



EPSOM INTERNATIONAL SCHOOL

IGCSE Course Information

2022-23



IGCSE Information

Pupils entering Year 10 in September 2022 will take ten IGCSE subjects. Seven of these subjects are compulsory; the remaining three are optional.

COMPULSORY SUBJECTS

ENGLISH

For the vast majority this will lead to IGCSE in both English Language and English Literature.

MATHEMATICS

All sets will sit IGCSE in Year 11.

SCIENCE

All pupils currently study Biology, Chemistry and Physics as single sciences. All pupils take Biology, Chemistry and Physics IGCSE. The Science departments regularly review courses to ensure that they are suited to pupils' abilities and may choose to introduce IGCSE Coordinated Science for selected pupils.

BAHASA MALAYSIA

Bahasa Malaysia is compulsory for Malaysian pupils. The IGCSE Malay (Foreign Language) qualification is a necessary prerequisite for entry to universities in Malaysia.

OPTIONAL SUBJECTS

Pupils will need to choose three options from the list below. All option subjects are taught in mixed ability groups

- Art and Design
- Business
- Computer Science
- Design and Technology
- Drama
- Further Mathematics
- Geography
- History
- Music
- Physical Education

MODERN LANGUAGE

- French
- Mandarin
- Spanish

Compulsory Subjects

English Language

EDEXCEL IGCSE ENGLISH LANGUAGE A (4EA1)

English Language and English Literature are taught in an integrated scheme of work.

COURSE DESCRIPTION

The course allows pupils to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing;
- learn how to use a wide-range of vocabulary, and the correct grammar, spelling and punctuation;
- develop a personal style and an awareness of the audience being addressed.

Pupils are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.

The Edexcel IGCSE also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

ASSESSMENT

Our candidates are entered for Papers 1 and 2.

Paper 1: Non-Fiction Texts and Transactional Writing 2hrs 15mins (60%):

Candidates answer questions on unseen texts and texts from a prepared anthology of non-fiction writing, including travel writing, rhetorical writing and other genres. They also undertake a 45-minute writing task.

Paper 2: Poetry and Prose and Imaginative Writing 1hr 30mins (40%):

Candidates write about a poetry or prose text from a prepared anthology and undertake a 45-minute writing task.

English Literature

EDEXCEL IGCSE ENGLISH LITERATURE (4ET1)

COURSE DESCRIPTION

The course allows pupils to:

- read, interpret and evaluate texts through the study of literature in English;
- develop an understanding of literal and implicit meaning, relevant contexts and of the deeper themes or attitudes that may be expressed;
- recognise and appreciate the ways in which writers use English to achieve a range of effects;
- present an informed, personal response to materials they have studied;
- explore wider and universal issues, promoting pupils' better understanding of themselves and of the world around them.

ASSESSMENT

Our candidates are entered for Papers 1 and 2.

Paper 1: Poetry and Modern Prose 2hrs (60%):

Candidates write about a prepared novel as well as two poems from a prepared anthology. They also complete one task on an unseen poem.

Paper 2: Modern Drama and Literary Heritage Texts 1hr 30mins (40%):

Candidates write about a modern play and one text from the English literary heritage. The latter category covers works by Shakespeare, Austen, Dickens and other major writers.

English as a Second Language

CAMBRIDGE IGCSE ENGLISH AS A SECOND LANGUAGE (0511)

COURSE DESCRIPTION

The course allows pupils to:

- develop learners' ability to use English effectively for the purpose of practical communication; form a solid foundation for the skills required for further study or employment using English as the medium;
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development;
- 2 pathways either Core or Extended. The Extended pathway is more academically challenging and students are awarded an A* to E grade, while in Core the highest grade a student can achieve is a C grade.

ASSESSMENT

Our candidates are entered for the combined reading and writing paper, as well as the separate listening and speaking components to the examination. In total there are three components to this examination.

Paper 1: Reading and Writing (60%)

Candidates undertake six exercises testing a range of reading and writing skills: summary, note-taking, letter, including travel writing, rhetorical writing and other review, report and article writing skills.

Extended: 80 marks and 2 hours

Core: 60 marks and 1 hour 30 minutes

Paper 3: Listening (20%)

Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note-making.

Extended: 40 marks and 50 minutes

Core: 30 marks and 40 minutes

Component 5: Speaking

Extended & Core: 30 marks, approximately 10-15 minutes.

Mathematics

EDEXCEL IGCSE (4MA1)

COURSE DESCRIPTION

The topic areas are:

- Number
- Algebra
- Graphs and Differentiation
- Space and Shape (ie. Geometry)
- Data Handling (Statistics, Probability and Set Theory)

There is a new emphasis on problem-solving and application in the 9-1 examinations.

Calculators are used on both papers. A standard scientific calculator, such as the Casio Fx-83Gt Plus is required in addition to standard mathematic equipment including a 30cm ruler, protractor and compasses for all mathematics lessons and examinations.

