



Cambridge House
BRITISH INTERNATIONAL SCHOOL
VALENCIA

Cambridge House British International School

Parent Handbook: Key Stage 4 2025 -2027



Shaping the world

CAMBRIDGE HOUSE BRITISH INTERNATIONAL SCHOOL

C/PROFESORADO ESPAÑOL, 1 C.P. 46111 - ROCAFORT, SPAIN | (+34) 963 905 019 | INFO@BISCAMBRIDGEHOUSE.COM



Dear Parents and Students,

This booklet is about Key Stage 4 at BIS Cambridge House. It gives information about the courses we offer and the choices that have to be made by students at this stage of their educational career.

This handbook is designed to help parents understand the educational journey at Key Stage 4. Should you have any further questions please contact a member of our team.

The Key Stage 4 Team

- Assistant Headteacher for Pastoral: Carl Uren
- Assistant Headteacher for Curriculum: Penny Archer
- Head of Year 11
- Head of Year 10

Cambridge House contributes to the development of unique individuals in a unique environment. It is a place where students learn to understand and respect themselves, each other and the international community. We are dedicated to promoting lifelong learners who explore, participate and contribute to society showing tolerance and compassion with the confidence to make a difference.

Our mission

We prepare our students to shape tomorrow through excellence in British education, with a global perspective

Our vision

To be the first choice international school in Valencia, building a community of lifelong learners for a better future

Our School Values

- Enthusiasm
- Kindness
- Community Spirit
- Curiosity
- Perseverance



KEY STAGE 4 Curriculum Overview

Year Group	Age	Phase and Key Stage	Spanish Equivalent
Year 10	14-15 years	Key Stage 4	3º E.S.O.
Year 11	15-16 years		4º E.S.O.

IGCSE (International General Certificate of Secondary Education) is a recognised and respected worldwide as a high standard of qualification. Study and examination at IGCSE give students in-depth knowledge and life-long skills that prepare them for success in higher education and future employment. IGCSEs take two years to complete and offer a flexible course of study that gives students the freedom to select the subjects that are right for them.

At Cambridge House we provide a wide breadth of IGCSEs enabling students to follow their academic strengths and passion.

- When studying IGCSEs, students are expected to study a series of core subjects. These include: **English, Mathematics, Science, French and Spanish (Spanish as a foreign Language** (for non-Spanish students) **or Spanish literature** (for Spanish nationals)

They then have the opportunity to choose optional subjects from:

- *Humanities:* **Geography, History, Travel and Tourism, Business Studies**
- *The Arts:* **Art, Drama, Music**
- *Languages:* **Italian**
- *Technology and Sport:* **PE (Physical Education), Food and Nutrition, Computer Science**

Additional to these formal lessons students also have the opportunity to take part once a week in our enrichment programme. These sessions occur for 1 hour every Thursday.

Students will also participate 1 hour a week in **Personal, Social and Health Education**. This is a non-examined subject which teaches students about important life skills and citizenship lessons.

Students will also continue with our core **PE** offer for 2 hours a week. This is also non examined.



Obtaining the secondary school diploma (4 ESO):

To obtain the secondary school diploma recognised by the Spanish Ministry of Education, students need to achieve:

- 4 IGCSE (externally assessed by Cambridge/Edexcel)
- An average passing grade for Valenciano, Ciencias Sociales and Spanish Language from Year 8 to Year 11, assessed internally by the school

Students who do not achieve a passing average grade or do not study Valenciano, Ciencias Sociales and Spanish Language during the secondary school years and therefore cannot be awarded an average grade, will not be able to achieve 4º de la ESO.

Access to a Valencian or Spanish university

To attend a Valencian or Spanish university students must achieve the Título de Bachillerato diploma at the end of Year 13. This can be achieved at Cambridge House Sixth Form through our A Level, BTEC and Selectivo programme. However, without the secondary school diploma (4º de la ESO) students will not be able to obtain it.

