



WELLINGTON COLLEGE
INTERNATIONAL
SHANGHAI

2024 – 25

Wellington College International Shanghai

IGCSE Options



Be **You** Be **More**



Welcome From the Head of Senior School

Hello, Wellingtonians! It's always an exciting time when our year 9 pupils or those entering in year 10 have the chance to choose their IGCSE subjects. This is a pivotal moment and represents the first time that our pupils can decide what they will be studying in school. Rest assured, though - we understand that childhood is not over yet. We are proud to offer a diverse IGCSE curriculum that spans across multiple subjects, ensuring that our pupils continue to learn across a wide range of disciplines, including languages, mathematics, sciences, and the arts. Furthermore, our pupils won't have to make these decisions alone. Our teachers and parents remain fully committed to helping them make informed choices that will benefit them in the future.

For those in year 9 at Wellington, this process starts with our comprehensive booklet and culminates in the exciting Options Evening, where our pupils can speak with their subject teachers before making their final choices. Remember, life at Wellington doesn't stop just because you've started your IGCSEs. We believe in the importance of continuing sports, music, and developing passions and hobbies. Above all, we prioritise the values that make our community so fantastic - building strong friendships, having fun, and committing to an ethos that extends beyond the classroom.

Undoubtedly, the next two years will be challenging, but they will also be incredibly rewarding. With dedication and support, our pupils will emerge from year 11 with much more than just exceptional qualifications; they'll have a heightened sense of excitement about the bright future that awaits them, ready to become changemakers in an ever-changing world. So, let's seize this moment and make the next two years the best they can be.

Dr. Charles Debieux
Head of Senior School



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Introduction to GCSE/IGCSE

Pupils in years 10 and 11 in the English National Curriculum study for GCSEs (General Certificate of Secondary Education) between the ages of 14 and 16. Here at Wellington we offer a similar model, studying mostly IGCSEs (International GCSEs). The terms IGCSE and GCSE are largely synonymous, the content is often very close in style, and many independent schools, including Wellington College UK, choose to study the IGCSE. Hereafter we will refer to IGCSEs.

The results of the IGCSE exams may be used in the UK by selective schools to set barriers to study the IB Diploma or A Levels in the sixth form (years 12 and 13). The results are also used by universities when making prospective offers to pupils hoping to study there. That is to say the qualifications are not used to gain entry, but may be used to negotiate terms of entry. IGCSEs give an early indicator of academic potential.

Most universities worldwide recognise the IGCSE qualification because they are likely to have experience of British pupils, and it is the standard British national qualification for pupils of that age.

The International GCSE is worth no more and no less than the GCSE; they are the same qualification. The IGCSE is offered because international schools often find exams are to be sat at awkward times. Some aspects of administration, such as coursework, are simplified for the international market. In some subjects the curriculum content for IGCSEs is more appropriate for an international setting.

Length of Course

IGCSEs are independent two-year courses, meaning it is rarely appropriate to change once a course has been started. Any pupil who does not follow the full two-year course from start to finish will be at a major disadvantage come the final examinations.

Subject Choice and Number

Subject choice is informed largely by what pupils will be required to take in their final two years, 12 and 13, for the IB Diploma. It is usual for schools to have a range of compulsory subjects and then to offer an element of choice. This structure means that pupils do not accidentally close off paths of study at 16+. The compulsory subjects facilitate subject choice for the IB, where English, mathematics, a science, a foreign language, a humanity and a more broadly enriching subject are all required.

Able pupils in the UK would study for around 9 or 10 IGCSEs. The curriculum at Wellington College International Shanghai expects that most pupils will study 10 IGCSEs but allows for some pupils to study fewer if appropriate to their circumstances. Some may also study the advanced mathematics AS-level qualification.

Entry into the Sixth Form

At Wellington College International Shanghai, we would normally expect pupils aiming to take the IB to have at least 7 IGCSEs at grades A* – B/grades 9 – 6, of which four are A* – A/grades 9 – 7, with at least two A* grades (either two grade 9s or one grade 8 and one grade 9.)

Pupils scoring lower than this are likely to find the IB Diploma a considerable challenge. They may still cope with IB if their work ethic is right, however they should be prepared to seek guidance on which combinations of subjects might best enable a good point score.

Ultimately, entry into the sixth form at Wellington is at the discretion of the Head of Senior School. Where a pupil falls short of these guidelines she or he may still be admitted if, in the judgment of the Head, the pupil has consistently demonstrated good personal conduct and the appropriate levels of effort, attitudes to study, and approaches to learning. Conversely, a pupil could be declined entry into the sixth form because of a significant lack of such qualities, even though our expectations in terms of grades have been met.

UK Exam Boards

There is a freedom of choice in the UK system, which means that if a school wants to deliver a subject at IGCSE, it can choose, to an extent, the subject content and how it is examined. Several different exam boards offer the same subjects.

Typically, schools will pick the exam board whose syllabus best matches what the school wants to deliver, what they feel is in the best interest of their pupils and/or what will make administration easier. No one board is more prestigious than the others and universities do not take into account the board the candidate has sat.

A UK organisation called the QCA (Qualifications and Curriculum Authority) is there to ensure standards are the same between boards. So, it makes no difference if a pupil sits a GCSE or and IGCSE offered by one exam board or another. The final grade is worth exactly the same.

Assessment and Awards

IGCSEs do not result in one single grade, score or level: a separate grade is awarded for each subject. How well a pupil has done depends on how many IGCSEs have been passed, and which grade has been achieved in each. The awards are made by the exam boards, totally independently of the school, according to strict regulations.

All courses end with examinations in May or June of year 11 (except some mathematics pupils, who will be examined in year 10). These examinations are formal, and are set and marked externally.

Some courses also include an element of coursework. This is special work completed in school during year 10 and/or year 11 which may be marked internally or externally, and counts towards a percentage of the final Mark.

For your child starting year 10 in August 2021 there will be two grading systems in place. The CIE grading system, with grades A*, A, B, C, D, E, F, G will be for the following subjects:

- Business studies
- Chinese
- Computer science
- Design and technology
- Drama
- English
- English literature
- Geography
- Global perspectives
- History
- Music

Grades A* to C are considered good pass grades by most international schools, universities and employers. Grades D to G, although nominally a pass, are not considered such in practice. A 'U' means 'ungraded', and a pupil would receive no certificate for that subject.