All sets will take the Higher Tier IGCSE in the summer of Year 11.

ASSESSMENT

- Paper 1: (50%) 2 hours
- Paper 2: (50%) 2 hours

Biology

EDEXCEL IGCSE BIOLOGY (4BII)

COURSE DESCRIPTION

Biology is the study of the living world, encompassing the structure, function, growth, evolution, distribution and taxonomy of living organisms. The International GCSE in Biology covers five basic themes:

- The Nature and Variety of Living Organisms
- Structures and Functions in Living Organisms
- Reproduction and Inheritance
- Ecology and the Environment
- Use of Biological Resources.

In addition to developing an appreciation of the significance of biological facts, concepts and principles, and the skills needed for their use in new and changing situations, students will learn to appreciate the importance of accurate experimental work, scientific method and reporting. They will develop an enjoyment of, and interest in, the study of living organisms. Pupils will evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues.

The course provides a strong foundation for students wishing to study Biology at A-level and offers a wealth of practical opportunities.

ASSESSMENT

There is no coursework or controlled assessment. Both papers contain questions designed to assess the students' practical skills.

- **Paper 1: (61.1%) 2 hours**
- **Paper 2: (38.9%) 1 hour and 15-minutes**

Chemistry

EDEXCEL IGCSE CHEMISTRY (4CHI)

COURSE DESCRIPTION

Chemistry is the study of materials - what they are made of and how they interact with each other. It provides the tools to make new and better compounds for the service of mankind.

The aim of this course is to give students the opportunity to:

- learn about unifying patterns and themes of chemistry;
- appreciate the practical nature of chemistry, acquiring experimental and investigative skills based on correct and safe laboratory techniques;
- appreciate the importance of accurate experimental work and reporting;
- form hypotheses and design experiments to test them;
- develop a logical approach to problem-solving in a wider context;
- understand the widespread importance of chemistry and the way materials are used in the world;
- appreciate how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community;
- prepare for more advanced courses in chemistry and for courses which require them to have a knowledge of Chemistry.

ASSESSMENT

Paper 1: (61%) 2 hours - (110 marks)
Paper 2: (39%) 1 hour 15 minutes - (70 marks)

The course uses the 9-1 grading system.

Both papers contain a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. There is no coursework component as this is examined within the material covered by the two papers.



Physics

EDExcel IGCSE PHYSICS
(4PH1)

COURSE DESCRIPTION

Physics is the study of natural phenomena. The concepts involved are wide ranging and provide opportunities for cross-curricular links. Whilst the course is practically based, it also seeks to develop the mathematical nature of the subject and shows how our understanding of the world around us can be improved by the use of models. Applications of the ideas include many technological developments and the impact these have on the environment.

All pupils follow the Edexcel IGCSE Physics course, which is aimed at providing a sound foundation in the basic principles of Physics. It is very suitable for candidates to continue to a higher level in this subject, but also provides a thorough grounding for pupils to understand the world around them and the social issues involved, even if they are going no further with their science studies. The course emphasises the understanding of concepts rather than rote learning of large amounts of material.

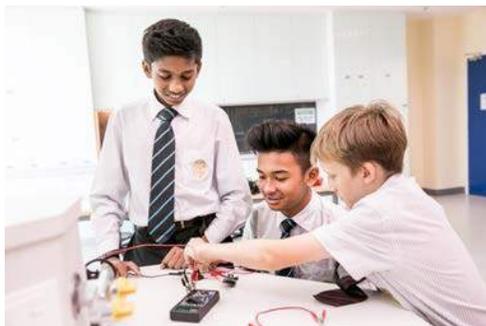
ASSESSMENT

Paper 1: (61%) 2 hours - (110 marks)

Paper 2: (39%) 1 hour 15 minutes - (70 marks)

The course uses the 9-1 grading system.

Both papers contain a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. There is no coursework component and practical material is examined by questions in the two papers.



Coordinated Sciences

CAMBRIDGE IGCSE COORDINATED SCIENCE
(0654)

For students who find Science difficult or are limited by their language (EAL), we offer CIE Coordinated Science. This entry will be recommended by their Science Faculty. This will not occur until the end of Year 10.

COURSE DESCRIPTION

The subject content is divided into three sections: Biology, Cambridge and Physics. Students must study all three sections.

Cambridge IGCSE Co-ordinated Sciences (Double Award) enables learners to:

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

ASSESSMENT

Students take 3 papers and will be eligible for grades A*A* to GG.

Paper 2: Multiple Choice (Extended) 30% - 40 marks

40 four-option multiple-choice questions. Questions will be based on the Extended subject content (Core and Supplement).

Paper 4: Theory (Extended) 50% - 120 marks

Short-answer and structured questions. Questions will be based on the Extended subject content (Core and Supplement).

Paper 6: Alternative to Practical 20% - 60 marks

Questions will be based on the experimental skills.

