

# KEY STAGE 4

## YEARS 10 AND 11: IGCSE EDEXCEL EXAMINATIONS

### INTRODUCTION

#### WHAT IS EDEXCEL?

Edexcel is the UK's largest academic qualifications awarding body.

It was formed in 1996 by the merger of two well-respected bodies, BTEC (the Business and Technology Education Council), and ULEAC (the University of London Examinations and Assessment Council).

In 2003, Edexcel merged with the education giant, **Pearson PLC**, to set up a new company called **Edexcel Limited**, which is 75% owned by Pearson and 25% by the Edexcel Foundation.

London Examinations have been offered since 1838. As educational methods and outlooks have changed in the last 150 years, so the need has arisen to develop new qualifications that give international students the opportunity to follow the very latest best practice. This will prepare them for education anywhere in the world as well as for future employment.

**IGCSE (International General Certificate of Secondary Education)** is a balanced international curriculum which is designed to encourage high academic standards through a practical approach to teaching and learning.

The curriculum consists of a two-year course of study leading to an examination which is typically taken at the age of 16. Successful students receive an internationally recognised qualification which is equivalent in standard to the international GCE Ordinary Level, the British GCSE examinations and other European external examination systems.

The curriculum is suitable for students of all nationalities and all levels of ability. It provides an ideal preparation for higher level courses such as the Advanced Level GCE examinations, the North American Advanced Placement Test (APT) and the International Baccalaurate (IB) Diploma programme and for vocational training and employment.

#### **The aims of the IGCSE are:**

- to support modern curriculum development;
- to promote international understanding;
- to encourage good teaching practice;
- to set widely recognised standards.
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### **SUBJECTS TAKEN FOR IGCSE**

# **ARABIC AS A FIRST LANGUAGE**

## **COURSE AIMS**

**The aims of the First Language Arabic syllabus are to:**

- develop students' ability to read, understand and respond to material from a variety of sources;
- develop their ability to communicate accurately in writing, matching style to audience and purpose;
- develop their understanding of the structure and variety of language;
- further their personal development, and an understanding of themselves and the world around them;
- appreciate the richness, beauty and diversity of the Arabic language.

## **ASSESSMENT OBJECTIVES**

**Students will be required to demonstrate an ability to:**

### **READING**

Students must be able to:

- read a range of texts with understanding of explicit and implicit meanings and attitudes
- follow an argument, distinguishing between fact and opinion
- extract, summarise and present appropriately relevant information from a text.

### **WRITING**

Students must be able to:

- communicate in writing clearly and imaginatively, using and adapting forms for different readers and purposes
- organise their writing into clear and coherent sentences and whole texts
- use accurate spelling, and observe the conventions of punctuation.

### **GRAMMATICAL USAGE**

Students must be able to:

- show an understanding of grammatical topics: case, vocalisation, vocabulary choices and syntax

- show an understanding of the two types of sentences: verbal (beginning with a verb) and nominal (beginning with the subject)
- identify, describe and write accurately morphemes or distinctive features of words, with regard to their context and grammatical functions.

## **ASSESSMENT**

There are two parts to the final examination and students are required to take both parts.

### **Paper 1: 2 Hours and 15 minutes: 70%**

This paper will be in three sections:

#### **Section 1 (30 marks)**

This section will assess students' reading comprehension through a series of short-answer comprehension questions based on a non-fiction reading passage. There will be no marks awarded for the quality of the writing

#### **Section 2 (20 marks)**

Section 2 will be divided into two parts

**In Part One**, students will be presented with a short text which they will be required to summarise. There will be 10 marks available for this summary. There will be no marks awarded for the quality of the writing.

**In Part Two**, students will be required to produce a piece of directed writing based on the theme of the text from Part One. The task will require students to write in a given form for a specific purpose and audience. The form might include a letter, a speech, a report or an article.

**10 marks will be available for this writing task.**

#### **Section 3 (20 marks)**

This section will test the students' grammatical usage in a series of exercises.

### **PAPER 2: 1Hour 15 minutes: 30%**

**Paper 2** will require students to produce two pieces of continuous writing. Students will choose two titles from a choice of six. Students are required to write about 300 words on each of their chosen topics. There is no penalty for exceeding or falling below this guideline.

The six titles may include a range of writing styles and purposes, such as discursive, narrative, persuasive, descriptive, explanatory or informative.

A form of writing may be specified, such as a letter, a report, a journalistic article or a speech.

## **ART AND DESIGN**

### **COURSE AIMS**

**The aims of the Art and Design syllabus are to develop students’:**

- creative and imaginative powers, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills
- understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

**Students will be assessed on their ability to:**

- record observations, experiences and ideas which are appropriate to intentions
- analyse and evaluate images, objects and artefacts, making informed connections with the work of others
- develop and explore ideas, using a variety of media and processes that are appropriate to intentions
- review and refine ideas, modifying work as it progresses, before presenting a coherent personal response.

### **FINE ART**

Our students are entered for the Fine Art option. In the context of this specification, they are required to work in at least one of the disciplines of painting, drawing, printmaking and/or sculpture. Fine art may be defined as work which is produced as an outcome of the students’ personal experience, rather than that which is created exclusively for a practical function, or that which is the outcome of a tightly prescribed brief. It is a means by which ideas are explored, communicated and, through visual information and enquiry, translated into art outcomes.

Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others’ ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

**For this specification students should:**

- undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work

- develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately
- understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate
- know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.

## **ASSESSMENT**

### **Practical examination and preparatory studies**

**10 hours for examination**

**6 weeks for preparatory studies**

### **Paper set and marked by London Examinations**

**100 marks**

This paper represents the summative assessment of learning that has occurred during the IGCSE course. The paper will be thematic. The theme will change for each examination session. The theme will be the starting point and the question paper will also provide guidance which will be of use to candidates throughout the examination.

#### **Preparatory studies**

Students will be given a preparatory period of six school weeks before the examination. During this period, students should develop ideas based on the theme, and carry out preparatory studies that show their research and the development of their ideas.

#### **The practical examination**

The ten-hour period for the examination takes place over two days and must enable students to have periods of sustained activity where they must work under examination conditions. **All work must be the students' own.**

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## **BIOLOGY**

The Edexcel International GCSE in Biology is designed for use in schools and colleges.

The course gives students the opportunity to experience biology within the context of their general education. The course design provides for progression to further study in GCE Advanced Subsidiary and Advanced Level Biology.

### **About this Specification**

## **Key subject aims**

The Edexcel International GCSE in Biology enables students to:

- learn about the unifying patterns and themes of biology
- acquire knowledge and understanding of biological facts, concepts and principles and the skills needed to use them in new and changing situations
- appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work reporting as scientific methods
- sustain and develop an enjoyment of, and interest in, the study of living organisms
- evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organize and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in biology and for other courses which require them to have a knowledge of biology.

## **Key features and benefits of the specification**

Key features and benefits of the specification are:

- it includes aspects of science appropriate for the 21<sup>st</sup> century
- assessment of experimental skills through the examination paper
- it provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary (AS) and Advanced Level Biology, and other comparable post-16 qualifications.

## **Qualification content**

This Edexcel International GCSE in Biology requires students to demonstrate an understanding of:

- the nature and variety of living organisms
- structures and functions of living organisms
- reproduction and inheritance
- ecology and the environment
- use of biological resources.

## **Section 1: The nature and variety of living organisms**

This topic includes the study of the adaptation of living things to their environment and the

classification of plants and animals and the use of keys.

## **Section 2: Structure and functions in living organisms**

### **Detailed study on:**

enzymes;  
the movement of substances in and out of cells;  
nutrition;  
respiration;  
human excretion;  
hormones;  
the nervous system.

## **Section 3: Reproduction and inheritance**

### **This topic includes the following:**

sexual and asexual reproduction  
the growth and development of living things  
inheritance  
chromosomes  
mitosis  
meiosis  
variation and selection.

## **Section 4: Ecology and the environment**

This topic includes a study of:

Food chains and webs  
The carbon and water cycle  
The growth of human population  
The influence of humans on ecosystems  
Pollution and conservation

## **Section 5: Use of biological resources**

Food production  
Selective breeding  
Genetic modification (genetic engineering)  
Cloning

## **ASSESSMENT**

Paper 1 is externally assessed through an examination paper lasting 2 hours.  
Paper 2 is externally assessed through an examination paper lasting 1 hour.

The assessment for this qualification is linear and both papers must be taken in the same series.

There will be a range of compulsory, short-answer structured questions in both papers which

are ramped to ensure accessibility for less able students, as well as to stretch more able students.

Students may be required to perform calculations, draw graphs and describe, explain and interpret biological phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply biological principles to unfamiliar situations. Questions targeted at Grades A\*- B will include questions designed to test knowledge, understanding and skills at a higher level, including some requiring longer prose answers.

**Biology Paper 1:**

**Paper code: 4B10/1B**

- Externally assessed
- Availability: January and June series
- First assessment: June 2013
- Maximum mark 120
- 2-hour examination

**Biology Paper 2:**

**Paper code: 4B10/2B**

- Externally assessed
- Availability: January and June series
- First assessment: June 2013
- Maximum mark 60
- 1-hour examination

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## **BUSINESS STUDIES**

### **Introduction**

The Edexcel IGCSE in Business Studies is designed as a two-year course. As students progress they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of

business and the ability to use knowledge, skills and understanding appropriately in the context of international markets.

## Key subject aims

The Edexcel IGCSE in Business Studies qualification enables students to:

- develop an interest in, and enjoyment of, business subjects that will be sustained in later life
- use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used
- develop and apply their knowledge, understanding and skills to current issues in a wide range of appropriate international contexts
- use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgements
- appreciate the range of different stakeholder perspectives in relation to business activities
- have an understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business

## Specification at a glance

This Edexcel IGCSE in Business Studies is assessed through a written examination paper.

### Paper 1: Business Studies Paper code: 4BS0/01

- Externally assessed
- Availability: June series
- First assessment: June 2011

### Overview of content

- **Business Activity and the Changing Environment** – examines the objectives of businesses, the changing environment and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints upon, the pursuit of those objectives.
- **Human Resources** – looks at people in organisations focusing on their roles, relationships and management in business.
- **Accounting and Finance** – explores the use of accounting and financial information as an aid to decision making.
- **Marketing** – focuses on identifying and satisfying customer needs in a changing and competitive international environment.
- **Production** – examines the way organizations use and manage resources to produce goods and services.

### Qualification content

#### Knowledge, skills and understanding

The Edexcel IGCSE in Business Studies requires students to:

- Relate their learning to real business examples
- Be aware of current issues which affect businesses, their operation and success, and how they adapt to change
- Focus on current business practice
- Understand the importance of seeing business issues and situations through different perspectives
- Be aware that information communication technology is essential to business decision-making processes and success, and affects all functional areas of business.

## **Paper 1: Business Studies**

### **Content overview**

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

- 1: Business Activity and the Changing Environment
- 2: Human Resources (HR)
- 3: Accounting and Finance
- 4: Marketing
- 5: Production.

**Section 1:** Introduces the nature and types of business within an economy and encourages students to examine the interaction between businesses and the environment within which they operate.

**Sections 2–5:** Focus on the main functional areas of business – HR, accounting and finance, marketing and production.

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

### **Section Content summary**

#### **1: Business Activity and the Changing Environment**

This section examines the objectives of businesses, the changing environment and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of those objectives.

#### **2: Human Resources**

This section looks at people in organisations focusing on their roles, relationships and management in business.

#### **3: Accounting and Finance**

This section explores the use of accounting and financial information as an aid to decision making.

#### **4: Marketing**

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

#### **5: Production**

This section examines the way organisations use and manage resources to produce goods and services.

#### **Assessment overview**

- This qualification is assessed through a two-hour examination paper set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 100.
- The examination paper is divided into two sections – A and B. Students will be given compulsory short-answer, structured, data response and open-ended questions on a business-related context. Questions in both sections will be drawn from all areas of the subject content.
- Section A will consist of questions targeted mainly or exclusively at **knowledge, understanding and application** (Assessment Objectives 1 and 2).
- Section B will consist of questions targeted mainly or exclusively at **selection, analysis and evaluation**.
- Students will be given the business-related context at the start of Section A and will answer questions on this. A related context will be given at the start of Section B. The context for both sections is intended to set the scene – students will **not** be required to memorise this information. Relevant data information will be repeated within the questions where required.

#### **Detailed subject content**

##### **1: Business Activity and the Changing Environment**

This section covers the various objectives of a business, changing business environments and criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints upon, the pursuit of these objectives.

#### **Content Explanation of content**

1.1 **Objectives** Understanding the importance of having clear business objectives and that business organisations have a variety of objectives (such as wealth creation, survival, market share, profitability) and that these objectives are closely related to each other.

#### **1.2 Types of organization**

Understanding the legal forms of business organisation in the UK (local, national and international) and how their objectives might differ. This will include an understanding of sole traders, partnerships, limited liability companies, franchises and multinationals. An understanding of the factors which influence the choice of type of organisation including ownership, control, sources of finance, use of profits, stakeholders and shareholdings.

#### **1.3 Factors of production**

Understanding the changing relationships between enterprise, capital and labour. Understanding the differences between capital-intensive and labour-intensive activities, division of labour and job specialization in the production process.

## 1.4 Primary, secondary and tertiary activity

Understanding the differences between primary, secondary and tertiary sectors and their interdependence.

**1.5 Location** Understanding how the changing business environment influences decisions on the location of a business and how this may provide opportunities for, and imposes constraints upon, the pursuits of business objectives. An understanding that the relevant factors include production, competition in the location, legislation regarding marketing/trading, availability of the workforce, the local environment, government constraints and opportunities.

## 1.6 Government influences on business activity and objectives

Understanding how government can influence employment, growth, inflation and regional policy and how these influences provide opportunities for, and impose constraints upon, businesses in the pursuit of their objectives. This will involve analysing the effects on business in terms of location and development, legislation, marketing/trading, constraints on public expenditure, taxation, import/export control through tariffs, quotas, exchange rates and competition policy.

**1.7 External influences** Understanding the influence of economic, social, ethical, environmental/sustainable and technological (e-business) issues on business decisions.

**1.8 Judging success** Understanding the measurement of different criteria against objectives – size, turnover, shareholders, number of employees, consumer reaction/satisfaction

## 2 Human Resources

This section looks at people in organisations, focusing on their roles, relationships and management in business.

