



EPSOM INTERNATIONAL SCHOOL

GCSE Course Information

2021-22



GCSE Information

Pupils entering Year 10 in September 2021 will take ten GCSE/ 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.

MODERN LANGUAGE

A choice of French, Spanish, Mandarin or Bahasa Malaysia. Those pupils who need to study English as an Additional Language will do so as their Modern Language; they may take French, Spanish or Mandarin as an optional subject.

MATHEMATICS

All sets will sit IGCSE in Fifth Form.

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 Dual or Single Science IGCSE for selected pupils.

OPTIONAL SUBJECTS

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

- Art
- Bahasa Malaysia
- Business
- Computer Science
- Design and Technology
- Drama
- French
- Geography
- History
- Latin
- Music
- Physical Education
- 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.

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

Further Mathematics

AQA IGCSE LEVEL 2 CERTIFICATE 8360

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. Additional topics include higher order polynomial and the factor theorem, matrices, further trigonometry and proof. Admission to the course is dependent on a suitable level of attainment during Year 9 and in the end of year examinations.

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, protractor and compasses for all mathematics lessons and examinations.

All examinations are taken in the summer of Year 11.

ASSESSMENT

- Paper 1: (40%) 1 hour 30 mins
- Paper 2: (60%) 2 hours other major writers.

Modern Language: French

CIE 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

Whilst many of the areas studied will be familiar (some time will be spent consolidating previously taught grammar and vocabulary), an emphasis is placed on rekindling interest for the lower sets and stretching the more able. All students also have regular exposure to the language through work with our highly qualified and experienced staff who practise oral skills and help students prepare for the Speaking tests. Textbooks will be supplemented by multimedia resources, and a variety of printed media.

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 grade 7 in the November mock 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.

THE EXAMINATION

- **Paper 1 - Listening (45 minutes)**
- **Paper 2 - Reading and Directed Writing (1 hour);** the directed writing consists of short answers in the foreign language.
- **Paper 3 - Speaking (15 minutes):** two short role plays, a short presentation of a topic chosen by the candidate, followed by conversation on this and other areas.
- **Paper 4 - Continuous writing (1 hour).** Candidates write three pieces, two short ones and one of 130-140 words. The emphasis here is on accuracy rather than on complexity, and the use of a range of structures.

Modern Language: *Spanish*

CIE 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.

THE EXAMINATION

Paper 1	Listening	(25%)	45 mins
Paper 2	Reading	(25%)	60 mins
Paper 3	Speaking	(25%)	15 mins'
Paper 4	Writing	(25%)	60 mins

Papers 1, 2 and 4 are conducted during the main examination period and are externally assessed.

Paper 3 is conducted in April/May of Year 11, by the class teacher. It is internally marked and externally moderated.

**the continuity of this trip is confirmed every September for that academic year.*

Modern Language: *Mandarin*

PEARSON EDEXCEL INTERNATIONAL GCSE IN CHINESE (4CNI)

The Pearson Edexcel International GCSE in Chinese is part of a suite of International GCSE qualifications offered by Pearson. This syllabus is designed for learners who are learning Mandarin Chinese as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learner's progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where Mandarin Chinese is spoken, encouraging positive attitudes towards language learning and towards speakers of foreign languages.

CONTENT AND ASSESSMENTS THAT PROVIDE AN ENGAGING REAL-WORLD FOCUS

The authentic situations and stimuli enable students to see language in context and learn about the culture of the target language country. Our assessments allow for spontaneity and test grammar as well as providing plenty of opportunities for students to apply their knowledge independently, creatively and in authentic situations.

STRAIGHTFORWARD ASSESSMENTS THAT ARE ACCESSIBLE TO ALL STUDENTS

Special care has been taken to ensure that all our papers are designed to be clear and concise and, where appropriate, questions feature scaffolding to help all students' progress through the assessments confidently. Both papers are also structured so that they are progressive in their level of demand with the most demanding question being the final question in the paper. Translation tasks are progressive in their level of difficulty and are of appropriate demand at each tier.