The Edexcel grading system, with grades 9 (highest grade), 8, 7, 6, 5, 4, 3, 2, 1 (lowest grade), will be for the following subjects:

- Mathematics
- PE
- Physics
- Chemistry
- Biology
- Spanish
- French
- Art

Grades 9 to 4 are considered good pass grades by most international schools, universities and employers, with grade 5 being considered a strong pass grade. Grades 3 to 1, although nominally a pass, are not considered such in practice. A 'U' means 'ungraded', and a pupil would receive no certificate for that subject.

A comparison between the two grading systems is shown below.

CIE grading system	Edexcel grading system
A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
	1

Year 10 & 11 Curriculum Summary

COMPULSORY SUBJECTS

- **Global Perspectives:** All pupils take the IGCSE Global Perspectives qualification.
- **English:** Pupils will study English language and English literature, which are two separate IGCSEs. For some pupils, the IGCSE in English as a Second Language may be more appropriate. For a few pupils, it may be appropriate to drop the study of the literature course.
- **Mathematics:** All pupils take the IGCSE mathematics qualification at the end of year 11. In addition, some pupils will also study the advanced mathematics course (an AS Level qualification) with a view to taking this examination at the end of year 11 alongside the IGCSE qualification.
- **Chemistry:** Chemistry is a compulsory subject and pupils must take at least one additional science subject.

OPTIONS SUBJECTS

Options are available within a structured framework. The objective is to give pupils a degree of choice without them becoming overly focused in one area or closing any potential future paths of study. They also look ahead to the IB options groups and ensure that all pupils are well-placed to choose suitably for the sixth form in due course. Pupils will choose up to six options subjects so that they fulfil these subject area requirements:

- **Sciences:** These are taught as separate subjects: biology, chemistry and physics. Pupils must choose one other science to study alongside chemistry and many will choose to study all three sciences.
- **Foreign language:** A foreign language is a compulsory requirement for the IB. For IGCSE, pupils may take one of Spanish, French, and Chinese. If pupils wish to take two foreign languages, one of them must be Chinese.
- **Humanities:** Pupils are required to take at least one of business studies, geography, history.
- **Arts & electives:** Pupils are required to take at least one of art, drama, DT, music or PE.



There now follows a detailed discussion about each of the options that we offer. You will then be asked to make a choice about the subjects that you wish to study for IGCSE.

Art

Course name: IGCSE Art & Design
Exam board: Edexcel

This is a two-year course and is examined by a practical exam at the end of the course.

Component 1: Personal Portfolio 50%

Component 2: Externally-set Assignment 50%

ENTRY REQUIREMENTS

There are no entry requirements, though an interest in and passion for the subject are strongly recommended.

IGCSE art is a prerequisite course for studying IB fine art. Art remains the most important subject to study in the sixth form for applicants to university and art school courses in fine art, architecture, fashion and graphic design, as well as in a variety of related disciplines.

SYLLABUS CONTENT

At Wellington College International Shanghai we follow the Edexcel Art and Design IGCSE programme – Fine Art endorsement. We believe this affords our pupils a well-rounded and flexible learning journey that builds on the skills and principles developed in the Prep and Senior School. The course is ideal preparation for studying visual arts at IB level as pupils have opportunities to gain experience in portfolio preparation, comparative study and exhibiting/ curating work.

In year 10, pupils begin the course with a guided introduction to a range of 2D and 3D media. This unit introduces pupils to skills and techniques across a range of media including painting, drawing, printmaking, textiles, sculpture and digital media. Pupils respond to theme-based projects over the remainder of year 10 and the first half of year 11. These projects allow pupils to explore a variety of specialist art disciplines and give them opportunities to build a portfolio of work that is internally assessed and externally moderated. In February, pupils begin their final externally set exam unit. This concludes with a ten-hour practical exam which is externally marked.

WHY ART?

Art IGCSE introduces pupils to a range of valuable creative methodologies, encouraging risk-taking and experimentation. It remains a unique subject in that pupils are given total freedom as to how they choose to express themselves, developing in them the ability to tolerate—and, indeed, welcome – uncertainty and ambiguity. Pupils learn to maintain the demands of producing ideas and developing projects on a regular basis. Through combining the analysis of visual culture with the study of practical disciplines, the course stretches pupils' ability to exist in creative, analytical and imaginative relationships with their environment.

Biology

Course name: IGCSE Biology
Exam board: Edexcel

Pupils will sit two externally marked papers at the end of two years.

Paper 1: 66% of the marks

Paper 2: 34% of the marks

Both papers cover the full course and no coursework is required.

ENTRY REQUIREMENTS

Biology is open to all pupils at this level. Most countries' junior high school or key stage 3 science courses will provide adequate preparation. Please contact the head of science if you have specific concerns.

SYLLABUS CONTENT

Pupils will study concepts related to the following broad topics:

The nature and variety of living organisms; structures and functions in living organisms; reproduction and inheritance; ecology and the environment; use of biological resources; microorganisms; genetic engineering.

WHY BIOLOGY?

All the sciences aim to develop the skills pupils need to make informed decisions on scientific and technological matters in their adult lives. Biology is the effort to define and understand the natural world and our place in it. It is an academically rigorous subject which develops analytical and critical thinking skills as well as communication and collaboration.

It is essential that any pupil wishing to study biology at post-16 level should do this course. Biology is a highly-recommended course for future study of many science-related disciplines including medicine, biomedical sciences and veterinary science.

Business Studies

Course name: IGCSE Business Studies
Exam board: CIE

This is a two-year course and is examined by two written papers at the end of the course.

Paper 1: Written examination consisting of four questions requiring a mixture of short answers and structured data responses. (50%)

Paper 2: Written examination consisting of four questions based on a case study, provided as an insert with the paper. (50%)

There is no coursework.

ENTRY REQUIREMENTS

There are no entry requirements and there is no expectation that any pupils have studied business before. However, the ability to think critically and an interest in the world around you would be a distinct advantage.

SYLLABUS CONTENT

This course is a traditional introduction to business studies. Broadly speaking the course is broken down into the standard areas of marketing, human resource management, finance and operations. We will start with a general introduction to the business world and structures of businesses. Much use is made of real-world examples to illustrate the theory. Many of the assessments are based upon case studies of both real and fictional businesses. We also encourage in-depth studying of particular topics based around real companies and other types of organisations, such as charities, so that pupils can start to see the interdependent nature of the topics.

WHY BUSINESS STUDIES?

