



GCSE BROCHURE

Aspen Heights British School

2024/2025



VISION

Aspen Heights British School is a busy and welcoming community of learners who persistently strive to be the best they can be.

We facilitate learning that is relevant, effective, meaningful and fun, utilising a breadth of creative and innovative teaching approaches, enabling children to make amazing progress.

Through our actions and teaching we encourage children to be courteous to all, to consider the feelings of others, to be respectful to our environment, and feel empowered and confident to make a positive difference to all our communities- now, and in the future.

- Be kind and think of others.
- Do your best and feel proud.
- Work together and love learning.
- Smile!



WELCOME FROM OUR HEAD OF SECONDARY

At Aspen Heights British School we pride ourselves in delivering the British Curriculum to a high standard. We want our students to discover and develop their abilities and talents in the broadest sense. Key stage 4 covers Years 10 and 11 (ages 14 – 16) and is the next big step in your child's school career. We follow the International General Certificate in Secondary Education (IGCSE). These courses are designed to last two academic years and are externally assessed in the U.K. IGCSE results are used to support university applications both in the UAE and internationally. They provide a solid foundation for further study in Key Stage 5 (Year 12 and 13). A large part of our wellbeing programme in Year 9 revolves around supporting children to make the right decisions for their IGCSE options.

Kate Plumb

Head of Secondary



OUR EXPECTATIONS OF STUDENTS

Our students should:

Be independent learners

Value the worth of learning

Communicate accurately and effectively

Our students experience:

High expectations and a diverse range of learning opportunities

Opportunities for reflection and self-appraisal

Promotion of leadership skills and attributes

Our students will be:

Respectful of all others

Self-motivated and independent

Ambitious and aspirational young people

Willing to make contributions to the society in which they live and acknowledge their value as global citizens

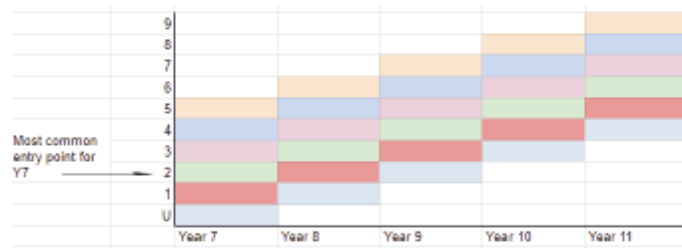


HOW ARE STUDENTS ASSESSED DURING KEY STAGE 4?

We offer the International General Certificate in Secondary Education (IGCSE) using the Edexcel examination board. IGCSE grades are reported on a scale from 9 to 1 with grades 9 to 4 being considered 'pass' grades and used to support applications for future study.

Old GCSE		A*	A	B	C	C/D	D	E	F/G	U
New 9-1	9	8	7	6	5	4	3	2	1	U
Age and Stage				11ME	10ME	9ME	8ME	7ME	6ME	6WT
Minimum age in years				15	14	13	12	11	10	

We know that it's important for you to understand and monitor the progress of your children, so you can make sure they are on track to achieve their potential. With the new grading structure at GCSE (9-1 replacing A*-G) the emphasis on measuring progress has become even more critical. Usually most children will progress by one GCSE level by year in KS3 and KS4 (Years 7 - 11).



Therefore, if your child enters Year 7 at the expected age and stage, they should achieve Grade 6's as a minimum at GCSE level at the end of Year 11. If your child is significantly below age expectations they are expected to achieve Grade 4s, based on current trends and research.

HOW IS LEARNING ENRICHED DURING KEY STAGE 4?

The International GCSE courses are specifically designed for students studying outside the UK to be prepared for future study and are accepted at all world-class, renowned universities and colleges. Aspen Heights British School has invested substantially in the use of technology to support learning in our state-of-the-art facilities: each classroom is equipped with multimedia resources to deliver the curriculum. One-to-one devices are available to extend opportunities for supervised online learning experiences throughout the day and after-school.

WHAT IS THE ROLE OF HOMEWORK IN THE CURRICULUM?

Independent study, including homework, is integral to student learning. Each IGCSE course is based upon 130 hours of guided learning and regular, weekly homework is given in each examination class. A homework timetable is set and given to students at the start of the academic year. Students in Key Stage 4 should expect to receive 50 minutes of homework per subject per evening during the week.

HOW CAN I BE INVOLVED IN MY CHILD'S LEARNING?

We value your support in developing positive relationships between students, home and school. Your child's Form Tutor is the first point of contact regarding your child's welfare. Subject teachers are readily contactable by email or appointment. Any member of staff may be emailed using their school email account, which will be set up (firstinitial.familyname@ahbs.ae). An opportunity to discuss student progress and attainment occurs through scheduled parents' meetings and the formal reporting sessions. You can be involved in your child's learning by talking about their homework, looking at classwork and celebrating the successes they achieve across the curriculum.

