



# I/GCSE SUBJECT INFORMATION

## 2022-2024

### Overview

Students of IGCSE English Language usually study this subject alongside IGCSE English Literature in their English classes over the two years they spend in Year 10 and 11. As well as the aims and objectives of the course outlined below, the Kellett School English Faculty expects students to develop so much more, such as an ability to take a critical approach to the media and being able to use their expertise as readers to both decode and question what they are being exposed to in this fast-changing world.

The aims and objectives of this qualification are to enable students 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 and 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.

### Course Description

The IGCSE English Language Anthology forms the basis of this course. It features a variety of texts from different writers, time periods and cultures.

**Specification Code:** A - 4EA1

**Specification Link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-language-a-2016.html>

Unit	Unit Content	Assessment
<b>Paper 1: Non-fiction Texts and Transactional Writing</b>  Paper code 4EA1/01	<p>The contemporary non-fiction texts from Part 1 of the Pearson Edexcel International GCSE English Anthology</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• Develop skills to analyse how writers use linguistic and structural devices to achieve their effects</li><li>• Explore links and connections between writers' ideas and perspectives</li><li>• Develop transactional writing skills for a variety of purposes and audiences</li><li>• Use spelling, punctuation and grammar accurately</li></ul>	<p>Externally assessed</p> <p>60% weighting</p> <p>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</p> <p>Section B: Transactional Writing – one writing task, from a choice of two involving a given audience, form or purpose</p> <p>The assessment duration is two hours 15 minutes. Students will be</p>

		provided with the anthology text in the examination
<p><b>Paper 2: Poetry and Prose Texts and Imaginative Writing</b></p> <p>Paper code 4EA1/02</p>	<p>The poetry and prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● Develop skills to analyse how writers use linguistic and structural devices to achieve their effects</li> <li>● Develop imaginative writing skills to engage the reader</li> <li>● Use spelling, punctuation and grammar accurately</li> </ul>	<p>Externally assessed</p> <p>40% weighting</p> <p>Section A: Reading – one 30-mark essay question on a poetry or prose text from Part 2 of the Pearson Edexcel International GCSE English Anthology</p> <p>Section B: Imaginative Writing – one 30-mark imaginative writing task from a choice of three</p> <p>The assessment duration is one hour and 30 minutes. Students will be provided with the anthology text in the examination</p>

## Overview

Although students are expected to learn a wide variety of skills in this course, one of the most important aspects that Kellett teachers aim to foster is a lifelong love of literature.

## Course Description

The study of one Shakespeare play, another classic drama text and one classic novel form the basis for the IGCSE English Literature course. It also features the study of poetry in preparation for questions on an unseen poem as well as poetry from Section C of the course anthology.

**Specification Code:** A - 4ET1

## **Specification Link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-literature-2016.html>

Unit	Unit Content	Assessment
<p><b>Paper 1: Poetry and Modern Prose</b></p> <p>Paper code 4ET1/01.</p>	<p>The poetry collection from Part 3 of the Pearson Edexcel International GCSE English Anthology. One modern prose text, such as <i>Of Mice and Men</i> or <i>To Kill a Mockingbird</i></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>● Develop skills to analyse unseen poetry</li><li>● Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects</li><li>● Develop skills to maintain a critical style and informed personal response</li><li>● Develop comparison skills</li></ul>	<p>Externally assessed.</p> <p>60% weighting</p> <p>Section A: Unseen Poetry – one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper</p> <p>Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology</p> <p>Section C – Modern Prose: one 40-mark essay question from a choice of two on each of the set texts.</p> <p>The assessment duration is two hours</p> <p><b>Closed book: texts are not allowed in the examination. However, students will be provided with the anthology poems in the examination</b></p>

<p><b>Paper 2: Modern Drama and Literary Heritage Texts</b></p> <p>Paper code 4ET1/02.</p>	<p><b>Content summary:</b></p> <p>One modern drama text</p> <p>One literary heritage text, most likely a Shakespeare play, such as <i>Romeo and Juliet</i></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect</li><li>• Develop skills to maintain a critical style and informed personal response</li></ul>	<p><b>Assessment:</b></p> <p>Externally assessed</p> <p>40% weighting</p> <p>Section A – Modern Drama: one 30-mark essay question from a choice of two on each of the set texts.</p> <p>Section B – Literary Heritage Texts: one question from a choice of two on each of the set texts. The assessment duration is 1 hour and 30 minutes.</p> <p><b>Open book: prescribed editions of set texts are allowed in the examination.</b></p>
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## Overview

Mathematics is the most widely used subject in the world. Many other subjects use it as the foundation in analysing and understanding the world around us. Science, Geography, DT, Business Studies, even Music and Art, all use Mathematics to some degree.

Mathematics is the basis of reason and logical thought. Students who do well and improve their Mathematics are able to break down problems into logical steps and resolve difficult situations. This is a massively important skill to have in almost all areas of life and people who have this skill are a valuable commodity.

A strong grounding in Mathematics is essential to helping students be competitive in the employment market.

Students should be able to demonstrate problem-solving skills by translating problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.

Students should be able to demonstrate mathematical reasoning skills by:

- making deductions and drawing conclusions from mathematical information
- constructing chains of reasoning
- presenting arguments and proofs
- interpreting and communicating information accurately.

