



IGCSE CURRICULUM GUIDE

2022-2024

Ages 14-16



THE BRITISH
SCHOOL
OF GUANGZHOU

A NORD ANGLIA EDUCATION SCHOOL

Our Core Values



Core Values

"Developing a love of learning creates lifelong academic success." Mark Thomas, Principal.

A Love of Learning

Our primary aim is to nurture intellectual curiosity through engaging and enquiry-led teaching. We encourage students to work independently and collaboratively as they demonstrate creativity and innovation in their approach to solving problems. Students are always provided with a safe, stimulating and supportive learning environment, allowing them the courage to take calculated risks and to learn and improve from feedback. We use innovative teaching methods and technology to further enhance our students' mastery and enjoyment of their studies helping to foster a love of learning that will last a lifetime.

Respect

BSG actively works to help students nurture awareness and respect for all by giving opportunities to develop self-esteem and self-confidence each day. This respect is evident in interactions between our students, parents, staff and environment. Respect requires an open mindedness that incorporates an understanding, tolerance and compassion towards others in both thought and action. Our aim is to develop international awareness and cultural sensitivity within all of our students and to provide repeated opportunities to demonstrate this.

Integrity

As a school community we aim to act in a completely transparent manner. We see integrity as being honest, open and truthful. We believe in being trustworthy in our dealings with each other and in being able to give and receive constructive feedback. We encourage students to have the courage in their convictions and the strength of character to stand up for what they believe is right.

Responsibility

Students are expected to take responsibility for their learning and their behaviour. We aim to make our students confident, autonomous learners who are able to meet deadlines and learn to solve problems effectively. Students develop a sense of responsibility by making informed choices, by learning to consider the consequences of their actions and through leadership opportunities. Responsibility extends beyond the classroom as the school's community demonstrates consideration towards others and to the environment.

Commitment

We seek to establish a strong work ethic within our students and a desire to strive for excellence. Students are encouraged to develop a resilient attitude and persevere to overcome difficulties. We believe that sustained effort greatly enhances our students' chances of success.

Overview of the (I)GCSE Programme at The British School of Guangzhou

The (I)GCSE, (International) General Certificate of Secondary Education programme is a globally recognised academic qualification, which follows a set curriculum over 2 years, leading to summative externally accredited examinations, which students sit at the end of the course.

They are commonly offered either as UK qualifications (GCSEs) or as international ones (IGCSEs) - both are equally valid and schools often do a mix of both. Schools are free to make their own choices of exam board, too, and the British School Guangzhou currently offers qualifications from Edexcel (also commonly known as Pearson) and Cambridge International.

These external qualifications are essential as they ensure that the achievements of our students are recognised by every college, university and major employer around the world. We believe that they give students a very strong advantage in being able to prove their academic skills and abilities.

The IGCSE programme provides the perfect foundation upon which students can cement their academic understanding, in order to be successful at post-16 study. The wide range of subjects that students can study at (I)GCSE level provides an excellent base for them to then complete A level or other equivalent courses.

(I)GCSE Subjects

Our students are all required to study the following subjects:

- Mathematics
- Science - Double or Triple award, equivalent to 2 or 3 (I)GCSEs
- English - most students will study World Literature and English Language, equivalent to 2 GCSEs. Some students will complete the English as a Second Language IGCSE qualification, where appropriate
- Global Perspectives GCSE course (optional)
- Short-course GCSE PE (optional)
- PSHE (personal, social and health education)
- Core PE – 1 or 2 lessons of non-examined physical education per week

All the remaining “options” subjects are divided into 4 options blocks. Students are required to choose one subject from each block (selecting triple science counts as one of these choices). Further detailed information on all of our (I)GCSE subjects can be found in this booklet.

When deciding on which subjects to study, we advise students to ask themselves the following three questions:

1. Will the subject be useful for any potential future career direction?
2. Will they enjoy studying the subject for the next two years?
3. Are they good at the subject?

Please note that the courses listed in the options booklet will only run if there are sufficient student numbers, and that the combination of subjects offered can vary year on year.

Grades

All (I)GCSEs are graded on a scale from 9 to 1 (or A* to U for some examinations using the old grading system). In the UK, the expectation for all students is to achieve a minimum of five (I)GCSEs at grade 4 or above (or grade C and above on the old grading system). However, given the high quality education, standards and expectations at BSG, we expect all students to be aiming well above this and achieve grades comparable with the best students from around the world.

Key Stage 4 Timeline

At the British School Guangzhou, we have a strong partnership between school and our parents. The table below outlines key dates and contact points for students in Year 10 and 11.

		Year 10	Year 11
Term 1	August		
	September	Meet the Tutor event	Meet the Tutor event
	October		
	November	Report 1 issued	Report 1 issued
	December	Parent-teacher conference 1	Parent-teacher conference 1
Term 2	January	Residential week	Mock GCSE examinations Mock report issued
	February		A Level options evening Parent-teacher conference 2
	March	Report 2 issued	Report 2 issued
Term 3	April	Parent-teacher conference 2	
	May	Internal end of year examinations	Study leave begins Final GCSE examinations
	June	Report 3 issued Awards Day	Final GCSE examinations Residential week Awards Day

Internal assessment and reporting at Key Stage 4 - How will your child will be assessed?

Academic reporting

This academic report uses 9 to 1 levels to give you a clear indication of how well your child is doing, in relation to their age-related expectations. This scale also allows you to clearly track your child's progress as they move through the school year groups.