HOW CAN I HELP MY CHILD DECIDE THE BEST PATH FOR THEIR FUTURE?

We pride ourselves on looking after the holistic needs of our students and as such we provide many forms of support during the options process. Our Form Tutors, School Counsellor and the Head of Secondary are all part of the process to help families make the best decision.



KEY QUESTIONS FOR YEAR 9 STUDENTS

There are many questions to be asked and answered during Year 9 of a child's school career. Here are some starting points for you to begin the discussions at home.

1. Should I base IGCSE options on what I enjoy?
2. Should I choose a IGCSE subject because I like the teacher?
3. Should I choose a IGCSE subject because my friends are doing it?
4. How much should money and future salary be a factor when I'm choosing IGCSEs?
5. Whose advice should I listen to when choosing IGCSE options?
6. Should I go for more or fewer IGCSE subjects? What's more impressive?
7. Are my A-Level choices affected by the IGCSE choices I make now?
8. Do universities care about which IGCSE options you choose?
9. Should I think about how courses are marked when choosing my IGCSE options?
10. What's the difference between the sciences?
11. How important is it to get good grades in my IGCSEs?
12. What's the difference between 'core' and 'foundation' subjects?
13. How useful is IGCSE advice from online student forums?
14. Once I've come up with a final list of IGCSE options, does it look balanced?
15. Will I ever regret my IGCSE choices?

Through our extensive well-being and pastoral care programme we use academic support tools in school to help children answer these questions and together with families we will guide our students to the right choice for them.

WHAT WILL STUDENTS LEARN DURING KEY STAGE 4?

CORE

All students must follow a 'core' IGCSE curriculum including :

- Mathematics
- Science (either Combined Sciences or separate Chemistry, Biology and Physics)
- English (language and literature)
- Ministry of Education Arabic for native Arabic speakers
- Islamic Studies for Muslim students
- UAE Social Studies

OPTIONS

In addition, students choose three optional subjects from:

- Art
- Computer Science
- Drama
- Design Technology
- Economics
- French
- Geography
- History
- Physical Education (does not count towards UAE G12 equivalency).

Please note if the three separate sciences are chosen this counts as one of the three options, so only two additional subjects may be chosen.

COMPULSORY NON EXAMINATION SUBJECTS:

We ask students to study Moral Education and core PE in order to promote a healthy mind and lifestyle during the examination years

OVERVIEW

Content that is interesting and engaging for students but is also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a biology-related field.

COURSE CONTENT

Year 10

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Year 11

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Two examination papers (Paper 1 and 2) which consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 1 is weighted at 61.1% of the qualification and is a 2 hour written examination.

Paper 2 is weighted at 38.9% of the qualification and is a 1 hour and 15 minute written examination.

SKILLS REQUIRED

- Application of knowledge
- Data analysis
- Evaluation
- Extended writing skills

SPECIFICATION LINK

FURTHER STUDY

To continue Biology to A Level, students will need to attain the compulsory '6-9' grade at iGCSE.

'6-9' in Chemistry is also strongly recommended. Biology is essential to those wishing to go on to Medicine, Veterinary Medicine, Dentistry, Pharmacy and Pharmacology. It is a subject which is highly regarded by all universities and all courses.

OVERVIEW

Chemistry offers students the chance to explore how things are created and what keeps them together. It has content that is interesting and engaging for students but is also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a Chemistry-related field.

COURSE CONTENT

Principles of chemistry

- States of Matter
- Elements, Compounds & Mixtures
- Atomic Structure
- The Periodic Table
- Chemical Formulae, Equations, Calculations
- Ionic Bonding
- Covalent Bonding
- Metallic Bonding
- Electrolysis

Organic chemistry

- Introduction to naming hydrocarbons
- Crude Oil
- Alkanes
- Alkenes
- Alcohols
- Carboxylic Acids
- Esters
- Synthetic polymers

Physical chemistry

- Energetics
- Rates of Reaction
- Reversible Reactions & Equilibria

Inorganic chemistry

- Group 1 (Alkali Metals)
- Group 7 (Halogens)
- Gases in the Atmosphere
- Reactivity Series
- Extraction and Uses of Metals
- Acids, Alkalis and Titrations
- Acids, Bases and Salt Preparations
- Chemical Tests

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Two examination papers (Paper 1 and 2) which consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 1 is weighted at 61.1% of the qualification and is a 2 hour written examination.

Paper 2 is weighted at 38.9% of the qualification and is a 1 hour and 15 minute written examination.