The ideas and concepts that we look at in business studies are important in any walk of life, for example, it is essential that all managers understand how to motivate people no matter the discipline they work in, and nearly every organisation engages in marketing and produces accounts. Studying business will help pupils develop a critical understanding of, and interest in, the world around them. It is also, a good first step in understanding the principles of running a successful business.

Studying business requires the understanding of a wide range of theories but knowing how to apply these to different situations and organisations, evaluating them, examining the impact of decisions and solving problems are all key skills that are acquired through the study of business.

Chemistry

Course name: IGCSE Chemistry
Exam board: Edexcel

The course is linear with a single tier assessment at the end of two years. Pupils will sit two externally marked papers.

Paper 1: 66% of the marks

Paper 2: 34% of the marks

Both papers cover the full course.

ENTRY REQUIREMENTS

Most countries' junior high school or key stage 3 science courses will provide adequate preparation. Please contact the head of science if you have specific concerns.

SYLLABUS CONTENT

Pupils will study concepts related to the following broad topics:

- Principles of chemistry; chemistry of the elements; organic chemistry; physical chemistry and chemistry in society.
- Pupils will acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts. There is a large practical element to this course.

WHY CHEMISTRY?

All the sciences aim to develop the skills our pupils need to make informed decisions on scientific and technological matters in their adult lives. Studying chemistry allows us to understand the world at a particle level. A good chemistry IGCSE grade is evidence of ability to think at an abstract level, solve problems, be precise and work hard.

It is essential that any pupil wishing to study chemistry at post-16 level should do this course. Chemistry is a recommended course for future study of many science related disciplines including medicine and dentistry; it is respected by employers in many other fields.

Chinese (As a First Language)

We offer three different pathways for continued study of Chinese, each of which is suited to a different type of learner.

- Those who know Chinese as a first language can develop their understanding of literature and hone their writing skills through the IGCSE first language course.
- Those whose Chinese is not quite at a native level may find the IGCSE second language course more suitable, in which the focus is broadening vocabulary and sentence structures and on strengthening all four skills of reading, writing, listening and speaking.
- Finally, the IGCSE foreign language course offers a chance for those who are relatively new to the language to continue their skills. This course models the learning found in other modern foreign language courses.

Course name: IGCSE 0509 Chinese First Language
Exam board: CIE

ENTRY REQUIREMENTS

First language Chinese speakers who are proficient in Chinese may select this course. Pupils wishing to pursue this course will need to demonstrate native- speaker ability in the classroom.

SYLLABUS CONTENT

Candidates will engage with a range of genres and types of texts, including fiction and nonfiction, essays, reviews and articles, as well as classical Chinese texts. The course focuses on the study of writers' use of language and style. Candidates also focus on the ways in which writers achieve effects and influence readers.

WHY CHINESE FIRST LANGUAGE?

This course enables candidates to:

- Read a wide range of texts, fluently and with good understanding and appreciating a variety of language.
- Communicate accurately, appropriately and effectively when writing.
- Develop skills of a more general nature (e.g. analysis, drawing of inference).
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

ASSESSMENT

All candidates will take two papers.

Paper 1: Reading 23 marks, directed writing 25 marks and classical Chinese 12 marks, 2 hours and 15 minutes, 60 marks in total, 50% Externally assessed

Paper 2: Writing of Section 1 – Discussion and argument; Section 2 – Description and narration, 1 hour and 15 minutes, 40 marks, 50% Externally assessed

Course name: Chinese Second Language
Exam board: CIE

ENTRY REQUIREMENTS

Second language speakers who have studied Chinese as an additional language and are fluent in all the four skills at close to native level may take this course.

SYLLABUS CONTENT

- Candidates will further develop their practical communication skills in listening, speaking, reading and writing. Candidates will learn to select relevant details, understand the difference between what is directly stated and implied, practise writing for different purposes and audiences, and express their own viewpoints.

- Young people and education: education and careers; peer relationships.
- Society: family relationships; health and fitness; leisure activities; communication and technology.
- The world: geographical surroundings; environment.
- Cultural diversity: life at home and in other countries.

WHY CHINESE SECOND LANGUAGE?

This course enables candidates to:

- Develop the ability to use the language effectively for purposes of practical communication.
- Form a sound base in terms of the skills, language and attitudes required for further study.
- Develop an awareness of the nature of language and language-learning skills, along with skills of a more general application.

ASSESSMENT

Paper 1: Reading and writing, 2 hours, 60 marks, 60%, externally assessed

Paper 2: Listening, 35–45 minutes, 20 marks, 20%, externally assessed

Component 3: Speaking, 10–13 minutes, 60 marks, 20%, Internally assessed and externally moderated



Chinese (As a Second Language)

Course name:
IGCSE 0547 Mandarin Chinese
Exam board: CIE

ENTRY REQUIREMENTS

This course is for first language Chinese speakers, who may not be proficient in written Chinese or second / foreign language Chinese speakers who have studied the language for a minimum of two years. This course is not for complete beginners and presupposes a minimum two years' prior study.

SYLLABUS CONTENT

Candidates will further develop their reading, writing, listening and speaking skills through the study of the following topics:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

WHY MANDARIN CHINESE?

This course enables candidates 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.

ASSESSMENT

All candidates take four papers.

Paper 1: Listening 25%
Externally assessed

Paper 2: Reading 25%
Externally assessed

Paper 3: Speaking 25%
Internally assessed/externally moderated

Paper 4: Writing 25%
Externally assessed

Candidates who wish to take any IB course in Chinese, who have not completed an IGCSE course, will be admitted only at the discretion of the director of Chinese studies and the Head of Senior School.

Computer Science

Course name:
IGCSE Computer Science
Exam board: CIE

This course is assessed through two examinations:

- Written examination paper (60% of the overall mark)
- Practical examination paper (40% of the overall mark)

There is a practical task which is not assessed but is used as the basis of the questions in Paper 2.

Paper 1: Theory of computer science (1 hour 45 minutes)

This written examination consists of multiple-choice and short-answer questions on content such as data representation, security and ethics.

Paper 2: Practical problem solving and programming (1 hour 45 minutes)

This written examination consists of multiple-choice and short-answer questions on content such as algorithm design, problem solving and data structures.

ENTRY REQUIREMENTS

There are no entry requirements, but a general knowledge of how to use a computer for basic everyday tasks would be an advantage.

WHY COMPUTER SCIENCE?

Cambridge IGCSE Computer Science is an ideal foundation for further study in computer science. Understanding the principles of computer science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learned can also be used in everyday life.