### Content Explanation of content

#### 2.1 Internal organization

Understanding the functions of key departments and analysing their relationships and interdependence:

- **production** – organisation of producing goods/services, quality and stock control
- **marketing** – market research, research and development, product planning, packaging, pricing, sales promotion, advertising, distribution
- **human resources (personnel)** – recruitment, training, terms and conditions of service, contracts, disciplinary and grievance procedures, dismissal
- **finance** – wages, salaries, cash flow forecasting, invoicing and accounts. Understanding the key terms used in the management of people in business – chain of command, hierarchy, span of control and delegation. Understanding of the roles and responsibilities of employees in terms of compliance and accountability.

**2.2 Communication** Understanding the importance of good communication and analysing the effects of poor communication on the management of the business (to include formal and informal groups). Understanding how different methods of communication are used in a changing business environment through the use of paper and electronic methods, people and organisations.

### **2.3 Recruitment and selection**

Understanding the procedures involved in the recruitment of employees internally or externally. Understanding and analysing the role and function of job descriptions, person (job) specifications, advertising and interviews in the process of recruiting employees.

Analysis of the effects of changing legislation on equal opportunities in terms of gender, race, pay, disability, religious and sexual preference.

**2.4 Training** Understanding the different types of training common in business organisations, including the main purpose and benefits of induction, on-the-job and off-the-job training and government schemes. Analysis and evaluation of the costs/benefits of training to both management and employees.

### **Content Explanation of content**

#### **2.4 Motivation and rewards**

Understanding how employees are motivated and rewarded and why a well-motivated workforce (where the management meets the needs of its employees) can be a key factor in successful management. This will include an understanding of the motivational theories of Herzberg and Maslow and of reward systems, including wages/salaries, commission, bonus, profit sharing, share ownership, non-financial incentives, job satisfaction.

## **3 Accounting and Finance**

This section explores the use of accounting and financial information as an aid to decision-making.

### **Content Explanation of content**

#### **3.1 External and internal sources of finance**

Understanding the main types of internal and external sources of finance for business organisations and the factors which influence the decision to use a particular source of finance, in a given situation. Understanding the main benefits, drawbacks and application of short-term start-up capital, including own capital, overdraft, bank loan, friends/family, government incentives for new businesses, grants and/or loans. Understanding the main benefits, drawbacks and application of long-term capital, including reinvestment of profits/reserves to finance expansion, share issue in private and public limited companies and bank loans.

#### **3.2 Budgets and cash flow forecasts**

Understanding the use and interpretation of budgeting and cash flow forecasting and how they can be an aid to decision making for the business as a whole.

#### **3.3 Cost and break-even analysis**

Understanding the different types of costs and their importance in providing financial information and aiding decision making, including direct and indirect (overhead) costs and fixed and variable costs. The application of break-even analysis in decision making, using a simple model, such as a graph, to show level of sales/output required for total revenue to cover total costs.

**3.4 Financial statements** Understanding the purpose and content of the trading account, the profit and loss account and the balance sheet, and how the financial information they provide can be used to assess business performance.

Understanding the terms 'gross profit' and 'net profit' and the difference between them, and the terms 'capital', 'asset' (including fixed and current assets) and 'liability' (including current and long term liabilities).

Understanding why accounts are prepared and how the financial information they provide is used in decision making for the business as a whole.

*(Students will not be required to construct accounts.)*

## **Content Explanation of content**

### **3.4 Ratios and performance**

Calculation and interpretation of the main ratios from which business performance may be assessed:

- gross profit ratio
- net profit ratio
- return on capital employed (ROCE)
- current ratio
- acid test.

The interpretation will include an ability to:

- make comparisons with previous years and/or with other business organisations
- describe their function in achieving/furthering business objectives
- show an understanding of the financial information they provide.

*(Students will be provided with formulae in the examination questions.)*

## **4 Marketing**

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

## **Content Explanation of content**

**4.1 The market** Understanding the terms: market, market orientation, product orientation, marketing, market segments, market share and market research, and analysis of the role that each plays in the identification and satisfaction of customer needs in a changing and competitive market.

**4.2 The marketing mix** Understanding the main elements of the marketing mix and how they combine to satisfy customer needs in a changing and competitive environment:

- **price** – understanding the main pricing strategies and when they might be applied – supply/demand, cost plus, penetration, competition, skimming, promotional
- **promotion** – understanding its aims and its main elements:
  - **below the line promotion techniques** – analysing their role and in what circumstances they might be applied. Techniques will include price reductions, gifts, point of sale, after sales, free samples, competitions
  - **types of advertising** – understanding persuasive and informative advertising and analysing when each might be applied
  - **types of advertising media** – understanding the main types of advertising media and analysing their appropriateness in different circumstances. Media will include TV, radio, cinema, newspapers, magazines, posters, leaflets, internet
  - **public relations** – analysing its role in the promotion of a business

- **place** – understanding the importance of place in the marketing mix and an analysis of the options available. Options will include: channels of distribution, methods of distribution (department stores, chain stores, discount stores, superstores, supermarkets, direct sales, mail order, internet)
- **product** – understanding the terms ‘goods’ and ‘services’. Understanding and analysing the key factors of branding, packaging and the product mix, and how they help determine and affect the success of the product. Understand the term ‘product life cycle’ and analyse how it can be used in decisions about the marketing of the product. Understanding how the Boston Matrix is used for product analysis.

### 4.3 Market research

Understanding the role of market research and its part in identifying customer needs in a changing and competitive international market. This will include the ability to define, differentiate between and analyse the suitability of the use of primary and secondary research/data.

### Summary of table of assessment

#### Paper 1: Business Studies Paper code: 4BS0/01

- The assessment of this qualification is through a two-hour examination paper, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 100.

#### Assessment Objectives and weightings

##### % in IGCSE

AO1: recall, select, use and communicate their knowledge and understanding of concepts, issues and terminology used in business in an effective manner 20–30%

AO2: apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively in specific contexts 25–40%

AO3: select, organise and interpret data from a variety of sources to investigate and analyse issues and problems 20–30%

AO4: analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions 15–25% **TOTAL 100%**

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## CHEMISTRY

### About this specification

#### Key subject aims

**The Edexcel International in GCSE Chemistry enables students to:**

- learn about the unifying patterns and themes of chemistry
- acquire knowledge and understanding of chemical facts, concepts and principles
- appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as

scientific methods

- develop a logical approach to problem solving in a wider context
- understand the widespread importance of chemistry and how materials are used in the world evaluate, in terms of their chemical knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in chemistry and for other courses which require them to have a knowledge of chemistry.

### **Key features and benefits of the specification**

#### **Key features and benefits of the specification are:**

- it includes aspects of science appropriate for the 21st century
- straightforward linear assessment
- untiered assessment
- assessment of experimental skills through an examination paper
- it provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary (AS) and Advanced Level in Chemistry, and other comparable post-16 qualifications.

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### **Qualification content**

#### **This Edexcel International GCSE in Chemistry requires students to demonstrate an understanding of:**

- principles of chemistry
- chemistry of the elements
  
- organic chemistry
- physical chemistry
- chemistry in industry.

#### **Section 1: Principles of chemistry**

- a) States of matter
- b) Atoms
- c) Atomic structure
- d) Relative formula masses and molar volumes of gases
- e) Chemical formulae and chemical equations
- f) Ionic compounds
- g) Covalent substances
- h) Metallic crystals
- i) Electrolysis

#### **Section 2: Chemistry of the elements**

- a) The Periodic Table
- b) Group 1 elements – lithium, sodium and potassium
- c) Group 7 elements – chlorine, bromine and iodine

- d) Oxygen and oxides
- e) Hydrogen and water
- f) Reactivity series
- g) Tests for ions and gases

### **Section 3: Organic chemistry**

- a) Introduction
- b) Alkanes
- c) Alkenes
- d) Ethanol

### **Section 4: Physical chemistry**

- a) Acids, alkalis and salts
- b) Energetics
- c) Rates of reaction
- d) Equilibria

### **Section 5: Chemistry in industry**

- a) Extraction and uses of metals
- b) Crude oil
- c) Synthetic polymers
- d) The industrial manufacture of chemicals

## **ASSESSMENT**

### **Assessment summary**

**Paper 1 is externally assessed through an examination paper lasting 2 hours.**

**Paper 2 is externally assessed through an examination paper lasting 1 hour.**

The assessment for this qualification is linear and both papers must be taken in the same series. There will be a range of compulsory, short-answer structured questions in both papers which are ramped to ensure accessibility for less able students, as well as to stretch more able students. Students may be required to perform calculations, draw graphs and describe, explain and interpret chemical phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply chemical principles to unfamiliar situations. Questions targeted at grades A\*–B will include questions designed to test knowledge, understanding and skills at a higher level, including some requiring longer prose answers.

### **Summary of table of assessment**

#### **Chemistry Paper 1 Paper code: 4CH0/1C**

- Externally assessed
- Availability: January and June series
- First assessment: June 2013
- Assesses all Assessment Objectives
- Maximum mark 120
- 2-hour examination

#### **Chemistry Paper 2 Paper code: 4CH0/2C**

- Externally assessed

- Availability: January and June series
- First assessment: June 2013
- Assesses all Assessment Objectives
- Maximum mark 60
- 1-hour examination

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## **ENGLISH LANGUAGE: B**

### **Introduction**

The Edexcel IGCSE in English Language (Specification B) is designed as a two-year course. This specification is based on the former GCE O Level in English Language and retains the requirement for a wide vocabulary and accuracy in the use of grammar, punctuation and spelling, whilst encouraging the student to acquire a range of skills through the study of lively and relevant source material.

### **Key subject aims**

**The Edexcel IGCSE in English Language (Specification B) enables students to:**

- read a range of material from a variety of sources, including literary material, non-literary material and media
- read for a variety of purposes with understanding and enjoyment
- use written English for a variety of purposes such as narration, argument, giving instruction and information, imaginative writing, making reports and demonstrating understanding of content, paying due attention to the appropriateness and quality of written expression.

### **About this specification**

#### **Key features and benefits of the specification**

- Based on the former Edexcel GCE O Level in English Language.
- For all students for whom English is to be the language of education and employment.
- Intended for speakers of English as a first language and speakers of English as an additional language.
- Single assessment: 100% examination.
- Assessment opportunity in January and June examination series.
- Provides progression to AS and Advanced GCE in English Language, or equivalent qualifications.

## **Qualification content**

### **Paper 1**

#### **Content overview**

##### **Section A**

This section is designed to assess students' understanding and response to stimulus material. Students must be able to select information from this material and present it in short paragraphs

or in sets of statements. Marks are given in this section primarily for the content and understanding shown. However, clarity and careful expression are expected in the answers.

### **Section B**

This section is designed to assess students' ability to write according to specific guidelines in response to the given material. They are asked to select relevant information from the stimulus material and to present it for other readers and for other purposes. Students may be asked to inform or instruct, to advise or persuade or to express their attitudes; they will also be asked to use a recognised form of writing, such as a letter, a report or a newspaper article. The length required will depend on the nature of the task set and will be indicated in the question paper. The answers in this section will be assessed for relevant information, for appropriateness of style and approach and for quality and accuracy of expression.

### **Section C**

Students will be asked to produce one piece of extended writing; this may be narrative, descriptive, personal, argumentative or discursive. There will be opportunities for students to respond imaginatively and personally to topics and themes related to the stimulus material.

## **Standard English**

The specification assesses reading and writing in the internationally recognised forms of Standard English: either British or American standard forms are acceptable in the students' writing. Spelling must be consistent, whether it follows British or American usage.

## **Source material**

**The following are examples of possible texts used in the examination paper:**

- fiction for example short stories, novel extracts
- biography/autobiography/speeches
- newspaper/magazine articles
- travel writing
- diaries/letters
- advertisements/leaflets/brochures
- web pages.

**Sources used for the examination will be published in an extracts booklet distributed with the examination paper.**

## **Assessment overview**

Students take a single three-hour written paper. The question paper contains a selection of stimulus material, chosen from the range of sources listed on page 3, and a series of tasks. The texts used in the stimulus material could include reading or graphical materials, for example facsimiles of leaflets and other realistic material. The stimulus material set for the examination will be available in an extracts booklet distributed with the question paper. Students should spend about 15 minutes studying this material before answering the questions.

**Section A** (30%), assessed for Reading

This section sets questions about the language and content of the stimulus material. Students should spend about 40 minutes on these questions, **all of which should be answered.**

**Section B** (35%), assessed for Reading and Writing

In this section students are asked to produce directed writing, in terms of purpose, context and audience, based on the material set for the paper. They should spend about one hour on this section.

**Section C** (35%), assessed for Writing

In this section students are asked to complete a single task based on a choice of questions related to the stimulus material. They should spend about one hour on this section.

At the end of the examination, students should spend about five minutes checking their work carefully and making any necessary corrections.

# Assessment

## Assessment summary

Paper 1 is externally assessed through a three-hour examination paper.

### Summary of table of assessment

#### Paper 1 Paper code: 4EB0/01

- The assessment of this qualification is through a three-hour examination paper, set and marked by Edexcel
- There are three sections – A, B and C.
- Source material will be provided in an extracts booklet distributed with the examination paper.
- The total number of marks available is 100.

## Assessment Objectives and weightings

### % in IGCSE

AO1: Read and understand a variety of texts, selecting and ordering information, ideas and opinions from the texts provided. 40%

AO2: Adapt forms and types of writing for specific purposes and audiences using appropriate styles. 45%

AO3: Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation. 15%

**TOTAL 100%**

### Assessment Objective Examination paper section AO1 Paper June 2011 January 2012 June

## Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

### Grade A

Candidates articulate and sustain their responses to texts, developing ideas fully and referring in detail and with insight to aspects of language, structure and presentation. They show an excellent understanding of the ideas within texts, and can identify and analyse argument, fact and opinion and different interpretations. Where appropriate, they make skilled and coherent comparisons within and between texts, supporting their points with well-chosen examples. Candidates' writing is assured and controlled, showing the capacity to adapt to a range of styles. They communicate effectively and lucidly with the intended audience, constructing ideas and arguments which are well developed, fully sustained and show clarity of thought and expression.