Modern Language: Malay

IGCSE MALAY - FOREIGN LANGUAGE
CIE IGCSE (0546)

THE COURSE

The IGCSE Malay (Foreign Language) qualification is a necessary prerequisite for entry to universities in Malaysia.

COURSE DESCRIPTION

The Cambridge course encourages students to:

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

ASSESSMENT

Paper 3: Speaking (10 minutes)

Candidates complete one role play and conversations on two topics. This paper is internally marked and externally moderated.

Paper 4: Writing (1 hour)

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

IGCSE MALAY - FIRST LANGUAGE
CIE IGCSE (0696)

COURSE DESCRIPTION

IGCSE Malay (First Language) covers six topics. The course encourages students to:

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

ASSESSMENT

Paper 1: Reading and Directed Writing (2 hours)

Paper 1 consists of structured and extended writing questions, which are based on three reading texts. moderated.

Paper 2: Composition (2 hours)

Paper 2 consists of two essay questions, the first being a piece of argumentative/discursive writing, and the second being a piece of descriptive/narrative writing.

Optional
Subjects



Art and Design

CAMBRIDGE IGCSE 9-1 ART & DESIGN (0989)

There are plenty of reasons why a pupil would opt to study Art at GCSE. It may be that they want to study a creative subject at university such as Art, History of Art, Architecture, Digital Animation, Games Design or Fashion and this is the first step towards this goal. It may be that they enjoy the freedom the Fine Art course gives them to explore their ideas and solve problems creatively, developing skills that can enhance their studies in other subjects.

The most important reason is the enjoyment of making and appreciating Art. Our most successful pupils are the ones who choose the subject because they like Art and enjoy being creative. Our role is to guide them through this process and create an environment in which they feel empowered to take measured risks, learning to discuss and explain their ideas while at the same time developing technical skills in Fine Art.

Art GCSE is a two-year course divided into two components; the portfolio (component 1) and the externally set task (component 2). The portfolio consists of a body of practical work created during four terms and counts for 60% of the overall grade. The externally set task consists of a final piece created during a ten-hour examination period in the second year, as well as the preparatory work produced prior to the examination. The externally set task and preparatory work count for 40% of the overall grade.

At the start of the GCSE course, Year 10 pupils will work under a general title, developing ideas and skills in a wide range of materials, exploring drawing, painting, sculpture, printmaking and lens-based work. Pupils establish a foundation of skills and also identify their interests and strengths with different materials, techniques and concepts. Pupils then refine and further extend these strengths through into Year 11. The emphasis is on a personal response to given starting points, in relation to the examining board's Assessment Objectives. It should reflect diversity as well as individual strengths and interests. Pupils are engaged in the creative process of making, developing practical skills, exploring creative thinking and becoming confident risk takers and reflective learners.

In addition to our regular lessons we organise Year 10 and 11 Art trips, take part in Art competitions and invite speakers to talk or provide practical courses to our student cohort. All of these co-curricular activities help our students to enhance their cultural capital and knowledge of the subject while gathering visual research which will feed into their investigations.

We value the creative aspect of this subject but also want to achieve an outstanding result: last summer 81% of our pupils achieved grades 7-9.

ASSESSMENT COMPONENTS

Component 1 - Coursework (100 marks)

Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme.

There are two parts to the coursework:

- a **portfolio** and
- a final outcome - externally assessed

Component 2 - Externally Set Assignment 50% (100 marks - 8 hours)

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same areas of study as Component 1, but they do not have to.

There are two parts to the assignment:

- supporting studies and;
- a final outcome, produced during a supervised test of 8 hours' total duration - externally assessed.

Business

CAMBRIDGE IGCSE BUSINESS (9609)

"In a world that's changing really quickly, the only strategy that is guaranteed to fail is not taking risks."
- MARK ZUCKERBERG

"If you can dream it, you can do it."
- WALT DISNEY

"When something is important enough you do it, even if the odds are not in your favor."
- ELON MUSK

COURSE DESCRIPTION

Everything in life involves business. Think about a new item of clothing that you have recently bought and then think of the different types of business that have made it possible for you to wear it. The obvious ones may be the retailer and the manufacturer but we can't forget the cotton growers, the distribution companies, the packaging suppliers and even the companies who may manage the finance of those businesses.

Thinking about all those processes and people allows you begin to understand about what Business Studies is all about and anybody who has a good idea about how businesses work are at an immediate advantage in the future.

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.

The main topic areas are: Both papers contain questions designed to assess the students' practical skills:

- Business Activity.
- People in Business Marketing.
- Operations Management.

- Financial information and decisions External influences on business.

Business Studies IGCSE is an ideal preparation for either Economics or Business at A Level. It allows students a chance to develop their interest before then specialising further in a commerce-related subject.



Computer Science

CAMBRIDGE IGCSE (0478)

COURSE DESCRIPTION

This Computer Science IGCSE course puts emphasis on learning the principles of Problem Solving using a computer, computational thinking and programming. Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language (Python 3). This is not a programming course, but a course in which the fundamental programming concepts are learnt, which can then be applied in solving various practical problems using any high-level programming language. That said, keen programmers are provided with resources to write code independently, be it Python 3 or another language.