Please find below the Key Stage 4 Current Attainment matrix. This will help you to understand how teachers determine the 9-1 grade that they assign each term, and if these grades change from term to term, why this may be. Each subject is different and therefore the way in which they assess is also unique. Further clarification can be sought from the subject teacher or the head of

Subject											Is the subsequent term grades cumulative (i.e. you take into account previous terms work/grades)?	If the current attainment grade has changed why might this be?			
	Coursework %	Examination %	Coursework	Against assessment objectives	Review of all areas of work covered	Homework tasks	End of Unit assessments	Formal mock examinations	Formative assessments	Summative assessments	Takes into account previous terms grades, homeworks, assessments and tests (Module subjects e.g. Maths may show greater fluctuation in attainment grades throughout the year).	Change due to new skills	Change due to discrete topics	Greater understanding of course	Increased expectations
Art	60	40	x	x	x	x		x	x	x	x	x		x	x
Business Studies and Economics	0	100			x	x	x	x	x	x	x	x	x	x	x
Computer science	0	100				x	x	x	x	x	x	x	x		
Chinese	0	100	x	x	x	x	x	x	x		x			x	x
Drama	60	40	x	x	x		x	x	x	x	x	x	x		
World Literature	40	60	x	x		x		x	x	x	x	x	x	x	x
English Language	30	70	x	x		x		x	x	x	x	x	x	x	x
EAL	0	100		x	x			x	x	x	x	x	x	x	x
Geography	25	75	x	x	x	x	x	x	x	x	x	x	x	x	
GP	65	35	x	x				x	x	x	x			x	
History	0	100		x		x	x	x	x	x	x	x	x	x	x
Mathematics	0	100		x			x	x	x	x	x	x		x	x
MFL	0	100				x		x	x	x	x			x	x
Music	60	40	x	x	x	x	x	x	x	x	x	x		x	x
Psychology	0	100		x	x	x	x	x	x	x	x		x	x	x
PE	50	50		x	x		x	x	x	x	x		x		x
Science	0	100		x	x			x	x	x	x		x	x	x

Personal, Social, and Health Education (PSHE)

Building on the foundations of the key stage 3 curriculum, year 10 and 11 students continue to develop their understanding of how to build their emotional, physical and mental wellbeing. This is especially important during a time when they continue to move through adolescence and experience the challenges of studying for their first external examinations. This focus on wellbeing helps young people know how to create an effective balance between their academic and personal life so that they can continue to feel positive about their identity and enjoy healthy, safe, responsible and fulfilled lives. During these years, the topics that are explored become increasingly important and broader in scope. The focus remains on: dealing with a wider range of risks; taking responsibility for themselves and their actions, negotiating challenging relationships, and how to purposefully contribute to their families and society.

AIMS

- To support students as they develop into confident, healthy, considerate and responsible young adults with an understanding of the international world.
- To help students continue develop an understanding of the importance of physical, emotional and mental wellbeing, considering how to achieve balance when preparing for academic examinations.
- To support students during challenging moments in their personal and academic lives.
- To develop effective communication skills to that will help sustain and develop relationships at home and in school.
- To promote moral, social and cultural development, developing an appreciation of rights and responsibilities.
- To develop study skills and learning behaviours that promote a love of learning and help students prepare for external examinations.
- To understand the importance of respect for diverse cultures, beliefs and identities.
- To equip each student with the knowledge and skills to make informed choices to enhance and enrich their lives and the lives of others.
- To promote an understanding of risk, learning how to identify potential dangers and know how to stay safe.
- To provide opportunities for students to reflect on their own learning and achievements, identifying personal development targets to help plan their futures.
- To prepare students to plan for a life after school, considering their future ambitions and post 16 pathways.

THE 7 STRANDS

The course is based upon 7 strands of well-being, which are as follows:

- 1.Boosting Health and Wellbeing:** Developing understanding of the importance of emotional, physical and mental well-being and ways to achieve a positive balance between academic and home life. This topic allows students to consider how to be comfortable with their own identity, how to protect their mental health and the importance of developing coping strategies during time of stress.
- 2.Creating Positive Relationships:** This explores what is arguably the most important aspect of well-being: our relationships with other people at home and in school.
- 3.Developing Core Values:** Developing behaviours to demonstrate 'a love of learning' that develop our BSG Core Values of: respect, integrity, responsibility and commitment.
- 4.Becoming Global Citizens:** Students consider their place in the world, learning to accept the importance of diversity.
- 5.Staying safe:** This aspect of the course exposes students to parts of life that might pose a risk to their emotional, physical or mental wellbeing and physical health. They learn to recognise and minimize risk, understanding where and when to seek help and guidance.
- 6.Growing my Future:** This strand allows and encourages student reflection on life beyond BSG considering their future career and educational goals so they can plan the next phase of their education.
- 7.Being Reflective:** Students will reflect on their own learning and achievements and identify their own personal

TOPICS - YEAR 10

Starting IGCSE
Self care and acceptance
Report reflections
Developing relationships
Mental health
First Aid
Identity and gender
BSG talks
Sex and relationships
Developing exam skills

TOPICS - YEAR 11

Reflecting on Year 10
Sex and relationships
Risky behaviours
Thinking about careers
Gender politics
Time management and revision
Thinking about A Level and university
Coping strategies
Developing skills for study leave

Supporting Learning at BSG

Meeting individual learning needs across the curriculum

Your child's progress is carefully monitored throughout their time in secondary school. Attainment data from the primary school, or from your child's previous school, together with teacher assessments and data from external testing are used to set targets for your child. We are part of a project with the CEM centre (Centre for Evaluation and Monitoring) which is part of Cambridge University in the UK. Students take a number of computerised tests which gives us a snapshot of a child's ability to cope within an English curriculum. More than a million students worldwide are involved in these projects and in time this will enable us to compare the progress of BSG students with students of similar ability elsewhere. We are confident that BSG students will compare well. At times, students are identified as needing additional support in school so that they can progress as expected. BSG has a strong team who will help these students.

The Learning Support (LS) team strives to support student involvement and participation in their personal learning journey at BSG. Recognising that each learner is unique, LS utilises a strengths-based approach to enable students to access the curriculum to the best of their ability. In addition, students who demonstrate confidence with the social emotional aspects of student life can flourish in their overall student experiences on campus.

Curriculum support for students

BSG endeavours to provide a safe, caring, stable and supportive environment which values every member of the school community. Within the environment the school aims to develop students' self-esteem, self-respect and sense of responsibility towards themselves and others. The co-ordination of the work of the tutor is part of the role of the heads of year and the assistant head (pastoral). They are responsible for monitoring and reporting on students' academic progress, personal development and standards of behaviour.

The form tutor plays a fundamental role in guiding each individual within his or her tutor group, and is the first point of contact for teachers, parents and students. Form tutors instil the values and expectations of the school and contribute to the student's social and academic development through daily morning registration, assembly time and individual discussion during one- to -one mentoring.

Individual needs may be:

Additional Needs

Some students may face additional challenges to their learning; they may have transferred from a different curriculum system; their prior schooling may have been affected by international travel. Some students may fall behind in their learning.