Candidates show a high level of control in their construction of a range of sentence structures, handling complex subordination with assurance. Their punctuation and spelling of even complex or rarer words shows a high level of accuracy and grasp of English idioms. Paragraphs are well constructed and linked, showing effective use of logical connectives.

### Grade C

Candidates demonstrate a secure understanding of texts, with a grasp of different ways in which meaning and information are conveyed. They respond personally and appropriately to texts, making reference to language in support of their views. They are capable of summarising and presenting key points of a range of information.

Candidates write in a way which maintains focus and engages the reader's interest. They adapt their writing style and register to suit the requirement of the task, and can respond to different audiences' needs appropriately. Their writing has sound ideas, developed into a reasonably sustained argument and show some capacity to distinguish between fact and opinion.

The writing shows the ability to control simple and more complex sentences. Spelling is mostly accurate, except for more unusual or complex words. They mostly grasp the force and purpose of different punctuation marks, and they use a range of marks with some flexibility.

### **Grade F**

In responding to texts, candidates show a basic understanding of key ideas, events and characters. They make some reference to the texts when expressing their views. They demonstrate a limited ability to locate and retrieve ideas and information.

Candidates' writing communicates meaning and has a basic grasp of organisation and purpose. The writing begins to show adaptation to the needs of different readers. There is an attempt to present ideas, but this is not sustained.

The grammatical structure of simple sentences is usually correct. Spelling of less complex words is mostly reasonably accurate. There is some appropriate use of punctuation, especially of full stops and commas.

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## **ENGLISH LANGUAGE: A**

### **Key subject aims**

The Edexcel IGCSE in English Language (Specification A) enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- \* develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- \*  develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

### **Key features and benefits of the specification**

- \*  The anthology contents and the examination questions are designed with the needs of an international entry in mind.
- \*  A wide range of reading and writing tasks.
- \*  Two routes for assessment: 100% examination, or 70% examination and 30% coursework (Edexcel approved teaching institutions only).
- \*  Assessment opportunity in January and June examination series.
- \*  Provides progression to AS and Advanced GCE in English Language, English Literature or English Language and Literature, or equivalent qualifications.

## **Specification at a glance**

70% of the to

### **Overview of content**

#### **Paper 1**

Reading

- \*  Unprepared passage.

- \*  Section A of the *Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature*.

#### Writing

- \* Topic of Section A of the *Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature*.

- \*  To inform, explain and describe.

#### Overview of assessment:

- \*  The assessment of this unit is through a two-hour and 15 minute examination paper, set and marked by Edexcel.
- \*  The total number of marks available is 60.

### **Paper 2 Paper code: 4EA0/02**

- \*  Externally assessed
- \*  Availability: January and June series **30% of the \***

#### **Overview of content**

#### Reading

- \*  Section B of the *Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature*.

#### Writing

- \*  To explore, imagine and entertain.
- \*  To argue, persuade and advise.

#### **Overview of assessment**

- \*  The assessment of this unit is through a one-hour and 30 minute examination paper, set and marked by Edexcel.
- \*  The total number of marks available is 30.

**20% of 0% of the tot**

## **Qualification content**

### **Standard English**

The specification assesses reading and writing in the internationally recognised forms of Standard English: either British or American standard forms are acceptable in the students' writing. Spelling must be consistent, whether it follows British or American usage.

## **Paper 1**

### **Content overview**

#### **Reading**

Questions to test understanding of an unprepared reading passage and a passage from **Section A of the *Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature***.

All students will be required to demonstrate an ability to:

#### **AO2**

- read and understand texts with insight and engagement
- develop and sustain interpretations of writers' ideas and perspectives
- understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

#### **Writing**

A short task based on the topic of the Section A reading passage, and a task to test writing to inform, explain and describe.

All students will be required to demonstrate an ability to:

### **AO3**

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

### **Assessment overview**

- \*  The assessment of this unit is through a two-hour and 15 minute examination paper (including reading time), set and marked by Edexcel.
- \*  Single tier of entry.
- \*  Three sections on the paper — Section A, Section B and Section C.
- \*  The total number of marks available is 60.

## **Paper 2**

### **Content overview**

#### **Reading**

A question to test understanding of Section B of the *Edexcel Anthology IGCSE and Certificate Qualifications in English Language and Literature*.

All students will be required to demonstrate an ability to:

#### **AO2**

- (i) read and understand texts with insight and engagement
- (ii) develop and sustain interpretations of writers' ideas and perspectives
- (iii) understand and make some evaluation of how writers use linguistic and structural devices to achieve their effects.

#### **Writing**

A choice of tasks to test writing to explore, imagine, entertain and writing to argue, persuade, advise.

All students will be required to demonstrate an ability to:

#### **AO3**

- (i) communicate clearly and appropriately, using and adapting forms for different readers and purposes
- (ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features
- (iii) use a range of sentence structures effectively, with accurate punctuation and spelling.

### **Assessment overview**

- The assessment of this unit is through a one-hour and 30 minute examination paper, set and marked by Edexcel.
- The total number of marks available is 30.

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## **ENGLISH LITERATURE**

### **Introduction**

The Edexcel IGCSE in English Literature is designed as a two-year course. A selection of prose,

drama and poetry from around the world allows teachers a wide choice of set texts. It provides two routes of assessment — either a 100 per cent examination option or an examination and coursework route. The examination questions allow all students to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating introduction to the study of English Literature. The *Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature* is provided for use throughout the course and examination.

## Key subject aims

The Edexcel IGCSE in English Literature enables students to:

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

## About this specification

### Key features and benefits of the qualification

- \*  Incorporates elements of the former Edexcel GCE O Level English Literature.
- \*  Encourages the reading of literature from around the world.
- \* A free anthology, produced by Edexcel, available to download at the beginning of the course contains a wide range of reading material.
- \*  Two routes of assessment: 100% examination, or 60% examination and 40% coursework (Edexcel-approved teaching institutions only).
- \*  Assessment opportunities in January and June examination series.
- \*  Provides progression to Edexcel GCE AS and Advanced Level in English Literature or equivalent qualifications.

## Specification at a glance

The IGCSE in English Literature comprises two assessment routes.

- \*  Route one — 100% written examination paper (Paper 1 and Paper 2).
- \*  Route two — 60% written examination paper and 40% internally assessed coursework (Paper 1 and Paper 3).

### Paper 1: Drama and Prose Paper code: 4ET0/01

- \*  Externally assessed
- \*  Availability: January and June series
- \* First assessment: June 2012

### 60% of the total GCSE

#### Overview of content

- \*  Drama.
- \*  Prose.

#### Overview of assessment

- \*  The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel.

- \*  The total number of marks available is 60.

## **Paper 2 is the examination alternative to Paper 3 (coursework)**

### **Paper 2: Unseen Texts and Poetry Anthology Paper code: 4ET0/02**

- \*  Externally assessed
- \*  Availability: January and June series
- \*  First assessment: June 2012

**40% of the to**

#### **Overview of content**

- \*  Unprepared poem or prose extract.
- \*  Section C of **the *Edexcel Anthology for IGCSE and Certificate Qualifications in English Language and Literature***.

#### **Overview of assessment**

- \*  The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel.
- \*  The total number of marks available is 40.

**0% of the to**

## **Qualification content**

### **Standard English**

Reading and writing are assessed in the internationally recognised forms of Standard English: either British or American standard forms are acceptable in the students' writing. Spelling must be consistent, whether it follows British or American usage.

## **Paper 1: Drama and Prose**

### **Content overview**

- \*  Drama.
- \*  Prose.

### **Assessment overview**

- \*  The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel.
- \*  The paper is divided into **two** sections: Drama and Prose. Students must answer **one** question from each section.
- \*  There is a choice of **two** questions for each text in both sections.
- \*  This is a closed book examination. Texts may **not** be taken into the examination.
- \*  The total number of marks available is 60.

### **Prescribed texts**

The following texts will be examined throughout the life of the specification. **Centres will be informed if there are changes to the prescribed lists.**

#### **Section A: Drama**

Students must answer **one** question on **one** of the seven texts listed below:

Arthur Miller: *A View from The Bridge*

J B Priestley: *An Inspector Calls*

William Shakespeare: *Henry V*

William Shakespeare: *Much Ado About Nothing*

William Shakespeare: *Romeo and Juliet*

Oscar Wilde: *The Importance of Being Earnest*

Thornton Wilder: *Our Town*

## Section B: Prose

Students must answer **one** question on **one** of the six texts listed below:

Jane Austen: *Pride and Prejudice*

Harper Lee: *To Kill a Mocking Bird*

R K Narayan: *The English Teacher*

John Steinbeck: *Of Mice and Men*

Mildred Taylor: *Roll of Thunder, Hear My Cry*

*Nineteenth Century Short Stories* (edited by Mike Hamlin, Christine Hall and Jan Browne,

Heinemann New Windmill). All stories in the collection are prescribed. Questions on this text will require students to write about at least two stories from the collection, at least one of which will be named.

Apart from *Nineteenth Century Short Stories*, any edition of the above texts may be used.

## Paper 2: Unseen Texts and Poetry Anthology

Examination alternative to coursework.

### Content overview

- \*  Unprepared poem or prose extract
- \*  Section C of the *Edexcel Anthology for IGCSE and Certificate Qualifications in English*

### Language and Literature

#### Assessment overview

- \*  The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel.
- \*  Single tier of entry.
- \*  Students must answer **either** the question on an unseen poem, **or** the question on an unseen prose extract.
- \*  Students must also answer one question on Section C from the anthology.
- \*  Students answer **two** questions on this paper in total.
- \*  Students will have a copy of Section C of the anthology in the examination.
- \*  The total number of marks available is 40.

**All students will be required to demonstrate the following:**

**AO3** Understanding of the writers' use of language, structure and form to create literary effects

**AO4** A focused, sensitive, lively and informed personal engagement with literary texts.

### Unseen poem or prose extract

One question will be set on an unseen poem not in the anthology and one question will be set on an unseen prose extract from a novel or short story. The extracts will be printed in the examination paper. Students only need to answer **one** question.

When planning an answer for the unseen poem or prose extract, students should consider the following:

- \*  imagery
- \*  descriptive skills
- \*  language choice
- \*  tone and mood
- \*  structure and form.

### Anthology poems

Students will answer one question in which they write about **two** poems from Section C of the anthology.

There will be a choice between two questions.

- \*  One question will name two poems.

- \*  One question will name one poem, the second poem will be selected by the student.

## Assessment summary

### Two possible assessment routes

- \*  **Route one** — 100% written examination paper (Paper 1 and Paper 2).  
Paper 1 is externally assessed through an examination lasting one-hour and 45-minutes.  
Paper 2 is externally assessed through an examination lasting one-hour and 30-minutes.

## Summary of table of assessment

### Route one

#### Paper 1: Drama and Prose Paper code: 4ET0/01

- \*  The assessment of this paper is through a one-hour and 45-minute examination, set and marked by Edexcel.
- \*  The total number of marks available is 60.

#### Paper 2: Unseen Texts and Poetry Anthology Paper code: 4ET0/02

- \* The assessment of this paper is through a one-hour and 30-minute examination, set and marked by Edexcel.
- \*  The total number of marks available is 60.

**TOTAL 100%**

\*\*\*\*\* for

## FRENCH

## Introduction

## Key subject aims

### This qualification enables students to:

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

## Key features and benefits of the qualification

### This qualification has been developed:

- to provide breadth, stretch and challenge
- to enable students to show what they know, understand and can do within a clearly defined list of topic and sub-topic areas

- to provide a single tier of entry which tests the whole ability range
- to provide written assessment in listening, reading and writing skills
- to provide assessment rubrics in both English and the target language in both Paper 1 and Paper 2
- to provide assessment of spoken language
- to provide 100% external assessment
- to provide progression to GCE AS and Advanced GCE level, and other equivalent qualifications.

## Specification at a glance

### Edexcel International GCSE in French qualification

This qualification comprises three external assessments, Paper 1, Paper 2 and Paper 3.

Each paper is targeted at grades A\* to G.

Students who fail to achieve grade G for their overall qualification will be awarded 'Ungraded'.

#### **Paper 1: Listening Paper code: 4FR0/01**

- Externally assessed
- Availability: June series
- First assessment: June 2014

#### **25% of the**

#### **Overview of content:**

- home and abroad
- education and employment
- house, home and daily routines
- the modern world and the environment
- social activities, fitness and health.

#### **Overview of assessment**

- Assessment is a 40-minute examination paper set and marked by Edexcel, plus five minutes' reading time.
- The total number of marks for the paper is 50.

#### **Paper 2: Reading and Writing Paper code: 4FR0/02**

- Externally assessed
- Availability: June series
- First assessment: June 2014

#### **50 % of t**

#### **Overview of content:**

- home and abroad
- education and employment
- house, home and daily routines
- the modern world and the environment
- social activities, fitness and health.

#### **Overview of assessment:**

- Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.

- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

### **Paper 3: Speaking Paper code: 4FR0/03**

- Externally assessed
- Availability: June series
- First assessment: June 2014

#### **Overview of content:**

##### **25 % of t**

- home and abroad
- education and employment
- house, home and daily routines
- the modern world and the environment
- social activities, fitness and health.

#### **Overview of assessment:**

- maximum 10 minutes
- the total number of marks for the paper is 40.

## **Qualification content**

### **Knowledge and understanding**

**The qualification requires students to develop their knowledge of vocabulary and structures in a range of settings which:**

- are of relevance and interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the French language is spoken.

### **Skills**

**This qualification gives students the opportunity to:**

- develop their ability to listen to and understand the spoken French language in a range of contexts and a variety of styles
- read and respond to different types of written language
- communicate in writing
- understand and apply a range of vocabulary and structures
- develop effective language learning and communication skills
- communicate in speech for different purposes.

### **Assessment**

All questions in each paper will be in the target language (French). Students will be required to answer in the target language. Rubrics will be in the target language and in English.

**Students must not use dictionaries for any of the examination papers.**

## **Paper 1: Listening**

### **Assessment overview**

- Assessment is a 40-minute examination paper, plus five minutes' reading time. The paper is set and marked by Edexcel.
- The total number of marks for the paper is 50.

The examination will consist of several short recordings played by the invigilator. Students will have five minutes' reading time to read through the paper and familiarise themselves with it before the recordings are played. The recordings, each of which will be heard twice, will last no longer than 40 minutes including pauses. All texts will be spoken by French speakers.