To obtain the Título de Bachillerato, Cambridge House offers our students the choice of two pathways to enter Spanish universities; Acceso Directo or Homologación. However, when students enter Year 12, they will take the full A Level curriculum requirement of Acceso Directo to cover both pathways as students are not expected to make the final decision of which pathway they will use to enter university until year 13. This ensures students are fully prepared for university. The requirements for each pathway to Spanish universities are given below,

Acceso Directo:

5 IGCSEs
4 A Levels
2 Spanish Selectivo subjects (related to the degree choice)
Or
5 IGCSEs
BTEC Level 3
2 Spanish Selectivo subjects (related to the degree choice)

Homologación:

5 IGCSEs
1 A Level
2 AS Levels or 1 A Level
4 Spanish Selectivo subjects (related to the degree choice)

Access to an International university

AS and A Levels studied during year 12 and 13 at our Sixth Form are recognised by all international universities. Most universities will also take into consideration the student's grades at IGCSE level. In addition, some universities will require admission tests for certain degree courses.



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Overview of subjects offered at GCSE

A key strength of Cambridge House is the large variety of subjects we offer. In the following section you will find an overview of each subject offered at GCSE.

The following format is used:

- Name of subject
- Exam board (Cambridge or Edexcel)
- Aims
- Content overview
- Assessment overview

In addition to the core GCSE subjects (**English, Mathematics, Science, French and Spanish**) students must choose one option GCSE subject available from option block A and option block B.



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GCSE English Literature Edexcel

Aims

Through study of the International GCSE in English Literature students will be enabled to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects
- develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

Content overview

The International GCSE English Literature includes the following key features:

- **Poetry:** Includes both studying and comparing poems from within the Pearson Edexcel International GCSE English Anthology and responding to an unseen poem, which encourages reading across a range of different poems
- **Unseen poetry:** Students will answer one question exploring the meaning and effects created in an unseen poem, allowing students to display independent analytical skills and giving you the freedom to develop students' knowledge and enthusiasm of poetry through the exploration of poetry outside the Pearson Edexcel International GCSE English Anthology.
- Students will approach the anthology poems studied using **comparative skills**, answering one question from a choice of two, comparing two poems from the Pearson Edexcel International GCSE English Anthology.
- **Worldwide modern prose and drama:** Includes texts from a list of engaging and challenging material especially selected to give students an international appreciation of literature
 - Strong focus on exploring literature within the context of its time period and social culture, helping students develop a stronger international perspective
 - Strong focus on exploring literature within the context of its time period and social culture, helping students develop a stronger international perspective
 - Enables students to engage with the nuances of world issues and gain valuable cultural understanding.

Students complete Paper 1 and Paper 2

Component	Weighting
Paper 1: Poetry and Modern Prose 2 hours	60%
Paper 2: Modern Drama and Literary Heritage Texts 1 hour 30 min	40%



GCSE English Language Edexcel

Aims

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, 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

Content overview

The focus of this component is:

Section A: Reading – study and analyse selections from a range of texts

Section B: Reading and Writing – explore and develop transactional writing skills

Section C: Writing – explore and develop discursive, narrative, and descriptive writing skills.

Students should read a variety of high-quality, challenging texts, in preparation for responding to unseen extracts in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation and analysis. Text types studied should include a range of forms, such as fiction, journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment. Students should use what they have learned about different text types to feed into their transactional writing and to inspire and influence their own imaginative writing. They should be introduced to, and be given the opportunity to practise, a range of fiction and non-fiction writing techniques, planning and proofreading skills.

Component	Weighting
Component 1: Reading and Writing 3 hours	100% (Reading - 50% / Writing - 50%)



GCSE Mathematics Edexcel

Aims

The Pearson Edexcel International GCSE in Mathematics (Specification A) qualification enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques
- acquire a foundation of mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study.

Content overview

The Pearson Edexcel International GCSE in Mathematics (Specification A) requires students to demonstrate application and understanding of the following:

Number

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

Algebra

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

Geometry

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

Statistics

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

Students should also 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.

Components	Weighting
Paper 1H: 2 hours	50%
Paper 2H: 2 hours	50%



GCSE Co-ordinated Sciences Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study

Content overview

The subject content is divided into three sections: Biology (B1–B19), Chemistry (C1–C12) and Physics (P1–P6). Candidates must study all three sections.