English as an Additional Language

Some students require direct teaching to enable them to gain the English language skills required to fully access the curriculum. These learners receive one to one or small group tuition.

Special Educational Needs

Some students may have significantly greater difficulty in accessing learning. Their learning difficulties may be addressed by short-term support or by intervention that focuses on directly addressing the difficulty and providing strategies to progress in spite of it.

University & Careers Advice & Support

As well as maintaining academic excellence, one key element of our upper school provision is to provide all students and parents with the best possible careers and university guidance.

Please find below a list of support available to all students in Years 10-13 and their parents:

University Visits

Our growing success continues to attract an ever-expanding list of top global universities who are sending representatives to BSG. Each year we host presentations from universities from the UK, the United States (USA) and Canada, as well as universities from Hong Kong, Australia and Europe. These can also take place through video conferences.

Summer Programmes

As the competition for places at top universities around the world increases, summer programmes (many held on university campuses) are becoming increasingly popular in providing students with invaluable experiences to help support their university applications. Each year we arrange for guest speakers to come into school to present information on these courses.

SAT

For those considering applications to U.S. universities, BSG is accredited as an official SAT centre, allowing our students to sit both SAT and SAT subject tests.

Work Experience and Internships

This is becoming an increasingly important way of gaining first-hand experience in a workplace setting, as well as adding value to university applications. We look to support students in finding work placements and internships during their Sixth Form years (Years 12 and 13).

University Applications

All Sixth Form students will receive one-to-one support with the completion of university applications, and with writing their personal statements. We believe that this personalised service gives every one of our students the best possible chance of obtaining offers at top universities around the world.

One-to-One Careers Guidance Meetings: Parents and students are always welcome to make an appointment with our Head of Careers and University Guidance, Ms. Yanyan Wu, to discuss the different university and career pathways.



GCSE Fine Art

Aims

The aims of GCSE Fine Art are to 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.

Transferable skills – students will learn to:

- apply a creative approach to problem solving.
- consider and develop original ideas from initiation to realisation.
- analyse critically their own work and the work of others.
- express individual thoughts and choices confidently.
- take risks, experiment and learn from mistakes.

Assessment

Exam board: Edexcel GCSE

Syllabus number: [1FA0](#)

Syllabus content

Students must:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- Record ideas, observations and insights relevant to intentions as work progresses
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

This course allows students opportunities to:

- Explore both contemporary and historical sources of art, craft and design first hand, for example: visiting museums, galleries, art shows and fairs, experiencing audio-visual productions, including still and moving imagery, their surroundings and environments, take an individual approach to their art, craft and design making.
- Develop the skill of selecting their best and most appropriate work for presentation.

INTERNALLY MARKED BY TEACHERS & EXTERNALLY MODERATED = 60%

Component 1: Personal Portfolio	The project takes the form of complete A1 and A2 sized sheets and an investigative and experimental sketchbook. The subject theme will be set by the teacher but students will be expected to gain more independence and enquiry throughout the course. The general theme for the first project will be Natural Forms working in both 2D and 3D disciplines. Students will start a second project during the spring/summer term in year 10 that will continue into Year 11.
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EXTERNALLY SET & EXTERNALLY MODERATED BY A VISITING MODERATOR = 40%

Component 2: Externally Set Assignment	Consists of one, externally set, broad based thematic starting point usually made available to teacher in the examination year. Students have a set period of preparation time to complete a sketchbook and supporting mounted work of research, investigation and experimentation followed by a 10-hour practical examination. In the practical examination students create their own original creative outcome as a result of their preparatory studies. Students will start working on the exam unit in the spring term during year 11.
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GCSE Biology

Aims

The aims of GCSE biology are to develop:

- a better understanding of the technological world, with an informed interest in scientific matters.
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- an interest in, and care for, the environment.
- understanding of the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.
- an understanding of the scientific skills essential for both further study and everyday life.

Syllabus content

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community.

In IGCSE Triple Biology, students will study animal & plant anatomy and physiology, microbiology, ecology, drugs, genetics and biotechnology.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0610](#)

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades C to G. Students who have studied the extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 3 consists of questions based on the Core syllabus content. Paper 4 consists of questions based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hour 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

GCSE Business Studies

Aims

The aims of this syllabus are to enable the student to:

- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- apply knowledge and critical understanding to current issues and problems in a wide range of business contexts
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside of the business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- develop an awareness of the nature and significance of innovation and change within the

Syllabus content

The following topics are studied:

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0450](#)

EXTERNALLY ASSESSED = 100%	
Paper 1 1 hour 30 minutes 50%	Written examination consisting of four questions requiring a mixture of short answers and structured data response 80 marks
Paper 2 1 hour 30 minutes 50%	Written examination consisting of four questions based on a case study, provided as an Insert with the paper. 80 marks

GCSE Chemistry

Aims

The aims of GCSE Chemistry are to develop:

- a better understanding of the technological and natural world, with an informed interest in scientific matters
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- an understanding of the scientific skills essential for both further study and everyday life e.g. trend and pattern recognition and prediction.

Syllabus content

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community.

Students will gain three Single Award qualifications for Biology, Chemistry and Physics. In Chemistry, students will study atomic structure and bonding and how this links to physical and chemical properties, metals, air and water, chemical industries e.g. oil and plastic production, stoichiometry, rates of reaction and equilibria.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0620](#)

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades C to G. Students who have studied the extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 3 consists of questions based on the Core syllabus content. Paper 4 consists of questions based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hour 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

GCSE Chinese First Language

Aims

Cambridge IGCSE First Language Chinese is designed for learners whose mother tongue is Chinese.

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively using appropriate standard language
- work with information and ideas in Chinese by developing skills of critical evaluation, analysis, synthesis and inference
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions
- deepen understanding and appreciation of Chinese culture and classical texts.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0509](#)

Syllabus content

Cambridge IGCSE First Language Chinese offers students the opportunity to respond knowledgeably to a range of reading passages.

Students will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences. The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Students will have the opportunity to read Classical Chinese prose texts to help to deepen their knowledge of Chinese culture.

Students will be encouraged to become appreciative and critical readers and writers of Chinese.