Students will be required to listen to a range of factual and non-factual material of varying lengths, in different contexts and in different registers.

The extracts will increase in length. The first passages will be the shortest and will be tested through non-verbal responses, such as ticked boxes or matching exercises. Subsequent passages will be tested through a range of question types, both verbal and non-verbal.

The grammatical accuracy of students' language will **not** be assessed in this paper. Answers written in English will score no marks.

**Students will be assessed on their ability to:**

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions.

### **The question types**

Question types, written in the target language, used in the Paper 1 listening test may include:

- grid, form or plan completion
- multiple choice
- box ticking
- note taking
- gap filling
- true or false
- matching, for example 
  - ideas or sequences with pictures
  - a named person with a statement
- summary.

## **Paper 2: Reading and Writing**

### **Assessment overview**

- Assessment is through an examination paper lasting 1 hour and 30 minutes, set and marked by Edexcel.
- The total number of marks for the paper is 60, with 30 marks for reading and 30 marks for writing.

### **Reading**

Students will be required to read a range of authentic factual and non-factual written material of varying length, in different registers and contexts, and from different sources. These may include advertisements, short passages, letters, information leaflets, faxes, emails, website pages, newspaper and magazine articles.

The aim of the reading tasks is to assess students' abilities in understanding and using information from a range of texts of increasing length.

The questions will require a combination of non-verbal responses and answers in French. In order to answer the questions, students will need to use a range of reading techniques such as skimming, scanning and in-depth reading for details. Grammatical accuracy will not be assessed in this part of the paper.

### **Assessment of the reading section**

### Students will be assessed on their ability to:

- identify and note main points
- deduce the meaning of words from context
- extract specific details
- identify points of view
- show some understanding of unfamiliar language
- recognise attitudes, emotions and opinions
- understand grammatical structures and functions, in context.

## Question types in the reading section

A range of question types, written in the target language, will be used, which may include:

- grid, form or plan completion
- multiple choice
- true or false
- box ticking
- note taking
- gap filling
- matching, for example 
  - words from the text with synonyms, antonyms or definitions
  - summary sentences with different paragraphs of the text
  - two halves of one sentence
  - ideas or sequences with pictures
  - a named person with a statement
- summary.

## Writing

In the first extended writing task (question 3b), students will be required to write about 50 words in the target language, on a topic related to the preceding reading passage.

For the second piece of extended writing (question 6), students will select **one** writing task from a choice of three. They will be expected to write a continuous response, of about 150 words, in French. Students aiming at grade C and above will be expected to express opinions and to use a variety of structures, including a range of tenses.

The tasks for question 6 will encompass a variety of writing styles, such as narrative, descriptive, discursive, and a range of formats such as a formal or informal letter, a report, an article, a page from a diary, the script of a speech etc. The 20 marks available for question 6 will be sub-divided into 10 marks for communication and content, 5 marks for knowledge and application of language, and 5 marks for accuracy.

## Paper 3: Speaking

### Assessment overview

- Maximum 10 minutes.
- The total number of marks for the paper is 40 (20 marks for Section A, 20 marks for Section B).

The speaking test will recognise the achievement of the student in speaking the target language.

The test will be divided into **two** sections. Each student chooses the topic area for Section A; the centre-appointed interviewer chooses **two** additional topic areas for the two conversations in Section B.

### **Section A: Presentation and discussion based on a single picture**

- Maximum four minutes:
  - Presentation: maximum of one minute.
  - Discussion: maximum of three minutes.

Students will give a presentation for up to **one minute** on a picture they have chosen. A discussion with the centre-appointed interviewer will then follow, for up to **three minutes**. The discussion must relate to the picture, but may also include some questions prompted by the picture the student has chosen.

### **Section B: Two conversations**

- Maximum six minutes.
- Centre-appointed interviewers should ensure that the time is split evenly between the two topic areas (approximately 3 minutes for each topic).

## **Topic areas**

All questions will be set in the context of the following topic areas and sub-topic areas. These will enable students and teachers to focus on appropriate vocabulary.

### **Topic areas Sub-topic areas**

#### **Topic area A**

Home and abroad  
Life in the town and rural life  
Weather and climate  
Travel, transport and directions  
Holidays and tourist information  
Services (eg telephone, bank, post office)  
Customs and religion  
Everyday life, traditions and communities in a French speaking country

#### **Topic area B**

Education and  
employment  
Childhood  
School life and routine  
Work/careers  
Future plans

#### **Topic area C**

House, home and daily  
routines  
Types of home  
Information about self, family and friends  
Helping around the house  
Food and drinks

#### **Topic area D**

The modern world and  
the environment  
Current affairs and social issues  
Environmental issues  
The media (eg TV, film, radio, newspapers)  
Information and communication technology (eg  
internet, mobile phones, email)

#### **Topic area E**

Social activities, fitness  
and health  
Special occasions  
Hobbies, interests, sports and exercise  
Shopping and money matters  
Accidents, injuries, common ailments and health  
issues

## **Linguistic structures**

Students are expected to have acquired knowledge and understanding of French

grammar during their course.

## Assessment criteria

Students are assessed positively in all components, and therefore the assessment criteria are designed to reward, not penalise. It will not be necessary for students to produce a faultless performance in order to attract the highest marks available in each grid.

### Major errors

These may include **repeated** mismatching of subject and verb forms; use of inappropriate tenses; and/or incorrect and inappropriate vocabulary.

### Minor errors

These may include **occasional** omission of accents; incorrect genders, articles, auxiliary verbs or adjectival agreements; slight spelling errors.

## Assessment

### Assessment summary

Paper 1 is an externally assessed examination paper lasting 40 minutes plus five minutes' reading time.

Paper 2 is an externally assessed examination paper lasting 1 hour and 30 minutes

\*\*\*\*\*

## GEOGRAPHY

The Edexcel International GCSE in Geography is designed for use in schools and colleges.

### Key subject aims

#### The Edexcel International GCSE in Geography enables students to:

- Apply and build on the fundamental building blocks of geographical knowledge
- Actively engage in the process of geographical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- Develop a framework of special awareness in which to appreciate the importance of the location of places and environments from a local to global scale
- Appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- Develop and apply practical geographical enquiry skills
- Undertake geographical investigations that include both primary and secondary data collection and presentation, analysis and drawing conclusions
- Develop and apply their learning to the real world through fieldwork develop their awareness of global issues and recognize the need for a sustainable future.

## **Key features and benefits of the qualification**

- It adds an international dimension to the study of geography.
- It encourages practical enquiry skills that underpin knowledge and understanding of geography.
- Assessment is through one externally-assessed examination.
- It provides a solid basis for progression to GCE AS and Advanced qualifications in geography, or equivalent qualifications.

## **Qualification content**

### **Knowledge and understanding**

**The content of this qualification has taken the following points into account, that:**

- Coverage should touch the main subject areas that are appropriate at this level – the natural environment, resources and production, population and settlement – as well as related topics of globalization, human welfare and sustainability
- Emphasis should be placed on the relationship between people and the environment
- Geography should be recognized as a dynamic discipline in continuous change
- Content should be specified in such a way that students can explore the geography of their own countries
- Case studies are used to exemplify key ideas
- Students are required to undertake fieldwork and other practical exercises to underpin knowledge and understanding, as well as to illustrate the key ideas
- Students should become competent in the use of a range of skills and techniques.

Teachers have the freedom to construct their own teaching programme based on this specification, but any programme must fulfil the following requirements:

- The study of a range of themes which, taken together, involve work at different spatial scales (small (local), regional, national, international, global), in different parts of the world and in different types of environment
- The development of skills used in geographical enquiry, including fieldwork investigation.

## **Specification at a glance**

### **Overview of content**

The International GCSE has four sections. Sections A, B and D contain optional topics and Section C draws on the practical geographical enquiry skills that underpin the study of Sections A and B.

### **Section A – The Natural Environment**

Complete **two** of the three topics:

1. River environments
2. Coastal environments
3. Hazardous environments

### **Section B: People and their Environments**

Complete **two** of the three topics:

4. Economic activity and energy
5. Ecosystems and rural environments
6. Urban environments

### **Section C: Practical Geographical Enquiry**

The development of practical geographical enquiry skills related to the investigation of each **selected** topic from Sections A and B.

### **Section D: Global Issues**

Complete **one** of the three topics:

7. Fragile environments
8. Globalisation and migration
9. Development and human welfare

### **ASSESSMENT**

- Externally-assessed through a **three hour** examination paper, set and marked by Edexcel.
- Availability: June series only
- First assessment: June 2014.
- The paper will contain a variety of question types, such as multiple-choice questions, short and extended answer questions, graphical and data questions and practical enquiry questions.
- Total number of marks available is 180.
- The paper will be a question and answer booklet and candidates have to answer:
  - Two questions from a choice of three in Section A
  - Two questions from a choice of three in Section B
  - Two questions; one question from a choice of two related to Topics 1-3 and one question from a choice of three in Section D.

**Each question in Sections A, B and C is worth 25 marks; each question in Section D is worth 30 marks.**

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## **HISTORY**

The Edexcel International GCSE in History is designed for use in schools and colleges.

### **Key subject aims**

**The Edexcel International GCSE in History qualification will enable students to:**

- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- use historical sources critically, in context, recording significant information and reaching conclusions
- organize and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements.

### **Key features and benefits of the qualification**

**The key features and benefits of the Edexcel International GCSE in History are:**

- it is accessible for all students
- no compulsory content: teachers choose the areas of study which suit their needs and resources
- questions on all topics in every examination session
- a solid basis to progress to Edexcel GCE AS and Advanced Level in History, or equivalent qualifications.

### **Specification at a glance**

**This Edexcel International GCSE in History comprises two assessments.**

- Paper 1 written examination. Students complete two depth studies from 9 choices
- Paper 2 written examination. Students complete one historical investigation from six choices and one breadth study in change from 8 choices.

**School's choices for Paper 1: B5: Development of Dictatorship: Germany, 1918-45, C 8: A world divided: Superpower relations, 1945-62 and C9: A divided union: Civil Rights in the USA, 1945-74**

**School's choice for Paper 2: A4: The USA, 1917-29: B3: The changing role of International organizations: The League and the UN, 1919-2000.**

### **Qualification Content: Knowledge and understanding**

The Edexcel International GCSE in History requires students to demonstrate understanding of:

- History through recalling, selecting and communicating
- The past through explanation and analysis of, and judgements about, key features and the concepts in history of causation, consequence and change
- Source material through comprehension, interpretation and cross-reference, and through evaluation of historical claims.

## **Paper 1: Content overview**

### **B 5: Development of Dictatorship: Germany, 1918-45**

- The German Revolution of 1918. The strengths and weaknesses of the Constitution. Reactions to the Treaty of Versailles. The Spartacist and Kapp uprisings. French occupation of the Ruhr. Causes and effects of hyperinflation.
- The work of Stresemann. Rentenmark, Dawes and Young Plan, US loans and the recovery of the German economy. Successes abroad – League of Nations, Locarno Treaties and Kellogg-Briand Pact.
- Hitler and the German Workers' Party. Changes to the party 1920-22. Causes, events and results of Munich Putsch, 1923. Reorganisation of the Party 1924-28. Impact of Wall Street Crash. Nazi methods to win support. Goebbels and propaganda and the work of the SA. Events of 1932 to January 30 including the role of Papen, von Schleicher and von Hindenburg.
- Setting up the Nazi dictatorship through the Reichstag Fire, Enabling Act, Night of the Long Knives, the police state, censorship and propaganda. Nazi policies towards women, the young, the Churches and the Jews. Policies to reduce unemployment. The Labour Service, The Labour Front and Strength Through Joy.
- Nazi policies towards the Jews including ghettos, death squads and the Final Solution. The changing role of women, 'total war', rationing and the effects of allied bombing. The growth of opposition to Hitler including the Edelweiss Pirates, the White Rose Group and the Stauffenberg Plot. Defeat and Hitler's death.

### **C8: A world divided: Superpower relations, 1945-62**

- Long-term rivalry between the Soviet Union and the West. Differences during the Second World War. Key features of the peace conferences at Yalta and Potsdam. The Soviet Union and Eastern Europe. The attitude of Truman.
- Soviet expansion in Eastern Europe. Churchill and the 'iron curtain'. The Truman Doctrine and the Marshall Plan. Cominform and Comecon. Differences over Germany. Bizonia. Causes, events and results of the Berlin Crisis 1948-9. Setting up of NATO.
- Korean War, Khrushchev and peaceful co-existence and the Warsaw Pact. The impact of

Soviet rule on Hungary, Rakosi, de-Stalinisation, Nagy and his demands. Reasons for Soviet invasion and its effects.

- The U2 incident 1960 and its effects on the Paris Summit Conference. Reasons for the construction of the Berlin Wall 1961 and its effects on relations between East and West and on Germany.
- Castro and relations with USA and Soviet Union. Bay of Pigs. Kennedy and missile sites. Key events of the Cuban missile Crisis. Impact on East-West relations.

### **C9: A divided union: Civil rights in the USA, 145-74**

- Reasons for the Red Scare including the Cold War 1945-50, Hiss and Rosenberg cases, the FBI, the HUAC and the Hollywood Ten. Methods used by McCarthy and the growth of opposition. Reasons for the downfall. Overall impact of McCarthyism on the USA.
- Segregation and discrimination. The work of the Supreme Court. Key events and importance of Brown versus Topeka (1954), Montgomery Bus Boycott (1955) and Little Rock 1957.
- Freedom riders, Anniston fire bombing, sit-ins and voting rights and the Meredith Case. The methods and activities of Martin Luther King. The Birmingham and Washington Peace Marches and the 'dream' speech. Civil rights legislation of the 1960s. Selma and Voting Rights. Malcolm X and the Nation of Islam. Reasons for the growth of Black Power, Stokely Carmichael, Bobby Seale and Huey Newton. Race riots especially in the Watts District. The Black Panther movement.
- General reasons for the growth of protest movements. The student movement, Berkeley Free Speech movement, and links to war in Vietnam, Students for a Democratic Society and 'hippies'. Betty Friedan, Eleanor Roosevelt, NOW, women's liberation movement and abortion. Phyllis Schlafly and opposition to the women's movement.
- Reasons for the key features of the Watergate scandal. Impact on Nixon and US politics. New laws including the Election Campaign Act (1974), the War Powers Act (1973), the Privacy Act (1974) and the Congressional Budget Control Act (1974).