This qualification will also help 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, at A-level or beyond.

Understanding the principles of Computer Science provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the problem solving skills learnt can also be used in everyday life. The ultimate goal and ethos of this course is the academic rigour, creativity and the excitement of really making things happen that comes with programming.

ASSESSMENT

**Paper 1:
Computer Systems (50%) - 1 hour 45 minutes;
75 marks**

This paper contains short-answer and structured questions. Topics assessed include binary, hexadecimal numbers, and their application; learning how data is input, output, stored, transmitted and processed; logic gates and electronic circuits that make a computer component; what is inside a processor and how it works/executes instructions; security and ethical questions when working with computer systems.

**Paper 2:
Algorithms, Programming and Logic (50%)
1 hour 45 minutes; 50 marks**

This written paper assesses candidates' understanding and ability in solving a problem by writing its algorithm in a flowchart, pseudocode, and then code.

This will involve the use of validation, testing techniques, identifying errors, and using trace tables. An important emphasis is placed on thoroughly planning a solution (with flowcharts and pseudocode) before any line of programming code is written.

Programming is an important part of this paper and is used to demonstrate candidates' understanding of problem solving and programming concepts - we use Python 3.

Finally, the basics of databases, data types, primary keys and querying a table are also included.



Design and Technology

CAMBRIDGE IGCSE (9-1) DESIGN AND TECHNOLOGY (0979)

COURSE DESCRIPTION

A qualification in Design and Technology will prepare pupils to become creative and critical thinkers, developing skills to design and deliver prototypes that solve real and relevant problems.

The course develops an awareness of the nature and importance of Design and Technology in a rapidly changing society, applying knowledge, skills and understanding within a Design and Manufacture approach. The course combines the use of CAD and CAM through our excellent range of CNC machines with more traditional manufacturing processes alongside up-to-date technologies reflecting the full range of Design and Technology areas. Pupils have gone on to study Design at A-level and Design, Architecture and Engineering related subjects at degree level as well as a variety of other degrees.

Pupils develop their knowledge and skills through the completion of design exercises, small project work, taught theory lessons and a series of exciting visits to exhibitions and industrial environments. Current visits include the Mini Plant in Oxford, the London Design Fair, the V&A, the Design Museum and the Science Museum. In addition, voluntary trips are organised as and when appropriate exhibitions become available. There is also an opportunity for future engineers to apply for an Arkwright Scholarship in Year 11.

ASSESSMENT COMPONENTS

All candidates take:

**Component 1 - Paper 1 - Product Design (25%)
1 hour 15 minutes; 50 marks**

Questions will be based on the common content of Product Design:

- answer one question
- written/drawing paper
- externally assessed

Component 2 - Project (50%) 100 marks

School-based assessment. Internally assessed and externally moderated.

**Component 3 - Paper 3 - Resistant Materials (25%)
50 marks**

Questions will be based on the Common content:
Product Design

Questions will be based on the Specialist option:
Resistant Materials content and the Common content:
Product Design

Section A: answer **all** questions

Section B: answer **one** question - written paper
Externally assessed



Drama

CAMBRIDGE IGCSE DRAMA (0411)

WHY WE DO IT:

- To develop an understanding of Drama through practical and theoretical study.
- To enable candidates to understand the role of actor, director and designer in creating a piece of theatre.
- To develop cooperation skills, problem solving and critical thinking.
- To help develop skills to communicate feelings and ideas to an audience.
- To foster an understanding of the performance process and enable candidates to evaluate the stages of that process.
- To encourage the enjoyment and appreciation of the art of theatre making.

THIS IS THE COURSE FOR YOU IF:

- You are a creative person who enjoys working collaboratively with others.
- You want to develop your interpersonal, social and teambuilding skills.
- You are reflective and are able to analyse your own work.
- You are committed and organised (or are willing to develop these skills).
- You are interested in a career in the Arts Industry, Law, Marketing or any industry that involves working collaboratively with others.
- You are passionate about the theatre and performing arts.

COURSEWORK (60% OF OVERALL GRADE)

- Perform an individual piece based on an extract from a published play text.
- Perform a group piece based on an extract from a published play text.
- Perform a group piece based on an original devised piece.

All of the above are internally assessed and externally moderated.

EXAMINATION (40% OF OVERALL GRADE)

Students answer questions from three sections which include questions based on pre-released material, including a play text. There are also questions related to their experiences while performing their devised pieces, with targeted inquiry into the challenges, successes and development of these pieces.

CAREERS/ JOBS:

The benefits of taking Drama are seen in many different industries for example:

- Medical - develops empathy and interpersonal skills
- Law - develops presentation and negotiation skills
- Business - develops public speaking and persuasive skills
- Teacher
- Performer
- Director
- Writer
- Stage Technician, Stage Designer, Set and Building and Design
- Playwright
- Casting Director
- Marketing, Marketing Management and Media.