SKILLS REQUIRED

- Application of knowledge
- Data analysis
- Evaluation
- Extended writing skills

[SPECIFICATION LINK](#)

FURTHER STUDY

To continue Chemistry to A Level, students will need to attain the compulsory '6-9' grade at iGCSE. '6-9' in Maths is also strongly recommended. Chemistry is essential to those wishing to go on to Medicine, Forensic Science, Pharmacy, Engineering, Chemistry and Pharmacology. It is a subject which is highly regarded by all universities and all courses.

OVERVIEW

In the ever-changing world that we live in, much of the future lies in the hands of today's and tomorrow's computer scientists. The Computer Science course offers students the opportunity to explore the endless possibilities within the computing sector that will help shape the future. The course which focuses on developing the core computation thinking skills required to develop and write programming code. Furthermore, students will develop an appreciation of the range and benefits of technology whilst also recognising its limitations and potential disadvantages.

COURSE CONTENT

- Topic 1: Problem solving
- Topic 2: Programming
- Topic 3: Data
- Topic 4: Computers
- Topic 5: Communication and the internet
- Topic 6: The bigger picture

SKILLS REQUIRED

- Computational thinking
- Critical thinking
- Analysis
- Problem-solving
- Initiative
- Lateral thinking

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Two examination papers (Paper 1 and 2) which consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions marked by Pearson.

Paper 1: Principles of Computer Science weighted at 50% of the qualification and is a 2 hour written examination.

Paper 2: Application of Computational Thinking is weighted at 50% of the qualification and is a 3-hour practical examination set.

SPECIFICATION LINK

FURTHER STUDY

This course will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. Computer Science is essential to those wishing to go on to AI, Computer programming, Software engineering, Website/app design/development, Computer game development and Cybersecurity. It is a subject which is highly regarded by all universities and all courses.

OVERVIEW

Pupils will receive a rich and diverse drama curriculum that will challenge them as practitioners and students of drama. Students will interact with the practical and theoretical elements of Drama over the course of their studies, working on prescribed IGCSE text; modern and heritage as well as text of their choice

COURSE CONTENT

The qualification enables pupils to:

- Apply knowledge and understanding when making, performing and responding to drama
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performances
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices. .

A range of set texts and contemporary; pre-1954, post-2000

SPECIFICATION LINK

ASSESSMENT

This component is internally assessed and externally moderated. It is worth 60 marks and AO1, AO2 and AO4 are assessed. First assessment: 2018 There are two parts to the assessment.

1) A portfolio containing evidence of:

- creating and developing the group devised performance/design realisation
- analysing and evaluating this creation and development
- analysing and evaluating the group devised performance/design realisation.

2) A recording of the group devised final performance.

SKILLS REQUIRED

- Descriptor (AO1) Create and develop ideas to communicate meaning for theatrical performance
- Level Mark Descriptor (AO2) Apply theatrical skills to realise artistic intentions in live performance (performers)
- Descriptor (AO4) Analyse and evaluate own work

OVERVIEW

The GCSE in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

COURSE CONTENT : YEAR 10 & 11

The Design and Technology GCSE offered by Edexcel covers a range of core content areas. These include new and emerging technologies, energy generation and storage, developments in modern materials, electronic systems, and mechanical devices. This broad curriculum aims to provide students with a well-rounded understanding of design and technology principles, as well as the ability to apply their knowledge to practical projects.

ASSESSMENT

There are two components to the GCSE Design and technology.

Component 1 Examination

- 50% of qualification

Component 2 Design & make project

- 50% of qualification
- Students will produce a project, linked to their specialism, which consists of a portfolio and a prototype.

SKILLS REQUIRED

The course is designed to develop students' skills in problem-solving, creativity, and critical thinking, enabling them to design and create innovative solutions to real-world problems. It encourages students to explore and evaluate a variety of design ideas, consider factors such as aesthetics, function, and sustainability, and develop prototypes using appropriate tools, techniques, and materials.

SPECIFICATION LINK

FURTHER STUDY

For students interested in pursuing Design and Technology beyond the GCSE level, Edexcel offers A-level qualifications in Design and Technology. These advanced-level courses provide an opportunity for further specialization and in-depth study of design principles, technological processes, and the application of knowledge to real-world projects.

It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities. The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

OVERVIEW

Dual Sciences gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. Students taking the Dual Science Qualification will achieve two GCSE grades. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

COURSE CONTENT

Biology

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Chemistry

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry

Physics

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfers
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: The paper is assessed through a 2-hour written examination paper set and marked by Pearson which consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 1 is weighted at 61.1% of the qualification and is a 2 hour written examination. Paper 2 is weighted at 38.9% of the qualification and is a 1 hour and 15 minute written examination.