### **PAPER 2: A4: The USA, 1917-29**

- Economic benefits. Isolationism. Attitudes to Versailles settlement and the League of Nations. Protectionist policies.
- Attitudes to immigration. Policies to restrict immigration. The 'Red Scare'. The Sacco and Vanzetti Case.
- Reasons for the introduction of and failure of prohibition. Organised crime, including Al Capone.
- Reasons for economic boom in the 1920s. Henry Ford and mass production. Hire purchase, consumerism and the popularity of the stock market. Problems in farming, including over-production and mechanization. The decline of older industries.

- The leisure industry, cinema, Jazz, dancing, sport, radio, advertising and motoring, morals and values and the 'Monkey Trial'. The changing position of women, including the flappers.
- The Jim Crow Laws, segregation and discrimination. The Ku Klux Klan. The influence of Marcus Garvey and W.E.B. Du Bois.

### **B3: The changing role of international organizations: the League and the UN, 1919-2000**

- Woodrow Wilson and the setting up of the League. The Covenant of the League of Nations. Setting up of the UN and the UN Charter.
- For the League, the General Assembly, Council, Secretariat, League agencies and commissions and membership in 1920. For the UN the General Assembly and Security Council, Secretariat, secretary-general, UN peacekeeping forces, Human Rights Commission and UN agencies and membership in 1945.
- For the League, the work of the Refugee and Health Organisations, the Mandates Commission and the Disarmament Commission. For the UN, WHO, ILO, FAO, UNESCO and UNICEF.
- Successes of the League including the Åland Islands (1920), Upper Silesia (1921), the Greek-Bulgarian War (1925), Refugee and Drugs Committee. For the UN, Korean War (1950-53), the Suez Crisis (1956), the Congo (1960-64), the Gulf War (1991) and Mozambique (1990-94). Other case studies chosen by teachers may be used for both organizations.
- General weaknesses of the League and the UN. Failures in Corfu (1923), Manchuria (1931-33) and Abyssinia (1934-36). For the UN, Palestine (1947-48), Hungarian uprising (1956), the Lebanon (1975-85), Somalia (1991-95) and Bosnia (1991-95). Other case studies, chosen by the teacher, can be used for both organisations.

## **ASSESSMENT**

Paper 1 is externally set and assessed through an examination paper lasting 1 hour and 30 minutes.

### **Overview of assessment**

- Students are assessed through an examination based on their depth studies.
- Students answer **two** questions, one on each of the depth studies they have studied.
- There are 50 marks available in total.

Paper 2 is externally set and assessed through an examination paper lasting 1 hour and 30 minutes.

### **Overview of assessment**

- Students are assessed through an examination based on their historical investigation and breadth study in change.
- Students answer two questions, one question on their historical investigation and one question on their breadth study in change.
- There are 50 marks available in total.

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# ICT

## Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Information and Communication Technology (ICT) is designed for use in schools and colleges.

The Edexcel IGCSE in ICT is designed as a two-year course. It aims to encourage the exploration and study of ICT in a variety of contexts: home, community, business, industry, recreation and education. In any given situation students will have the opportunity to acquire competence, ability and critical skills through the implementation, use and evaluation of a range of ICT systems. Students can develop their interests in, enjoyment of and critical reflections on ICT as an integral part of modern society.

## Key subject aims

**The Edexcel IGCSE in ICT enables students to:**

- acquire and apply ICT skills, knowledge and understanding in a range of contexts
- develop ICT-based solutions to address challenges and solve problems
- develop an understanding of ICT systems
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice.

## About this specification

### Key features and benefits of the specification

- Modern, relevant content which prepares students for Level 3 qualifications and the world of work.
- 100% examination – single assessment route allowing all students to demonstrate their knowledge, understanding and application of ICT.
- Examination both written and practical.
- Comprehensive and detailed description of subject content.
- Appropriate for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

## Specification at a glance

The Edexcel IGCSE in Information and Communication Technology (ICT) is assessed through:

- a written examination paper
- a practical examination paper.

### **Paper 1: Written paper code: 4IT0/01**

- Externally assessed
- Availability: June series
- First assessment: June 2011

### **50% of the to**

### **Overview of content**

- ICT Systems
- Impact of ICT
- Use ICT Systems
- Find and Select Information
- Develop, Present and Communicate Information

Overview of assessment

- Written paper lasting one hour 30 minutes, set and marked by Edexcel
- The total number of marks available is 100

### **Paper 2: Practical paper Paper code: 4IT0/02**

- Externally assessed
- Availability: June series (one-week assessment window in May)
- First assessment: June 2011

**50% of the tot marks**

#### **Overview of content**

- Use ICT Systems
- Find and Select Information
- Develop, Present and Communicate Information

Overview of assessment

- Practical paper lasting three hours (including printing time), set and marked by Edexcel
- One-week examination window in May
- The total number of marks available is 100

## **Qualification content**

### **Content overview**

- ICT Systems
- Impact of ICT
- Use ICT Systems
- Find and Select Information
- Develop, Present and Communicate Information.

### **Assessment overview**

#### **Paper 1: Written Paper**

This written examination, lasting one hour and 30 minutes, will consist of multiple-choice and short-answer questions. All questions should be attempted. There will be no choice of questions. The questions will be graded and arranged in order of increasing difficulty. The examination is untiered and will be targeted at students across the ability range A\* – G.

#### **Paper 2: Practical Paper**

This practical computer-based examination, taken under controlled conditions, will consist of structured activities. It will take three hours (including printing time). The examination is untiered and will be targeted at students across the ability range A\* – G. A one-week window of assessment will be provided in May.

#### **Conduct of practical assessment**

The data files required for the examination will be made available to centres electronically. The procedures for accessing these files and conducting the practical examination are given in the Instructions for the Conduct of Examinations (ICE) document found on the Edexcel website.

### **Minimum software requirements**

Assessment of the practical examination is software independent. Students can use any hardware, operating system and applications packages in the practical examination. Centres must ensure that students have the facilities to demonstrate fully all of the skills outlined in the learning outcomes.

## **Detailed subject content**

These learning outcomes (LO) define the content of the whole qualification.

**It is important to note that the learning outcomes are *not* of equal weighting and the amount of time that should be dedicated to each will depend on its content.**

**The student should be able to:**

- **ICT Systems**
- **Code Learning outcome Content Assessed in *Types of ICT systems*:** PCs, laptops and other portable devices, main frame and super computers, embedded computers, games consoles
- **LO1 Know about different types of ICT systems and be able to give examples of where and how they are used *Uses*:** retail, banking, administration, manufacturing, education, entertainment, communication, number crunching, simulations, modelling, stock control, logistics

### **Paper 1**

- **Hardware**
- **Input devices:** for example keyboard, mouse, tracker ball, joystick, graphics tablet, scanner, digital camera, webcam, microphone, touch screen, OMR, OCR, bar code scanner, biometric scanner, magnetic stripe reader, chip and pin, sensors
- **Processing:** processor, memory, ROM, RAM
- **Storage:** for example hard disks, optical discs, flash memory, magnetic tape
- **Output devices:** for example monitor, printer, plotter, data projector, speakers, control devices

### **LO2 Understand that an ICT system is made up hardware and software**

- **Software**
- **Systems software:** for example operating system, system software tools
- **Applications software:** for example office productivity tools, web authoring, image and sound editing, presentation software, control software, project management software

### **LO3 Understand data storage capacity terminology**

- **Storage capacity terms:** bit, byte and multiples of these (kbytes, mbytes, gbytes, tbytes) Paper 1
- **User needs:** for example business, entertainment, education, communication
- **Hardware:** type/speed of processor, amount of memory, capacity of hard drive, external storage devices, type of monitor, type of printer, additional requirements, for example graphics card, sound card
- **Software:** operating system, applications software
- **Settings:** window size, mouse settings, icon size, screen resolution, desktop contrast, sound volume

### **LO4 Be able to select appropriate ICT systems to meet specified needs**

- **Other considerations:** range of facilities, versatility, speed of transmission, compatibility, performance

### **LO5 Understand that ICT devices Networks: wired, wireless; LAN, WAN can be linked together to form**

- **Networks**
- **Network components:** cable, router, booster, wireless enabled devices (for example wi-fi, Bluetooth), media streaming devices
- IP address

### **LO6 Understand the benefits of establishing a network**

- **Benefits:** shared peripherals, shared data, flexible access, media streaming, communication, control of user access rights, centralised administration, simultaneous access to the internet

### **LO7 Understand how data can be secured on a network**

- **Network security:** log-ins and passwords, firewall, WEP/WPA, encryption, file access rights,

transaction logs, backups

#### **Code Learning outcome Content Assessed in**

- **Hardware:** modem, router, gateway, communication link
- **Software:** web browser, communication software

#### **LO8 Understand requirements for connecting to the internet**

- **Type of connection:** broadband, dial-up, wi-fi, VPN
- **Sources of services:** internet service provider (ISP)
- **Services:** worldwide web, email, news groups, forums, chatrooms, instant messaging, search engines, filter software

#### **LO9 Understand features of common internet services and be able to give examples of their use**

- **Uses:** e-commerce, advertising, news, education, entertainment, communication, socialising, customer support, software distribution

#### **LO10 Understand the facilities and services available on an intranet**

- **Intranet:** network of computers within a single organization
- **Facilities and services:** company -wide, noticeboards, central repository for information such as staff directory, forms

#### **Code Learning outcome Content Assessed in**

- **Impact on individuals**
- **Positive effects:** flexible/mobile working, better access to information and services, new job opportunities, new skills requirements, new ways of learning, wider range of entertainment and leisure opportunities
- **Negative effects:** potential job losses, less social interaction, reduced physical activity
- **Impact on organisations:** improved communication, access to global markets, changes in the way information is managed and used, security issues

#### **LO11 Understand the impact of ICT on individuals, organisations and society**

- **Impact on society:** social and moral effects of unrestricted internet access, widening gap between information rich and information poor

#### **LO12 Understand legal issues relating to use/misuse of ICT and the constraints placed on individuals**

- **Legal issues:** data protection, computer crime, fraud, copyright

#### **LO13 Know about legal constraints on the use of information**

- **Constraints:** use of personal data, music downloads, acknowledgement of sources, avoiding plagiarism, getting permission

#### **Code Learning outcome Content Assessed in**

- **Interface features:** desktop, windows, dialogue box, menu, sub-menu, toolbar, scrollbar, drag and drop, zoom, minimise, maximize

#### **LO14 Be able to select and use interface features and system facilities effectively to meet needs**

- **System facilities:** template, wizard

## Paper 2

### LO15 Be able to manage files and

- **Files:** create, open, save, save as, print, close, delete, view, move/copy, name appropriately folder structures to enable efficient information retrieval
- **Folders:** create folders and sub-folders, name appropriately

## Papers 1 and 2

- **Health issues:** ergonomic furniture, adjustable seating, appropriate lighting, taking breaks, wrist rests and other devices

### LO16 Understand the need to create a safe working environment

- **Safety issues:** arrangement of hardware and cables, avoid hazards

## Paper 1

### LO17 Understand potential risks to data and personal information

- **Risks:** accidental deletion, deliberate damage, for example viruses, unauthorised access

## Paper 1

- **Data security:** create backups, keep copies safe, keep password/PIN secret, regularly change password
- **Virus protection:** use virus-checking software, treat files from unknown sources with caution

### LO18 Understand methods available to secure data and personal information

- **Prevention of unauthorised access:** for example firewalls, encryption, adware, spyware

### LO19 Understand the need to stay safe and respect others when using ICT-based communication

- **Staying safe:** avoid inappropriate disclosure of personal information/disclosure to unauthenticated sources, avoid misuse of images, use appropriate language, respect confidentiality, use copy lists with discrimination, use social networking sites with caution

## Paper 1

### Find and Select Information

#### Code Learning outcome Content Assessed in

**LO20 Be able to select and use *ICT-based*: CDs, DVDs, text messages, podcasts, web logs, web-based reference sites appropriate sources of ICTbased and other forms of information which match requirements**

- **Others:** newspapers, books, images, maps, conversations

## Papers 1 and 2

**LO21 Be able to select information that matches requirements from a variety of sources and evaluate**

## **fitness for purpose**

- **Fitness for purpose:** recognise intention and authority of provider, currency of the information, relevance, bias

## **Papers 1 and 2**

### **LO22 Be able to use appropriate arch techniques and queries to locate and select relevant information**

- **Techniques:** multiple search criteria, quotation marks, search within results, relational operators, logical operators, 'find' or search tool including wildcards

## **Papers 1 and 2**

### **Develop, Present and Communicate Information** **Code Learning outcome Content Assessed in**

### **LO23 Be able to select and use software applications to meet needs and solve problems**

- **Software applications:** word processing, spreadsheet, database, graphics, web authoring, presentation, audio and video editing software

## **Papers 1 and 2**

### **LO24 Be able to enter, organise, develop, refine and format information, applying editing techniques to meet needs**

- **Organise:** structure of information, document layout, headings, sub-headings, lists, tables, use of Templates
- **Edit:** highlight, drag and drop, find, replace, undo, redo, templates

## **Paper 2**

### **LO25 Be able to use appropriate page layout**

- **Layout:** columns, margins, header, footer, portrait, landscape, page breaks, page numbering Paper 2
- **Format text:** bullets, numbering, sub-numbering, alignment, tabs, line spacing, colour, font, style, size, tables

### **LO26 Be able to enter and format text and tables to maximise clarity and enhance presentation**

- **Format tables:** horizontal and vertical text alignment, merge and split cells, gridlines, borders, Shading

## **Paper 2**

### **LO27 Be able to obtain, insert, size, crop, alter and position images**

- **Images:** clipart, photographs, scanned images, borders Paper 2
- **Data types:** text, number
- **Format:** currency, %, number of decimal places, date, time, text wrap, row height, column width, Gridlines, merged cells, cell borders
- **Formulae:** single operator, formulae with multiple operators, absolute and relative cell referencing

- **Functions:** SUM, AVG, IF THEN
- **Additional features:** linked tables, macros

**LO28 Be able to enter, format, develop and analyse numerical information**

- **Graphs and charts:** pie chart, bar chart, single line graph, scattergram, appropriate format, titles, axis labels, legends

**Develop, Present and Communicate Information**

**Code Learning outcome Content Assessed in**

- **Data types:** logical/Boolean, alphanumeric/text, numeric (real and integer), date
- **Structure:** record, field, table, primary key/key field, related tables
- **Validation:** range check, presence check, type check, length check
- **Sort:** single field, multiple fields, ascending/descending order
- **Input:** tables, forms single criterion, multiple criteria, search within results, relational operators, logical operators

**LO29 Be able to enter, organise and sort structured information**

- **Output:** report, mail merge documents
- **Types of information:** image, chart, text alignment, captions
- **Organise:** text wrap, use of text boxes, behind, in front, grouping, animation, slide transition

**LO30 Be able to bring together and organise different types of information to achieve a purpose**

- **Purpose:** poster, newsletter, web page, leaflet, multi-media presentation

**LO31 Be able to work accurately and proofread, using software facilities where appropriate for the task**

- **Software facilities:** spellcheck, grammar check, print preview

**LO32 Be able to produce information that is fit for purpose and audience using accepted layouts and conventions as appropriate**

- **Layouts:** letter, memo, report, newsletter, leaflet, poster, web page, information sheet, multimedia presentation
- **Conventions:** salutation, complimentary close on letters, page numbers, headers and footers on reports, columns, date, issue number on newsletters

**LO33 Know how to create, access, read and respond to email and other ICT-based communication**

- **Email:** open, read, reply, forward, to, cc, bcc, add and open attachments Paper 2

**LO34 Be able to evaluate the effectiveness of solutions**

- **Effectiveness:** assessing fitness for purpose, suggesting improvements Papers 1 and 2

**Assessment summary**

Paper 1 is externally assessed through a written one-hour and 30-minute examination paper. Paper 2 is externally assessed through a three-hour practical examination paper (including printing time).