## Course Description

**Specification Code:** 4MA1

### **Specification Link:**

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf>

Tier	Content	Assessment
<b>Higher</b>	<p><b>Number and the Number System</b></p> <p>Integers, Fractions, Decimals, Powers and Roots, Set Language and Notation, Percentages, Ratio and Proportion, Accuracy, Standard Form, Compound Measures, Applying Number and the Use of the Calculator.</p> <p><b>Equations, Formulae and Identities</b></p> <p>Use of Symbols, Algebraic Manipulation, Expressions and Formulae, Linear Equations, Proportion, Simultaneous Equations, Quadratic Equations and Inequalities</p> <p><b>Sequences, Functions and Graphs</b></p> <p>Arithmetic Sequences, Functional Notation, Graphs and Transformations and Calculus</p>	<p>Externally assessed</p> <p>Availability: January and June</p> <p>Two papers</p> <p>The assessment duration is two hours</p> <p>100 marks each paper</p> <p>Each paper is 50% of the total IGCSE</p> <p>There is <u>no</u> coursework</p> <p>Questions will assume knowledge from the Foundation Tier subject content</p>

	<p><b>Geometry</b></p> <p>Angles and Triangles, Polygons, Symmetry, Measures, Constructions, Circle Properties, Geometrical Reasoning, Pythagoras' Theorem, Trigonometry, Mensuration in 2D and 3D shapes, Similarity and Vectors</p> <p><b>Statistics</b></p> <p>Graphical Representation of Data, Statistical Measures and Probability</p>	<p>Each paper will assess the full range of targeted grades at Higher Tier (9–4)</p> <p>Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9</p> <p>There will be approximately 40% of questions targeted at grades 5 and 4, across papers 2F and 2H, to aid standardisation and comparability of award between tiers</p> <p>A Higher Tier formulae sheet will be included in the written examinations</p> <p>A calculator may be used in examinations</p>
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## Level 2 Certificate: Further Mathematics [AQA]

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### Overview

The AQA Level 2 Certificate in Further Mathematics qualification fills the gap for high achieving students by assessing their higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing them fully to maximise their potential in further studies at A level.

It offers the opportunity for stretch and challenge that builds on the IGCSE curriculum and is intended as an additional qualification to the IGCSE Mathematics, rather than as a replacement. The content assumes prior knowledge of the IGCSE Programme of Study and covers the areas of algebra and geometry, which are crucial to further study in the subject, in greater depth and breadth. This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem solving skills. It also gives an introduction to calculus and matrices and develops further skills in trigonometry, functions and graphs.

The AQA Level 2 Certificate in Further Mathematics is an untiered Level 2 linear qualification for learners who:

- either already have, or are expected to achieve, grade 9 in IGCSE mathematics
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics.

Students will be expected to have a thorough and strong knowledge of the content of the Pearson Edexcel International GCSE in Mathematics (Specification A) (Higher Tier). Therefore, this qualification is only available to accelerated students in sets 1 and 2.

### Course Description

**Specification Code:** 8365

**Specification Link:**

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8365-SP-2018.PDF>

Tier	Content	Assessment
<b>Untiered - Linear</b>	<ol style="list-style-type: none"><li>1. Number</li><li>2. Algebra</li><li>3. Coordinate Geometry (2 dimensions only)</li><li>4. Calculus</li><li>5. Matrix Transformations</li><li>6. Geometry</li></ol>	<p>Externally assessed Availability: June</p> <p>Paper 1 - non calculator Paper 2 - calculator A mix of question styles, from short, single mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p> <p>The assessment duration is 1 hour 45 mins each paper.</p> <p>80 marks each paper</p> <p>Each paper is 50% of the total Level 2 Certificate</p> <p>There is <u>no</u> coursework</p>



## Overview

Biology is the Science of life and living matter in all its forms and phenomena. Through the course students gain knowledge and understanding of biological facts, concepts and principles. Students will gain an appreciation of the practical nature of Biology, through accurate experimental work and safe laboratory techniques. Students will also learn how to apply their biological knowledge to real-life applications of Science, including their everyday, industrial and environmental aspects. The course provides an excellent foundation for more advanced courses in Biology. The course is taught over three years starting in Year 9.

The aims and objectives of this qualification are to enable students to:

- Learn about unifying patterns and themes in biology and use them in new and changing situations
- Acquire knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques
- Apply the principles and concepts of biology, including those related to the applications of biology, to different contexts
- Evaluate biological information, making judgements on the basis of this information
- Appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques
- Analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- Recognise the importance of accurate experimental work and reporting scientific methods in biology
- Select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- Develop a logical approach to problem solving in a wider context
- Select and apply appropriate areas of mathematics relevant to biology as set out under each topic
- Prepare for more advanced courses in biology and for other courses that require knowledge of biology.