SKILLS REQUIRED

- Application of knowledge
- Data analysis
- Evaluation
- Extended writing skills

[SPECIFICATION LINK](#)

FURTHER STUDY

The Dual Sciences course can lead on to study at A-Level, access to vocational and apprenticeship courses, and lead into a wide range of employment opportunities & higher education. Careers in Medicine, Veterinary Science, Mechanical Engineering, Nursing, Midwifery, Child Care, Sports Science, Meteorology, Architecture, Chemical Engineering and Horticulture are all accessible through successful completion of this course.

OVERVIEW

Pupils will read and study materials that are engaging, of high quality and wide ranging and written by a diverse range of writers. These texts include challenging poetry and prose as well as literary non-fiction.

The course will make significant demands on them in terms of content, structure and the quality of language. Pupils will apply what they have learned about the writer's craft in their reading of fiction to inspire and influence their own imaginative writing. They will develop a range of creative writing techniques, planning and proofreading skills.

COURSE CONTENT

The qualification enables pupils to:

- read a wide range of texts fluently and with good understanding
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language, and use spoken Standard English effectively

A range of set texts and contemporary non-fiction texts from Part 1 and 2 of the Pearson Edexcel International GCSE English Anthology will be used.

ASSESSMENT

Year 10: Internal end of year examinations and regular tests to monitor progress.

Year 11:

First Component: Non-fiction Texts and Transactional Writing (examined)

Section A: Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract.

Section B: Transactional Writing – one writing task, from a choice of two involving a given audience, form or purpose.

SKILLS REQUIRED

- Ability to read a variety of high-quality, challenging non-fiction texts
- Ability to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language.
- Inference and analysis
- Have studied a range of non-fiction forms, for example articles, reviews, speeches, journals and reference book extracts.

Second Component: Poetry and Prose Texts and Imaginative Writing (coursework)

Assignment A: Poetry and prose texts – an essay question and commentary question based on any two poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology

Assignment B: Imaginative writing – an imaginative writing task.

First Component is weighted at 60% of the total English Language (Specification A) and is a 2 hour 15 minute written examination.

Second Component is weighted at 40% of the total English Language (Specification A) qualification and is planned into the English Curriculum. These assignments are internally set and externally moderated by Pearson.

[SPECIFICATION LINK](#)



FURTHER STUDY

To continue English Language to A Level, pupils will need to attain the compulsory '6-9' grade at iGCSE. '6-9' in English Literature is also strongly recommended. English Language is essential to those wishing to study further in any field. It is an essential subject for further education.

OVERVIEW

The English Literature qualification features a relevant, updated and engaging selection of texts ranging from British heritage to modern international. Pupils will study set dramas, heritage and modern texts as well as a range of modern and heritage poetry from the Pearson Edexcel International GCSE English Anthology.

COURSE CONTENT

The qualification enables pupils to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects
- develop an appreciation of the ways in which writers achieve their literary effects
- develop the skills needed for literary study and unseen poetry
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.
- develop skills to maintain a critical style and informed personal response.
- develop comparison skills.
- find enjoyment in reading literature.

Set Modern and Literary Heritage Texts and Part 3 of the Pearson Edexcel International GCSE English Anthology will be used.

ASSESSMENT

Year 10: Internal end of year examinations and regular tests to monitor progress.

Year 11: First Component: Poetry and set Modern Prose (examined)

Section A: Unseen poetry

Section B: Literary comparison of poems from Part 3 of the Pearson Edexcel International GCSE English Anthology

Section C: Modern Prose

Second Component: Modern Drama and Literary Heritage Texts (coursework)

Assignment A: Modern Drama - essay

Assignment B: Literary Heritage Text - essay

First Component is weighted at 60% of the total English Literature qualification and is a 2 hour written examination.

Second Component is weighted at 40% of the total English Language (Specification A) qualification and is planned into the English Curriculum. These assignments are internally set and externally moderated by Pearson.

[SPECIFICATION LINK](#)



FURTHER STUDY

This course will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. Computer Science is essential to those wishing to go on to AI, Computer programming, Software engineering, Website/app design/development, Computer game development and Cybersecurity. It is a subject which is highly regarded by all universities and all courses.

OVERVIEW

The content and assessment approach for this qualification has been designed to meet students' needs in the following ways.

Two-paper assessment – a new, two-paper model gives students better opportunities to prepare for and focus on different aspects of economics. We will test knowledge, understanding, analytical and evaluation skills around two themes:

- Paper 1: Microeconomics and Business Economics and
- Paper 2: Macroeconomics and the Global Economy.