## Summary of table of assessment

### Paper 1: Written paper Paper code: 4IT0/01

- Written paper lasting one hour 30 minutes, set and marked by Edexcel
- The total number of marks available is 100.

### Paper 2: Practical paper Paper code: 4IT0/02

- Practical paper lasting three hours (including printing time), set and marked by Edexcel
- One-week examination window in May
- The total number of marks available is 100.

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# ITALIAN

## Key subject aims

### To enable students to develop:

- an understanding of Italian in a variety of contexts
- a knowledge of Italian vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Italian
- awareness and understanding of countries and communities where Italian is spoken.

## Con at a glance

The Edexcel GCSE in Italian consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Italian: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Italian: Written Language is formed of the other two units (reading and writing).

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses and the Edexcel GCSE are available for first certification in 2014.

Students may be entered for a short course at the end of Year 10 or Year 11, however it is no longer possible for students to 'top up' from a short course to a full GCSE.

The GCSE combines controlled assessment of speaking and writing skills with Foundation or Higher tier external assessments for the listening and reading skills.

## Listening and Understanding in Italian \*Unit code: 5IN01

- Externally assessed
- Availability: June

40% of

### Overview of content

- This unit draws on vocabulary and structures from across the four specified common topic areas
- Students will be tested on their ability to understand spoken Italian. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

### Overview of assessment

- The examination consists of a number of passages or interactions in Italian with a variety of question types.
- The spoken material heard will include both formal (eg telephone message) and informal speech (for example social interaction).
- Timing: Foundation tier: 25 minutes + 5 minutes' reading time Higher tier: 35 minutes + 5 minutes' reading time

Total number of marks is 40.S

## Speaking in Italian \*Unit code: 5IN02

- Internally assessed
- Availability: JuneG  
CSESource30% o

## Overview of content

- The focus of the speaking unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture, sport and leisure, travel and tourism or business, work and employment* (or the *centre-devised option*).
- A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 4: Writing in Italian*. The theme may be the same as that chosen for Unit 4 but the purpose of the tasks must be different.

## Overview of assessment

- This unit is internally assessed under controlled conditions.
- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel.
- Students must demonstrate the ability to use the Italian language for different purposes and in different settings, and will be assessed on two speaking activities chosen from the following task types: an open interaction, a picture-based free-flowing discussion or a presentation with discussion following.
- **Each** activity must last for 4-6 minutes and marks should be submitted from each student that relate to two different task types.
- These **controlled speaking assessments** can be carried out at any time during the course prior to the deadline for the submission of marks. This unit is set and marked by the centre and moderated by Edexcel.
- Total number of marks is 60.

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## Reading and Understanding in Italian \*Unit code: 5IN03

- Externally assessed
- Availability: June

40% of  
the totalCSEShortCourse0% of  
Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas**.
- Students will be tested on their ability to understand written Italian. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

## Overview of assessment

- The examination consists of a number of short texts, notices or news reports in Italian which include a range of settings and styles, both formal and informal (for example text messages, advertisements, emails).
- Timing: Foundation tier: 35 minutes Higher tier: 50 minutes

Total number of marks is 40.

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## Specification at a g

### Writing in Italian \*Unit code: 5IN04

- Internally assessed and externally marked by Edexcel
- Availability: June

60% of  
the totalCSEShortCourse30% of  
Overview of content

- The focus of the writing unit will be **chosen by the teacher in consultation with the student** and will relate to **one** or more of the following themes: *media and culture, sport and leisure, travel and tourism or business, work and employment* (or the *centre-devised option*).
- A student may undertake formal assessments in any appropriate setting, so long as these do not replicate those undertaken in *Unit 2: Speaking in Italian*. The theme may be the same as that chosen for Unit 2 but the purpose of the tasks must be different.

## Overview of assessment

- This unit is internally assessed under controlled conditions.
- Centres may use tasks provided by Edexcel, devise their own tasks or modify tasks proposed by Edexcel. The student must demonstrate the ability to use the language for different purposes and in different settings.
- The student must complete **two separate writing tasks** and each of these must be undertaken in controlled conditions in a single **assessment session** of no more than one hour. Although assessment is time constrained and primarily qualitative rather than quantitative, it is anticipated that students will produce at least **100** words in each of the two assessment sessions.
- Students aiming for grade C or above will need to demonstrate extended writing skills and are expected to produce **over 200 words** in each task. Centres must limit the work submitted for external marking from these students to two pieces of written work.
- The **controlled assessments** can be undertaken at any time during the course prior to the deadline for the submission of students' work. **Work is marked by Edexcel.**

**Total number of marks is 60.**

# A Qualification content

## Knowledge, skills and understanding

### Knowledge and understanding

**This Edexcel GCSE in Italian requires students to develop their knowledge of vocabulary and structures in a range of settings which:**

- are of relevance and interest to the student
- correspond to students' level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

## Skills

**The Edexcel GCSE in Italian qualification requires students to:**

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

**The Edexcel GCSE (Short Course) in Italian: Spoken Language qualification requires students to:**

- listen and respond to different types of spoken language
- communicate in speech for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

**The Edexcel GCSE (Short Course) in Italian: Written Language qualification requires students to:**

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- use and understand a range of vocabulary and structures
- understand and apply the grammar of the language, as detailed in the specification.

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Following on from the Key Stage 3 curriculum in Modern Languages, the Edexcel GCSE in Italian provides **flexibility, choice** and **scope for personalised learning**. Teachers and students have considerable **control of content in the speaking and writing units** and are free to **focus** on

**one** or more of the following broad themes.

### **Theme Possible related content**

The following content is indicative only. Students may undertake work on other topics that relate to the chosen theme.

#### **1. Media and culture**

Music/film/reading  
Fashion/celebrities/religion  
Blogs/internet

#### **2. Sport and leisure**

Hobbies/interests  
Sporting events  
Lifestyle choices

#### **3. Travel and tourism**

Holidays  
Accommodation  
Eating, food, drink

#### **4. Business, work and employment**

Work experience/part-time jobs  
Product or service information

#### **5. Centre-devised option**

This option enables Italian language learning to be linked to other areas of the curriculum not specified above.

Many students will appreciate the opportunity to focus on **one** broad theme relating to a specific interest or relevant curriculum area. However, it is acknowledged that some centres may wish to cover more than one theme, and this specification accommodates both approaches. Similarly, students can focus on one theme for the speaking unit and on a different one for the writing unit. The qualification allows for **general, mixed or vocationally focused pathways** through the choice of themes. Although *travel and tourism* and *business, work and employment* offer more 'specialist' pathways, they provide **contexts** in which students can apply language skills and do not require any 'specialist' subject knowledge on the part of the student or teacher.

Alongside the themes, Edexcel has set the following four common topic areas and linked subtopics.

These, together with the minimum core generic vocabulary list, have been produced to help teachers in planning and preparing students for the external examinations

(*listening and understanding* and *reading and understanding*.)

### **Common topic areas**

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Italian is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

#### **Out and about**

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

#### **Customer service and transactions**

- Cafés and restaurants
- Shops
- Dealing with problems

#### **Personal information**

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

#### **Future plans, education and work**

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Qualification content A

## **Listening and Understanding in Italian**

### **Overview**

#### **Content overview**

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas listed in the *Common topic areas* section and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing the Italian language spoken in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Spoken material will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in an Italian-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

#### **Assessment overview**

- The content of the assessment tasks should be familiar and accessible to most students.
- Students will be asked to demonstrate their understanding of prerecorded spoken Italian. The recording will feature male and female native Italian speakers who will speak at a rate appropriate to the expected level of student understanding.
- In addition to the times indicated below, students have five minutes in which to read through the paper before the examination starts. This gives students an opportunity to familiarise themselves with the length and the layout of the examination paper before hearing the recordings. Foundation tier: 25 minutes plus 5 minutes' reading time Higher tier: 35 minutes plus 5 minutes' reading time
- Each Italian passage is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question (or part of a question) and to read the next question before the related extract is played. The recordings are sent out in CD ROM format or as sound files accessed via a secure download.

### **Qualification content**

- A number of question types will be used in the Foundation tier paper, inviting non-verbal responses such as multiple-choice questions and matching exercises. A mixture of visual and short verbal cues in English will be given. In addition, certain questions will award marks for a student's own short, written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.
- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English. Both papers carry a total of 40 marks.
- **The question titles and rubrics will be in English throughout the papers.**

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## **Speaking in Italian**

### **Overview**

#### **Content overview**

- Students are required to develop oral communication skills in different settings and for different purposes, related to one or more of the following themes:
  - media and culture
  - sport and leisure
  - travel and tourism
  - business, work and employment
  - centre-devised option.
- Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Italian language and grammar, as well as to present, discuss, interact, ask and respond to questions, express feelings and give opinions in Italian. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content. They can target assessment to the specific interests, learning needs and optimal performance level of each student.
- Teachers are encouraged to engage students in a variety of speaking activities as they prepare for their assessments. These may range from a simple transactional role play to a more complex group discussion or podcast production. Some possible sub-topics are listed in the *Common Topic Areas* table and many more can be used. When determining the speaking tasks for formal assessment, it is important to avoid duplication across speaking and writing skills. Although the chosen theme and general topic may be the same, the content and purpose of the formally assessed tasks must be different in the speaking and writing units. However, teachers can assess a student informally using tasks that overlap in this way either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

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## Unit 2

### A Qualification content

- Tasks may relate to contexts or situations in an Italian-speaking country, although this is not always feasible and could involve interactions and discussions with Italian speakers in their own country. Students are, therefore, expected to develop an appropriate awareness and understanding of the culture and society of Italian speaking countries and communities as part of their Italian language study.

### Assessment overview

- Students need to undertake **controlled assessments** that are marked by the teacher and Edexcel moderated.
- Centres must submit the marks from each student's **two speaking tasks**. Although it is anticipated that both will relate to **one theme**, the two tasks could be linked to different themes. Marks must be submitted from each student that relate to **two different task types** chosen from the following:
  - an open interaction
  - a picture-based free-flowing discussion
  - a presentation followed by discussion.
- Each task should last approximately 4-6 minutes and must take place in controlled conditions. This, together with reduced recording

requirements, facilitates ongoing and classroom-based assessment rather than end-of-course oral tests. The latter are, however, possible and teachers can assess whenever it is most appropriate and practical for their students. Final marks and sample recordings must be submitted in May.

- All three task types involve interaction. An **open interaction** can take place between a student and a teacher or, if feasible, between two supervised students. It is essentially an unscripted role play in response to a stimulus that students prepare on an individual basis in class, or under direct supervision, up to two weeks in advance and involving no more than six hours contact time. **QA**
- The interaction relates to a stimulus that provides both context and purpose. They may be formal and transactional in nature or, alternatively, relate to more informal situations such as a focused dialogue between friends. Students may refer to the stimulus when undertaking their open interaction assessment as well as their own notes – these should contain no more than 30 words and must be written in bullet point or mind map format.
- The stimuli usually provide some initial clues to support students and teachers can reduce or add to this according to the needs of the individual student.
- Students can also engage in a **discussion related to a picture that they have chosen** or give a **presentation** and then respond to a series of linked, follow-up questions and answers. These tasks give students a choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have interest or involvement in (for example an activity, club or place). It is not envisaged that students will be presented with an unseen picture a few minutes before assessment or that they will be asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for a specific picture or presentation-based assessment on an individual basis in class, or under other direct supervision, up to two weeks in advance and involving no more than six hours' contact time.
- Students wishing to give a short presentation (three minutes maximum) or discuss a picture should be able to refer to an A5 sheet of paper with bulleted notes (30 words maximum) or a mind map equivalent (30 words maximum). Those wishing to discuss a picture can give a short initial presentation (one minute maximum) to introduce their picture.
- As the assessment for all task types is outcome based, teachers should ensure that they exploit the stimuli or ask questions that are sufficiently challenging to maximise student performance. **A Qualification content**
- Students may, of course, engage in research or general preparation work related to the content of their chosen theme(s) on an ongoing basis. This may be undertaken outside the classroom and can be marked. However, no teacher feedback or guidance should be given to students when they are preparing for a specific live assessment other than to clarify the general requirements of the task.
- Teachers may assess students on more than one occasion (using **different** assessment tasks) and submit students' best marks. Each task attracts a maximum of 30 marks in accordance with the following assessment criteria that require a 'best fit' approach to marking. Marks are awarded for content and response, range of language and accuracy.

## Qualification content AA

# Reading and Understanding in Italian

## Overview

### Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas and, where appropriate, building on the Key Stage 3 Programme of Study. Students should be presented with Italian language in a range of styles or registers and in a variety of different contexts, as appropriate to their age and level of understanding. Students will also be presented with different fonts and formats, for example short printed messages,

advertisements and email messages. Material presented will usually relate to an Italian-speaking country and students will be expected to develop appropriate cultural awareness and understanding.

## Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.  
Foundation tier: 35 minutes Higher tier: 50 minutes
- A number of question types will be used in the Foundation tier paper that invite non-verbal responses, such as multiple choice and matching exercises. A mixture of visual and short verbal cues in English will be given, and marks will be awarded for a student's own short, written English-language responses (two or three words may suffice). To encourage students to complete the entire paper, the Foundation tier will follow a 'peaks and troughs' model. Questions will appear in a mixed order in terms of difficulty rather than in order of increasing difficulty.
- The Higher tier paper will include the same questions targeting the C and D grades as used in the Foundation tier paper. These are commonly referred to as 'crossover' questions. It will also contain some questions that require short answers in English.
- Both papers carry a total of 40 marks.

The question titles and rubrics will be in English throughout the papers.

## Writing in Italian Overview

### Content overview

Centres are required to submit **students' written work** for external marking by Edexcel. This work must be **completed during two sessions** of no more than one hour each. Students may choose the context of the written tasks according to the pathway that they have chosen to follow (general or vocational) and the work must relate to one or more themes selected from the following:

- media and culture
- sport and leisure
- travel and tourism
- business, work and employment
- centre-devised option.

Each of the broad themes gives students the scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Italian language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions in Italian. Teachers can adapt Edexcel-produced stimuli or create their own, and have considerable control over content so that they can target assessment to the specific interests, learning needs and optimal performance level of each student.

Teachers must ensure that the formal assessments used enable students to demonstrate their ability to use language for different purposes. Although the context of the tasks may be common, teachers must check that there is no direct overlap of content across the formal speaking and writing assessments. For example, in *Unit 2: Speaking in Italian* the student completes an open interaction as an assistant in a tourist information office, providing information about local amenities (formal, giving information). For their second task, they present a picture stimulus related to a holiday/exchange visit spent in an Italian-speaking country and then follow this up with a discussion (informal, expressing opinions, evaluative).

Teachers can informally assess a student using tasks that overlap in content and purpose either as part of their general language learning and development, or if only one of these tasks (speaking or writing) is counted towards final assessment.

## Qualification content **AB** Assessment

### Assessment summary

Units 1 and 3 are external units, set and marked by Edexcel.

Unit 2 is an internal unit which is internally assessed by the centre and externally moderated by Edexcel.

Unit 4 is an internal unit which is marked by Edexcel.

## Summary of table of assessment

### Listening and Understanding in Italian Unit code: 5IN01

- This unit draws on vocabulary and structures from across the four specified common topic areas (in the *Common topic areas* section.)
- The examination consists of a number of passages or interactions in Italian with a variety of question types  
Timing  
Foundation tier: 25 minutes + 5 minutes' reading time  
Higher tier: 35 minutes + 5 minutes' reading time  
Total number of marks is 40.

### Speaking in Italian Unit code: 5IN02

Samples of student performance are submitted to Edexcel for external moderation in May.

Students may undertake their assessment when ready (on an ongoing basis) or as end-of-course

oral tests, if these are more practical and appropriate for students. There is potential for students to focus on a specific chosen theme. Students must undertake two different task types, each lasting 4-6 minutes. Total number of marks is 60.

## Assessment B<sub>27</sub>

### Reading and Understanding in Italian Unit code: 5IN03

- The examination consists of a number of short texts, notices or news reports in Italian which include a range of settings and styles, both formal and informal (for example text messages, advertisements, emails). Content relates to prescribed common topic areas.  
Timing  
Foundation tier: 35 minutes  
Higher tier: 50 minutes  
Total number of marks is 40.

### Writing in Italian Unit code: 5IN04

This unit is internally conducted under controlled conditions but externally marked by Edexcel.

Student work is submitted to Edexcel for external marking. The tasks may be completed at any time during the course but must be submitted for marking in the June examination series.

Students are allowed to focus on a specific chosen theme.

Students must produce a piece of writing in Italian in **two** separate controlled assessment sessions. Each session can be a **maximum** of one hour.

Total number of marks is 60.

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# MATHEMATICS

## KEY SUBJECT AIMS

### The Edexcel IGCSE in Mathematics qualification enables students to:

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

## About this specification

## **Key features and benefits of the specification**

### **The Edexcel IGCSE in Mathematics has been developed to focus on:**

- questions designed to be accessible to students of all abilities
- papers are balanced for topics and difficulty
- a solid basis for students wishing to progress to Edexcel AS and Advanced GCE Level, or equivalent qualifications.

## **Qualification content**

### **Knowledge, skills and understanding**

This Edexcel IGCSE in Mathematics requires students to demonstrate application and understanding of the following.

#### **Number**

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

#### **Algebra**

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

#### **Geometry**

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

#### **Statistics**

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

## **ASSESSMENT OVERVIEW**

- There are two written papers.

- Each paper is assessed through a two-hour examination set and marked by Edexcel.
- The total number of marks for each paper is 100
- Each paper is weighted at 50% of the qualification, targeted at grades A\* - D
- Students are allowed to use calculators.

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# PHYSICAL EDUCATION

## Key subject aims

### Edexcel's GCSEs in Physical Education:

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations
- prepare students to make informed decisions about further learning opportunities and career choices
- enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

## at a glance

The Edexcel GCSE (Short Course) in Physical Education and the GCSE in Physical Education comprise two units:

- GCSE (Short Course) – Units 1 and 2
- GCSE – Units 1 and 2.

### GCSE (Short Course)

#### The Theory of Physical Education \*Unit code: 5PE03

- Externally assessed
- Availability: June

40% of the total GCSE(Short Course)

#### Overview of content

- Section 1.1: Healthy, active lifestyles

#### **Overview of assessment**

- This unit is assessed through an externally set examination.
- The examination is 1 hour, and includes multiple-choice, short-answer, and longer-answer questions.
- The total raw mark available is 40

### **Performance in Physical Education \*Unit code: 5PE04**

- Internally assessed
- Availability: June

**60% of the total GCSE (Short Course)**

#### **Overview of content**

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance
- 

#### **Overview of assessment**

- This unit is assessed under controlled conditions.
- This unit is externally moderated.

The total raw mark available is 30.

## **GCSE**

### **The Theory of Physical Education \*Unit code: 5PE01**

- Externally assessed
- Availability: June

**40% of the total GCSE**

#### **Overview of content**

- Section 1.1: Healthy, active lifestyles
- Section 1.2: Your healthy, active body

#### **Overview of assessment**

- This unit is assessed through an externally set examination.
- The examination is 1 hour and 30 minutes, and includes multiple-choice, short-answer, and longer-answer questions.
- The total raw mark available is 80.

### **Performance in Physical Education \*Unit code: 5PE02**

- Internally assessed
- Availability: June

**60% of the total GCSE**

#### **Overview of content**

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance

#### **Overview of assessment**

- This unit is assessed under controlled conditions.
- This unit is externally moderated.
- The total raw mark available is 50.

## **Knowledge and understanding**

The Edexcel GCSE (Short Course) in Physical Education requires students to develop their knowledge and understanding of physical education and physical activity, in relation to balanced healthy lifestyles, including:

- how, and why, people take part in physical activity
- exercise and fitness
- personal health and wellbeing.

Students will also develop their knowledge in relation to performance in physical activity.

In addition, the Edexcel GCSE in Physical Education requires students to develop their knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems, and structures (including the cardiovascular, muscular, respiratory and skeletal systems), as well as general wellbeing.

## Skills

The Edexcel GCSE (Short Course) and the GCSE in Physical Education give students the opportunity to develop skills relating to performance in physical activity, including:

- practical performance, in roles such as player/participant, official and leader
- analysis of performance.

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## Unit 1

# The Theory of Physical Education

## Overview

### Content overview

**This unit has two sections:**

- Section 1.1: Healthy, active lifestyles
- Section 1.2: Your healthy, active body.

**The GCSE specification includes Sections 1.1 and 1.2**

**The GCSE (Short Course) specification includes Section 1.1**

It is important that students understand why people get involved in physical activity, and the long-term health benefits of a sustained active lifestyle, including key influences that impact on people's involvement in physical activity.

Students will understand the relationship between exercise, diet, work and rest, and how, together, they contribute to a balanced healthy lifestyle. The relationship between health, fitness and exercise and the effects of exercise and fitness on participation should also be explored

with the understanding that 'fitness' does not always result in good health.

**Students will learn about:**

- the relationship between health-related exercise and performance in physical activity, and how an individual's skill-related fitness can be affected by health-related exercise
- how performance in physical activity is linked to skill-related fitness
- how exercise can achieve desired effects on health, fitness and performance, and how rest and physical activity in combination contribute to a healthy lifestyle. They will develop this theme further by planning the targeted selection of physical activity in order to maximise its effects. This should give students the knowledge and understanding to plan their own sustainable involvement in physical activity
- the importance of diet, work and rest in relation to physical activity and a healthy lifestyle. **content A**

In order for students to be able to go on and lead a healthy, active lifestyle, it is important that they understand how physical activity and exercise contributes to the growth and development of body systems and structures.

Students, taking the full GCSE, will gain knowledge of the impact of a healthy, active lifestyle on their cardiovascular, respiratory, muscular and skeletal systems and general wellbeing.

**Students will learn:**

- that, although they can be looked at separately, body systems do not work in isolation and that good physical and mental health depends on the interaction of all these body systems during exercise and physical activity. This will inform students' own practical performance and general wellbeing

- about the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over the short and long term), and also how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general
- how a lifestyle that contributes positively to physical, mental and social wellbeing, and which includes regular exercise and physical activity in conjunction, is what makes a healthy, active lifestyle.

## Assessment overview

**This unit is assessed through an externally set examination.**

- In the **GCSE (Short Course)** in Physical Education the examination is 1 hour, and contains multiple-choice, short- and longer-answer questions. It is worth a total of 40 raw marks.
- In the **GCSE** in Physical Education the examination is 1 hour and 30 minutes and contains multiple-choice, short- and longer-answer questions. It is worth a total of 80 raw marks.

## content

### Detailed unit content

#### Healthy, active lifestyles

##### Healthy, active lifestyles and how they could benefit you

**Students should be able to:**

- explain what constitutes a healthy, active lifestyle
- classify the benefits of a healthy, active lifestyle as social, physical or mental
- describe how physical activity can:
  - increase individual wellbeing
  - help the individual to feel good (serotonin levels)
  - help relieve stress, and prevent stress-related illness
  - increase self-esteem and confidence
  - contribute to good health
  - contribute to enjoyment of life
- explain how participation in physical activity can stimulate:
  - Cooperation
  - Competition
  - physical challenge
  - aesthetic appreciation
  - the development of friendships and social mixing

#### Influences on your healthy, active lifestyle

**Students should be able to:**

- identify key influences that have an impact on them, and others, achieving sustained involvement in physical activity, including:
  - people: family, peers, role models
  - image: fashion, media coverage
  - cultural: age, disability, gender, race
  - resources: access, availability, location, time
  - health and wellbeing: illness, health problems
  - socio-economic: cost, perceived status of the activity
- explain the opportunities available to become, or remain, involved in physical activity in a range of roles (including leadership, officiating and volunteering) and the qualities needed to participate in physical activity in this way
- explain the sports participation pyramid with regard to the foundation, participation, performance and elite stages
- describe the common purposes of initiatives developed to provide opportunities for becoming, or remaining, involved in physical activity:

- increase participation in sport to improve health, with a focus on priority groups
- retain people in sport through an effective network of clubs, sports facilities, coaches, volunteers and competition
- create opportunities for talented performers to achieve success and their contributions to the development of healthy lifestyles.
- identify agencies involved in the provisions of opportunities for becoming, or remaining, involved in physical activity, including:
  - Sport England
  - Youth Sport Trust
  - National governing bodies.

## **Exercise and fitness as part of your healthy, active lifestyle**

### **Students should be able to:**

- explain the terms:
  - Health
  - fitness
  - Exercise

and know how they relate to a balanced, healthy lifestyle and performance in physical activities

- know about the components of health-related exercise:
  - cardiovascular fitness
  - muscular strength
  - muscular endurance
  - Flexibility
  - body composition

and relate each to physical activity, identifying the relative importance of each to different physical activities

- know about the components of skill-related fitness:
  - Agility
  - Balance
  - Coordination
  - Power
  - reaction time
  - speed

and relate each one to physical activity, identifying the relative importance of each one to different physical activities. **CA**

## **Physical activity as part of your healthy, active lifestyle**

### **Students should be able to:**

- assess personal readiness (PAR-Q)
- assess fitness levels for use in an exercise programme (tests for health-related exercise: Cooper's 12-minute run test, hand grip strength test, sit and reach flexibility test, Harvard Step Test, treadmill test; tests for skill-related fitness: Illinois Agility Run test, standing stork test, Sergeant Jump test, standing broad jump, ruler drop test, 30-metre sprint, three ball juggle)
- describe, explain and apply the principles of training:
  - progressive overload
  - Specificity
  - individual differences/needs
  - rest and recovery
- explain the components of the FITT principle (Frequency, Intensity, Time and Type), noting overlap with other principles of training, and how application of this principle can lead to improved competence and performance
- explain the term 'reversibility', why it might occur and its impact on performance
- explain the value of goal setting in terms of planning, developing and maintaining regular involvement in healthy, physical activity

- describe, explain and apply the principles of setting SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets
- describe the following methods of training:
  - Interval
  - Continuous
  - Fartlek
  - Circuit
  - Weight
  - Cross

and explain how they can improve health and fitness, by helping to develop physical and mental capacity, and their relationships with the components of fitness

- link methods of training to specific physical activities based on the associated health-related exercise and skill-related fitness requirements
- plan and present examples from 'typical' exercise sessions to match the fitness requirements of selected physical activities or individuals
- understand the exercise session and the purpose of each component (warm-up, main activity, cool-down)
- explain the use of the principles of training within an exercise programme, showing how they may be applied in planning to improve health-related exercise and skill-related fitness as part of a healthy lifestyle
- link methods of training to aerobic and anaerobic activity
- understand what is meant by resting heart rate, working heart rate and recovery rates, plot examples on a graph and evaluate results
- use graphs to demonstrate and explain the use of target zones and training thresholds.