**Qualification:** IGCSE 9-1 Biology

**Syllabus/Specification code:** International GCSE Biology /4BI1

**Hours:** 2 hours per week

**Examination Board:** Edexcel

**Details:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-biology-2017.html>

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	<b>Content</b>	<b>Assessment</b>
<b>Paper 1 (1BR)</b>	<p>The IGCSE Biology course is taught over three years starting in Year 9. The curriculum is organised into smaller units/topics to make it more manageable for students. In summary we teach:</p> <p>1 The nature and variety of living organisms (<i>including classification, types of cell, stem cells</i>)</p> <p>2 Structures and functions in living organisms</p>	<p>The paper is assessed through a 2-hour written examination paper set and marked by Pearson.</p> <p>The total number of marks is 110.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p>

	<p><i>(animal and plant physiology)</i></p> <p>3 Reproduction and inheritance <i>(including animal and plant reproduction; structure of DNA, protein synthesis, inheritance, natural selection)</i></p> <p>4 Ecology and the environment <i>(including biodiversity, climate change, food production)</i></p> <p>5 Use of biological resources <i>(including cloning, genetic engineering, uses of microbes)</i></p>	
<p><b>Paper 2 (2BR)</b></p>	<p>The same broad ‘topic areas’ are examined in Paper 2. There are however <b>additional concepts and content</b> examined within these five areas. These can be identified from the bold content on the specification.</p> <p>Questions may come from any topic area across the specification.</p>	<p>The paper is assessed through a 1-hour and 15-minute written examination paper set and marked by Pearson.</p> <p>The total number of marks is 70.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p>

## IGCSE: Chemistry [Edexcel]

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### Overview

The aims and objectives of this qualification are to enable students to:

- learn about unifying patterns and themes in chemistry and use them in new and changing situations
- acquire knowledge and understanding of chemical facts, terminology, concepts, principles and practical techniques
- apply the principles and concepts of chemistry, including those related to the applications of chemistry, to different contexts
- evaluate chemical information, making judgements on the basis of this information
- appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- analyse, interpret and evaluate data and experimental methods, drawing conclusions that are consistent with evidence from experimental activities and suggesting possible improvements and further investigations
- recognise the importance of accurate experimental work and reporting scientific methods in chemistry
- select, organise and present relevant information clearly and logically using appropriate vocabulary, definitions and conventions
- develop a logical approach to problem solving in a wider context
- select and apply appropriate areas of mathematics relevant to chemistry as set out under each topic
- prepare for more advanced courses in chemistry and for other courses that require knowledge of chemistry

### Course Description

**Qualification:** IGCSE 9-1 Chemistry

**Examination Board:** Edexcel

**Syllabus/ Specification:** IGCSE Chem / 4CH1

**Hours:** 2 lessons per week

**Details:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-chemistry-2017.html>

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### **Course Content**

	<b>Content</b>	<b>Assessment</b>
<b>Paper 1 (1CR)</b>	<p>The IGCSE Chemistry course is taught over three years starting in Year 9. The curriculum is organised into smaller units/topics to make it more manageable for students. In summary we teach:</p> <ul style="list-style-type: none"><li>● Principles of chemistry</li><li>● Inorganic chemistry</li></ul>	<p>The paper is assessed through a 2-hour written examination paper set and marked by Pearson.</p> <p>The total number of marks is 110.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer</p>

	<ul style="list-style-type: none"> <li>Physical chemistry</li> <li>Organic chemistry</li> </ul>	<p>questions, calculations and extended open-response questions.</p> <p>61.1% of the total International GCSE</p>
<b>Paper 2 (2CR)</b>	<p>The same broad 'topic areas' are examined in Paper 2. There are however <b>additional concepts and content that can be</b> examined within these five areas. These can be identified from the bold content on the specification.</p> <p>Questions may come from any topic area across the specification.</p>	<p>The paper is assessed through a 1-hour and 15-minute written examination paper set and marked by Pearson.</p> <p>The total number of marks is 70.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>38.9% of the total International GCSE</p>

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### Final Assessment

- Examination 100%
- Single tier
- Two exams. No coursework
- Paper 1: 61.1%. This is a 110 mark, two-hour examination paper set and marked by Edexcel.
- Paper 2: 38.9%. This is a 70 mark, one-hour fifteen minute examination set and marked by Edexcel.

### **Overview**

The Physics course is taught over three years. Students will learn about the unifying patterns and themes of Physics to acquire knowledge and understanding of physical facts, concepts and principles.

During the course students will learn to appreciate the practical nature of Physics, developing experimental and investigative skills based on correct and safe laboratory techniques. A big emphasis is placed on the importance of accurate experimental work and reporting as scientific methods.

Students will develop a logical approach to problem solving in a wider context. They will evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects. They will also learn how to select, organise and present information clearly and logically, using appropriate scientific terms and conventions, while utilising mathematical skills in a variety of contexts.

This course provides a solid foundation of Physics concepts and enables successful progression to Edexcel Advanced Subsidiary (IAS) and Advanced level (IAL), and other comparable post-16 qualifications for other courses which require them to have a knowledge of Physics.