EXTERNALLY ASSESSED

Paper 1 2 hours 15 minutes 50%	Reading, Directed Writing and Classical Chinese. Candidates answer all the questions in three compulsory sections. Section 1: Candidates answer a series of questions and sub-questions requiring candidates to respond to Passage 1, a fiction text. Section 2: Candidates use and evaluate the information in the two passages to create an argumentative/discursive email, letter, essay or article. Section 3: Candidates answer a series of questions about Passage 4, a previously unseen passage of Classical Chinese text.
Paper 2 2 hours 50%	Writing: Candidates write two compositions of 400-600 words, one from each section. Section 1: Argumentative/Discursive Writing. Section 2: Descriptive/Narrative Writing.

GCSE Chinese Second Language

Aims

The aims are to enable students to:

- Develop the ability to use Chinese effectively for the purpose of practical communication
- Form a sound foundation for the skills required for further study or employment using Chinese as the medium
- Develop an awareness of the nature of language and language learning skills
- Promote learners' personal development.

Syllabus content

Students will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practice writing for different purposes and audiences.

Students will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. In both written and spoken Chinese, students will be able to respond to factual information as well as abstract ideas.

Students will engage in conversations on a variety of topics, and develop their skills in expressing their viewpoints with a degree of accuracy and clarity.

Cambridge IGCSE Chinese as a Second Language will enable students to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0523](#)

EXTERNALLY ASSESSED	
Paper 1 2 hours 60%	Reading and Writing - Written examination consisting of five exercises that tests a range of reading and writing skills. Types of task include information transfer, short-answer questions, multiple-matching, functional writing and extended writing. 60 marks
Paper 2 35-45 minutes 20%	Listening - Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and longer spoken texts. Types of task include short-answer questions, gap-fill sentences, information correction and multiple-choice questions. All listening material is recorded in Mandarin Chinese. 30 marks
INTERNALLY ASSESSED AND EXTERNALLY MODERATED	
Paper 3 10-13 minutes 20%	Speaking - The Speaking test is conducted in Mandarin Chinese. The Speaking test consists of three parts: candidates give a two- to three-minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.

GCSE Mandarin Chinese

Aims

This course is recommended to those candidates that have learnt Chinese as their additional language.

The aims are to:

- develop the language proficiency required to communicate effectively in Mandarin Chinese at level A2 (CEFR Basic User)
- offer insights into the culture and society of countries and communities where Chinese is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. 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 Chinese or another subject area.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0547](#)

Syllabus content

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Chinese is spoken.

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Students will be expected to read and understand a variety of written and spoken texts on familiar topics.

Students will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Chinese on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

EXTERNALLY ASSESSED 75%	
Paper 1 40 minutes 25%	Listening: Students listen to a number of recordings and answer multiple choice and matching questions.
Paper 2: 1 hour 15 minutes 25%	Reading: Students read a number of texts and answer multiple choice and matching questions as well as questions requiring short answers.
Paper 4: 1 hour 15 minutes 25%	Writing: Students complete three tasks in the target language.
INTERNALLY ASSESSED AND EXTERNALLY MODERATED	
Paper 3: Approx. 10 minutes 25%	Speaking: Students complete one role-play, and conversations on two topics.

GCSE Computer Science

Aims

To develop:

- understanding of the component parts of computer systems and how they interrelate
- skills necessary to apply understanding to solve computer based problems using a high level programming language
- computational thinking, that is thinking about what can be computed and how
- understanding of the main principles of problem solving using computers
- understanding that every computer system is made up of sub systems

Syllabus content

Students need to develop knowledge, understanding and the capability to evaluate:

- the theory of Computer Science - data representation and transmission
- practical problem solving and programming using algorithms and a high level program language
- the use and need for different types of operating systems
- high and low level programming languages
- computer architecture and the fetch-execute cycle

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0478](#)

EXTERNALLY SET AND ASSESSED = 50%	
Paper 1 - Computer Systems 1 hour and 45 mins	Written paper contains short answers and structured questions. All questions are compulsory 75 marks
EXTERNALLY SET AND ASSESSED = 50%	
Paper 2 Algorithms, Programming and Logic 1 hour and 45 mins	2 Hours Written paper contains short answers and structured questions and a scenario based question.

GCSE Drama

Aims

The aims of the GCSE drama course are for students to understand and enjoy drama by:

- developing their performance skills, both individually and in groups by 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

Syllabus content

- Understanding repertoire
- Knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.
- Devising dramatic material
- Reflecting on the effectiveness of devising.
- Acting skills
- Effectively communicating meaning to an audience

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0411](#)

EXTERNALLY ASSESSED	
Paper 1 2 hours 30 minutes 40%	<p>The questions on this paper relate to pre-release material. The material consists of two extracts, one from each of two published plays. Students study both extracts.</p> <p>The question paper is structured as follows</p> <ul style="list-style-type: none">• Section A (30 marks) 6-8 short – answer questions on the extracts from the play• Section B (25 marks) Two extended response questions on the extracts from the play (One compulsory question and one question from a choice of two).• Section C (25 marks) Two extended response questions based on a devised piece the students have created and performed to an audience.
INTERNALLY ASSESSED	
Coursework 60%	<p>Candidates submit three pieces of practical work. All practical work is recorded in front of a live audience.</p> <p>The group devised piece is used for Section C of Paper 1.</p> <ul style="list-style-type: none">• One individual piece (3 – 5 minutes) – a performance of an extract from a play.• Two group* pieces (maximum 20 minutes each) – one performance of an extract from a play and one original devised piece. <p>*Minimum group size – 2, maximum group size – 6</p>

GCSE Economics

Aims

The aims of this syllabus are to enable the student to:

- develop knowledge and understanding of economic terminology, principles and theories
- develop basic economic numeracy and literacy and the ability to handle simple data including graphs and diagrams
- develop an ability to use the tools of economic analysis in particular situations
- identify and discriminate between differing sources of information and how to distinguish between facts and value judgements in economic issues
- develop the ability to use economic skills (with reference to individuals, groups and organisations) to understand better the world in which you live
- develop understanding of the economies of developed and developing nations and of the relationships between them; and to develop your appreciation of these relationships from the perspective of both developed and developing nations.

Syllabus content

Students will study the following topics.