CONTINUOUS PROGRESSION

Our content builds on the understanding developed at prior language learning experience at Key Stage 3 while also ensuring that students new to the subject are appropriately supported, and provides a firm foundation for students to make a smooth transition to A-level.

Paper 1: Listening

Externally assessed, written examination: 30 minutes, plus 5 minutes' reading time - 25% of the qualification

Content Overview:

This paper assesses listening skills across five topic areas:

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

Assessment Overview:

Seven questions, which are a combination of multiple-choice, multiple-matching, note-taking and gap-fill questions. All five topic areas are assessed. Recordings of spoken Chinese will be available in Mandarin and Cantonese.

Paper 2: Reading and Writing

Externally assessed, written examination: 1 hour 45 minutes - 80 marks 50% of the qualification

Content Overview:

This paper assesses reading and writing skills in separate sections across five topic areas:

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

Assessment Overview:

Section A: Reading Five questions, which are a combination of multiple-choice, note-taking, gap-fill and short-answer questions. Section B: Writing There are two open-response writing tasks, each linked to a topic area. There is also a question involving translation of four sentences into Chinese. All four sentences are linked to one topic area. The assessment will be available in traditional and simplified characters. All questions and texts are printed twice, once in English and traditional/full characters, and once in English and simplified characters. Students may work from whichever version they wish.

Modern Language: *Mandarin*

Paper 3: Speaking

Internally conducted and externally assessed Spoken examination: 8–10 minutes, plus 10 minutes' preparation time - 40 marks 25% of the qualification

Content Overview:

This paper assesses speaking skills across five topic areas:

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

Assessment Overview:

The examination is made up of three tasks. Students will present and answer questions on a picture that is related to one of the topic areas. They will also discuss two different topics, chosen at random by Pearson.

The assessment will be available in Mandarin and Cantonese. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.



Biology

PEARSON EDEXCEL INTERNATIONAL GCSE IN 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 4CH0

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 new 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 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.

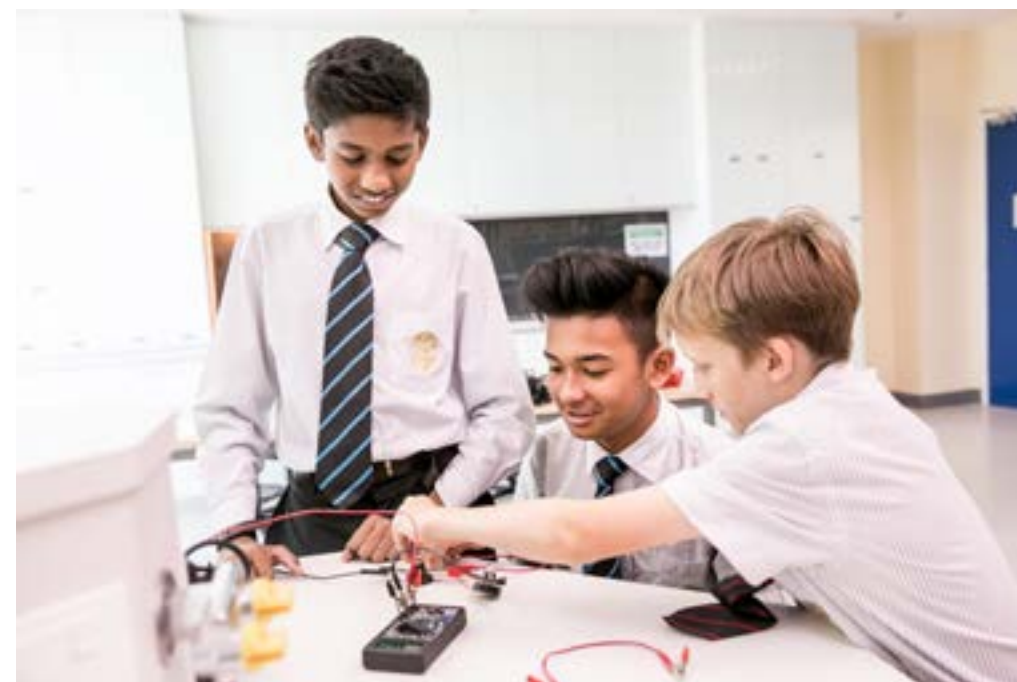
All pupils follow the Edexcel IGCSE Physics course, which is aimed at providing a sound foundation in the basic principles of Physics. It is very suitable for candidates to continue to a higher level in this subject, but also provides a thorough grounding for pupils to understand the world around them 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.