### **Course Description**

**Qualification:** IGCSE 9-1 Physics

**Examination Board:** Edexcel

**Syllabus/ Specification:** IGCSE Phys / 4PH1

**Hours:** 2 hours per week

**Details:** <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gce-physics-2017.html>

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Unit	Unit Content	Assessment
Paper 1 (4PH1/1P)	<p>Core content that is not in bold on the specification and does not have a 'P' reference. Questions may come from any topic area across the specification.</p> <ul style="list-style-type: none"><li>1 Forces and motion</li><li>2 Electricity</li><li>3 Waves</li><li>4 Energy resources and energy transfers</li><li>5 Solids, liquids and gases</li><li>6 Magnetism and electromagnetism</li><li>7 Radioactivity and particles</li><li>8 Astrophysics</li></ul>	<p>The paper is assessed through a 2-hour written examination paper set and marked by Pearson.</p> <p>The total number of marks is 110.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>61.1% of the total International GCSE</p>

<p>Paper 2 (4PH1/2P)</p>	<p>All the content as above, including content that is in <b>bold</b> and has a 'P' reference on the specification.</p> <p>Questions may come from any topic area across the specification.</p> <p>Bold statements cover some sub-topics in greater depth.</p>	<p>The paper is assessed through a 1-hour and 15-minute written examination paper set and marked by Pearson.</p> <p>The total number of marks is 70.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>38.9% of the total International GCSE</p>
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## GCSE: French [AQA]

### Overview

This French qualification is a two year linear course. The qualification covers four skills; Reading, Listening, Speaking and Writing. Each skill is worth 25% of the awarded grade.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language
- AO2: Speaking – communicate and interact effectively in speech
- AO3: Reading – understand and respond to different types of written language
- AO4: Writing – communicate in writing

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

### Course Description

**Specification Code:** 8658

**Specification Link:**

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-8658-SP-2016.PDF>

Assessment objectives (AOs)	Component weightings (approx. %)				Overall weighting (approx. %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

## Overview

This Spanish qualification is a two year linear course. The qualification covers four skills; Reading, Listening, Speaking and Writing. Each skill is worth 25% of the awarded grade.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language
- AO2: Speaking – communicate and interact effectively in speech
- AO3: Reading – understand and respond to different types of written language
- AO4: Writing – communicate in writing

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

## Course Description

**Specification Code:** 8698

**Specification Link:**

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8698-SP-2016.PDF>

Assessment objectives (AOs)	Component weightings (approx. %)				Overall weighting (approx. %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

## GCSE: Chinese (Spoken Mandarin) [AQA]

### Overview

This Chinese (Spoken Mandarin) qualification is a two year linear course. The exam is sat in summer of Year 11. The qualification covers four skills; Reading, Listening, Speaking and Writing. Each skill is worth 25% of the awarded grade.

The exams will measure how students have achieved the following assessment objectives:

- AO1: Listening – understand and respond to different types of spoken language
- AO2: Speaking – communicate and interact effectively in speech
- AO3: Reading – understand and respond to different types of written language
- AO4: Writing – communicate in writing

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

GCSE Chinese (Spoken Mandarin) has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

### Course Description

**Specification Code:** 8673

**Specification Link:**

<https://filestore.aqa.org.uk/resources/chinese/specifications/AQA-8673-SP-2017.PDF>

Assessment objectives (AOs)	Component weightings (approx. %)				Overall weighting (approx. %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

### Overview

This Chinese (Mandarin) Foreign Language is offered to our **Advanced Mandarin Stream**, dependent on ability. The exam is sat in summer of Year 11. The qualification is a linear course which covers four skills; Reading, Listening, Speaking and Writing. Each skill is worth 25% of the awarded grade.

### Course Description

**Specification Code:** 0523

**Specification Link:**

<https://www.cambridgeinternational.org/Images/414337-2020-2022-syllabus.pdf>

Components	Unit Content	Assessment
<b>Paper 1: Reading and Writing</b>	Candidates complete three reading exercises testing comprehension and information transfer and two writing exercises	Externally assessed 70% weighting Two hour examination worth 70 marks
<b>Paper 2: Speaking</b>	Candidates complete a presentation, a topic conversation and a general conversation	Internally assessed / externally moderated 30% weighting Approximately 10 minutes and worth 60 marks

## GCSE: IGCSE Latin [CIE]

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### Overview

The Cambridge IGCSE Latin syllabus aims to develop learners' ability to understand Latin, leading to a recognition of Latin's influence on modern European languages. By comparing the structure of Latin with other languages, learners also develop an analytical approach to language learning. They study Latin prose and verse literature in its social and historical context, and are encouraged to develop a personal response to what they read. This will develop an awareness of a different time and culture, and an appreciation of Rome's legacy to the modern world.

### Course Description

**Specification Code:** 0480

**Specification Link:**

<https://www.cambridgeinternational.org/Images/414212-2020-2022-syllabus.pdf>

Components	Unit Content	Assessment
<b>Paper 1: Language</b>	There are two sections in this paper. In Section A, candidates translate a passage of Latin prose into English. In Section B, candidates answer comprehension questions on a passage of Latin prose and give four English words which derive from given Latin words	One hour 30 minute examination worth 160 marks 50% weighting
<b>Paper 2: Literature</b>	Candidates answer questions on the prescribed texts. Questions test comprehension, translation, scansion and appreciation of the literature	One hour 30 minute examination worth 80 marks 50% weighting

## GCSE: Drama [Edexcel]

### Overview

This Drama qualification is a two year course that covers every aspect of Drama. The qualification has a straightforward structure with three components: one focuses on devising, one focuses on performing in or designing for a performance from a text and one focuses on the practical understanding of a performance text. Students are required to develop their skills as an actor, designer and director through the components.