- Basic economic problem: choice and the allocation of resources
- The allocation of resources: how the market works and market failure
- The individual as producer, consumer and borrower
- The private firm as producer and employer
- Role of government in economy
- Economic indicators
- Developed and developing economies: trends in production, population and living standards
- International aspects

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0455](#)

EXTERNALLY ASSESSED = 100%	
Paper 1 - Multiple Choice 45 minutes 30%	Candidates answer 30 multiple-choice questions.
Paper 2 – Structured questions 2 hours 15 minutes 70%	Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six.

GCSE English Language A

Aims

- 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.

Syllabus content

Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.

- Explore links and connections between writers' ideas and perspectives.
- Develop transactional writing skills for a variety of purposes and audiences.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

Assessment

Exam board: Edexcel IGCSE

Syllabus number: [4EA1](#) (Option BR)

EXTERNALLY ASSESSED	
Paper 1 2 hours 15 minutes 60%	Reading – a mixture of short-and long-answer questions related to nonfiction texts. Transactional Writing involving a given audience, form or purpose.
INTERNALLY ASSESSED	
Coursework 40%	Poetry and prose texts – one essay question based on any two poetry or prose texts, including a commentary on why these texts were selected. Imaginative writing based on stimulus discussed during the course.

GCSE English - World Literature

Aims

- Read, interpret, evaluate and enjoy literary texts from different countries and cultures;
- Develop an understanding of literal and implicit meaning, relevant contexts and of the deeper themes or attitudes that may be expressed in texts;
- Appreciate how writers create and shape meanings and effects through linguistic and structural choices;
- Communicate an informed, personal response to literary texts studied, appropriately and effectively;
- Explore wider and universal issues and gain skills of empathy, promoting students' better understanding of themselves and of the world around them.

Syllabus content

Students will need to develop skills in analysing texts for meaning, content and specific effects created.

- Comprehension of a text in order to develop an analytical response and an empathic response which explores the relevance of the language, structure and author's intent.
- Focus on specific themes and characters within the text.
- Study of a collection of poems, prose texts and drama texts.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0408](#)

EXTERNALLY ASSESSED = 60%	
Paper 2 1 hour 30 minutes 20%	Paper 2 is an unseen paper where students will answer two questions on a given poem or extract of a poem.
Paper 3 1 hour 30 minutes 40%	Paper three is based on the set text studied. Students must answer two questions: one extract and one essay based on the whole text.
INTERNALLY ASSESSED = 40%	
Coursework 40%	Students will be required to submit two written assessments: one developed analytical response, which explores the impact of a writer's linguistic and structural choices and one empathic piece, assuming the voice of a character from a text studied. Both assignments focus on a theme or specific area within a text. At present the texts studied for coursework are a short novel or play-text, all from different cultures or countries.

GCSE English as a Second Language (ESL)

Aims

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

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

Syllabus content

Reading and Writing:

- Reading short texts and answering a series of questions using skim/gist reading skills
- Reading a text and answering with greater detail
- Note taking and summary writing
- Two longer writing tasks of approximately 200 words each, in formal and informal register.

Listening:

- Listening to six short scenarios and answering questions on each
- Listening to longer texts and completing gaps in forms or charts
- Listening to longer texts and answering questions on each

Speaking (Separately endorsed and does not contribute to the overall grade):

- An assessed conversation that lasts approximately 6-9 minutes based on an oral test card

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0511](#)

EXTERNALLY ASSESSED = 70%	
Paper 1 2 hours	Reading and writing 70% of overall grade for syllabus 0510 Speaking Endorsement 60% of overall grade for syllabus 0511 Count-in Speaking
EXTERNALLY ASSESSED = 30% for oral endorsement or 15% for count-in oral	
Paper 2: 45 minutes	Listening • 30% of overall grade for syllabus 0510 Speaking Endorsement • 20% of overall grade for syllabus 0511 Count-in Speaking
EXTERNALLY SET, INTERNALLY ASSESSED= 0% for oral endorsement or 15% for count-in oral	
Paper 3: Speaking 15 minutes	An assessed conversation that lasts approximately 6-9 minutes based on an oral test card. For oral endorsement marks for the Speaking component do not contribute to the overall grade students receive for the written components. Instead, where students perform to an appropriate standard, students record separately the achievements of grades 1 (high) to 5 (low) for speaking. For Count-in Speaking the Speaking component contributes to 20% of the oral grade.

GCSE Geography

Aims

The aims of IGCSE Geography are to encourage candidates to develop:

- An understanding of location on a local, regional and global scale
- An awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- An understanding of the ways in which people interact with each other and with their environment
- An awareness of the contrasting opportunities and constraints presented by different environments
- An appreciation of and concern for the environment
- An appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

Syllabus content

The syllabus is divided into three themes which have been designed to develop an understanding of both the natural and the human environment:

1. Population and settlement: population dynamics, migration, population structure, population density, settlement hierarchy and services, urban land use, urbanisation and problems associated with urban growth.
2. The natural environment: earthquakes and volcanoes, rivers, coasts, weather, climate and natural vegetation.
3. Economic development: development, food production, industry, tourism, energy, water and environmental risks of economic development.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0460](#)

EXTERNALLY SET AND ASSESSED = 72.5%	
Paper 1 1 hour 45 minutes 45%	Geographical themes - students answer three questions, each worth 25 marks. 75 marks
Paper 2 1 hour 30 minutes 27.5%	Geographical skills - Candidates answer all the questions 60 marks
INTERNALLY SET AND ASSESSED = 27.5%	
Component 3	One centre-based assignment of up to 2000 words. 60 marks

GCSE Global Perspectives

Aims

The aims of IGCSE Global Perspectives are to encourage candidates to develop:

- students who are independent and empowered to take their place in an ever-changing, information-heavy, interconnected world.
- an analytical, evaluative grasp of global issues and their causes, effects and possible solutions.
- enquiry into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries.
- communication with people from a variety of backgrounds.
- independent work as well as part of a team, directing much of their own learning.
- consideration of important issues from personal, local/national and global perspectives and understand the links between them.
- critical assessment of the information available to them and make judgments.
- support of judgments with lines of reasoning.
- a sense of their own, active place in the world.
- empathy with the needs and rights of others.

Syllabus content

The topics offer a context within which candidates can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives. Candidates use research, reasoning and questioning to gain this understanding and form their own judgements. It is suggested that teachers look at several topics over the term of the course to help develop candidates' skills.

