perspectives.
- Critically assess information and support judgements with lines of reasoning to communicate effectively.

Assessment

Component	Assessment	Weighting	Detail
Component 1	Written examination — four compulsory questions based on a range of sources presenting an issue from personal, local/national and global perspectives	35%	1 h 25 min (70 marks)
Component 2	Individual Report — candidates devise their own title and write 1500–2000 words of continuous text (internally set, externally marked)	30%	60 marks
Component 3	Team Project — a Team Element (Explanation of Research and Planning plus Evidence of Action) and a Personal Element (a Reflective Paper of 750–1000 words)	35%	70 marks

Biology (0610)

Nature of the Subject

Cambridge IGCSE Biology is a two-year course designed to develop transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop attitudes such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.

Course Description

Candidates may follow the Core curriculum only, or the Extended curriculum which includes both the Core and the Supplement. Carrying out investigations and evaluating methods develops experimental skills, while group work builds teamwork and cross-curricular projects build creativity.

Aims and Objectives

- Acquire scientific knowledge and understanding of theories and practice.
- Develop a range of experimental skills, including handling variables and working safely.
- Use scientific data and evidence to solve problems and discuss the limitations of scientific methods.
- Communicate effectively using scientific terminology, notation and conventions.
- Understand that the application of scientific knowledge can benefit people and the environment, and enjoy science.

Assessment

Paper / Component	Assessment	Weighting	Duration
Core — Paper 1	Multiple choice (40 four-option questions)	30%	45 min
Core — Paper 3	Theory — short answer & structured	50%	1 h 15 min
Core — Paper 5	Practical — experimental skills	20%	1 hour
Extended — Paper 2	Multiple choice (40 four-option questions)	30%	45 min
Extended — Paper 4	Theory — short answer & structured	50%	1 h 15 min
Extended — Paper 6	Practical — experimental skills	20%	1 hour

Chemistry (0620)

Nature of the Subject

The IGCSE Chemistry syllabus helps students understand the technological world they live in and take an informed interest in science. It develops transferable skills including handling data, practical problem-solving and applying the scientific method, alongside attitudes such as accuracy, objectivity, integrity and inquiry.

Course Description

This two-year course enhances students' understanding of Chemistry through practical work related to everyday experience. Chemistry at IGCSE level incorporates mathematical, logical, analytical and conceptual skills. With enthusiasm and dedication, students often find it among the most enjoyable and rewarding subjects.

Aims and Objectives

- Acquire scientific knowledge and understanding of theories and practice.
- Develop a range of experimental skills, including handling variables and working safely.
- Use scientific data and evidence to solve problems and discuss the limitations of scientific methods.
- Communicate effectively using scientific terminology, notation and conventions.
- Understand the benefits of scientific knowledge to people and the environment, and enjoy science.

Assessment

Paper / Component	Assessment	Weighting	Duration
Core — Paper 1	Multiple choice (40 four-option questions)	30%	45 min
Core — Paper 3	Theory — short answer & structured	50%	1 h 15 min
Core — Paper 6	Alternative to Practical	20%	1 hour
Extended — Paper 2	Multiple choice (40 four-option questions)	30%	45 min
Extended — Paper 4	Theory — short answer & structured	50%	1 h 15 min
Extended — Paper 6	Alternative to Practical	20%	1 hour

Physics (0625)

Nature of the Subject

Physics explores the fundamental principles governing the natural world, fostering a deep understanding of concepts such as motion, energy and thermal dynamics. It encourages scientific inquiry and critical thinking through theoretical study and practical experimentation, integrating mathematical techniques to analyse physical phenomena and addressing global, environmental and societal challenges.

Course Description

The two-year course covers key topics including motion, forces and energy; thermal physics; waves; electricity and magnetism; nuclear physics; and space physics. It balances theoretical knowledge with practical skills, requiring students to conduct experiments and analyse data, and develops transferable skills such as precision, scientific reasoning and problem-solving.

Aims and Objectives

- Provide opportunity for scientific study and creativity within a global context.
- Develop experimental and investigative skills.
- Provide knowledge, methods and techniques that characterise science and technology.
- Help students demonstrate understanding of scientific facts and concepts.
- Help students apply and use scientific terminology to communicate effectively.