The content in both Paper 1: Microeconomics and Business

Economics and Paper 2: Macroeconomics and the Global Economy is engaging and accessible for all students. The content is appropriate and relevant for progression, and is appropriate for international students, building understanding and awareness of economic theory and testing concepts in realistic contexts. It develops students' ability to participate effectively in global society as citizens, producers and consumers.

SKILLS REQUIRED

The design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills, for example students will develop the ability to:

- Read sources to interpret and evaluate economic information
- Write extended responses
- Respond appropriately to a range of question types, including multiple-choice, short-answer, data response and open-ended questions
- Develop an understanding of economic concepts and apply these concepts to real-life situations.

COURSE STRUCTURE

- The Pearson Edexcel International GCSE in Economics comprises two examinations.
- The Pearson Edexcel International GCSE in Economics is a linear qualification. All examinations must be taken in the terminal series at the end of the course of study.

PROGRESSION TO A LEVEL

International GCSEs enable successful progression to Level 3 qualifications (such as the International A Level in Economics) and beyond, in economics and other subjects. Through our world class qualification development process, we have consulted international economics teaching experts to validate this qualification, and endorse its content, skills development and assessment structure.

ASSESSMENTS: PAPER 1

Microeconomics and Business Economics - Paper code 4EC1/01

- Externally assessed
- Availability: January and June
- First assessment: June 2019
 - 50% of the total International GCSE
 - Examination of 1 hour 30 minutes, consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.

Content summary

The market system:

- The economic problem
- Economic assumptions
- Demand, supply and market equilibrium
- Elasticity
- The mixed economy
- Externalities

Business economics:

- Production
- Productivity and division of labour
- Business costs, revenues and profit
- Business competition
- The labour market
- Government intervention

ASSESSMENTS: PAPER 2

Macroeconomics and the Global Economy *Paper code 4EC1/02

- Externally assessed
- Availability: January and June
- First assessment: June 2019
 - 50% of the total International GCSE
 - Examination of 1 hour 30 minutes, consisting of four compulsory questions, each worth 20 marks. The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions

Content summary

Government and the economy:

- Macroeconomic objectives
- Government policies
- Relationships between objectives and policies

The global economy:

- Globalisation
- International trade
- Exchange Rates Assessment

SPECIFICATION LINK

ASSESSMENT INFORMATION

Examination of 1 hour and 30 minutes, set and marked by Pearson.

Single tier of entry.

The total number of marks available is 80.

The examination paper consists of four compulsory questions, each worth 20 marks. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions. Each question will be based on a particular topic from the subject content related to microeconomics and business economics. Due to the nature of economics, there is some interrelation between topics.

OVERVIEW

Within the Fine Art IGCSE program students have the opportunity to gain awareness of the purposes, intentions and functions of art, craft and design and use their creativity and imagination to express individual thoughts.

COURSE CONTENT

Year 10 and 11:

Areas of Study could include: drawing, lens based/light based media, mixed media, printing, painting and sculpture. Within that students would:

- Develop and refine original ideas from initiation to realisation
- Analyse critically their own work and the work of others
- Build confidence to take risks, experiment and learn from mistakes

ASSESSMENT

There are two components to the IGCSE in Fine Arts:

Component 1- Personal Portfolio

Internally set - Eternally assessed 50%

- Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills for the selected endorsed titles.

Component 2 - Externally Set Assignment - Year 11

Externally Set - Externally assessed 50%

- Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the Externally Set Assignment.

Students must submit:

- Three sheets of supporting studies (maximum size A2 for each sheet)
- One sheet of final outcome/s (maximum size A2).
- Students' work must show evidence of all four Assessment Objectives in response to the internally-set theme(s), project(s) or task(s).

SKILLS REQUIRED

There are many skills, techniques, materials, processes and concepts that are essential to all areas of study in fine art. Students should develop a practical knowledge and understanding of:

- the use of formal elements and visual communication through a variety of approaches
- the use of observational skills to record from sources and communicate ideas
- characteristics of media and materials such as wet and dry, malleable, resistant and digital
- properties of colour and light such as hue, tint, saturation and tone
- the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- the use of digital and/or non-digital applications.

SPECIFICATION LINK



FURTHER STUDY

This course will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. Computer Science is essential to those wishing to go on to AI, Computer programming, Software engineering, Website/app design/development, Computer game development and Cybersecurity. It is a subject which is highly regarded by all universities and all courses.

OVERVIEW

Content intended specifically for students whose first language is not French. The content and assessment approach for these qualifications has been designed to meet students' needs by addressing the following skills:

- Listening skills
- Reading and writing skills
- Speaking communication skills

COURSE CONTENT

Five topic areas across skills of reading, writing, speaking and listening:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Three examination papers (Paper 1, 2 and 3).