Cambridge IGCSE Computer Science enables learners to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem solving using computers.

Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.



Design and Technology (DT)

Course name:
Cambridge IGCSE Design and Technology
Exam board: CIE

This is a two-year course examined by two written papers and a large coursework project. Pupils who elect to study this subject must select a preferred specialism from **Product Design** and **Design Engineering**. The two specialisms are taught as separate classes.

Component 1 (25% of IGCSE)

Paper 1: Written examination (1 hour, 15 minutes)

The questions on this paper relate to the design process. Pupils are expected to write a specification, design concept ideas, and evaluate and develop their designs while demonstrating an understanding of suitable materials and manufacturing processes.

Externally assessed

Component 2 (25% of IGCSE)

Paper 2: Written examination (1 hour)

The questions on this paper relate to the chosen specialism.

Externally assessed

- Product Design: Pupils are expected to demonstrate an understanding of materials such as wood, metal, plastic, composites, innovative materials, manufacturing techniques, finishes, health and safety and CAD/CAM.
- Design Engineering: Pupils are expected to demonstrate an understanding of engineering principles such as structures, material comparisons, forces and reactions, motion conversion/transmission and electronics concepts.

Component 3 (50% of IGCSE)

Coursework

Pupils focus on the coursework for two terms and submit two pieces of work:

- An A3 folder leading up to an outcome (70% of coursework)
- Final practical outcome (30% of coursework)

Internally assessed and externally moderated

ENTRY REQUIREMENTS

Pupils who wish to study IGCSE Design and Technology should discuss their suitability for the course with their teachers. A keen interest in the subject is required due to the intensity of the course and the volume of coursework involved. Class sizes for this subject are limited due to health and safety regulations. For the Design Engineering specialism pupils will ideally also study Physics or Computer Science as these subjects complement each other in directing the pupil's knowledge towards a career in engineering.

SYLLABUS CONTENT

In year 10, pupils will undertake a foundation project involving the manufacture of a wooden cabinet (for Product Design) or a remote-controlled car (for Design Engineering). This gives the pupils vast experience in critical skills they will apply in their coursework.

Pupils will then start the coursework and continue it through the rest of year 10. Pupils will learn to explore needs, wants and opportunities in designing for an actual client. They will develop flexible and independent thinking and draw upon a wide range of information from first- and second-hand sources. Pupils will learn how to modify and transform ideas as they design and accurately judge material selections, manufacturing processes, form and function. They will also appreciate and consider environmental issues both locally and globally. In year 11, they will design and make a final product for a specific client and need in preparation for the end of year 11 examination.

WHY PRODUCT DESIGN?

First, any pupil interested in studying any design discipline or other creative industries at university should be encouraged to study this IGCSE. In addition, those interested in courses such as advertising, marketing, business or social sciences should also consider the course.

Finally, anyone with an interest in the products around us, such as the clothes we wear, the transport we use, or the activities we do, would learn a great deal about how design shapes the world in which we live and appreciate how it dictates the way we live our lives.

Product Design gives pupils the opportunity to develop their creativity, presentation and collaborative skills while learning a broad range of practical skills. The facilities at the College are also a great pull, and pupils will experience, first hand, traditional and modern manufacturing techniques, including CAD/CAM systems.

Pupils who wish to take the course at IB but have not completed an IGCSE course will be admitted only at the discretion of the Head of Department and Head of Senior School.

WHY DESIGN ENGINEERING?

The IGCSE Design Engineering course benefits students interested in pursuing any design, creative or architecture discipline at university. It also provides valuable skills and knowledge for students interested in advertising, marketing, business or social sciences courses. Additionally, this course is ideal for anyone who wants to learn about the impact of design on the world around us, including the various products we use every day. By studying this course, students can understand how design shapes our world and appreciate how it influences our lives.

Design Engineering offers a unique opportunity for students to develop their creativity and presentation skills while learning a broad range of practical skills. Our College has state-of-the-art facilities that provide first-hand experiences of traditional and modern manufacturing techniques, including CAD/CAM systems.

Pupils who aspire to take the IB Design Technology course but have not completed the IGCSE course are welcome to apply. However, the decision to admit such students to the course is entirely at the discretion of the Head of Department and Head of Senior School. We highly recommend students complete the IGCSE course before applying for the IB Design Technology course to be better equipped for the demands and content of the program.





Drama

Course name: IGCSE Drama

Exam board: CIE

Cambridge IGCSE drama is accepted by universities and employers as proof of knowledge and understanding of both the theory and practical application of drama.

Through practical and theoretical study, the Cambridge IGCSE drama syllabus encourages pupils to understand and enjoy drama by:

- Developing their performance skills, both individually and in groups.
- Understanding the role of actor, director and designer in creating a piece of theatre.
- Considering ways in which ideas and feelings can be communicated to an audience.
- Discovering the performance possibilities of plays and other dramatic stimuli.
- Devising dramatic material of their own.

ENTRY REQUIREMENTS

It is essential that those pupils choosing to take drama are passionate about the subject and understand the commitment and work involved in this subject.

Any pupil wishing to take IGCSE Drama will have an interview and audition in order to be accepted onto the course. If you are interested in applying, please prepare a 2-minute monologue from a modern play and discuss your intention to apply with the head of department.

ASSESSMENT

For Cambridge IGCSE Drama, candidates take two compulsory components.

Component 1 (40% of IGCSE)
Written examination (2 hours 30 minutes)

The questions on this paper relate to prerelease material which is sent to centres in advance of the examination. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play). Candidates devise a piece of drama based on one of the three stimuli and study the extract from the play. The questions on the paper will require candidates to have engaged with the prerelease material from the perspective of actor, director and designer. The question paper is structured as follows:

- Section A (30 marks) Candidates answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks).
- Section B (25 marks) Candidates answer one longer-answer question from a choice of three on the extract from the play.
- Section C (25 marks) Candidates answer one longer-answer question from a choice of three on the drama devised from their chosen stimulus.

Externally assessed

Component 2 (60% of IGCSE)
Coursework

Candidates submit three pieces of practical work:

- One individual piece (3–5 minutes): one performance of an extract from a play.
- Two group pieces (maximum 15 minutes each): one performance of an extract from a play and one original devised piece.