FINAL POINTS TO CONSIDER:

It must be stressed that group work and cooperation is a vital skill needed to complete the course.

The best grades are awarded to students who show commitment and reliability to both their, and their group's work.

This is an enjoyable course but students should realise that it requires self-discipline and lots of enthusiasm!



Further Mathematics

EDEXCEL FURTHER PURE MATHEMATICS (4PM1)

COURSE DESCRIPTION

The top sets in Years 10 and 11 study this Further Mathematics course in parallel with the IGCSE. The course is aimed at extending higher ability pupils and covers some additional topics as well as developing strong problem-solving and application skills. It is only suitable for pupils who are confident with IGCSE work and who can apply their learning successfully in unfamiliar contexts and under examination pressure. Admission to the course is dependent on a suitable level of attainment during Year 9 and in the end of year examinations.

Topics include:

- Logarithmic functions and indices
- The quadratic function
- Identities and inequalities
- Graphs
- Series
- The binomial series
- Scalar and vector quantities
- Rectangular Cartesian coordinates
- Calculus
- Trigonometry

Note, matrices is not included in this specification.

Grades awarded are:

- A* with distinction (grade 9 equivalent)
- A*
- A
- B
- C

There are two papers. Paper 1 is non-calculator; Paper 2 is a calculator paper. A standard scientific calculator, such as the Casio Fx-83Gt Plus is required in addition to standard mathematic equipment including a 30cm ruler, protactor and compasses for all mathematics lessons and examinations.

All examinations are taken in the summer of Year 11.

ASSESSMENT

Paper 1: (40%) 1 hours 30 mins

Paper 2: (60%) 2 hours

Geography

CAMBRIDGE IGCSE GEOGRAPHY (0460)

COURSE DESCRIPTION

Through the Cambridge IGCSE Geography syllabus, students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Pupils will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

Successful IGCSE Geography candidates develop skills including:

- an understanding of the processes which affect physical and human environments'
- an understanding of location on a local, regional and global scale;
- the ability to use and understand geographical data and information;
- an understanding of how communities around the world are affected and constrained by different environments.

ASSESSMENT

Paper 1: Geographical Themes (45%) 1 hour 45 minutes

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. Students answer questions from each one of these sections.

Theme 1: Population and Settlement

Theme 2: The Natural Environment

Theme 3: Economic Development

Paper 2: Geographical Skills (27.5%) 1 hour 20 minutes

Candidates answer all the questions. The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of geographical and other techniques as appropriate.

Paper 4: Alternative to Coursework (27.5%)

Sat exam set on hypothetical experiences using developed field skills.

STUDENT QUOTES

"Geography isn't just about learning where the countries of the world are; it's about understanding why the world is how it is and what might happen to it in the future."

"Geography is for students who are passionate about the world; they want to find out what makes it work and to be able to explain why things are as they are."

"Most of what is on the news is Geography and geographers can understand global problems from different perspectives. We learn about the reasons behind them and the likely issues that the future holds."

"I like Geography because it is the subject of everything. It contains attributes of every subject and it teaches you everything you'll need to know."

*"Geography is destiny."
- ABRAHAM VERGHESE*

History

EDEXCEL IGCSE (4H11)

WHY DOES HISTORY MATTER?

It's when students study History and the meaning that they make from it that makes it so important. It is about how the past touches our own lives. People in the past had to deal with similar issues facing us - how to conduct their lives, how to settle disputes, how to organise their society amongst many - and a recognition of this within the study of the past opens up areas for discussion and provides opportunities for young people to make connections with issues affecting them or society, it is about touching the 'human' past and providing opportunities to see people as real figures trying to live their lives. History is essentially about humanity and its triumphs, trials and tribulations.

BUT WHAT USE IS HISTORY TO ME?

It's all about the past - how will it help me get a job?

Studying History doesn't mean you have to be a Historian (although that would be amazing). Besides being an exceedingly interesting subject, it is extremely useful for helping you find a career.

As a History student, you will never experience the events that you study; instead you have to build up a picture from the evidence that has been left. You have to become skilled at asking questions, sometimes awkward questions; you have learned not to take everything at face value. You have to develop empathy and understanding of the actions and achievements of others; you have to be prepared to put your case and argue it well; you have to use evidence to draw conclusions and make judgements. You will develop key critical thinking skills and these skills are highly desirable in many different careers.

Careers that require the skills that a study of History can bring include; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, research, teacher, librarian to name but few!

"The best thing about this course is you get to relive the best parts of modern History and look at them from all different perspectives."

CORE CONTENT

The 20th century: International Relations since 1919

The content focuses on the following Key Questions:
Were the peace treaties of 1919-23 fair?
To what extent was the League of Nations a success?
Why had international peace collapsed by 1939?
Who was to blame for the Cold War?
How effectively did the USA contain the spread of Communism?
How secure was the USSR's control over Eastern Europe, 1948-c. 1989?
Why did events in the Gulf matter, c. 1970-2000?