The course also focuses on the practical exploration of performance texts. The performance text that will be studied for the examination will require students to articulate how they would perform in certain roles, and direct and design for certain extracts, putting practical work at the heart of the qualification. Centres, alongside their teachers and students can select performance texts that will engage and inspire students and demonstrate their ability to access the work, their interests and their performance skills. Due to the flexibility of the course, students can focus on the design element as well as the performance aspect, conveying the idea that Drama is more than the actor.

The course develops transferable skills for progression to AS and A Level. Students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to the next level of study. It particularly connects with English Literature, History, Art and Politics due to the texts and themes covered during the course. The structure also allows for a easy progression into the A Level Drama and Theatre EDEXCEL offered in the Sixth Form.

### Course Description

**Specification Code:** 1DR0

### SpecificationLink:

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016\\_L12\\_Drama\\_Issue\\_2\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf)

Unit	Unit Content	Assessment
<b>Component 1: Devising</b>  <b>1DR0/01</b>	<p>Create and develop <b>a devised piece from a stimulus</b></p> <p>Performance of this devised piece or design realisation for this performance (15 marks)</p> <p>Analyse and evaluate the devising process and performance</p> <p>Performer or designer routes available</p>	<p>Internally Marked and Externally Moderated</p> <p>A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks)</p> <p>Portfolio submission recommendations are: typed evidence between 1500–2000 words or can be recorded/verbal evidence between 8–10 minutes Or can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)</p> <p>40% weighting</p>
<b>Component 2: Performance of a Text</b>  <b>1DR0/02</b>	<p>Students will either perform in and/or design for <b>two key extracts</b> from a performance text</p> <p>Mixture of monologue / duologue or group performance (choice is up to teacher)</p> <p>Performer or designer routes available</p>	<p>Performance</p> <p>Externally assessed by a visiting examiner</p> <p>20% weighting</p>



<p><b>Component 3: Theatre Makers in Practice</b></p> <p><b>1DR0/03</b></p>	<p>Practical exploration and study of <b>one complete performance text</b>. Study <u>one</u> of eight performance texts. Live theatre evaluation - seen and notes made</p> <p><b>Section A: Bringing Texts to Life</b></p> <ul style="list-style-type: none"> <li>● <b>45 marks</b></li> <li>● This section consists of one question broken into six parts (short and extended responses) based on an <b>unseen extract</b> from the chosen performance text</li> <li>● Performance texts are not allowed in the examination as the extracts will be provided</li> </ul> <p><b>Section B: Live Theatre Evaluation</b></p> <ul style="list-style-type: none"> <li>● <b>15 marks</b></li> <li>● This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen</li> <li>● Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words</li> </ul>	<p>1.30 - hour</p> <p>Written Exam</p> <p>40% weighting</p>
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## IGCSE: HISTORY [CAMBRIDGE]

### Overview

The Cambridge IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research.

Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Our depth study is Germany 1919-1945 and we currently choose the coursework option.

### Course Description

**Specification Code: 0470**

### Specification Link:

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-history-0470/>

Unit	Unit Content	Assessment
<b>Paper 1 (Component 13)</b>	<p><b>Core Content:</b> <b>The twentieth century: international relations since 1919</b></p> <p>The content focuses on the following Key Questions:</p> <ul style="list-style-type: none"><li>• Were the peace treaties of 1919–23 fair?</li><li>• To what extent was the League of Nations a success?</li><li>• Why had international peace collapsed by 1939?</li><li>• Who was to blame for the Cold War?</li><li>• How effectively did the United States contain the spread of Communism?</li><li>• How secure was the USSR's control over Eastern Europe, 1948–c.1989?</li><li>• Why did events in the Gulf matter, c.1970–2000?</li></ul> <p><b>Depth Study:</b> <b>Germany, 1918–45</b></p> <p>This depth study is based on the following key questions:</p> <ul style="list-style-type: none"><li>• Was the Weimar Republic doomed from the start?</li><li>• Why was Hitler able to dominate Germany by 1934?</li><li>• The Nazi regime<ul style="list-style-type: none"><li>(a) How effectively did the Nazis control Germany, 1933–45?</li><li>(b) What was it like to live in Nazi Germany?</li></ul></li></ul>	<p>This is a 60 mark, two hour written examination</p> <p>(40%)</p>
<b>Paper 2 (Component 23)</b>	<p><b>Source Paper:</b> This is based on a prescribed topic from the 'Core Content' that changes each year.</p> <p>The topic for examination in 2022-24 are as follows: June 2022: <i>How secure was the USSR's control over Eastern Europe, 1948–c.1989?</i> June 2023: <i>Why had international peace collapsed by</i></p>	<p>This is a 50 mark, two hour written examination</p> <p>(33%)</p>

	1939? June 2024: <i>Why did events in the Gulf matter c.1970–2000?</i>	
<b>Coursework (Component 3)</b>	Students complete a 2000 word essay based on the Depth Study B: Germany 1918-1945	2000 word essay (27%)

**Overview**

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Learners not only study business concepts and techniques, but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at International A Level and an ideal preparation for the world of work.

