

ACADEMIC GUIDE

Pearson Edexcel International GCSE



**INSWORLD
INSTITUTE**
GLOBAL ACADEMIC EXCELLENCE

Table of Contents

INTERNATIONAL GCSE	3
SUBJECTS AND COURSE CODE.....	5
ACCOUNTING	9
BIOLOGY	11
BUSINESS	12
CHEMISTRY	13
COMMERCE	17
ECONOMICS.....	19
ENGLISH AS A SECOND LANGUAGE	21
ENGLISH LANGUAGE (SPECIFICATION B).....	25
ENGLISH LITERATURE	26
HISTORY (MODERN WORLD).....	29
MATHEMATICS (SPECIFICATION B)	31
FURTHER PURE MATHEMATICS	32
PHYSICS.....	34
INTERNATIONAL GCSE GRADING SYSTEM	36
INTERNAL END OF TERM EXAMINATION SCHEDULE	37
INSWORLD WEEKLY AND TERMLY GRADING SYSTEM	37
<i>ASSESSMENT RESULTS, AWARDS AND APPEAL PROCESS.....</i>	38

INTERNATIONAL GCSE

The Preparatory Course for Pearson Edexcel International GCSE (International GCSE) examination programme at Insworld is an intensive High School programme that is usually taught over eighteen to twenty (18-22) months, divided into six terms. However, the duration of a course can vary, depending on the student's prior studies and entry qualifications. This course is conducted full-time, delivered face-to-face, and assessed through examinations.

The International GCSE programme at Insworld is examined by Pearson Edexcel, the UK's largest examination body. Pearson Edexcel International GCSE Exams are offered by many International Schools around the world and by many leading independent schools in the UK as they represent a fair, valid and reliable assessment of learning at year 11. GCSE exams, including International GCSEs, have superseded GCE O-Level exams as the standard UK test for students at this level.

1. **Who Is It For?**

The International GCSE Programme is for students who have either completed the Edexcel International Tuition Programme (EITP) at Insworld or who have completed Junior High School in their own country. Generally, students should be at least fourteen (14) years old and be interested in continuing their education in a diverse, and cosmopolitan environment. The International GCSE programme is suitable for expatriate families residing in, or planning to move to Singapore, Singapore Nationals and Permanent Residents and overseas students who meet the criteria for obtaining a Singapore Student's Pass. All our courses are conducted full time, delivered face to face, and assessed through examinations.

2. **What Will I Study?**

You will study a total of six or more individual subjects. Mathematics and English Language are recommended subjects, and you can choose your other subjects from the list below. Any combination of subjects is possible, but you will be advised which subjects are necessary if your ambition is eventually to study a subject such as Engineering or Medicine at university. Examinations are available in either January or May and you will be awarded a certificate detailing the subjects which you have passed. Please note that it is not required to study a second language.

3. **Course Graduation**

Students who successfully complete the Preparatory Course for the Pearson Edexcel International General Certificate of Secondary Education (International GCSE) examination will be awarded a Certificate of Completion. This Certificate will be made available within 14 working days after the completion of the course..

4. **Academic Progression**

After successfully completing the International GCSE programme at Insworld you will have obtained a strong all-round education at Upper Secondary level. This will enable you to progress to the Pearson Edexcel Advanced Level programme at Insworld where you will follow a carefully constructed course that will provide a pathway to universities worldwide, including leading institutions in the UK, USA, Australia, Canada and Singapore. It is particularly important that if you want to continue with a subject at A-Level you must get a good grade (minimum 5) at International GCSE level.

5. **Entry Requirements**

In addition to having successfully completed your Junior Secondary Education (EITP or equivalent), you will need to fulfil our English Language entry requirements. To qualify for the International GCSE programme, you must have a score of at least 4.5 in IELTS. As an alternative, you can take the Insworld English Language Entry Test. If you have not fully completed your Junior Secondary Education, you will be required to enroll onto an appropriate preparatory certificate course, such as the Edexcel International Tuition Programme (EITP).

6. **Average Teacher Student Ratio: 1-12**

7. **Enrolment Period**

There are 4 intakes per year in January, April, July and October.

SUBJECTS AND COURSE CODE

International GCSE levels are the basis of your future education and give a broad base from which to choose subjects for later study. The subjects we offer are listed with their Pearson Edexcel Examination subject codes.

Subject	Course Code	Papers	Duration
Art and Design	4FA1	Paper 1 Paper 2	NA
Accounting	4AC1	Paper 1 Paper 2	2 hrs 1 hr 15 min
Biology	4BI1	Paper 1 Paper 2	2 hrs 1 hr 15 min
Business	4BS1	Paper 1	2 hrs
Chemistry	4CH1	Paper 1 Paper 2	2 hrs 1 hr 15 min
Chinese	4CN1	Paper 1 Paper 2 Paper 3	30 mins 1 hr 45 mins 10 mins
Commerce	4CM1	Paper 1 Paper 2	1 hr 30 mins 1 hr 30 mins
Economics	4EC1	Paper 1 Paper 2	1 hr 30 mins 1 hr 30 mins
English As Second Language	4WES1	Unit 1 Unit 2 Unit 3 Unit 4	1 hr 2 hrs 45 mins 1 hr 15 mins 23 mins
English Language	4EB1	Paper 1 Paper 2	2 hrs 15 mins 1 hr 30 mins
English Literature	4ET1/01	Paper 1 Paper 2	2 hrs 1 hr 30 mins
Further Pure Mathematics	4PM1	Paper 1 Paper 2	2 hrs 2 hrs
History	4HI1	Paper 1 Paper 2	1 hr 30 mins 1 hr 30 mins
Mathematics	4MA1	Paper 1 Paper 2	1 hr 2 hrs
Physics	4PH1	Paper 1 Paper 2	2 hrs 1 hr 15 mins

ART AND DESIGN: FINE ART

Students are required to work in at least one of the disciplines of painting, drawing, printmaking and/or sculpture. Further details are given below.