Biology

- B1 Characteristics of living organisms
- B2 Cells
- B3 Movement into and out of cells
- B4 Biological molecules
- B5 Enzymes
- B6 Plant nutrition
- B7 Human nutrition
- B8 Transport in plants
- B9 Transport in animals
- B10 Diseases and immunity
- B11 Gas exchange in humans
- B12 Respiration
- B13 Coordination and response
- B14 Drugs
- B15 Reproduction
- B16 Inheritance
- B17 Variation and selection
- B18 Organisms and their environment
- B19 Human influences on ecosystems

Chemistry

- C1 States of matter
- C2 Atoms, elements and compounds
- C3 Stoichiometry
- C4 Electrochemistry
- C5 Chemical energetics
- C6 Chemical reactions
- C7 Acids, bases and salts
- C8 The Periodic Table
- C9 Metals
- C10 Chemistry of the environment
- C11 Organic chemistry
- C12 Experimental techniques and chemical analysis

Physics

- P1 Motion, forces and energy
- P2 Thermal physics
- P3 Waves
- P4 Electricity and magnetism
- P5 Nuclear physics
- P6 Space physics

Component	Weighting
Paper 2: Multiple Choice (Extended) 45 min	30%
Paper 4: Theory (Extended) 2 hours	50%
Paper 5: Practical Test 2 hours	20%



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GCSE Food and Nutrition Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to [develop]:

- an understanding of nutrition and health problems associated with diet
- an understanding and awareness of how socio-economic factors affect diet
- an understanding of eating patterns and dietary needs both for people of different ages and for differing groups within society
- an awareness of how the position of the consumer differs in developed and less-developed economies and how to assess the effectiveness and validity of claims made by advertisers
- an aesthetic and social sensitivity to dietary patterns
- an interest in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation
- food-related knowledge and skills so that they can organise and manage family resources effectively according to the needs and lifestyles of family members
- an ability to make informed judgements and choices about the use of food available to the family unit in everyday life
- an awareness of relevant mandatory and other necessary safety and hygiene requirements

Content overview

The syllabus is divided into 14 topics designed to develop students' knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multicultural society.

- 1 Nutritional terms
- 2 Nutritive value of food
- 3 Digestion and absorption
- 4 Meal planning and dietary guidelines
- 5 Composition and value of the main foods in the diet
- 6 Cooking of food
- 7 Convenience foods
- 8 Basic proportions and methods of making
- 9 Raising agents
- 10 Food spoilage and hygiene
- 11 Food preservation
- 12 Kitchen planning
- 13 Kitchen equipment
- 14 Kitchen safety and first aid

Candidates must apply knowledge gained from the Food & Nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.



Component	Weighting
Paper 1: Theory 2 hours	50%
Paper 2: Practical Test 2h 30 min (plus a 1 hour 30 min Planning Session)	50%



IGCSE Business Edexcel

Aims

The Pearson Edexcel International GCSE in Business qualification enables students to:

- develop an interest in and enthusiasm for the study of business
- develop an understanding of business concepts, business terminology, business objectives and the integrated nature of business activity
- understand how the main types of business are organised, financed and operated
- develop and apply knowledge, understanding and skills to contemporary business issues in a wide range of businesses from small enterprises to large multinationals and businesses operating in local, national and global context
- develop critical-thinking and enquiry skills to distinguish between facts and opinion, calculating, interpreting and evaluating business data, to help build arguments and make informed judgements
- develop an understanding of the dynamics of business activity and the related considerations of ethics and sustainability for global businesses.

Content overview

Students need to demonstrate specified knowledge and critical understanding of the following sections:

- 1. Business activity and influences on business**
- 2. People in business**
- 3. Business finance**
- 4. Marketing**
- 5. Business operations.**

Section 1: introduces the nature and types of business in an economy. Students will be encouraged to examine the interaction between businesses and the environment in which they operate.

Sections 2–5: focuses on the main functional areas of business administration, finance, marketing and operations.