Internally assessed and externally moderated

The IGCSE in drama encourages pupils to:

- Develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study.
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas.
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities.
- Reflect on and evaluate their own work and the work of others.
- Develop and demonstrate competence in a range of practical, creative and performance skills.
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama.
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

English Language (As a First Language)

Course name:
IGCSE English – First Language
Exam board: CIE

This is a two-year course and is examined by two written papers, one primarily focused on reading skills and the other focused on writing skills.

Component 1: Reading Passages

This paper is assessed by a two-hour examination which is worth 50% of the final mark. Candidates answer questions on three passages which are related by theme and totalling 1200-1400 words.

Component 2: Directed Writing and Composition

This paper is assessed by a two-hour examination which is worth 50% of the final mark. Candidates answer two questions. Section A assesses pupils' ability to use inference to respond to a passage while maintaining a high level of written communication. Section B assesses pupils' ability to write creatively in either a descriptive or a narrative style.

ENTRY REQUIREMENTS

There are no entry requirements, but the course has been designed for pupils who are able to write English to native speaker standard. Entry onto this course is therefore at the discretion of the Head of English and Head of Senior School, based on evidence of a pupil's proficiency in the use of English for social and academic purposes.

SYLLABUS CONTENT

Throughout the two-year course, pupils will familiarise themselves with writing in a range of forms including: letters, reports, journals, speeches, interviews, newspaper reports and magazine articles. They will refine their ability to demonstrate their understanding of implicit meanings and attitudes in a similar range of forms.

English Language (As a Second Language)

Course name:
IGCSE English – Second Language
Exam board: CIE

This course is examined by two written papers, one primarily focused on reading and writing skills and the other focused on listening skills.

Component 2: Reading and Writing (Extended)

This paper is assessed by a two-hour examination which is worth 50% of the final mark. Pupils are required to read five short passages, completing a range of exercises to demonstrate understanding of what they have read. They are also expected to complete two writing activities which focus on the quality of written expression and the creativity shown in their ideas.

Component 4: Listening (Extended)

This paper is assessed by a 50-minute examination which is worth 50% of the final mark. Candidates listen to a range of short audio clips, answering questions to demonstrate their understanding of what they have heard.

ENTRY REQUIREMENTS

There are no entry requirements, but the course has been designed for pupils who speak English to a competent level.

SYLLABUS CONTENT

Throughout the course, pupils will familiarise themselves with different reading, writing and listening skills to consolidate their language skills and with the aim of preparing them fully for the IB. Lessons will focus on the quality of written English as well as on different reading and listening strategies that should help pupils across a range of subjects and within their daily life as part of an English speaking environment.

CHOICE OF ENGLISH LANGUAGE COURSES

The school reserves the right to establish the choice of course that will best reflect the abilities and support the development of pupils, in terms of their progress in English Language learning.

Through ongoing assessment, we will determine which pupils will be better served by taking the English as a Second Language course. The IGCSE English – Second Language is widely recognised by universities as a qualification that meets the requirement to show that a sufficient standard of English has been achieved.

English Literature

Course name:
Cambridge IGCSE English – Literature
Exam board: CIE

This is a two-year course and is examined by two written papers.

Component 1: 50% of the overall weighting

This covers prose and poetry set texts in a 1 hour and 30 minute closed text (no book) examination.

Component 3: 25% of the overall weighting

A 45-minute examination on a drama text (open text). Candidates answer one question on one text. There is a choice of two questions (one passage based and one essay).

Component 4: 25% of the overall weighting

A 1 hour and 45 minute unseen paper. Pupils will answer a question on a poem or a piece of prose that they have not previously seen.

ENTRY REQUIREMENTS

There are no entry requirements, but the course has been designed for pupils who are able to study a literary text with confidence. You must feel comfortable with 'closed text' (no book) examinations.

SYLLABUS CONTENT

Lessons will focus on pupils' ability to analyse a range of texts and structure a literary response. A strong outcome in IGCSE literature is a considerable advantage in taking IB English 'A', which is an exclusively literary course.



French (As a Foreign Language)

Course name:
IGCSE French – Foreign Language
Exam board: Edexcel

This is a two-year course and is examined by three exams at the end of the course.

Paper 1: Listening (25%)

Paper 2: Reading and writing (50%)

Paper 3: Speaking test (25%)*

* This will take place at the College on a date to be confirmed between mid- March and the date of the final French exam paper.

There is no coursework.

ENTRY REQUIREMENTS

The course has been designed for pupils who have studied French for at least one year and therefore have some prior knowledge. The head of department, prior to acceptance onto the course, will assess pupils who have not studied French before.

SYLLABUS CONTENT

Pupils will learn to use the language as a means of practical communication and develop all four skills of speaking, listening, reading and writing. They will also learn about the culture of Franco- phone countries across the world.

WHY FRENCH?

- With English, French is the only language spoken on all five continents. It is a major language of international communication, and is the second most learned foreign language in the world. It is a real career asset to be able to communicate in French, as it is the official language of many international organisations such as the United Nations and UNESCO.
 - Being able to speak French is advantageous as France is the world's sixth largest economy.
 - Learning French is learning the language of art, as France is such a culture-rich country. Through the language you get a better understanding of the worlds of fashion, gastronomy, literature and the arts.
 - Shakespeare's language has its roots in that of Moliere. French may better your understanding of the literature you study in English and also widen your vocabulary.
 - Mastering French, a romance language, will help you learn other languages, such as Spanish or Italian.
- Special cases that should be discussed with the head of department:
- Any pupil who wishes to take IGCSE French as an extra self-study course.
 - Any pupil who might wish to take French as a subject for IB but does not intend to take IGCSE French.

Geography

Course name:
Cambridge IGCSE Geography
Exam board: CIE

This is a two-year course and is examined by three exam papers at the end of year 11.

- Geographical themes (45% of the overall mark): focuses on knowledge and understanding of the three core themes: population and settlement, the natural environment, and economic development.
- Geographical skills (27.5% of the overall mark): focuses on the interpretation and analysis of geographical information.
- Alternative to coursework (27.5% of the overall mark): focuses on the fieldwork process; including data collection, analysis and making conclusions.

Pupils will learn about and consider solutions to the major global challenges of the 21st century. Throughout the course, pupils will consider questions such as:

- Is it possible to support a world population of 10 billion?
- How can people be protected from natural disasters such as floods and earthquakes?
- Is tourism always positive for host communities? Can it be managed to ensure any negative impacts are reduced?
- Why do some countries have food shortages and what can be done to help?
- Why do people in the poorest countries have the largest families and what challenges does this create for families and governments?
- Why is the rainforest important and how is it being threatened?