DEPTH STUDY (27%):

Germany 1918-1945

COURSEWORK:

Based on Germany 1918-1945 Depth Study.

ASSESSMENT

There are two examination papers alongside the Coursework.

Component 1: Written paper (40%) 2 hours

Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study). Questions require a range of short and long, structured responses.

Component 2: Written paper (33%) 2 hours

Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic.

Music

EDEXCEL GCSE (1MU0)

WHY STUDY MUSIC AT GCSE?

Studying Music at GCSE allows you to get a qualification in something you enjoy! As well as gaining a GCSE for all of those hours of practice you have already done you will learn how to create your own music and discover more about different types of music.

You should already be able to play an instrument (or be a capable singer) before embarking on the GCSE music course. To gain the highest marks at the end of the two year course (in Year 11) you will need to be performing at Grade 4 or 5 level. This means that you do not already have to play an instrument to a high level to begin the course, but you should be prepared to practice to gain proficiency in your chosen instrument. Whilst already being able to read music is an advantage, it is not essential as this will be studied. The most important thing is that the student has a passion for music that they would like to explore or develop further.

ASSESSMENT

This course is assessed via three components.

Component 1: Performing is worth (30%) and students have to perform at least two pieces, one of which must be part of an ensemble, and the minimum time for both pieces must be at least 4 minutes. At EPSOM, you will be required to participate in the Sunset Serenade and Lunchtime Live every term. Both will be a platform for you to showcase your talent be it playing solo, in an ensemble or in a band setting.

Component 2: Composing is worth 30% and students need to compose at least two pieces, one must be in response to a brief set by the awarding organisation and one must be a piece of free composition, the minimum time for both pieces must be at least 3 minutes.

Component 3: Listening & Appraising is worth 40%. Students study at least four Areas of Study, one based in Western Classical Music (WCM) and one that is not. There is a requirement for students to read and write staff notation and respond to unfamiliar music in the exam.

FINAL THOUGHT

GCSE Music is particularly suited to students who can read music and play an instrument or sing. However, this is not essential, the most important thing is that the student has a passion for music that they would like to explore or develop further.

HEAR FROM OUR STUDENT

“GCSE Music has allowed me to get a qualification for something I have always enjoyed outside of school. It has also taught me about where music comes from and how it is developed. If you like making music, you should study GCSE music.”



Physical Education

CAMBRIDGE IGCSE (0413)

COURSE DESCRIPTION

Candidates beginning this course are not expected to have studied physical education previously. However, candidates should have an interest and enjoy taking part in physical practical activities and be a strong performer in at least two different sports.

COURSE CONTENT

Unit 1: Anatomy and Physiology
Unit 2: Health, fitness and training
Unit 3: Skill acquisition and psychology
Unit 4: Social, cultural and ethical influences

ASSESSMENT

Paper 1 (50%): 100 marks 1 hour 45 minutes

AO 1:

Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity/sports.

AO 2:

Apply knowledge and understanding of the theoretical principles to a variety of physical activities/sports including the analysis and evaluation of performance.

Coursework (50%) - 100 marks

Candidates choose to undertake four practical activities (25 marks each).

AO 3:

Demonstrate the ability to select and perform skills to produce effective performance in practical activities.

TEACHING METHODS

4 x 45 minutes theory lessons. Will include theory lessons taught through medium of practical activities. The practical element of the course will be supported by our CCA program. Pupils will be assessed in the major school sports such as football, rugby, badminton, tennis, netball, basketball, swimming, running, hockey, personal survival, athletics and others.

PROGRESSION

Candidates who are awarded grades B to A* in Cambridge IGCSE PE are well prepared to follow courses leading to A Level PE.



Modern Language: *French*

CAMBRIDGE IGCSE (0520)

With 220 million speakers worldwide and a projected 500 million by 2050, French is the second most commonly taught second language in the world (after English). Along with English, it is the only language spoken as a native language on five continents and it plays an important role in many countries, either as an administrative, commercial or international language or simply due to the significant French-speaking population. It is also an important working language in dozens of organisations, including the European Union, NATO, The United Nations and The World Trade Organisation.

THE COURSE

While many of the areas studied will be familiar (some time will be spent consolidating previously taught grammar and vocabulary), an emphasis is placed on deepening students' understanding of their chosen language and helping them to improve in fluency and skill level.

The Speaking examination will be taken in March of Year 11, and the others during the main examination period; the Reading and Listening are based on everyday materials pupils will encounter in the foreign country.