While the five sections of content are listed as discrete topics, it is important for students to recognise that, because business is dynamic, these five areas interrelate

Component	Weighting
Paper 1: Investigating small businesses 1 hour 30 min	50%
Paper 2: Investigating large businesses 1 hour 30 min	50%



GCSE Travel and Tourism Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to develop:

- understanding of the nature of travel and tourism, globally, nationally and locally
- understanding of the positive and negative impacts of travel and tourism and how these can be managed
- understanding of the importance of sustainability and resilience in travel and tourism
- awareness of the importance of the customer in the travel and tourism industry
- understanding of the importance of marketing in travel and tourism
- communication skills and awareness of different values and attitudes in relation to travel and tourism.

Content overview

1 Introduction to the main travel and tourism definitions and concepts

- 1.1 Main types of tourism
- 1.2 Main reasons why people travel
- 1.3 Sustainable travel and tourism
- 1.4 Characteristics of travel and tourism
- 1.5 Types of tourists 1.6 Types of destinations

2 Global tourism

- 2.1 The scale of travel and tourism
- 2.2 Features of destinations and their appeal to different types of tourists
- 2.3 The role of organisations involved in development and management of destinations
- 2.4 Factors affecting tourism development and management
- 2.5 Managing destinations sustainably
- 2.6 Economic, environmental and sociocultural impacts of travel and tourism

3 Travel and tourism organisations

- 3.1 The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal
- 3.2 Ways travel and tourism organisations work together
- 3.3 Different types of transport and their appeal
- 3.4 Sustainable developments within travel and transport
- 3.5 Domestic and international travel and transport infrastructure

4 Customer service

- 4.1 Importance of customer service
- 4.2 Delivery of customer service
- 4.3 Provision of customer service for different types of tourists
- 4.4 Skills required when working in the travel and tourism industry



5 Destination marketing

- 5.1 Importance of marketing to travel and tourism organisations
- 5.2 Factors affecting marketing
- 5.3 Marketing mix
- 5.4 Market research and analysis
- 5.5 Market segmentation and targeting

Component	Weighting
Paper 1: Key Terms and Concepts 1 hour 30 min	50%
Paper 2: Managing and Marketing Destinations 2 hours	50%



GCSE History Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to develop:

- an interest in and enthusiasm for learning about the past
- knowledge and understanding of individuals, people and societies in the past
- knowledge that is rooted in an understanding of the nature and use of historical evidence
- an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- an understanding of international issues in history
- historical skills, including investigation, analysis, evaluation and communication skills
- a sound basis for further study and the pursuit of personal interest.

Content overview

The twentieth century: international relations since 1919

The content focuses on the following key questions:

- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

In addition, all candidates will complete a depth study based on Germany, 1918–45

Component	Weighting
Paper 1: Structured Questions 2 hours	40%
Paper 2: Document Questions 1h 45 min	30%
Paper 4: Alternative to Coursework 1 hour	30%

GCSE Geography Edexcel



Aims

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

- apply and build on the fundamental building blocks of geographical knowledge
- actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- acquire, develop and apply practical geographical enquiry skills
- undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation
- develop and apply their learning to the real world through fieldwork
- develop their awareness of global issues and recognise the challenges of moving towards a sustainable future.

Content overview

Components	Weighting
<p>Paper 1: Physical geography 1 hour 10 min</p> <p>Content summary</p> <ul style="list-style-type: none">• River environments• Coastal environments• Hazardous environments <p>including fieldwork from one of these topics</p> <p>Assessment</p> <p>Examination consisting in two Sections:</p> <p>Section A - Candidates choose two out of three questions on: river environments, coastal environments, hazardous environments.</p> <p>Section B - Candidates choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments</p>	40%
<p>Paper 2: Human geography 1 hour 45 min</p> <p>Content summary</p> <ul style="list-style-type: none">• Economic activity and energy• Rural environments• Urban environments including fieldwork from one of these topics• Global issues (Fragile environments and climate change, Globalisation and migration, Development and human welfare)	60%



Assessment

Examination consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions. **Section A** - Candidates choose **two** out of three questions on: economic activity and energy, rural environments, urban environments.

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

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



GCSE Literature (Spanish) Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to understanding areas of human concern.

Content overview

This syllabus enables learners to read, interpret and evaluate texts through the study of literature in Spanish.