Throughout the course, pupils will gain invaluable skills in: data collection; analysis and presentation; report writing; presenting, arguing and justifying viewpoints; summarising information; and working collaboratively in groups. These skills, in addition to an understanding of global issues, are highly valued by employers across a range of industries.

SYLLABUS CONTENT

Population and settlement

- Population and migration
- Settlements and service provision

The natural environment

- Earthquakes and volcanoes
- Rivers and coasts
- Measuring the weather
- Climate and vegetation

Economic development

- Development
- Food production
- Industry
- Tourism
- Energy and water resources
- Environmental risks of economic development

Pupils who wish to take IB Geography, who have not completed the IGCSE course, will be admitted only at the discretion of the head of department.

WHY GEOGRAPHY?

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. So many of the world's current issues – at a global scale and locally – boil down to geography, and need the geographers of the future to help us understand them.”

Michael Palin, 2011

Global Perspectives

Course name: Cambridge IGCSE Global Perspectives
Exam board: CIE

Global Perspectives is a core course from years 9-11. The IGCSE course builds upon foundational skills that have been introduced throughout year 9. This is a two-year course and is examined through the following elements at the end of year 11:

Component 1: Individual Research Report (30% of the overall mark). Pupils generate a focus question related to a global issue and research varying perspectives regarding the causes, consequences, and solution to the issue. They present their findings in the form of an academic paper of 2000 words.

Component 2: Team Project (35% of the overall mark). Pupils work collaboratively in groups of 3-5 members to research a global issue in a local or national context. They design, carry out, and execute an action project to impact the issue they have identified. Pupils produce an overview of their project and an activity log in teams, as well as an individual reflective paper of 1000 words.

Component 3: Examination (35% of the overall mark). Pupils will apply their skills of investigation, source analysis, critical evaluation of research and evidence, and evaluation of arguments and courses of actions to an unseen collection of sources of information regarding a global theme or issue. The examination is 85 minutes.

Throughout the course, pupils will explore themes relating to significant global issues facing humanity. These include: poverty; hunger; climate change; the development of artificial intelligence, gender inequality, migration, education, and

development. The lessons are designed to develop investigative and evaluative skills, in addition to provoking meaningful discussion and an appreciation of multiple perspectives surrounding global problems and potential solutions. An emphasis is placed upon preparing pupils with the self-management, thinking, and research skills required for success in the IB core program. Academic honesty and the conventions surrounding citation of evidence and referencing are also a key part of learning in this subject. Pupils will attend a service residential trip as part of their global perspectives team project course requirement.

SYLLABUS CONTENT

Global Perspectives is a skills-based subject and therefore, as such, there is no prescribed body of knowledge that is required for success in each of the elements. However, lessons are designed to explore a range of pertinent global issues and explicit links are made to the United Nations Sustainable Development Goals.

WHY GLOBAL PERSPECTIVES?

“You have to work and think about how we can make this world a better place for all. This is what I'd really like to ask our young leaders. We will try as leaders of today to minimise the problems which we will hand over to you. But it is to you. You have to take ownership and leadership of tomorrow. For that to be possible, you have to strengthen your capacity and widen your vision as a global citizen.”

Ban Ki-moon
(former General Secretary of the United Nations)

History

Course name: IGCSE History
Exam board: CIE

This is a two-year course and is examined by two written papers at the end of the course and one piece of coursework completed during the second year of study.

Paper 1: 40% of the final mark

Paper 2: 33% of the final mark

Coursework: 27% of the final mark

ENTRY REQUIREMENTS

There are no formal entry requirements. It should, however, be noted that the history course at Wellington is specifically designed to prepare pupils for the skills and knowledge requirements of the IGCSE syllabus. Pupils need to be confident users of English, in speech and writing, and to enjoy reading.

SYLLABUS CONTENT

The course begins in 1919 when Europe lay in ruins after the Great War and the various peace treaties were being formulated. The role and successes, or not, of the League of Nations leads pupils to the rise of Hitler in Germany, Nazi foreign policy and the causes of World War II. The end of the war in 1945 and the onset of the Cold War follows, with the conflicts in Korea, Cuba and Vietnam taking centre stage, as Eastern Europe falls behind the Iron Curtain and China rises as a world power. The eventual destruction of the Berlin Wall and the collapse of the Soviet Empire leaves pupils to conclude the course with a study of more recent events in the Gulf and Middle East.

WHY HISTORY?

The Twentieth Century, marked by momentous achievements, rocked by turbulent events and tragedy, is the setting for IGCSE History. Pupils are challenged to explore the motivations of the leaders who shaped the most ‘bloody’ century to date and investigate the causes and consequences of their actions through events that characterised the period.

As a truly international course, IGCSE History promotes international understanding and is an excellent foundation for the IB Diploma Programme. There is a common misunderstanding about the utility and value of history as a non-vocational course. Although history does not focus on a particular set of careers, the skills gained in digesting information and forming a coherent analysis of a particular situation are widely applicable across many disciplines.

Accordingly, the assessment for this course does not focus on the depth of the pupil’s knowledge of the events covered but on the deployment of that knowledge in formulating coherent arguments.



Psychology

Course name: GCSE Psychology
Exam board: Pearson Edexcel

This is a two-year course and is examined by 2 papers.

Paper 1: Written examination consisting of 1hr and 45 minutes of multiple choice, short and extended answer questions, worth 55% of the qualification.

Paper 2: Written examination consisting of 1 hour and 20 minutes of multiple choice, short and extended answer questions, worth 45% of the qualification.

There is no coursework.

ENTRY REQUIREMENTS

There are no entry requirements and there is no expectation for pupils to have studied psychology before. Skills that will be developed on this course are statistical skills, short answer and essay-writing skills. Pupils will also need to think critically about research and theories aimed at explaining human behaviour.

SYLLABUS CONTENT

Pupils are introduced to psychological concepts and methodologies in the context of real-life issues, focusing on key questions, the work of renowned psychologists and the research students can undertake themselves. Pupils will be introduced to psychological debates, such as the extent to which nature or nurture affects behavioural outcomes.

Pupils will study a range of core topics including development, memory, psychological problems, neuropsychology and social influence. Research methods will be integrated in each module. They will then study 2 optional topics, criminal psychology and sleep and dreaming. Pupils will be introduced to different perspectives throughout the course, for example the psychodynamic and biological approach will be taught in the sleep and dreaming module.

WHY PSYCHOLOGY?