Component 1 - Written Examination

Demographic change / Education for all / Employment / Fuel and energy / Globalisation / Law and criminality / Migration / Transport systems

Component 2 - Individual Report

Belief systems / Biodiversity and ecosystem loss / Changing communities / Digital world / Family / Humans and other species / Sustainable living / Trade and aid

Component 3 Team Project

Conflict and peace / Disease and health / Human rights / Language and communication / Poverty and inequality / Sport and recreation / Tradition, culture

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0457](#)

EXTERNALLY ASSESSED	
Paper 1 1 hour 15 minutes 35%	Candidates answer four compulsory questions based on a range of sources. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics. 70 marks
COURSEWORK - INTERNALLY SET AND EXTERNALLY ASSESSED: 30%	
Individual Report 30%	Students research one topic area of personal, local and/or national and global significance and submit a report. Candidates answer four compulsory questions based on a range of sources. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics written in continuous prose. 60 marks
COURSEWORK - INTERNALLY SET AND INTERNALLY ASSESSED: 35%	
Team Project 35%	Students collaborate to produce a plan and carry out a group project based on research into one topic area. The topic area must be different from the topic studied for the Individual Research. Students then evaluate the plan, process and outcome of the group project as well as their individual contributions to the project. Candidates report on what they have learnt from cross-cultural collaborations. 70 marks

GCSE History

Aims

The aims of Edexcel IGCSE History are to:

- develop and extend their knowledge and understanding of key events, periods and societies in history
- develop students as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions, to investigate issues critically and to make valid judgements using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

Syllabus content

1. Germany, 1918–45
 - The establishment of the Weimar Republic and its early problem
 - The recovery of Germany, 1924–29
 - The rise of Hitler and the Nazis to January 1933
 - Nazi Germany 1933–39
 - Germany and the occupied territories during the Second World War
2. A divided union: civil rights in the USA, 1945–74
 - The Red Scare and McCarthyism
 - Civil rights in the 1950s
 - The impact of civil rights protests 1960-75
 - Other protest movements: students, women, and anti-Vietnam
 - Nixon and Watergate
3. The USA, 1918–41
 - The Roaring Twenties
 - Increased social tensions in the 1920s
 - The USA in Depression, 1929–33
 - Roosevelt and the New Deal, 1933–41
 - The Opposition to the New Deal
4. Changes in medicine, c1848–c1948
 - Progress in the mid-19th century; Nightingale, Chadwick, Snow and Simpson
 - Discovery and development, 1860–75; Lister and Pasteur
 - Accelerating change, 1875–1905; Ehrlich, Koch and chemistry
 - Government action and war, 1905–20
 - Advances in medicine, surgery and public health

Assessment

Exam board: Edexcel IGCSE

Syllabus number: [4HI1](#)

EXTERNALLY ASSESSED	
Paper 1 1 hour 30 minutes 50%	Students are assessed through an examination based on their selected depth studies. Students answer two questions 60 marks
Paper 2 1 hour 30 minutes 50%	Students are assessed through an examination based on their historical investigation and breadth study in change. Students answer two questions, one question on their historical investigation and one question on their breadth study in change. 60 marks

GCSE Mathematics

Aims

- To study knowledge of mathematical techniques beyond International GCSE Mathematics content
- To provide a course of study for those whose mathematical competence may have developed early
- To develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of mathematics
- To enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment
- To develop mathematical skills for further study in the subject or related areas to solve problems.
- Students' appreciation of the importance of mathematics in society, employment and study.

Syllabus content

Students need to develop knowledge, understanding and the capability to evaluate within five main topic areas that are broken down into sub topics these are:

- Number
- Algebra
- Graphs
- Shape and space
- Handling data

Assessment

Exam board: Edexcel IGCSE

Syllabus number: [4MA1](#)

EXTERNALLY ASSESSED	
Paper 1 2 hours 50%	Paper 1 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus. The questions are designed to increase in difficulty to test a full range of grades from 4 up to 9. 100 marks
Paper 2 2 hours 50%	Paper 2 is a calculator paper that will ask questions on a variety of topics from across the whole syllabus, typically different topics to those that were tested in Paper 1. The questions are designed to increase in difficulty to test a full range of grades from 4 up to 9. 100 marks

GCSE Mathematics (Further Pure)

This course is for those students who complete the IGCSE mathematics examination at the end of year 10. It is an additional GCSE course and will be examined at the end of year 11.

Aims

- To study knowledge of mathematical techniques beyond International GCSE Mathematics content
- To provide a course of study for those whose mathematical competence may have developed early
- To develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of mathematics
- To enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment
- To develop mathematical skills for further study in the subject or related areas.

Syllabus content

Students will develop their, knowledge, skills, and understanding in three main areas, which are broken down into a total of eight different subcategories:

Number

- Use numerical skills in a purely mathematical way and in real-life situations
- Algebra and calculus
- Use algebra and calculus to set up and solve problems
- Develop competence and confidence when manipulating mathematical expressions
- Construct and use graphs in a range of situations
- Geometry and trigonometry
- Develop understanding of properties of shapes, angles and transformations
- Use vectors and rates of change to model situations
- Manipulate and use cartesian coordinate geometry
- Use radian trigonometry

Assessment

Exam board: Edexcel IGCSE

Syllabus number: [4PM1](#)

EXTERNALLY ASSESSED	
Paper 1 2 hours 50%	Paper 1 will contain questions from any part of the specification content, and the solution of any questions may require knowledge of more than one section of the specification content. 100 marks
Paper 2 2 hours 50%	Paper 2 will contain questions from any part of the specification content, and the solution of any questions may require knowledge of more than one section of the specification content. 100 marks

GCSE Modern Languages (French & Spanish)

Aims

These aims enable students to:

- develop the language proficiency required to communicate effectively in Spanish/French at level A2 (CEFR Basic User) with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Spanish/French is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. 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 Spanish/French or another subject area.

Syllabus content

The syllabus content is based around the following five broad Topic areas. Through the study of these Topic areas, students gain insight into target language countries and communities.

The Topic areas are:

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

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in French or Spanish on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: French - [0520](#); Spanish - [0530](#)

EXTERNAL = 75%	
Paper 1 - Listening Approx. 50 minutes 25%	Students listen to a number of recordings and answer multiple choice and matching questions.
Paper 2: Reading 1 hour 25%	Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
Paper 4: Writing 1 hour 25%	Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.
INTERNAL (EXTERNALLY MODERATED) = 25%	
Paper 3: Speaking Approx. 10 minutes 25%	Candidates complete one role play and conversations on two topics.