Assessment

Paper / Component	Assessment	Weighting	Duration
Core — Paper 1	Multiple choice (40 questions)	30%	45 min
Core — Paper 3	Theory — short answer & structured	50%	1 h 15 min
Core — Paper 6	Alternative to Practical	20%	1 hour
Extended — Paper 2	Multiple choice (40 questions)	30%	45 min
Extended — Paper 4	Theory — short answer & structured	50%	1 h 15 min
Extended — Paper 6	Alternative to Practical	20%	1 hour

Cambridge International Mathematics (0607)

Nature of the Subject

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 a basis for advanced study. The syllabus builds confidence by helping students develop a feel for numbers, patterns and relationships, with a strong emphasis on problem-solving and interpreting results.

Course Description

This two-year course covers Number, Algebra, Functions, Graphs, Geometry, Trigonometry, Statistics, Probability, Sets and Transformation. A spiral teaching method lets students explore the connections between topics. By the end of the course, students can manipulate numbers to solve a range of problems and interpret charts and tables.

Aims and Objectives

- Encourage the development of mathematical knowledge as a key life skill.
- Communicate and reason using mathematical concepts.
- Develop skills such as estimating, interpreting graphs and tables, understanding ratios and using scale diagrams.
- Process and present data as charts and graphs.
- Be suitably prepared for the study of mathematics at higher levels.

Assessment

Paper / Component	Assessment	Weighting	Duration
Core — Paper 1	Structured & unstructured (no calculator)	40%	1 h 15 min
Core — Paper 3	Structured & unstructured (graphic display calculator)	40%	1 h 15 min
Core — Paper 5	One investigation (graphic display calculator)	20%	1 h 15 min
Extended — Paper 2	Structured & unstructured (no calculator)	40%	1 h 30 min
Extended — Paper 4	Structured & unstructured (graphic display calculator)	40%	1 h 30 min
Extended — Paper 6	One investigation (graphic display calculator)	20%	1 h 30 min

Mathematics (0580)

Nature of the Subject

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 a basis for advanced study. The syllabus builds confidence through a feel for numbers, patterns and relationships, with a strong emphasis on problem-solving and interpreting results.

Course Description

This two-year course covers Number; Algebra and Graphs; Coordinate Geometry; Geometry; Mensuration; Trigonometry; Transformations and Vectors; and Probability and Statistics. A spiral teaching method lets students explore the connections between topics and build fluency.

Aims and Objectives

- Develop a positive attitude towards mathematics that encourages enjoyment, confidence and further learning.
- Develop a feel for numbers and understand the significance of results obtained.
- Apply mathematical knowledge and skills to their own lives and the world around them.
- Use creativity and resilience to analyse and solve problems, and communicate mathematics clearly.
- Develop the ability to reason logically and acquire a foundation for further study.

Assessment

Paper / Component	Assessment	Weighting	Duration
Core — Paper 1	Structured & unstructured (no calculator)	50%	1 h 30 min
Core — Paper 3	Structured & unstructured (scientific calculator)	50%	1 h 30 min
Extended — Paper 2	Structured & unstructured (no calculator)	50%	2 hours
Extended — Paper 4	Structured & unstructured (scientific calculator)	50%	2 hours

Business Studies (0450)

Nature of the Subject

The IGCSE Business Studies syllabus develops students' understanding of business activity in the public and private sectors and the importance of innovation and change. Students learn how the major types of business organisation are established, financed and run, what factors influence decision-making, and develop related skills such as numeracy and enquiry. The syllabus is a strong foundation for further study and for the world of work.

Course Description

The syllabus is taught over two years in Grades 9 and 10. The content is covered under the headings: Business Activity; Business Organisation; People at Work; the External Environment; Operations Management / Production; Finance and Accounting; and Marketing.

Aims and Objectives

- Develop knowledge and understanding of business facts, terminology, concepts, theories, methods and techniques.
- Develop understanding of different forms of business organisation, their structure, financing and operations, and the perspectives of different stakeholders.
- Develop the ability to evaluate qualitative and quantitative data to build arguments and make value judgements.
- Develop numerical, literary and enquiry skills, and the ability to select and interpret relevant sources of information.
- Develop an understanding of government and other external influences on businesses.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Short-answer and structured / data-response questions	50%	1 h 30 min
Paper 2	Questions based on a case study (not pre-released)	50%	1 h 30 min

Art and Design (0400)

Nature of the Subject

Art and Design falls within Group 5 (Creative, Technical and Vocational) of the ICE. It complements literary, mathematical, scientific and factual subjects and is especially concerned with the development of visual perception and aesthetics — a form of communication and a means of expressing ideas and feelings.