Optional
Subjects



Art and Design

FINE ART GCSE (9-1) J171

Component 1: Portfolio 120 marks, 60% of the total GCSE

Component 2: Externally Set Task 80 marks, 40% of the total GCSE

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.

Business

“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

IGCSE CIE 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:
Theory (60%) 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:
Practical Problem Solving and Programming (40%) 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

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

Iterative Design and Make project (50%)

Candidates undertake a single design-and-make activity which is selected from a small range of contextual challenges released by the examination board on the 1st June in the U4. Candidates submit a three dimensional outcome and a concise electronic design folder. Candidates will be prepared for their assessed project by completing a number of smaller projects designed to develop their awareness of the iterative design process and their understanding of areas outside the traditional resistant materials approach.

The components include a design portfolio of approximately 20 A3 pages, detailing the entire design process from conception through to testing and evaluating, as well as the manufactured prototype

itself, which is often full size. It is expected that candidates should spend approximately 40 hours on this activity.

Examination (50%) 1 hour 45 mins.

The examination is made up of two sections:

Section A: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A. Core includes new and emerging technologies, energy storage and generation, modern and smart materials, systems approach to designing, mechanical devices, materials and their working properties.

Section B: Material categories

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be five marks of calculation questions in Section B. This section allows candidates to answer more in-depth questions about one particular area, which we have selected as Timbers.

Time and prep use:

During Year 10, pupils will have one 30 minute prep based on the theory topic for the week and one 30 minute prep where they are expected to make independent progress on their current project.

In Year 11, when pupils undertake the bulk of their project work, prep is completed through weekly attendance at one of the seven clinic sessions offered in the Design and Technology department.

Drama

EDUQAS GCSE (9-1) DRAMA

COURSE DESCRIPTION

Pupils study theatre skills and may specialise in acting, lighting or sound design. Pupils can choose if they wish to act or design in either of their two practical performance exams and have an open choice. Regular theatre visits form the life blood of the course and ensure pupils gain a wide understanding of theatre styles and genres to influence their work as performers, designers and directors alongside preparing for their live theatre review in Section B of the written paper. Their set text for Section A will be Dennis Kelly's DNA, we explore the play practically, culminating in four written questions on character, staging, design elements and performance of a given extract.

ASSESSMENT

Component 1: Devising Theatre (40%) - internally assessed, externally moderated

Pupils devise a practical performance based on a given stimulus, linked with a practitioner or genre. Pupils may choose either acting, lighting or sound design. The timing of the final Devised Performance is between 5-16 minutes, depending on group size (2-5 actors, plus a lighting and sound designer per group is the maximum). Work is performed to a public audience and recorded on DVD. It is internally assessed and externally moderated.

Pupils will produce 900-word portfolio charting key moments in their devising process and skill development during the course. They end the unit evaluating their final performance or design in a timed 1 hour and 30 minute controlled assessment, where they write an evaluation report, for which they will take in notes.

Component 2: Performance from a Text (20%) - externally assessed by a visiting examiner.

Pupils are assessed on either their acting, lighting or sound design skill, in a timed public performance, combining two different extracts from a published play to create the final piece. Pupils have complete freedom in editing the text from their extracts to create the final performance piece, which will be timed exactly to be between 5-14 minutes, depending on group size (2-4 actors, plus a lighting and sound designer per group is the maximum).