The pupils who achieve a high A*/A in the November GCSE exams may be invited to study towards the B1 Level of the DELF diploma in Year 11. This is the French certificate within the Common European Framework of Reference for Languages offered by the French Ministry of Education, which is at higher levels accepted by French Universities and National Employment Agency. This may be useful for gap year work experience and studies abroad, is recognised by UCAS, and serves as an excellent preparation for A-level French. The pupils who have been invited and who wish to sit the test will sit the DELF exam in March before Easter and complete their IGCSE exams in the Summer Term. Since the structure of the DELF examinations is exactly the same as the IGCSE, at a slightly higher level, DELF will serve as a further practice for the IGCSE that follows.

ASSESSMENT

Paper 3: Speaking (10 minutes)

Candidates complete one role play and conversations on two topics. This paper is internally marked and externally moderated.

Paper 4: Writing (1 hour)

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Modern Language: *Spanish*

CAMBRIDGE IGCSE (7160)

With 500 million speakers worldwide, including around 50 million in the USA alone, Spanish is a key language in the world, especially with the developing economic strength of South America. From a more adventurous point of view, it is also the point in common to many of the most amazing holiday destinations worldwide. Indeed, speaking Spanish will open the doors for you to the nature paradise of the lushest rainforests of Costa Rica, the colorful and music-filled streets of La Habana, and the secret treasures of pre-Columbian civilisations. Closer to home, Spain is, by far, the favourite destination for British tourists looking for a city break or a weekend in the sun, and indeed for British students wishing to take a gap year.

THE COURSE

The emphasis of the course is placed on developing the pupils' use of Spanish grammar and vocabulary so that they become autonomous users of the language in the topics that we cover. To that end, we allow our students regular exposure to the language through work with our native speaker teacher, who coaches them on how to develop their oral skills and prepare for the oral exams.

We organise trips to Spanish speaking countries to enable students to practise their language and to experience the culture.

ADDITIONAL QUALIFICATIONS

For pupils that want to stretch themselves or who have already reached a high level of Spanish, there may be an opportunity to prepare for the DELE A2/B1 exam. B1 is the level required to study a university degree in Spain, B2 being required for most Masters Degrees. The DELE are Spanish language qualifications issued by the Spanish Ministry of Education. They have lifelong validity and are internationally recognised.

ASSESSMENT

Paper 3: Speaking (10 minutes)

Candidates complete one role play and conversations on two topics. This paper is internally marked and externally moderated.

Paper 4: Writing (1 hour)

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

Modern Language: *Mandarin*

CAMBRIDGE IGCSE CHINESE AS A FOREIGN LANGUAGE (0547)

LANGUAGE SKILLS

During your Cambridge IGCSE Mandarin Chinese course you will need to:

- develop your ability to communicate clearly and effectively when speaking and writing
- develop your ability to understand written and spoken texts
- learn how to use wide range of vocabulary, correct grammar and spelling

You can think of your Cambridge IGCSE Mandarin Chinese course as having four main areas of skills and understanding which will be tested at the end of your course.

- Listening
- Reading
- Speaking
- Writing

See 'Assessment' for more information about these four language skills which you will be developing while studying the topics listed below.

TOPICS FOR STUDY

The content of what you will need to learn is organised in five broad topic areas (A-E) below. When you study these topics you will get an insight into the country and communities where Chinese is spoken. You will also develop your skills of Listening, Reading, Speaking and Writing through the study of these topics areas.

These topic areas may be studied in any order. Your teacher will decide when it is best to study each topic area. You may have already have done some work on these topic areas before but these will be developed during your course and you will also meet new topic areas. These five main topic areas will be divided into several sub-topics by your teacher.

A Everyday Activities

- Time expressions
- Food and drink
- The human body and health
- Travel and transport

B Personal and Social Life

- Self, family and friends
- Home life
- Colours
- Clothes and accessories
- Leisure time

C The World Around Us

- People and places
- The natural world, the environment, the climate and the weather
- Communications and technology
- The built environment
- Measurements

D The World of Work

- Education
- Work

E The International World

- Countries, nationalities and languages
- Cultures, customs, faiths and celebrations

ASSESSMENT

Paper 1: Listening (35 minutes) 25% - 30 marks

Candidates will listen to a number of recordings and answer multiple-choice and matching questions.

Paper 2: Reading (1 hour 15 minutes) 25% - 40 marks

Candidates will read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers in Chinese.

Paper 3: Speaking (approx. 10 minutes) 25% - 40 marks

Candidates will complete one role play and conversations on two topics.

Paper 3: Writing (1 hour 15 minutes) 25% - 45 marks

Candidates will complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog.

CAMBRIDGE IGCSE CHINESE AS A SECOND LANGUAGE (0523)

ASSESSMENT OVERVIEW

All candidates take three components. Candidates will be eligible for grades A* to G. The reading passages and questions are printed in both traditional and simplified characters on the question papers. Candidates may write their answers in either traditional or simplified characters. All candidates take:

Paper 1: Reading and Writing (2 hours) 60% - 60 marks

Written examination consisting of five exercises that tests a range of reading and writing skills.

Types of task include: information transfer, short-answer questions, multiple-matching, functional.