GCSE Music

Aims

When studying the Edexcel GCSE Music syllabus, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

Learners study music of all styles within 4 Areas of Study, which each contain two set works, enabling learners to explore musical elements, musical language and musical contexts through specific pieces of music, whilst developing essential appraisal skills.

Syllabus content

The GCSE music programme of study consists of one externally examined paper and two non-examined assessments.

Students will be assessed through a combination of performance, composition and written examination.

Skills in these three disciplines will be developed through the study of the course content, categorised in the four Areas of Study, encompassing a wide range of musical styles and traditions.

- Instrumental Music 1700-1820
- Vocal Music
- Stage & Screen
- Fusions

Assessment

Exam board: Edexcel GCSE

Syllabus number: [1MU0](#)

INTERNALLY MARKED, EXTERNALLY ASSESSED	
Component 1 - Performing 30%	Two prepared performances (sing or play) of the candidate's own choice. One individual performance and one ensemble performance with a combined duration of at least 4 minutes.
INTERNALLY MARKED, EXTERNALLY ASSESSED	
Component 2- Composing 30%	Two contrasted compositions written for different instruments and /or voices, which must be recorded. Composition 1 : A free composition set by the learner Composition 2 : A composition based on a brief set by Pearson Edexcel Compositions will be notated using staff notation/commentary to produce a score and should have a combined duration of at least 3 minutes.
EXTERNALLY ASSESSED	
Paper 3 1 hour 45 minutes 40%	Listening paper - Section A: • 6 listening questions based on the 8 set works. • 1 short melody / rhythm dictation. • 1 question on an unfamiliar piece of music Section B: 1 essay question to compare and / or evaluate one set work with an unfamiliar piece of music.

GCSE Physical Education

Aims

The aims of GCSE PE are to:

- Develop students' knowledge and understanding of the theory underpinning physical performance in a modern world.
- Use and apply this knowledge and understanding to improve their performance
- Perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- Understand and appreciate safe practice in physical activity and sport
- Understand and appreciate the benefit of physical activity and sport for health, fitness and well-being
- Gain a sound basis for further study in the field of Physical Education

Syllabus content

Students will develop their theoretical knowledge and understanding of:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

Practical Performance

- Students will be required to perform in four different physical activities from two different categories in the role of player/performer

Assessment

Exam board: Cambridge

Syllabus number: [0413](#)

EXTERNALLY ASSESSED	
Paper 1: Theory 1 hour 45 minutes 50%	Candidates answer all questions (100 marks)
INTERNALLY ASSESSED, EXTERNALLY MODERATED	
Component 2 Coursework 50%	Candidates undertake FOUR physical activities from at least two of the seven categories listed (games activities, gymnastics, dance, athletics activities, outdoor and adventurous activities, swimming, combat activities)

GCSE Physical Education (short course)

Aims

The aims of GCSE PE (Short course) are to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological state affects performance in physical activity and sport.
- 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 in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing.

Syllabus content

Students will develop their theoretical knowledge and understanding of:

- Applied Anatomy & Physiology
- Movement Analysis
- Health, Fitness & Well-being
- Use of Data

Practical Performance

- Students will be required to perform in two different physical activities from two different categories in the role of player / performer.

Assessment

Exam board: Edexcel

Syllabus number: [3PE0](#)

EXTERNALLY ASSESSED	
Paper 1: Theory 1 hour 30 minutes 60%	The assessment consists of multiple-choice, short-answer and one extended writing question. Students must answer all questions.
INTERNALLY ASSESSED, EXTERNALLY MODERATED	
Component 2 Practical performance 40%	The assessment consists of students completing two physical activities from a set list. One must be a team activity. One must be an individual activity Each activity can last up to 12 hours. The activity will be assessed by the teacher and moderated by Pearson.

GCSE Physics

Aims

The aims of GCSE physics are to develop:

- a better understanding of the technological world, with an informed interest in scientific matters.
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- an interest in, and care for, the environment.
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment.
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life.
- an understanding of the scientific skills essential for both further study and everyday life.

Syllabus content

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community.

Students will gain three Single Award qualifications for Biology, Chemistry and Physics. In physics, students will study general physics, thermal physics, properties of waves, including light and sound, electricity and magnetism and atomic physics.

Assessment

Exam board: Cambridge IGCSE

Syllabus number: [0625](#)

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades C to G. Students who have studied the extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 3 consists of questions based on the Core syllabus content. Paper 4 consists of questions based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hour 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

GCSE Psychology

Aims

The aims of GCSE psychology are to develop:

- knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena.
- an understanding of how psychological research is conducted, including the role of scientific method and data analysis.
- arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers.
- an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.
- an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Syllabus content

Students need to develop knowledge and understanding of different topics within psychology including:

- Development – How did you develop?
- Memory – How does your memory work?
- Psychological problems – How would psychological problems affect you?
- The brain and neuropsychology – How does your brain affect you?
- Social influence – How do others affect you?
- Criminal psychology – Why do people become criminals?
- Sleep and dreaming – Why do you need to sleep and dream?
- Research methods – How do you carry out psychological research?

Assessment

Exam board: Edexcel

Syllabus number: [1PS0](#)

EXTERNALLY ASSESSED 100%	
<p>Paper 1 1 hour 45 minutes 55%</p>	<p>The paper consists of six sections. The first five sections each cover one of the topics (1-5 listed above). These sections will include multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.</p>
<p>Paper 2 1 hour 20 minutes 45%</p>	<p>Students must answer all questions from Section A. All questions from two sections – (Criminal Psychology and Sleep and Dreaming).</p> <p>Section A: Research methods – How do you carry out psychological research? This section will focus primarily on Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open-response questions, and one extended open-response question.</p> <p>Sections B to F: Optional topics (you will study Criminal Psychology and Sleep and Dreaming) Each of these sections covers one of the optional topics. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question. Calculators may be used in the examination.</p>

GCSE Science - Double Award

Aims

The aims of GCSE Science are to develop:

- A better understanding of the technological world, with an informed interest in scientific matters
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- an interest in, and care for, the environment
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- the ability to recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- an understanding of the scientific skills essential for both further study and everyday life.