By studying prose, drama and poetry learners develop an understanding of literal meaning, relevant contexts and the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognise and appreciate the ways in which writers use Spanish to achieve a range of effects. Students will learn to present an informed, personal response to the material they have studied.

The syllabus encourages the exploration of wider and universal issues, promoting learners' understanding of themselves and of the world around them.

Component	Weighting
Paper 1: Prose and Drama 1h 30 min	50%
Paper 2: Poetry and Unseen 2 hours	50%



GCSE Foreign Language Spanish Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Spanish 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 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 or another subject area.

Content overview

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 Spanish is spoken. The five topic areas listed below are described in more detail in section 3.

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. 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 Spanish on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Component	Weighting
Paper 1: Listening 50 min approx.	25%
Paper 2: Reading 1 hour	25%
Paper 3: Speaking 10 min approx.	25%



Paper 4: Writing 1 hour	25%
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GCSE Italian Edexcel

Aims:

To enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- develop language strategies, including repair strategies.

Content overview

The Pearson Edexcel International GCSE in French consists of three externally examined papers. The topics for these papers are:

TOPICS:

- 1: Identity and culture
- 2: Local area, holiday and travel
- 3: School
- 4: Future aspirations, study and work
- 5: International and global dimension

Assessment

Paper 1: Listening and understanding in Italian (*Paper code: 1IN0/1H)

45 minutes, including 5 minutes' reading time - 50 marks - 25% of the total qualification

Paper 2: Speaking in Italian (*Paper code: 1IN0/2H)

Internally conducted and externally assessed

10–12 minutes plus 12 minutes' preparation time; 70 marks - 25% of the total qualification

Paper 3: Reading and understanding in Italian (*Paper code: 1IN0/ 3H)

1 hour; 50 marks- 25% of the total qualification

Paper 4: Writing in Italian (*Paper code: 1IN0/4H)



1 hour 20 minutes; 60 marks- 25% of the total qualification

GCSE French
Edexcel

Aims

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

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

Content overview

The Pearson Edexcel International GCSE in French consists of three externally examined papers. The topics for these papers are:

TOPICS

A. Home and abroad

Subtopics

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- 3 Services (e.g. bank, post office)*
- 4 Customs
- 5 Everyday life, traditions and communities

B. Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans

C. Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- 3 Role models*
- 4 Relationships with family and friends
- 5 Childhood*

D. The world around us

- 1 Environmental issues
- 2 Weather and climate*



- 3 Travel and transport
- 4 The media
- 5 Information and communication technology

E. Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- 4 Accidents, injuries, common ailments and health issues*
- 5 Food and drink

*Sub-topics A3, C3, C5, D2 and E4 will not be assessed in Paper 3: Speaking

Components	Weighting
Paper 1: Listening 30 min (plus 5 min reading time)	25%
Paper 2: Reading and Writing 1 hour 45 min	50%
Paper 3: Speaking c. 8-10 min	25%



IGCSE Drama Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to develop:

- an interest in and enjoyment of drama and theatre
- an understanding of the dramatic process of moving from script to performance
- skills in devising original drama
- practical performance skills as individuals and within a group
- an understanding of, and engagement with, the role of actor, director and designer in creating a piece of drama
- an understanding of how performers communicate with an audience. Cambridge IGCSE (9–1)

Drama aims to encourage progression to AS Level or A Level study in drama.

Content overview

Learners develop an understanding and enjoyment of drama through practical and theoretical study. Candidates will study:

- the elements of practical drama
- how to work with extracts from published plays as an actor, director and designer
- how to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- how to evaluate their contribution to the devising process and the success of the final piece
- how to use staging and design as part of a dramatic performance
- individual and group performance skills and how they are applied to create character and communicate meaning to an audience.

Component	Weighting
Component 1: Written examination 2h 30min	40%
Component 2: Coursework	60%



IGCSE Music Cambridge

Aims

The aims of the IGCSE course are to:

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- develop an understanding of a variety of musical traditions
- develop a perceptive and critical response to music
- develop creative and interpretive skills through composing and performing
- develop an enthusiasm for exploring diverse musical styles and genres through listening, performing and composing
- develop a secure basis for further study in music.