Component 3: Interpreting Theatre - Written examination (40%) - 1 hour 30 minutes - externally assessed.

Section A: DNA

Candidates analyse DNA as an actor, designer and director answering a series of questions on DNA, by Dennis Kelly. They are allowed to take in a clean copy of the play; this counts for 45 marks overall.

Section B: Live Theatre review

Candidates answer one question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course, including vocal and movement skills, as well as lighting, sound, set and costume design skills. They are not allowed to take in any notes to the exam; this section counts for 15 marks overall.

In addition to seeing a range of live theatre performances and experiencing some professional workshops, pupils have the opportunity to come on the New York Broadway tour, which next runs in April 2020, where they will see five productions and attend two professional workshops on a five day tour.



Geography

EDEXCEL IGCSE 4GEO

COURSE DESCRIPTION

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, everything about the world in which we live.

Geography is unique; it bridges the social sciences (human geography) with the natural sciences (physical geography). It includes elements of both the arts and the sciences. Geography creates global citizens of us all; our pupils understand the issues facing the world now and in their future, and appreciate the complex relationships between people and place which shape our lives and our world.

Our aim in the delivery of this excellent course is to actively engage in the process of geographical enquiry, to develop our pupils as independent learners and as critical thinkers with enquiring minds. We will develop a deep understanding of the fundamental geographical process which shape places and environments from a local to global scale.

IGCSE geographers will appreciate the different viewpoints held by different groups of people on a variety of contemporary and challenging issues facing the world today. Through the multiple opportunities for fieldwork, we will develop and apply practical geographical enquiry skills by undertaking geographical investigations from conceptualisation through data collection and analysis.

In Physical Geography, we explore the complex nature of Hazardous Environments; developing a detailed understanding of the nature of hazards, risk, and vulnerability. This involves the exploration of flooding, tropical storms and tectonic hazards; the reasons for their occurrence and the factors which affect our ability to cope. We also investigate Coastal Environments; the processes and systems at work and the landscapes and ecosystems which are found on global coasts. Coasts are also considered as a resource and conflicts over their use are an integral part of their study.

In Human Geography, Urban Environments are studied; the significance of the world's increasingly urban population, through to the challenges faced in cities in countries at all levels of development. We also

explore economic change and energy dependency and the implications that economic development and resource exploitation have on the planet.

Finally we study development and human welfare - a synoptic unit in which both physical and human factors are developed to help us understand the complex interrelationship between people and the land they occupy.

At all stages, fieldwork is integral to study. This year, IGCSE pupils are visiting Cuckmere Haven and East London on two separate occasions to carry out the fieldwork necessary for the course.

The IGCSE is assessed through two examinations; one 1hr and 45min human paper (60% of total grade) and one 1hr and 30min physical paper (40% of total grade). There is no coursework component.

Epsom Geography pupils are well-informed, considered individuals who are discursive about contemporary issues from the local to the global scale. Their understanding from this course enriches every other aspect of their lives and allows them to take an active role in the world.

“Geography is destiny.”

- ABRAHAM VERGHESE

History

EDEXCEL IGCSE 4HI1

COURSE DESCRIPTION

The study of History at IGCSE offers a varied and exciting insight into the twentieth century. Pupils explore the three major ideologies of communism, capitalism and fascism in their different contexts, whilst also learning how to assess and explain complex ideas in readable and analytical prose - transferable skills highly prized by university admissions tutors and future employers. The course is split into four parts across two papers:

Paper 1 explores two key parts of twentieth century history; the development of dictatorship in Germany from 1918 to 1945 and the condition of the USA from 1945 to 1974. This second course of study starts in the second half of Year 9, a decision made to give students a maximum amount of time to fully explore a fascinating course which still has deep resonance today.