Paper 1 - a written examination

Paper 2 - a written examination

Paper 3 - a spoken examination

Paper 1: Listening

- Externally assessed
- 25% of total iGCSE
- Assesses listening skills
- 30-minute examination paper plus five minutes' reading time.
- Total number of marks for paper is 40.

Paper 2: Reading and Writing

- Externally assessed
- 50% of total iGCSE
- Assesses reading and writing skills in different sections
- 1-hour and 45-minute examination paper
- Total number of marks for paper is 80, with 40 marks for reading and 40 marks for writing.

Paper 3: Speaking

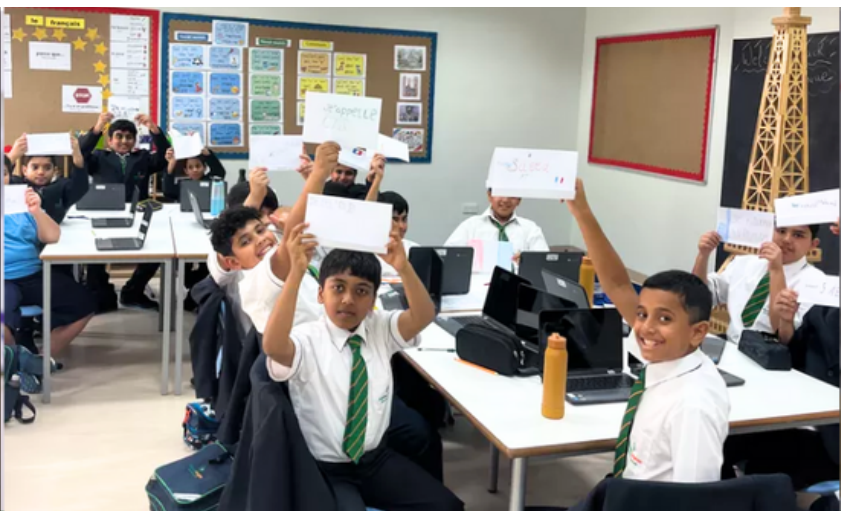
- Externally assessed
- 25% of total iGCSE
- Assesses speaking skills. Students will present and answer questions on a picture. The examination is made up of three tasks (A, B and C). They will also discuss two different topics, chosen at random from the five topic areas covered.
- Total assessment time is 8-10 minutes.
- Total number of marks for paper is 40.

SKILLS REQUIRED

The design of the revised International GCSE aims to extend students' knowledge by broadening and deepening skills, for example students develop the ability to:

- read for both gist and detail
- write in response to a given situation
- listen to a complex argument or discussion, understand the overall message and identify attitudes and opinions
- participate in extended discussion

SPECIFICATION LINK



FURTHER STUDY

This course is designed to ensure preparation for those wishing to continue further studies and therefore, must attain a grade level of '6-9' at the IGCSE to advance to A levels. A course such as this could lead to careers such as translation, journalism, education, communication and marketing.

OVERVIEW

Content is engaging and accessible for all students. The material is appropriate and relevant for progression, building understanding and awareness of a range of geographical concepts and skills, including fieldwork.

COURSE CONTENT

The course aims to actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds, whilst developing their knowledge and understanding of geographical concepts in order to appreciate the relevance of these concepts in our changing world. Moreover promoting an awareness of global issues and recognising the challenges of moving towards a sustainable future.

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Two examination papers (Paper 1 and 2) which consist of a mixture of different question styles multiple-choice, short-answer, data-response and open-ended questions.

Paper 1: Physical Geography

Section A: Candidates choose two out of three questions on river environments, coastal environments, hazardous environments.

Section B: Candidates choose one out of three fieldwork-related questions on river environments, coastal environments, hazardous environments.

Paper 2: Human Geography

Section A: Candidates choose two out of three questions on economic activity and energy, rural environments, urban environments.

Section B: Candidates choose one out of three fieldwork-related questions on economic activity and energy, rural environments, urban environments.

Section C: Candidates choose one out of three questions on fragile environments and climate change, globalisation and migration, development and human welfare.

Paper 1 - External assessment (1 hour 10 mins). 40% of total marks.

Paper 2 - External assessment (1 hour 45 mins). 60% of total marks.

SKILLS DEVELOPMENT

- Present and analyse data,
- Draw conclusions and evaluate information from different sources
- Develop awareness of global issues and challenges.
- Develop and apply a holistic range of knowledge and understanding of geographical concepts and skills, including fieldwork
- Present and analyse data, draw conclusions and evaluate information from different sources
- Develop awareness of global issues and challenges and that, in moving towards a
- Sustainable future, people have different views and attitudes to the environment.