**Course Description****Specification Code:** 0450**Specification Link:**<https://www.cambridgeinternational.org/Images/596930-2023-2025-syllabus.pdf>

Unit	Unit Content	Assessment
<b>Understanding business activity</b>	Business activity Classification of businesses Enterprise, business growth and size Types of business organisation Business objectives and stakeholder objectives	<u>Paper 1</u> One hour 30 minutes 50% of IGCSE Written paper 80 marks
<b>People in business</b>	Motivating employees Organisation and management Recruitment, selection and training of employees Internal and external communication	Four questions requiring a mixture of short answers and structured data responses Candidates answer all questions Externally assessed
<b>Marketing</b>	Marketing, competition and the customer Market research Marketing mix Marketing strategy	<u>Paper 2</u> One hour 30 minutes 50% of IGCSE Written paper 80 marks
<b>Operations management</b>	Production of goods and services Costs, scale of production and break-even analysis Achieving quality production Location decisions	Four questions based on a case study, provided as an Insert with the paper
<b>Financial information and decisions</b>	Business finance: needs and sources Cash-flow forecasting and working capital Income statements Statement of financial position Analysis of accounts	Candidates answer all questions Externally assessed
<b>External influences on business activity</b>	Economic issues Environmental and ethical issues Business and the international economy	

### Overview

The GCSE Music course explores the three main areas of Performance, Composition and Appraising. It is largely assessed through coursework, with one exam at the end of Year 11. The course is suitable for musicians (instrumentalists or singers) who are currently working at approximately Grade 4 Associated Board of the Royal Schools of Music level and who have an interest in Music. The course encompasses and explores a wide range of different musical styles, and students are encouraged to perform and compose in their preferred styles.

Students work on their performance skills throughout the course and prepare a portfolio of two recordings- one solo performance and one ensemble performance. Students use software such as Logic Pro X and Sibelius to work on developing their composing skills and produce two compositions to be assessed as part of coursework. The Listening and Appraising exam is based on an anthology of eight set works, ranging from a Bach Brandenburg Concerto to the rock music of Queen.

In order to develop their general musicianship, students will also be expected to join one of the main Senior Music ensembles - either Kellett Voices or Senior Orchestra - for the duration of the course. Students are also expected to have additional instrumental or vocal lessons for the duration of the course.

### Course Description

**Specification Code:** 1MU0

**Specification Link:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2016.html>

Unit	Unit Content	Assessment
1	<b>Performing</b> <ul style="list-style-type: none"><li>• Solo performance of at least two minutes in length</li><li>• Ensemble performance of at least two minutes in length</li></ul>	Weighting 30% Internally marked and externally moderated coursework
2	<b>Composing</b> <ul style="list-style-type: none"><li>• Two compositions of at least four minutes combined length</li></ul>	Weighting 30% Internally marked and externally moderated coursework
3	<b>Appraising</b> <ul style="list-style-type: none"><li>• Eight Set Works</li></ul>	Weighting 40% Written Examination One hour and 45 minutes

## GCSE: Art and Design [Edexcel]

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### **Overview**

This course allows students to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes, whilst addressing each of the four assessment objectives.

Students actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds

### **Course Description**

**Specification Code: 1FA0**

### **Specification Link:**

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/gcse-art-design-2016-spec.pdf>

<b>Unit</b>	<b>Unit Content</b>	<b>Assessment</b>
<b>Component 1</b>	Personal Portfolio, supporting studies and Art Journals Students create a personal portfolio of work that demonstrates their knowledge, understanding and skills	Weighting 60% 72 marks (18 for each assessment objective)
<b>Component 2</b>	Externally Set Assignment Supporting studies and art Journals 10-hour sustained focus period under examination conditions. Students must present personal response(s) to an externally set broad-based thematic starting point, set in the ESA paper	Weighting 40% 72 marks (18 for each assessment objective)



### Overview

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core, technical and designing & making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

### Course Description

#### **Year 10**

Throughout year 10 students will learn the majority of the theoretical content covered in the new specification (see link to [AQA Specification](#)). This will be delivered through mini projects, focused practical activities, student-led presentations as well as teacher-led sessions.

#### **Year 11**

The students will be fully engaged with their NEA (Coursework) activity for terms 1 and 2. They will also complete the theory and start revision activities.

Contextual challenges are to be released annually by AQA on 1 June in the year prior to the submission of the NEA

#### **Theoretical Content:**

- **Core technical principles** (page 9 in the Specification) covers core technical principles and *all content must be taught*. This will be a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding
- **Specialist technical principles** (page 19 in the Specification) covers specialist technical principles where students will go into greater depth. Each principle should be taught through at least *one material category*. This will be tested through several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles
- **Designing and making principles** (page 28 in the specification) covers design and making principles and *all content* in this section must be taught. This will be tested through a mixture of short answer and extended response questions

The written examination is two hours in length and is out of 100 marks. It is worth 50% of the overall GCSE. The theoretical content will have more explicit links to both Mathematical and scientific principles (while applied to a DT context) and tested for within the examination.