Paper 2 encourages pupils to further develop their critical thinking skills through the study of primary sources and historian's interpretations. In a chronology that runs parallel to Germany in the inter-war years, this first topic studies the boom and bust years of post-World War One America. This is an in-depth study of America following the First World War. We will explore prohibition, the economic boom and the position of African Americans before the Wall Street Crash. The breadth study for the course is a fascinating study of the turbulent story of China from the Boxer Rebellion in 1900 to the events of the Tiananmen Square protests in 1989. Pupils will cover the changing nature of Chinese history, focusing on the rise of communism and the development of society.

ASSESSMENT

Paper 1: Depth Studies 50% of the total marks. 1 hour 30 minutes

- Germany: development of dictatorship, 1918-45
- A divided union: civil rights in the USA, 1945-74 s

Paper 2: Investigation and Breadth Studies 50% of the total marks. 1 hour 30 minutes

- The USA, 1918-41
- China: conflict, crisis and change, 1900-89.

Music

EDEXCEL

COURSE DESCRIPTION

This course develops musical knowledge, understanding and skills through performing, composing and appraising. It encourages pupils to engage critically and creatively with a wide range of music and musical contexts, to develop an understanding of the place of music in different cultures, and to reflect on how music is used in the expression of personal and collective identities.

ASSESSMENT

This course is assessed via three components.

Component 1: Performing (30%). Two recordings are submitted, one of a solo performance and one of an ensemble performance. The combined duration of these performances must be at least four minutes. Standard Level is identified as Grade IV and marks for performances above this level are scaled up. This is a non-examined assessment which is internally marked and externally moderated.

Component 2: Composing (30%). Two compositions are submitted: one to a brief set by Edexcel and one which is free. This is also a non-examined assessment which is internally marked and externally moderated.

Component 3: Appraising (40%). This is assessed as an examination lasting 1 hour 45 minutes. Preparation for this examination focuses on four areas of study:

- Instrumental Music 1700-1820.
- Vocal Music.
- Music for Stage and Screen.
- Fusions.

There are two set works in each area of study. In addition wider listening is expected and the examination will draw on set works and also ask about how they relate to other pieces.

GCSE Music is an excellent course for anyone interested in any aspect of the subject. It broadens knowledge and develops skills.

Physical Education

OCR J587

COURSE DESCRIPTION

This is an engaging, multi-dimensional course which aims to develop a thorough understanding of a wide range of factors which affect performance and participation at the highest level.

Theory

Pupils will learn about:

- anatomy and physiology of the skeletal, muscular, cardiovascular and respiratory systems;
- exercise physiology investigating the short and long term responses of the body to different types of exercise;
- methods and principles of training and how these can be used to maximise performance;
- nutrition and how it can improve health and performance;
- the use of biomechanics in movement analysis;
- psychological topics including mental preparation, goal setting and methods of effective feedback;
- a range of socio-cultural material surrounding topical issues such as drugs, commercialisation of sport, violence and factors affecting participation in sport in the UK.

Coursework

This is made up of an analysis of performance task which gives pupils the opportunity to critically observe physical activity. They have to identify strengths and weaknesses in it and produce an in-depth action plan to improve future performances. It challenges pupils to draw on information from the whole course when developing the action plan.

Practical

This part of the course promotes pupils' advanced skills and techniques. It helps them learn to select and use tactics, strategies and/or compositional ideas. Their regular involvement in physical activity gives them a real opportunity to participate in a range of roles such as umpire and coach. This increases self-esteem and fosters their leadership, teamwork and communication skills.

The IGCSE course is not a prerequisite for the study of A-Level PE at the College but it does provide a good knowledge base from which to build.

ASSESSMENT

Examination 1: (30% of the course, 1 hour paper)

- Applied Anatomy, Physiology and the effects of Physical Training

Examination 2: (30% of the course, 1 hour paper)

- Psychology, Socio-Cultural and Health Influences

Coursework and Practical Activity Assessment (40% of the course)

- Evaluating and Analysing Performance written coursework task Practical assessment in three chosen activities (on-going assessment throughout Years 10 and 11).





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