SPECIFICATION LINK



FURTHER STUDY

The course provides seamless progression to further study, including A levels and beyond. Students can opt for careers such as Journalism, Environmental lawyer, Weather forecaster, Landscape architect, Catastrophe modeller or emergency planner.

OVERVIEW

Content has greater choice and flexibility with no compulsory topics and no forbidden combinations. Topic choices are diverse and international, covering a broad geographical spread.

COURSE CONTENT

Students will learn to develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience. They will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers, whilst developing the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Two examination papers (Paper 1 and 2) which consist of a mixture of different question styles multiple-choice, short-answer, data-response and open-ended questions.

Paper 1: Depth Studies

Students must study at least two depth studies from the following:

- The French Revolution, c1780–99
- Development of a nation: unification of Italy, 1848–70
- Germany: development of dictatorship, 1918–45 Colonial rule and the nationalist challenge in India, 1919–47
- Dictatorship and conflict in the USSR, 1924–53
- A world divided: superpower relations, 1943–72
- A divided union: civil rights in the USA, 1945–74
- South Africa: from union to the end of apartheid, 1948–94.

Paper 2: Investigation and Breadth Studies

Students must study one historical investigation from the following:

- A1 The origins and course of the First World War, 1905–18
- A2 Russia and the Soviet Union, 1905–24
- A3 The USA, 1918–41
- A4 The Vietnam Conflict, 1945–75
- A5 East Germany, 1958–90.

Students must study one historical investigation from the following:

- B1 America: from new nation to divided union, 1783–1877
- B2 Changes in medicine, c1848–c1948
- B3 Japan in transformation, 1853–1945
- B4 China: conflict, crisis and change, 1900–89
- B5 The changing role of international organisations: the league and the UN, 1919–c2011
- B6 The changing nature of warfare and international conflict, 1919–2011
- B7 The Middle East: conflict, crisis and change, 1917–2012.

Paper 1 - Depth Studies

External assessment (1 hour 30 mins). 50% of total marks.

Paper 2 - Investigation and Breadth Studies

External Assessment (1 hour 30 mins). 50% of total marks.

SKILLS DEVELOPMENT

- Broadening and deepening skills - students will explain, analyse and make judgements about historical events and periods.
- Use a range of source material to comprehend, interpret and cross-refer sources.
- Analyse and evaluate historical interpretations in the context of historical events studied.

SPECIFICATION LINK

FURTHER STUDY

The course provides seamless progression to further study, including A levels and beyond. Students of History can take careers such as Law, Politics, Journalism, Business, Marketing and Teaching.

OVERVIEW

This course enables students to develop their knowledge and understanding of mathematical concepts and techniques, whilst acquiring a foundation of mathematical skills. It encourages students to enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems, which links to the importance of mathematics in society, employment and study.

COURSE CONTENT

The following mathematical topics are covered during the course at either foundation or higher level.

- 1: Numbers and the number system
- 2: Equations, formulae and identities
- 3: Sequences, functions and graphs
- 4: Geometry and trigonometry
- 5: Vectors and transformation geometry
- 6: Statistics and probability

ASSESSMENT

Year 9 and 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: There are two tiers of entry (Foundation and Higher) that allow students to be entered for the appropriate level, with questions designed to be accessible to students of all abilities in that tier and papers that are balanced for topics and difficulty.

Lower Tier assessment requirements:

Paper 1F Foundation is assessed through a 2-hour examination (100 marks).

The paper is weighted at 50% of the qualification, targeted at grades 5–1.

Paper 2F Foundation is assessed through a 2-hour examination (100 marks).

The paper is weighted at 50% of the qualification, targeted at grades 5–1.

Higher Tier assessment requirements:

Paper 1H Higher is assessed through a 2-hour examination (100 marks).

The paper is weighted at 50% of the qualification, targeted at grades 9–4 with 3 allowed.

Paper 2H Higher is assessed through a 2-hour examination (100 marks).

The paper is weighted at 50% of the qualification, targeted at grades 9–4 with 3 allowed.

SKILLS DEVELOPMENT

The course requires students to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Algebra

- Use letters as equivalent to numbers and as variables.
- Understand the distinction between expressions, equations and formulae.
- Use algebra to set up and solve problems.
- Demonstrate manipulative skills.
- Construct and use graphs.

Geometry

- Use properties of angles.
- Understand a range of transformations.
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

Problem Solving

- Translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.

Mathematical reasoning skills

- Making deductions and drawing conclusions from mathematical information
- Constructing chains of reasoning
- Presenting arguments and proofs
- Interpreting and communicating information accurately.