Paper 2: Listening (approx. 25 - 45 minutes) 20% - 30 marks

Written examination consisting of four exercises that test listening skills. Candidates listen to recordings of short and long spoken texts. Types of task include: short-answer questions, gap-fill sentences, information correction and multiple-choice questions.

Paper 3: Speaking (approx. 10-13 minutes) 20% - 60 marks

The Speaking test is conducted in Mandarin Chinese. The test consists of three parts: Candidates give a two-to-three minute presentation, followed by a short discussion with the examiner about the presentation, followed by a short conversation with the examiner about general topics.



Modern Language: *Mandarin*

CAMBRIDGE IGCSE CHINESE AS FIRST LANGUAGE (0509)

LANGUAGE SKILLS

During your Cambridge IGCSE First Language Chinese course you will need to:

- develop your ability to communicate accurately and effectively in writing
- develop your ability to critically evaluate, analyse, synthesise and infer in reading
- learn how to use wide range of vocabulary, correct deepen your understanding and appreciation of Chinese culture and classical texts.

You can think of your Cambridge IGCSE First Language Chinese course as having **two main areas of skills** and understanding which will be tested at the end of your course. Here is an outline of the skills you should aim to have developed by the end of your course:

Reading

You need to be able to:

- R1** identify and interpret explicit information and attitudes
- R2** identify and interpret implicit information and attitudes
- R3** demonstrate understanding of how writers use language and structure to achieve effects and influence readers
- R4** analyse and evaluate facts, ideas and opinions
- R5** select information for specific purposes

Writing

You need to be able to:

- W1** communicate clearly, effectively and imaginatively attitudes
- W2** synthesise information, sequence facts and develop ideas and opinions
- W3** use a range of appropriate vocabulary
- W4** use tone, style and register appropriate to audience and context
- W5** write characters correctly and make accurate use of characters, punctuation and grammar

These skills are sometimes called assessment objectives, as they are the skills you will want to show you have when they are tested at the end of your course.

ASSESSMENT

Candidates will be assessed at the end of the course using two compulsory components:

- Paper 1 Reading, Directed Writing and Classical Chinese
- Paper 2 Writing

All candidates sit the same two papers. Grades A* to G are available on these two papers for Cambridge IGCSE.

COMPONENTS AT A GLANCE

Paper 1: Reading, Directed Writing and Classical Chinese (2 hours 15 minutes) 50% - 60 marks

Comprehension and Use of Language (23 marks)

Directed Writing (25 marks)

Classical Chinese (12 marks)

Paper 2: Writing (2 hours) 50% - 50 marks

Argumentative/Discursive Writing (25 marks)

Descriptive/Narrative Writing (25 marks)

ABOUT EACH COMPONENT

Paper 1

Section 1: Comprehension and Use of Language

You should spend about:

- 10-15 minutes reading the text
- 25-30 minutes responding to the questions

Question 1 is based on Passage 1, which is a fictional passage of around 1000 characters in length. It will have been written in either the twentieth or the twenty-first century.

This question is divided into separate type of task:

- **Comprehension task (14 marks)**

Candidates will respond to a series of sub-questions. These sub-questions test your understanding of both explicit and implicit meanings and your ability to select/use information from the text.

- **Use of language task (9 marks)**

Candidates will respond to a series of sub-questions relating to the author's use of language, the effect that particular vocabulary items or expressions have on the reader or how they demonstrate feelings.

Section 2: Directed Writing

You should spend about:

- 15 minutes reading the texts
- 45 minutes writing your response

Question 2 is a directed writing task based on Passages 2 and 3. These non-fiction passages will have a combined total of about 600 characters. They are thematically linked, and from either the twentieth or the twenty-first century, or both.

- **15 marks for content**
- **10 marks for quality of writing**

Section 3: Classical Chinese (12 marks)

You should spend about:

- 10 minutes reading the texts
- 25 minutes answering the questions

Question 3 is based on Passage 4, which is a short piece of Classical Chinese text, about 200 characters long. It will be taken from a short story or essay from the time of the Ming dynasty.

Candidates will respond to short answer or multiple choice questions to show their understanding of the Classical Chinese text.

You do not need to:

- write in classical Chinese
- have prior historical or social knowledge of the text

Paper 2

Section 1: Argumentative/ Discursive Writing (25 marks)

You should spend about:

- 1 hour on planning and writing the argumentative or discursive composition.

Section 1 offers a choice of four questions, two argumentative and two discursive.

You will choose **one** question (Question 1, 2, 3 or 4) and write a composition of around 400-600 characters.

- **12 marks for style and accuracy**
- **13 marks for content and structure**

Section 2: Descriptive/Narrative Writing

You should spend about:

- 1 hour on planning and writing the descriptive or narrative composition

Section 2 offers a choice of four questions, two descriptive and two narrative.

You will choose **one** question (Question 5, 6, 7 or 8) and write a composition of around 400-600 characters.

- **12 marks for style and accuracy**
- **13 marks for content and structure**



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