## **Your personal health and wellbeing**

**Students should be able to:**

- understand the link between exercise, diet, work and rest, and their influence on personal health and wellbeing
- explain the requirements of a balanced diet
- explain the importance, and use, of macro nutrients (carbohydrates, fats and protein), micro nutrients (minerals and vitamins), water and fibre for personal health and wellbeing, and maintaining a healthy, active lifestyle
- explain the need to consider the timing of dietary intake when performing due to the redistribution of blood flow (blood shunting) during exercise.

## **Your healthy, active body**

### **Physical activity and your healthy mind and body**

**Students must be able to:**

- describe the different body types (somatypes): endomorph, mesomorph and ectomorph and explain the effect each can have on participation and performance, including identifying activities where different body types are an advantage
- outline why, and how, expected and optimum weight varies according to height, gender, bone structure and muscle girth, and explain how this may affect participation, and performance, in physical activity
- explain the terms: anorexic, obese, over-fat, overweight and underweight and explain how they may impact on achieving a sustained involvement in physical activity
- explain the effects of smoking and alcohol on general health and on physical activity
- know about different categories of drugs:
  - performance enhancing (anabolic steroids, beta blockers, diuretics, narcotic analgesics, stimulants, peptide hormones – including erythropoietin/EPO)
  - recreational (alcohol, nicotine/smoking) the effects they may have on health, wellbeing and physical performance and why some performers might risk using them
- identify risks associated with participation in physical activities, and explain how to reduce these risks to better maintain wellbeing (warming-up/cooling-down, checking equipment and facilities, personal readiness/PAR-Q, balanced competition, adherence to rules, correct clothing).

## 1 content

### A healthy, active lifestyle and your cardiovascular system

**Students should understand the impact of a healthy, active lifestyle on their cardiovascular system:**

- exercise and physical activity
- immediate and short-term effects of participation in exercise and physical activity (increased heart rate, systolic/diastolic blood pressure, increased blood pressure)
- effects of regular participation in – and long-term effects of participation in – exercise and physical activity (cardiac output ( $HR \times SV = CO$ ), decreased resting heart rate, faster recovery, increased stroke volume, increased size of heart, effects on blood pressure, healthy veins and arteries)
- rest (rest required for adaptation to take place, time for recovery before next exercise session)
- diet (effects on blood pressure and cholesterol – HDL and LDL)
- recreational drugs (effects of alcohol and smoking/nicotine on blood pressure).

## content A

### A healthy, active lifestyle and your respiratory system

**Students should understand the impact of a healthy, active lifestyle on their respiratory system:**

- exercise and physical activity
- immediate and short-term effects of participation in exercise and physical activity (breathing, oxygen debt)
- effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased lung capacity/volume and vital capacity)
- recreational drugs (effect of smoking/nicotine on the alveoli-gaseous exchange)

### A healthy, active lifestyle and your muscular system

**Students should understand the impact of a healthy, active lifestyle on their muscular system:**

- role of muscular system during physical activity
- major muscle groups that benefit from particular types of physical activity (deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius)
- role of muscles in movement (antagonist and antagonist pairs)
- exercise and physical activity
- immediate and short-term effects of participation in exercise and physical activity (isometric and isotonic contractions, responses – increased fuel/energy demands, lactic acid, muscle fatigue)
- effects of regular participation in – and long-term effects of participation in – exercise and physical activity (adaptations – increased strength and size/hypertrophy)
- the potential for injuries such as muscle strain and muscle atrophy (due to injury and inactivity), and their treatment using common techniques
- rest (rest required for adaptation to take place, time for recovery before next exercise session)
- diet (effects of protein in building and repairing muscles)
- performance enhancing drugs (use of steroids to aid muscle building and recovery).

## 19 content A

### A healthy, active lifestyle and your skeletal system

**Students should understand the impact of a healthy, active lifestyle on their skeletal system:**

- role of skeletal system during physical activity
- function of skeletal system for movement, support and protection during physical activity
- ranges of movement at hinge joint at elbow and knee, ball and socket joint at shoulder during physical activity

(flexion, extension, rotation, abduction, adduction)

- exercise and physical activity
- effects of regular participation in – and long-term effects of participation in – exercise and physical activity (increased bone density and strength of ligaments and tendons)
- importance of weight-bearing exercise (exercises such as walking, running, tennis and aerobics) to prevent osteoporosis
- the potential for injuries such as fractures (compound, greenstick, simple, stress) and joint injuries (tennis elbow, golfer's elbow, dislocation, sprain, torn cartilage), and their treatment using common techniques such as RICE (rest, ice, compression, elevation)
- diet (effect of calcium and vitamin D on bones).

## 2A QA

# Performance in Physical Education

## Overview

### Content overview

This unit has two sections:

- Section 2.1: Practical performance
- Section 2.2: Analysis of performance.

### Assessment overview

This unit is assessed under controlled conditions, and students need to undertake two different controlled assessment tasks.

Section 2.1: Students need to undertake practical performances in different contexts, within selected physical activities, in the role of either player/participant, official or leader.

- In the **GCSE (Short Course)** in Physical Education students must offer **two performances**.
- In the **GCSE** in Physical Education students must offer **four performances**.

Section 2.2: Students need to undertake an analysis of performance in a selected physical activity.

- The total number of raw marks available in the GCSE (Short Course) is 30.
- The total number of raw marks available in the GCSE is 50.

26

## Unit 2 content

### Detailed unit content

#### Practical performance

**All students need to offer performances, in practical contexts, in the role of either player/participant, official or leader.**

- **GCSE (Short Course) in Physical Education** students are required to offer **two performances**, in practical contexts, in the role of either player/participant, official or leader. At least one of the two performances must be in the role of player/participant.
- **GCSE in Physical Education** students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant. Performances must be taken from a minimum of **two different activity groups**.

#### Player/participant

Students must:

- know about the rules/regulations of selected physical activities, and how these relate to, and affect, participation
- demonstrate effective and suitable skills, in isolation and/or competitive situations, as appropriate **content A**

#### Official

Students must:

- understand the role(s) of officials in selected physical activities
- know, and be able to apply, the rules/regulations of selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities

- demonstrate effective, and suitable, officiating skills in selected physical activities (under supervision of a qualified/suitable individual where appropriate), including controlling a competitive situation or managing an event.

## **Leader**

### **Students must:**

- understand the role(s) of leaders in selected physical activities
- understand, and be able to apply, principles relating to fair play in selected physical activities
- demonstrate effective leadership skills in selected physical activities (under supervision of a qualified/appropriate individual where appropriate), including:
  - taking responsibility for the training and preparation, of an individual/team, for competitive situations in a selected physical activity
  - supporting players/participants in the performance of a physical activity with due consideration to health and safety issues.

## 28 content

### **Controlled assessment task for Section 2.1: Practical performance**

#### **Player/participant**

##### **Task setting – limited level of control**

Tasks must allow students to demonstrate effective and suitable skills, in isolation and/or competitive situations as appropriate, as well as the required knowledge and understanding.

##### **Task taking – medium level of control**

Authenticity control

- Students must complete all work, with the exception of their preparation, under informal supervision. Informal supervision, in the context of the practical aspects of GCSE PE, is confined to ensuring that contributions of individual students are recorded accurately. This means all work, which forms part of the assessed performance/ performances must be completed in a way that enables the teacher/ assessor to accurately record the contribution of individual students.
- Preparation may be completed under limited supervision, (some work may be completed without direct supervision but this cannot contribute towards assessable outcomes), for example students can participate in the selected physical activities when the teacher/ assessor is unable to ensure that contributions of individual students are recorded accurately. However, this cannot form part of the assessed performance/performances.

##### **Feedback control**

- Teacher support is a permitted, and important, part of the preparation for each assessed performance. However, it is not permitted in the assessed performance/performances, unless it is required for health and safety reasons, for example to reduce the risk of injury.

##### **Time control**

- It is suggested that the minimum duration for each student performance is nine hours (combining preparation and the assessed performance/performances). The ideal model would be for this time to be a block, with one activity/ role being followed for a term, or half a term, leading up to the assessed performance/performances.

**Acceptable alternatives include intensive teaching programmes.**

- The duration of assessed performance/performances in each role should be based on an appropriate time to allow students to demonstrate the requirements of a player/participant in the selected physical activity, for example the duration of competitive situations should/will differ for each selected activity.

##### **Collaboration control**

- The work of the individual may be informed by working with others but students must provide an individual response.
- Other parameters, listed above, must be maintained.

##### **Resources**

- Student access to resources is determined by the centre.
- Students should be given access to all appropriate/required resources for the physical activity.
- Resources and equipment used should follow governing body guidelines/rules, for example ESAA (English Schools Athletics Association) rules for athletics events.

## **Assessment summary**

The following tables are a summary of the assessment of the Edexcel GCSE (Short Course) and GCSE in Physical Education.

## **GCSE (Short Course)**

### **The Theory of Physical Education Unit code: 5PE03**

This unit is externally assessed; through an externally set examination.

The examination:

- is 1 hour in length
- is marked out of 40
- includes multiple-choice, short-answer, and longer-answer questions
- will be available in June of each year.

### **Performance in Physical Education Unit code: 5PE04**

This unit is internally assessed, under controlled conditions

The controlled assessment:

- is internally set
- is internally marked using published assessment criteria and externally moderated
- is made up of three tasks, each marked out of 10.

## **GCSE**

### **The Theory of Physical Education Unit code: 5PE01**

This unit is externally assessed; through an externally set examination.

The examination:

- is 1 hour and 30 minutes in length
- is marked out of 80
- includes multiple-choice, short-answer, and longer-answer questions\*
- will be available in June of each year.

### **Performance in Physical Education Unit code: 5PE02**

This unit is internally assessed, under controlled conditions

The controlled assessment:

- is internally set
- is internally marked using published assessment criteria and externally moderated
- is made up of five tasks, each marked out of 10.

55

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% in  
GCSE  
(Short  
Course)

## **PHYSICS**

### **About this specification**

#### **Key subject aims**

The Edexcel International GCSE in Physics enables students to:

- learn about the unifying patterns and themes of physics
- acquire knowledge and understanding of physical facts, concepts and principles
- appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques

- appreciate the importance of accurate experimental work and reporting as scientific methods
- develop a logical approach to problem solving in a wider context
- evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in physics and for other courses which require them to have a knowledge of physics.
- 

## Key features and benefits of the specification

### Key features and benefits of the specification are:

- it includes aspects of science appropriate for the 21st century
- straightforward linear assessment
- Un-tiered assessment
- assessment of experimental skills through an examination paper
- it provides a sound foundation for progression to Edexcel GCE Advanced Subsidiary (AS) and Advanced Level in Physics, and other comparable post-16 qualifications.

## Specification at a glance

The Edexcel International GCSE in Physics comprises two externally assessed papers:

- Physics Paper 1
- Physics Paper 2

### Physics Paper 1 Paper code: 4PH0/1P

- Externally assessed
- Availability: January and June series

**First assessment: June 2013**

**66.7% of**

### Overview of content

- Section 1: Forces and motion
- Section 2: Electricity
- Section 3: Waves
- Section 4: Energy resources and energy transfer
- Section 5: Solids, liquids and gases
- Section 6: Magnetism and electromagnetism
- Section 7: Radioactivity and particles

### Overview of assessment

- The paper is assessed through a 2-hour examination paper set and marked by Edexcel.
- The total number of marks is 120.
- Grades A\*–G are available.

### Physics Paper 2 Paper code: 4PH0/2P

- Externally assessed
- Availability: January and June series
- First assessment: June 2013

### Overview of content

**Assesses all content**

- Section 1: Forces and motion
- Section 2: Electricity
- Section 3: Waves
- Section 4: Energy resources and energy transfer
- Section 5: Solids, liquids and gases
- Section 6: Magnetism and electromagnetism
- Section 7: Radioactivity and particles

### Overview of assessment

- The paper is assessed through a 1-hour examination paper set and marked by Edexcel.
- The total number of marks is 60.
- Grades A\*–G are available.

### Practicals

The best way to develop practical and investigative skills is to embed practical activities in the teaching of theory. The development of knowledge and skills can then happen together, leading to secure acquisition of knowledge and skills.

There are some practicals in the specification content, which students need to describe. Knowledge of these practicals, and the ability to interpret the resulting data, is required for the examinations.

## Qualification content

This Edexcel International GCSE in Physics requires students to demonstrate an understanding of:

### Section 1: Forces and motion

- Units
- Movement and position
- Forces, movement, shape and momentum
- Astronomy

### Section 2: Electricity

- Units
- Mains electricity
- Energy and potential difference in circuits
- Electric charge

### Section 3: Waves

- Units
- Properties of waves
- The electromagnetic spectrum
- Light and sound

### Section 4: Energy resources and energy transfer

- Units
- Energy transfer

- c) Work and power
- d) Energy resources and electricity generation

## Section 5: Solids, liquids and gases

- a) Units
- b) Density and pressure
- c) Change of state
- d) Ideal gas molecules

## Section 6: Magnetism and electromagnetism

- a) Units
- b) Magnetism
- c) Electromagnetism
- d) Electromagnetic induction for 100% efficiency

## Section 7: Radioactivity and particles

- a) Units
- b) Radioactivity
- c) Particles

# Assessment

## Assessment summary

Paper 1 is externally assessed through an examination paper lasting 2 hours.

Paper 2 is externally assessed through an examination paper lasting 1 hour.

The assessment for this qualification is linear and both papers must be taken in the same series.

There will be a range of compulsory, short-answer structured questions in both papers which are ramped to ensure accessibility for less able students, as well as to stretch more able students.

Students may be required to perform calculations, draw graphs and describe, explain and interpret physical phenomena. Some of the question content will be unfamiliar to students; these questions are designed to assess data-handling skills and the ability to apply physical principles to unfamiliar situations. Questions targeted at grades A\*–B will include questions designed to test knowledge, understanding and skills at a higher level, including some requiring longer prose answers.

## Summary of table of assessment

### Physics Paper 1 Paper code: 4PH0/1P

- Externally assessed
- Availability: January and June series
- First assessment: June 2013
- Assesses all Assessment Objectives
- Maximum mark 120
- 2-hour examination

### Physics Paper 2 Paper code: 4PH0/2P

- Externally assessed
- Availability: January and June series
- First assessment: June 2013

- Assesses all Assessment Objectives
- Maximum mark 60
- 1-hour examination
- Assesses **all** specification content

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