SPECIFICATION LINK

FURTHER STUDY

To continue Mathematics to A Level, students will need to attain the compulsory '6-9' grade at iGCSE. Mathematics is essential to those wishing to go on to Engineering, Accountancy, Computer Science, Actuary Science. It is a subject which is highly regarded by all universities and all courses.

OVERVIEW

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being. The course develops a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

COURSE CONTENT

The course consists of 4 components.

Component 1 - Fitness and Body Systems

Topic 1 - Applied Anatomy and Physiology

In this topic students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content:

- 1.1 The structure and functions of the musculoskeletal system
- 1.2 The structure and functions of the cardiorespiratory system
- 1.3 Anaerobic and aerobic exercise
- 1.4 The short- and long- term effects of exercise

Topic 2 - Movement Analysis

In this topic students will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport through the following content.

- 2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- 2.2 Planes and axes of movement

Topic 3 - Physical training

In this topic students will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, through the following content.

- 3.1 The relationship between health and fitness and the role that exercise plays in both
- 3.2 The components of fitness, benefits for sport and how fitness is measured and improved
- 3.3 The principles of training and their application to personal exercise/ training programmes
- 3.4 The long-term effects of exercise

3.5 How to optimise training and prevent injury

3.6 Effective use of warm up and cool down

Topic 4 - Use of Data

In this topic students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics.

4.1 Use of data

Component 2 - Health & Performance

Topic 1 - Health, fitness and well-being

In this topic students will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being through the following content.

1.1 Physical, emotional and social health, fitness and well-being

1.2 The consequences of a sedentary lifestyle

1.3 Energy use, diet, nutrition and hydration

Topic 2 - Sport Psychology

In this topic students will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport through the following content.

2.1 Classification of skills (basic/ complex, open/closed)

2.2 The use of goal setting and SMART targets to improve and/or optimise performance

2.3 Guidance and feedback on performance

2.4 Mental preparation for performance

Topic 3 - Socio- cultural influences

In this topic students will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content.

3.1 Engagement patterns of different social groups in physical activity and sport

3.2 Commercialisation of physical activity and sport

3.3 Ethical and socio-cultural issues in physical activity and sport

Topic 4 - Use of data

In this topic students will develop knowledge and understanding of data analysis in relation to key areas of physical activity and sport, through this content and linking it to other topics.

4.1 Use of data

Component 3 - Practical Performance

The purpose of this component is to test students' skills in a range of practical performances. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure. Students must choose and perform three different physical activities including

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

Students must participate in three separate activities.

Component 4 - Personal Exercise Programme (PEP)

The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity.

Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list in Component 3: Practical Performance.

The areas of content covered are:

- aim and planning analysis
- carrying out and monitoring their PEP
- evaluation of data and programme

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

ASSESSMENT

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes. 36% of the qualification 90 marks

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes. 24% of the qualification. 70 marks

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated. 30% of the qualification. 105 marks (35 marks per activity)

Component 4:

Non-examined assessment: internally marked and externally moderated. 10% of the qualification. 20 marks

SKILLS REQUIRED

- A competency in the basic skills of at least 4 or 5 sports/activities on the specification list.
- Experience of participating in competitive sport.
- A basic understanding of the rules and regulations of a number of sports and activities.
- A basic understanding of anatomy and physiology of the human body in relation to exercise and sports performance.
- Leads a healthy, active lifestyle including diet.
- The ability to work independently in order to complete the coursework element.

SPECIFICATION LINK



FURTHER STUDY

To continue Physical Education to A Level, students will need to attain the compulsory '6-9' grade at iGCSE. Physical Education is useful for those considering the following careers: Sports Science, sports psychology, PE teacher, Physiotherapist, professional sportsperson, sports coach/consultant, sports journalism, sports policy at local and national level, diet and fitness instructor or personal trainer.

OVERVIEW

The study of physics provides the foundations for understanding the material world. Therefore, pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

COURSE CONTENT

- Forces and Motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

SKILLS REQUIRED

- Application of knowledge
- Mathematical skills
- Evaluation
- Problem solving

ASSESSMENT

Year 10: An internal end of year exam and regular end-of-topic tests to monitor progress.

Year 11: Two examination papers (Paper 1 and 2) which consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 1 is weighted at 61.1% of the qualification and is a 2 hour written examination.

Paper 2 is weighted at 38.9% of the qualification and is a 1 hour and 15 minute written examination.

SPECIFICATION LINK

FURTHER STUDY

To continue Physics to A Level, students will need to attain the compulsory '6-9' grade at iGCSE. '6-9' in Mathematics and Chemistry is also strongly recommended. Physics is essential to those wishing to go on to engineering, astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology. It is a subject which is highly regarded by all universities and all courses.