Many pupils express a keen interest in developing their knowledge about the human mind and behaviour and find it fascinating to gain insight into their own cognitive processes and that of those around them. Not only is there application to other areas of their own lives, such as being able to devise effective revision strategies using content from the memory module, but the skills that pupils learn are applicable to a wide range of careers. Pupils develop skills in writing objectively, weighing up evidence and coming to a conclusion. Pupils also analyse and evaluate evidence and must apply their knowledge to novel scenarios. Pupils wanting to study psychology at IB level, do not need to study GCSE psychology, although the GCSE does provide a good foundation for the IB course.

Mathematics

Course name: IGCSE Mathematics
Exam board: Edexcel

The syllabus is divided into two tiers: Foundation and Higher. The Foundation tier covers grades 1 to 5, while the Higher tier covers grades 4 to 9. However, all pupils at Wellington College International Shanghai take Higher Tier in Year 11.

The IGCSE Higher tier Edexcel mathematics exam consists of two papers, each lasting 1 hour and 30 minutes. The exam assesses students' knowledge and understanding of the topics covered in the syllabus and their ability to apply this knowledge to solve problems. (IBO, 2014)

SYLLABUS CONTENT

- **Number:** This includes topics such as fractions, decimals, percentages, ratios, and proportion.
- **Algebra:** This includes topics such as simplifying expressions, solving equations, and working with sequences and functions.
- **Geometry:** This includes topics such as angles, triangles, circles, and 3D shapes.
- **Measures:** This includes topics such as units of measurement, area, volume, and surface area.
- **Statistics and Probability:** This includes topics such as data collection, representation, and analysis, as well as probability and statistical inference.

In addition to these topics, the syllabus also covers problem-solving skills, including the use of mathematical reasoning and communication to solve real-world problems.

WHY MATHEMATICS?

- **Essential Life Skill:** Mathematics is an essential life skill that is used in everyday life, from managing finances to calculating measurements and making informed decisions.
- **Academic and Career Advancement:** Mathematics is a core subject that is required for many academic and career paths, including science, engineering, finance, and technology.
- **Higher Education:** IGCSE Mathematics is a prerequisite for many higher education courses, including A-levels, IB, and university degrees.
- **Problem-Solving Skills:** Studying IGCSE Mathematics helps students develop critical thinking and problem-solving skills that are transferable to other subjects and real-world situations.
- **Global Recognition:** IGCSE Mathematics is recognized internationally and provides students with a globally recognized qualification that can open doors to a wide range of opportunities.

Overall, studying IGCSE Mathematics is important for academic, career, and personal development.



Music

Course name: IGCSE Music
Exam board: CIE

ENTRY REQUIREMENTS

In addition to the general academic expectations of all Wellington pupils, an IGCSE Music pupil should be able to:

- Perform on an instrument, or voice, to at least grade 4 standard or equivalent by the end of the course.
- Participate in college musical ensembles.
- Read musical notation to a proficient level.
- Listen to a variety of styles of music with an open mind.
- Practise at home for at least 1 hour a week on both solo instrument and ideas for compositions.

ASSESSMENT

Component: Listening (40%)

Listening exam: 1 hour and 15 minutes The listening exam has the following four sections:

- Unprepared western music: Extracts from two vocal or instrumental works from the Baroque, Classical, Romantic periods and 20th century music within the Western classical tradition.
- Unprepared world music: African instrumental music including instrument identification and textural and melodic understanding. Extracts from two contrasting pieces from Latin America, Japan, India, Indonesia, Arabia and China.
- Skeleton score: One musical extract (questions to include simple dictation from the rhythm or melody). Pupils will also be asked to identify the period of music and a likely composer.
- Western Set Work - Bach: Brandenburg Concerto No. 4 or Haydn: Symphony No. 100.

Component: Performing(30%)

Internally assessed and checked by external verifier. Pupils are expected to produce two performances by the end of the course.

- Sing or play individually – either one piece or two short contrasting pieces, which could be on the same or on different instruments.
- Sing or play in an ensemble – either one piece or two short contrasting pieces, which could be on the same or on different instruments.

Performance is expected to be at approximately ABRSM Grade 4 standard (or equivalent). These pieces will be recorded in the second year of the course. Total playing time should be between 4 and 10 minutes in length.

Component: Composing (30%)

Internally assessed and checked by external verifier. Pupils are expected to create two contrasting compositions at the end of the course.

- At least one composition must be written in a Western, tonal style and must demonstrate familiarity with the basic principles of traditional harmonic language; this composition must be fully notated using staff notation and the score must be submitted with the recording.
- The other piece may be in any style of the candidate's choice, but a contrast and may be notated in whatever form of notation is appropriate to the music, provided that the intentions of the notation are clear to the examiners or moderator.

WHY MUSIC?

The IGCSE is an exciting music course that we have chosen because it matches closely the skills and interests of the musicians at Wellington College International Shanghai. It is a prestigious and well respected qualification, and also allows us to deliver a course that is wide-ranging, stimulating and fun.

Pupils will develop their practical musicianship in the form of performance and composition modules, learn to work in a team through ensemble performance, develop their aural understanding through listening to a variety of musical genres, and understand what makes up a piece of music through historical and analytical study.

The course is an excellent preparation for IB, but will also suit committed musicians who do not envisage studying music beyond year 11.



Physical Education (PE)

Course name:
IGCSE Physical Education
Exam board: Edexcel

This is a two-year course and is examined by one written paper at the end of the course and four practical assessments throughout the two years.

Theory: 50%

Practical: 50%

ENTRY REQUIREMENTS

There are no entry requirements, but the course has been designed for pupils who have previous experience in playing sport at a competitive standard.

Theoretical Aspect

SYLLABUS CONTENT

Component 1:
Anatomy and Physiology

Content overview

- The skeletal and muscular system
- Respiratory system
- Circulatory system
- Energy supply and the effects of exercise on the body
- Simple biomechanics

Component 2:
Health fitness and Training

Content overview

- Health, fitness and well-being
- Diet
- Fitness testing

- Fitness components
- Principles of training
- Training methods

Component 3:
Skill acquisition and Psychology

Content overview

- Skill and ability
- Skill and performance
- Skill classification
- Information processing
- Feedback and guidance
- Goal setting
- Arousal
- Anxiety
- Personality types

Component 4:
Social cultural and Ethical influences

Content overview

- Leisure and recreation
- Sports development pyramid
- Access and participation
- Media
- Global events
- Professionalism and amateurism
- Technology in sport
- Performance enhancing drugs
- Blood doping

ASSESSMENT

Written examination: 1 hour and 45 minutes, 50% of the qualification and out of 100 marks

Externally moderated

Practical Aspect

ASSESSMENT

Four sports, worth 50% of the qualification and out of 100 marks. Each sport is worth 25 mark.