**The Non-Exam Assessment** (NEA) will contribute 50% of the student's overall mark. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, or the equivalent in A4 paper or a digital equivalent. Students' work should consist of an investigation into a contextual challenge, defining the needs and wants of the user and include relevant research to produce a design brief and specification. Students should generate design ideas with flair and creativity and develop these to create a final design solution (including modelling). A manufacturing specification should be produced to conclude your design findings leading into the realisation of a final prototype that is fit for purpose and a final evaluation. Students should investigate, analyse and evaluate throughout the portfolio and evidence all decisions made.

**Specification Link:**

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Unit	Unit Content	Assessment
<b>Paper 1</b>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Core technical principles - 20 marks</li> <li>• Specialist technical principles - 30 marks</li> <li>• Designing and making principles - 50 marks</li> </ul>	<p>50% of the overall course</p> <p>100 Marks</p> <p>Two hour examination</p>
<b>Non-exam assessment (NEA)</b>	<p><b>What's assessed</b> - Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p><b>Task(s)</b> Substantial design and make task:</p> <ul style="list-style-type: none"> <li>• Assessment criteria:</li> <li>• Identifying and investigating design possibilities</li> <li>• Producing a design brief and specification</li> <li>• Generating design ideas</li> <li>• Developing design ideas</li> <li>• Realising design ideas</li> <li>• Analysing &amp; evaluating</li> <li>• In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner</li> </ul> <p>Students will produce a prototype and a portfolio of evidence</p> <p>Work will be marked by teachers and moderated by AQA</p>	<p>50% of the overall course</p> <p>100 Marks</p> <p>Approximately 30 - 35 hours of coursework</p>

## IGCSE: Physical Education [CIE]

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### **Overview**

Cambridge IGCSE Physical Education encourages learners to develop their knowledge, skills and understanding in a range of relevant physical activities, including how to plan, perform and evaluate an effective performance. Students will also develop their understanding of the role of physical activity and sport in society and in the wider world. As such, the syllabus provides an opportunity to study both the theoretical and practical aspects of Physical Education.

Candidates will study the following topics:

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

Although students beginning this course are not expected to have studied physical education previously, they should have an interest and enjoy taking part in physical activity.

The course provides an excellent foundation for advanced study.

### **Course Description**

**Specification Code: 0413**

**Specification Link:**

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0413/>

<b>Unit</b>	<b>Unit Content</b>	<b>Assessment</b>
<b>Paper 1</b>	Theory (50%) <ul style="list-style-type: none"><li>● Mix of short answer questions and structured questions</li><li>● Candidates answer all questions</li></ul>	Written examination paper Total 100 marks One hour and 45 minutes
<b>Component 2</b>	Coursework (50%) Candidates are assessed in four physical activities from at least two of the seven categories: <ul style="list-style-type: none"><li>● Games</li><li>● Gymnastic activities</li><li>● Dance activities</li><li>● Athletic activities</li><li>● Outdoor and adventurous activities</li><li>● Swimming</li><li>● Combat activities</li></ul>	Each activity is marked out 25 giving a total of 100  Internally assessed / externally moderated

## IGCSE: Computer Science [CIE]

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### **Overview**

Cambridge IGCSE Computer Science learners study the principles and practices of computing and gain confidence in computational thinking and programming. They learn to program by writing computer code and they develop their understanding of the main principles of problem-solving using computers.

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

This qualification helps learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

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

### **Course Description**

**Specification Code:** 0478

**Specification Link:**

<https://www.cambridgeinternational.org/Images/414206-2020-2021-syllabus.pdf>

Section	Unit Content	Assessment
<b>Section 1: Theory of Computer Science</b>	<ul style="list-style-type: none"><li>• Data representation (Binary and Hexadecimal)</li><li>• Data storage</li><li>• Communication and Internet technologies</li><li>• Data transmission</li><li>• Security aspects</li><li>• Internet principles of operation</li><li>• Hardware and software</li><li>• Logic gates</li><li>• Computer architecture and the fetch-execute cycle</li><li>• Input and Output devices</li><li>• Memory, storage devices and media</li><li>• Operating systems</li><li>• High- and low-level languages and their translators</li><li>• Security and Ethics.</li></ul>	One hour and 45 minutes 60% total value 75 marks  Short-answer and structured questions  Externally assessed
<b>Section 2: Practical problem-solving and programming</b>	<ul style="list-style-type: none"><li>• Algorithm design and problem-solving</li><li>• Problem-solving and design</li><li>• Pseudocode and flowcharts</li><li>• Programming</li><li>• Programming concepts</li><li>• Data structures and arrays</li><li>• Databases</li></ul>	One hour and 45 minutes 40% total value 50 marks  Short-answer and structured questions  20 marks are from questions set on the pre-release material Externally assessed

## GCSE Media Studies [AQA]

### Overview

GCSE Media Studies offers students an interactive and engaging course that aims to broaden their minds. They'll cover all aspects of media including language, representations, industries and audiences, giving students both an overall and in-depth understanding of how media represents the world. Students will be required to study a diverse range of Media texts, including but not limited to:

- Television
- Film
- Online, Social and Participatory Media
- Advertising and Marketing
- Video Games
- Radio
- Newspapers
- Magazines

A heavy focus is on theory through practical activities, in which students will be encouraged to demonstrate understanding of conventional media formats through the construction of their own media texts.