Course Description

In the Art and Design course, students build on their knowledge and experience of art to grow in their ability to describe, interpret, evaluate, respond and produce. They learn vocabulary and concepts associated with various types of visual arts and gain an appreciation of how the visual arts transcend culture and time, while becoming aware of present-day art practices and movements.

Aims and Objectives

- Develop an ability to record from direct observation and personal experience.
- Develop an ability to identify and solve problems in visual and other forms.
- Develop creativity, visual awareness, and critical and cultural understanding.
- Develop confidence, enthusiasm and a sense of achievement in the practice of art and design.
- Engage and experiment with a range of media, materials and techniques, including new media and technologies.

Assessment

Component	Assessment	Weighting	Detail
Component 1 — Coursework	Candidates research, develop and realise a project exploring a theme — a portfolio and a final outcome	50%	100 marks
Component 2 — Externally set assignment	Candidates respond to one starting point set by Cambridge — supporting studies and a final outcome produced under supervised conditions	50%	100 marks; 8-hour test

Computer Science (0478)

Nature of the Subject

A two-year programme that increases students' awareness of the ways in which computers are used in practical and work-related situations, with the help of various programs and software. It also helps develop the overall personality of students and makes them more tech-savvy.

Course Description

Cambridge IGCSE Computer Science is a practical subject, and a range of practical exercises is integral to teaching the qualification. Learners develop computational thinking through problem-solving and programming, and have the opportunity to write, execute, test and debug their own programs.

Aims and Objectives

- Develop computational thinking skills.
- Develop an understanding of the main principles of solving problems using computers.
- Develop the skills necessary to solve computer-based problems using a high-level programming language.
- Develop an understanding of the component parts of computer systems and how they interrelate.
- Develop an understanding of the internet as a means of communication and its associated risks, and of emerging technologies.

Assessment

Paper / Component	Assessment	Weighting	Duration
Paper 1	Short-answer and structured questions on Topics 1–10; all compulsory; no calculators (75 marks)	50%	1 h 45 min
Paper 2	Algorithms, programming and logic (75 marks)	50%	1 h 45 min

- and general enquiries.

SECTION 09

Frequently Asked Questions

Quick answers to common IGCSE questions

Frequently Asked Questions

Q. How many subjects do students take?

A. Students at LIS study a minimum of 5 and a maximum of 8 IGCSE subjects, chosen across the five subject groups with guidance from the school.

Q. What is the difference between Core and Extended?

A. Some subjects offer two tiers. Core papers target grades C–G and give a full overview of the subject; Extended papers include additional topics and target grades A*–E. Students may take Extended in subjects where they are strongest.

Q. What is the ICE, and do we need it?

A. The International Certificate of Education recognises a broad and balanced choice of at least seven subjects across the groups. Students targeting the IB Diploma are expected to attain an ICE with a Merit grade or better.

Q. When are the examinations?

A. Cambridge examinations are held in May/ June, with a March session for Hindi. LIS follows the August–June academic cycle, with final IGCSE examinations at the end of the two-year course.

Q. How are subjects chosen?

A. Subjects are offered in groups at the end of Grade 8. Student preferences are considered when forming teaching groups, and individual counselling helps students make the best choices for their interests and future pathways.

Q. What support is available for learning needs?

A. LIS provides collaborative learning support and, where appropriate and within Cambridge guidelines, access arrangements such as additional time. Families are involved throughout the process.

Q. How does IGCSE prepare students for the future?

A. IGCSE is internationally recognised and accepted for university entry worldwide. It builds a strong foundation for the IB Diploma.

Q. What is the difference between First Language English (0500) and English as a Second Language (0510)?

A. First Language English (0500) is for students who use English at, or close to, a first-language level. It develops higher-order reading, analytical and writing skills, including response to literature and a wide range of text types. English as a Second Language (0510) is for students whose first language is not English; it builds practical, confident command of English for everyday and academic use. Both are full IGCSE courses graded A*–G — they simply start from different points and have different emphases.

Q. What is the difference between Mathematics (0580) and Cambridge International Mathematics (0607)?

A. Both are full IGCSE Mathematics courses with Core and Extended tiers. Cambridge International Mathematics (0607) takes a more investigative approach and integrates the use of a graphic display calculator, which makes it a particularly smooth bridge into IB Diploma Mathematics..

Career Links

College & Career Counselling — University guidance, subject-choice advice and career planning are available through the College & Career Counsellor, Ms Swati Vats (college.counselor@lis.ac.in). The IGCSE programme builds a strong foundation for the IB Diploma, A Levels and Advanced Placement, and develops transferable skills valued in higher education and employment.