Syllabus content

IGCSE Double Award Science is worth 2 GCSEs. Candidates must study all three sections.

Biology

Characteristics of living organisms, cells, enzymes, nutrition, transportation, respiration, co-operation and response, reproduction, inheritance, energy flow in ecosystems and human influences on ecosystems.

Chemistry

The particular nature of matter, experimental techniques, atoms, elements and compounds, stoichiometry, electricity and chemistry, energy changes in chemical reactions, chemical reactions, acids, bases and salts, the periodic table, metals, air and water, sulfur, carbonates and organic chemistry.

Physics

Motion, matter and forces, energy, work and power, simple kinetic molecular model of matter, matter and thermal properties, transfer of thermal energy, waves, light, electromagnetic spectrum, sound, magnetism, electricity, electric circuits, electromagnetic effects and radioactivity.

Assessment

Exam board: Cambridge International Examinations (CIE)

Syllabus number: [0654](#)

Students who have studied the Core syllabus content, and take Paper 1 and Paper 3 are eligible for grades C to G.

Students who have studied the extended syllabus content, and take Paper 2 and Paper 4 are eligible for grades A* to G.

EXTERNALLY ASSESSED = 100%	
Paper 1 or 2 45 minutes 30%	A multiple-choice paper consisting of 40 items of the four-choice type. Paper 1 consists of questions based on the Core syllabus content. Paper 2 consists of questions will be based on the Extended syllabus content (Core and Supplement).
Paper 3 or 4 1 hour 15 min 50%	A written paper consisting of short-answer and structured questions. Paper 3 consists of questions based on the Core syllabus content. Paper 4 consists of questions based on the Extended syllabus content (Core and Supplement).
Paper 6 1 hour 20%	A written paper consisting of short-answer and structured questions based on the experimental skills.

GCSE Options Process

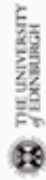
To assist students with their choices we have created GCSE options processes for internal and external applicants. This will take place at the end of term 1, and into the start of term 2 each academic year.

Internal Applicants/Students

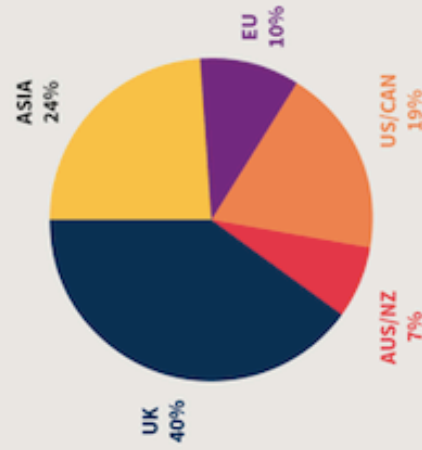
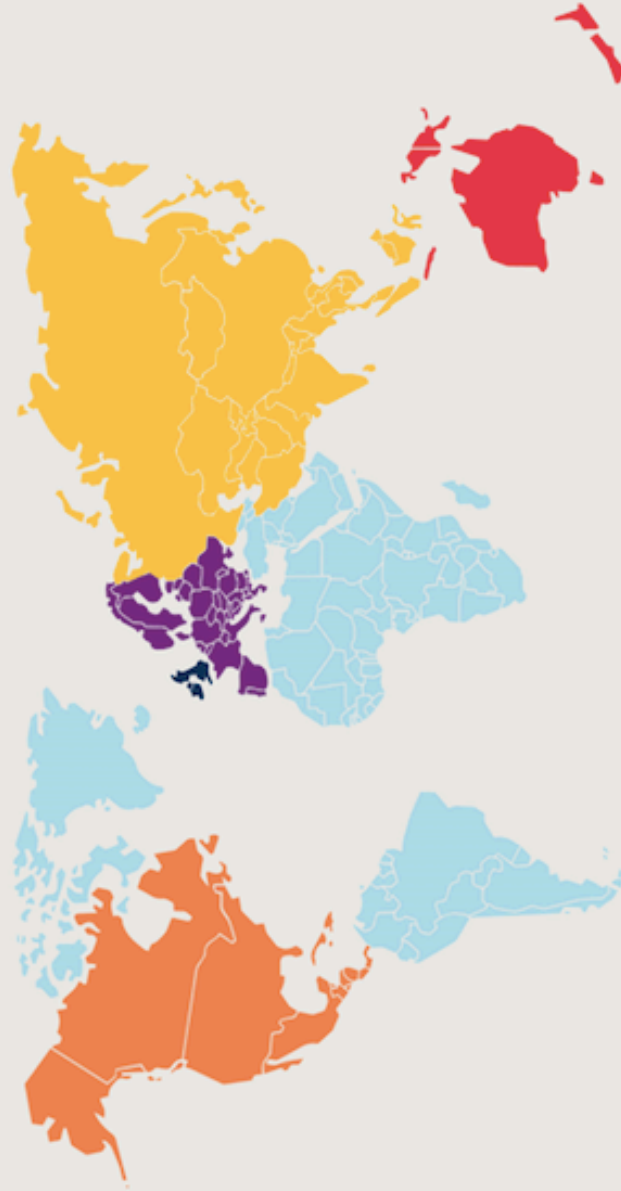
1. Launch assembly to students.
2. PSHE module on decision making and the options process.
3. Taster sessions where students can experience a lesson in new GCSE subjects.
4. "Ask the panel" session for year 9 students. This is an opportunity to ask a year 10 and 11 student panel about studying for GCSEs, and how they differ from key stage 3.
5. Options Evening with parents. Students and parents will have the opportunity to meet with heads of department as well as members of the middle and senior team to answer any final questions about GCSE options.
6. One-to-one guidance meeting. Students will be offered the opportunity to have a one to one meeting with a member of the middle and senior team to help guide them in their choices.
7. Final Options Submission. Students will be asked to electronically pick their final GCSE subjects.

External Applicants/Students

1. Must first submit an application to join BSG.
2. Complete an entrance assessment.
3. Options Evening with parents. (if in Guangzhou) Students and parents will have the opportunity to meet with heads of department as well as members of the middle and senior team to answer any final questions about GCSE options.
4. Final Options Submission. Students will be asked to pick their final GCSE subjects and submit a completed GCSE options form to the admissions team.



Where are BSG graduates now?



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