### Course Description

**Specification Code:** 8572

### Specification Link:

<https://filestore.aqa.org.uk/resources/media-studies/specifications/AQA-8572-SP-2017.PDF>

Section	Assessed Content	Format
<b>Media One</b>	<p>Section A will focus on Media Language and Representations. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"><li>● Magazines</li><li>● Advertising and Marketing</li><li>● Newspapers</li><li>● Online, Social and Participatory Media and Video Games</li></ul> <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"><li>● Radio</li><li>● Music Video</li><li>● Newspapers</li><li>● Online, Social and Participatory Media and Video Games</li><li>● Film (Industries only)</li></ul>	<p>Written Exam: One hour and 30 minutes 84 Marks 35% of GCSE</p>
<b>Media Two</b>	<p>Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.</p> <p>Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p>	<p>Written Exam: One hour and 30 minutes 84 marks 35% of GCSE</p>
<b>NEA (Non-Exam Assessment)</b>	<p>Creating a Media Product: Application of knowledge and understanding of the theoretical framework through construction of a media product.</p>	<p>A choice of one of five annually changing briefs, set by AQA. 60 marks 30% of GCSE</p>

## IGCSE Economics [CIE]

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### Overview

The Cambridge IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles. Learners study the economics of different countries and how these interrelate. They also learn to work with simple economic data and to use the tools of economic analysis. Learners will apply their understanding of economics to current economic issues.

The Cambridge IGCSE Economics syllabus provides a foundation for further study at A Level.

### Course Description

**Specification Code:** 0455

**Specification Link:** <https://www.cambridgeinternational.org/Images/596945-2023-2025-syllabus.pdf>

Unit	Unit Content	Assessment
<b>The Basic Economic Problem</b>	The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.	<b>Paper 1: Multiple choice</b> 45 minutes Candidates answer 30 multiple choice questions. Weighted at 30% of total available marks.  <b>Paper 2: Structured questions</b> 2 hours and 15 minutes  Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three questions from a choice of four.  Weighted at 70% of total available marks.
<b>The Allocation of Resources</b>	The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.	
<b>Microeconomic Decision Makers</b>	The microeconomy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.	
<b>Government and the Macroeconomy</b>	Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.	
<b>Economic Development</b>	As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.	
<b>International Trade and Globalisation</b>	The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.	



### Overview

This course encourages students to develop an understanding of the processes which affect physical and human environments. In addition students cultivate an understanding of location on a local, regional and global scale and demonstrate an ability to use and understand geographical data and information. An important skill students show is understanding how communities around the world are affected and constrained by different environments.

Fieldwork forms an important role of the IGCSE Geography curriculum with coastal fieldwork completed in Year 10, focusing on developing fieldwork skills ahead of the coursework on Urban Environments in Year 10. Both external examinations take place at the end of Year 11.

### Course Description

**Specification Code: 0460**

**Specification Link:** <http://www.cambridgeinternational.org/Images/414139-2020-2022-syllabus.pdf>

Unit	Unit Content	Assessment
<b>Paper 1</b>	<p>Students study both human (Theme 1), physical (Theme 2) and combined economic development (Theme 3) Geography topics with themes that include:</p> <ul style="list-style-type: none"><li>● Population dynamics</li><li>● Migration</li><li>● Population structure</li><li>● Population density and distribution</li><li>● Settlements and service provision</li><li>● Urban settlements</li><li>● Urbanisation</li><li>● Earthquakes and volcanoes</li><li>● Rivers</li><li>● Coasts</li><li>● Weather</li><li>● Climate and natural vegetation</li><li>● Development</li><li>● Food Production</li><li>● Industry</li><li>● Tourism</li><li>● Energy</li><li>● Water</li><li>● Environmental risks of economic development</li></ul>	<p><b>45% of total grade</b></p> <p><b>1 hour 45 minutes</b></p> <p>Geographical Themes Candidates answer three questions, each worth 25 marks. The paper has three sections and each section will be based on Themes 1, 2 or 3. Candidates must answer one question from each section: Theme 1: Population and settlement Theme 2: The natural environment Theme 3: Economic development (75 marks, weighted to 100 marks)</p>
<b>Paper 2</b>	<p>The paper is based on testing skills of application, interpretation and analysis of geographical information, e.g. topographical maps, other maps, diagrams, graphs, tables of data, written material, photographs and pictorial material, and on the application of graphical and other techniques as appropriate. The questions in Paper 2 do not require specific information of place.</p>	<p><b>27.5% of total grade</b></p> <p><b>1 hour 30 minutes</b></p> <p>Geographical Skills Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate. The questions will not</p>

		<p>require specific information about places but will require the use of a 1:25 000 or 1:50 000 map with a key. (60 marks)</p>
<p><b>Paper 3 Coursework</b></p>	<p>The coursework assignment may be based on physical geography, human geography or on an interaction between physical and human geography and must be clearly related to one or more of the syllabus themes.</p>	<p><b>27.5% of total grade</b></p> <p>Coursework (Centre-based assessment*) Teachers set one school-based assignment of up to <b>2000 words</b>. (60 marks)</p>