Content overview

When studying the *Cambridge IGCSE (9–1) Music*, 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 lifelong musical enjoyment.

Components	Weighting
Component 1: Listening · Exam, 1-hour, 15min. Areas of Study: <ul style="list-style-type: none">• Baroque music · <u>focus works</u>: Vivaldi, <i>Spring from The Four Seasons</i> + Handel, <i>Concerto Grosso in D major</i>.• Classical music · <u>focus work</u>: Mozart, <i>Wind Quintet in E flat major</i>.• Romantic music · <u>focus work</u>: Smetana, <i>Vltava from Ma Vlast</i>.• Music for words: <u>focus areas</u>: songs for solo voice, choir music, popular song and songs from musicals.• Music for dance: <u>focus areas</u>: Tango, Salsa, EDM (Electronic Dance Music)• Music for small ensemble: <u>focus areas</u>: Chinese, Indian and Arabic music• Music for stage and screen: <u>focus areas</u>: ballet music, film music and computer game music	40%
Component 2: Performing · Coursework Completed over Year 10 and 11. Two performances: <ul style="list-style-type: none">• Solo• Ensemble	30%
Component 3: Composing · Coursework	30%



Completed over Year 10 and 11:

Two compositions:

- One guided
- One from a candidate relating to one of the following areas of study:
 - Music and words
 - Music for dance
 - Music for small ensemble
 - Music for stage and screen



GCSE Art Edexcel

Aims

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

- 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
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

Content overview

Components	Weighting
Component 1: Personal portfolio Internally set Content summary Fine Art <ul style="list-style-type: none">• Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills for the selected endorsed titles. This component gives students opportunities to: <ul style="list-style-type: none">• develop and explore ideas• research primary and contextual sources• experiment with media, materials, techniques and processes• present personal response(s) to theme(s) set by the centre. Assessment Students must submit: <ul style="list-style-type: none">• three sheets of supporting studies (maximum size A2 for each sheet)• one sheet of final outcome/s (maximum size A2).	50%



Students' work must show evidence of all four Assessment Objectives in response to the internally-set theme(s), project(s) or task(s).	
All work is internally set and is externally marked .	
Component 2: Externally-set Assignment Content overview Fine Art <ul style="list-style-type: none">• Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the Externally Set Assignment. <p>This component allows students opportunities to:</p> <ul style="list-style-type: none">• develop and explore ideas• research primary and contextual sources• experiment with media, materials, techniques and processes• present personal response(s) to the externally-set theme. Assessment <p>Students must submit:</p> <ul style="list-style-type: none">• three sheets of supporting studies (maximum size A2 for each sheet)• one sheet of final outcome/s (maximum size A2). <p>Students' work must show evidence of all four Assessment Objectives in response to the Externally Set Assignment theme.</p> <p>All work is externally set and is externally marked</p>	50%



GCSE Computer Science Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to develop:

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

Content overview

Candidates study the following topics divided into two sections:

Section 1. Computer Systems

1. Data representation
2. Computer Architecture
3. Software and Translators
4. Hardware devices. Memory and Data Storage
5. Automated and Emerging Technologies (Automated Systems, Robotics, Artificial Intelligence)
6. Data Transmission
7. Networks and the Internet
8. Cybersecurity

Section 2. Algorithms, Programming and Logic

9. Databases
10. Boolean Logic
11. Algorithm Design and Problem-Solving
12. Programming
13. Further Programming

Component	Weighting
Paper 1: Computer Systems 1 hour 45min	50%
Paper 2: Algorithms, Programming and Logic 1 hour 45min	50%



GCSE Physical Education Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- develop their 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.

Content overview

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all of the following topics:

- 1 Anatomy and physiology
- 2 Health, fitness and training
- 3 Skill acquisition and psychology
- 4 Social, cultural and ethical influences

Candidates will also undertake four different physical activities chosen from at least two of the seven categories. Physical activities make a significant contribution to syllabus aims and objectives, serving as a source of material to facilitate learning.

Component	Weighting
Paper 1: Theory 1 hour 45min	50%
Component 2: Coursework	50%