Video evidenced and externally moderated

WHY PHYSICAL EDUCATION?

By the end of the course pupils should be able to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport to improve performance.
- Understand how the physiological and psychological state affects performance.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- Understand key socio-cultural influences, which can affect people's involvement.
- Enjoyment!



Physics

Course name: IGCSE Physics

Exam board: Edexcel

The course is linear with a single-tier assessment at the end of two years. Pupils will sit two externally marked papers.

Paper 1: 66% of the marks

Paper 2: 34% of the marks

Both papers cover the full course.

ENTRY REQUIREMENTS

Physics is open to all pupils at this level. Most countries' junior high school or key stage 3 science courses will provide adequate preparation. Please contact the Head of Science if you have specific concerns.

The mathematical requirements of IGCSE Physics are not high, and certainly do not include anything pupils will not be learning anyway in their mathematics lessons. The ability to rearrange equations is very important.

SYLLABUS CONTENT

Pupils will study concepts related to the following broad topics:

- Forces and motion; electricity; waves; energy resources; energy transfer; solids, liquids and gases; magnetism and electromagnetism; radioactivity and particles.
- Pupils will acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in many domestic, industrial and environmental contexts. There is a large practical element to this course.

WHY PHYSICS?

All the sciences aim to develop the skills our pupils need to make informed decisions on scientific and technological matters in their adult lives. Physics is the effort to define and understand natural laws. It is a demanding subject but rewards the effort put in. A good physics IGCSE grade is evidence of ability to think clearly, solve problems, be precise and work hard.

It is essential that any pupil wishing to study physics at post-16 level should do this course. Physics is a recommended course for future study of many science-related disciplines including engineering, and is respected by employers in many other fields.

Spanish (As a Foreign Language)

Course name:

IGCSE Spanish – Foreign Language

Exam board: Edexcel

This is a two-year course and is examined by two exam papers at the end of the course.

Paper 1: Listening (50 marks)

Paper 2: Reading and writing (60 marks)

Paper 3: Speaking test (40 marks)

There is no coursework.

ENTRY REQUIREMENTS

The course has been designed for pupils who have studied Spanish for at least one year and therefore have some prior knowledge. The head of department, prior to acceptance onto the course, will assess pupils who have not studied Spanish before.

SYLLABUS CONTENT

Pupils will learn to use the language as a means for practical communication and develop all four skills of speaking, listening, reading and writing. They will also learn about the culture of Hispanic countries across the world.

WHY SPANISH?

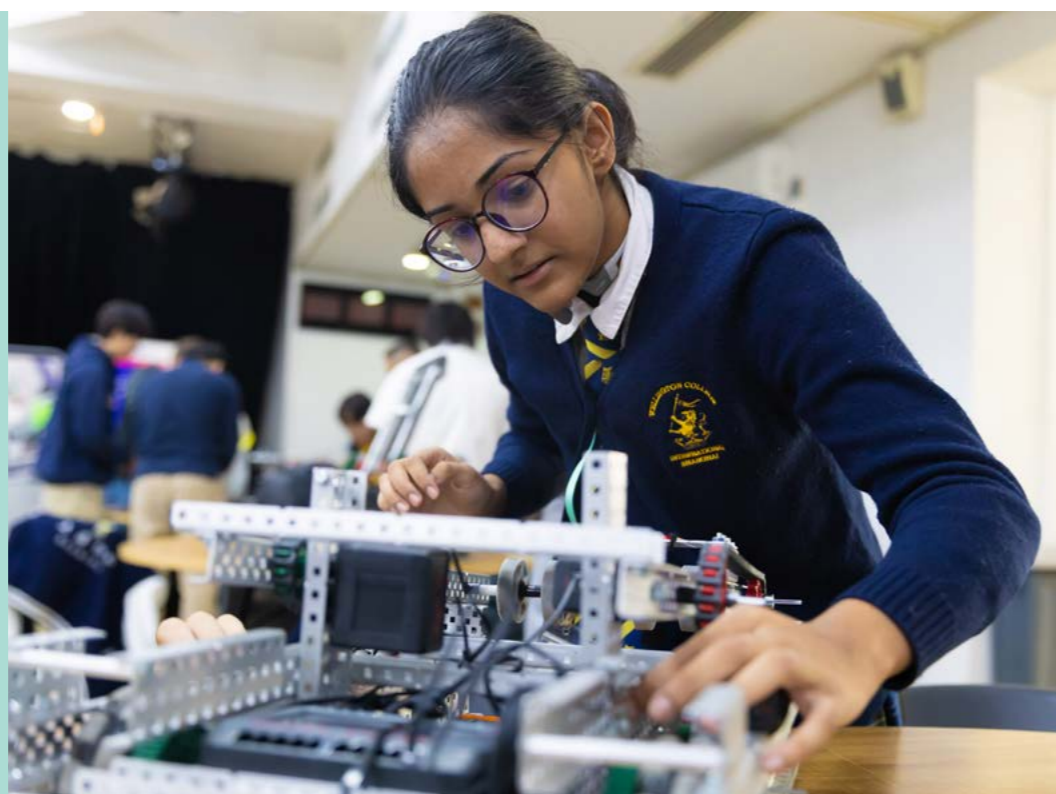
In an international school like ours, by learning Spanish (in addition to English and Mandarin) pupils will speak the top three most spoken languages in the world.

Studying Spanish becomes even more compelling on realising that about half the population of the western hemisphere speaks Spanish, making it the primary language for as many people in this region of the world as English.

- Spanish is the mother tongue of approximately 350 million people in 21 countries.
- Spanish is the second most used language in international communication after English.
- Latin American countries are experiencing strong economic growth and they are becoming important commercial partners. Most are Spanish-speaking.
- In both the US and Canada, Spanish is the most popular foreign language to learn. It is the fastest-growing choice of language in schools in the UK too.


Special cases that should be discussed with the head of department:

- Any pupil who wishes to take IGCSE Spanish as an extra self-study course.
- Any pupil who might wish to take Spanish as a subject for IB but does not intend to take IGCSE Spanish.





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a better world.