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 endorsement 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 all disciplines within this endorsement, students should:

1. **Painting** (*available to all students*)

Students will be expected to develop a knowledge and understanding of:

- an appreciation of colour, form, tone, texture and shape
- the use of a range of tools and surfaces in painting
- a range of materials for painting and the different purposes of mark-making
- work in at least one of the following mixed media — collage, assemblage and environments (landscape, natural and man-made objects), non-figurative, non-representational and/or abstract art
- technical skills in an appropriate range of media.

2. **Drawing** (*available to all students*)

Students will be expected to develop a knowledge and understanding of:

- an appreciation of form, tone, texture and shape
- the use of a range of tools and surfaces in drawing
- a range of materials for drawing and the different purposes of mark-making
- work in one of the following non-figurative, non-representational and/or abstract drawing
- technical skills in an appropriate range of media.

3. **Graphic Design** (*available to all students*)

In the context of this endorsement, students are required to work in at least one of the following disciplines:

- advertising,
- illustration,
- packaging,
- typography and/or
- printmaking.

Further details are given below.

Graphic design is the communication of information and ideas by visual means. Often, work is realised in two-dimensional form, but carries the illusion of three dimensions, through manipulation of images and the formal elements. The critical elements for a graphic designer are the successful communication of a message through the organisation of words and images. Students must be alert to the possibilities offered by a huge range of materials and processes within graphic design and of the important role of signs and symbols. In producing graphic solutions to defined problems, students must be able to balance aesthetic and commercial considerations. Students must investigate specific areas of a problem, determine relevant sources of information and use these to research and further define the problem. Ideas should be developed using appropriate design methodology, recognising the constraints of moral, social, cultural, environmental and legal issues.

For all disciplines within this endorsement, 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. All the work produced in the different disciplines in this endorsement can be produced in digital form. Students are encouraged to explore the creative potential of software packages and realise their ideas through a variety of media. Before starting the course, students who plan to submit work for graphic design examination should obtain permission from the examination centre if they wish to take equipment such as computers and software into the examination venue.

4. **Advertising** (*available to all students*)

Students will be expected to develop a knowledge and understanding of:

- how graphic design is used to convey information, make a brand image familiar, sell a product or service
- promotional campaigns, corporate identity design
- advertising design briefs, the advertising client, the advertising audience
- the use of images and typography in advertising
- the advertising message and the links to visual images.

5. **Illustration** (*available to all students*)

Students will be expected to develop a knowledge and understanding of:

- the relationships which are established between illustration and narrative
- illustration briefs, the illustration client, the illustration audience
- thumbnail sketches, sketches, dissections, plans and elevations
- one or more of the following — book illustration, magazine illustration, advertising illustration, CD-cover illustration, website illustration.

6. **Packaging** (*available only to centres approved as international Teaching Institutions*)

Students will be expected to develop a knowledge and understanding of:

- how packaging is determined by its contents
- packaging briefs, the packaging client, the packaging audience
- making suitable production drawings
- surface decoration or pattern for packaging
- the development and construction of three-dimensional prototypes
- logical planning procedures for manufacture/making.

Students who submit work for packaging for examination may need to have their work photographed if it is larger than A2 in size, or if it is fragile or bulky. The photographs will form evidence for the assessment of the work, and it is essential that they are of a quality to do justice to the students' work. The photographs should be in colour, and of a size sufficient to show detail of the work, such as A4. It is expected that four photographs of each piece taken from different angles will be sufficient. The photographs should be mounted on an A2 sheet.

7. **Typography** (*may not be available to all students*)

Students will be expected to develop a knowledge and understanding of:

- the relationship between letter forms, their disposition and text
- the development of font types, serif types and sans serif fonts
- leading, paragraph indents, hanging indents, justification, alignment, headings, kerning and sub-headings
- the specific typographical requirements of one or more of the following — magazine design, newspaper design, leaflet and poster design, website design.

8. **Printmaking** (*may not be available to all students*)

Students will be expected to develop a knowledge and understanding of:

- originating ideas, suitable for use in print, in the context of graphic design
- the skills essential to printmaking
- making judgements confirming an understanding of composition in print and specifically in relation to graphic design work the appropriateness of the medium to images and a realisation of the full potential of ideas through a variety of techniques
- one or more of the following printing processes — screen-print mono-print, lino-print, etching, lithography and dry point
- surface qualities and the effect that different techniques have on these surfaces, and how these different techniques can be employed to good effect in graphic design.

Progression

Students can progress from this qualification to:

- International AS and A Levels in Art and Design
- vocational qualifications, such as BTEC Nationals.

ACCOUNTING

The Pearson Edexcel International GCSE in Accounting comprises five topics:

- Topic 1: The Accounting Environment
- Topic 2: Introduction To Bookkeeping
- Topic 3: Introduction To Control Processes
- Topic 4: The Preparation Of Financial Statements
- Topic 5: Accounting For End Of Period Adjustments

Paper 1 will draw exclusively from topics 1-3. Paper 2, which is more holistic in nature, builds on the knowledge, understanding and skills covered in topics 1-3 in addition to the content specified in topics 4 and 5

The Pearson Edexcel International GCSE in Accounting is a linear qualification. All units must be taken in the terminal series at the end of the course of study.

Paper 1

Introduction to Bookkeeping and Accounting

In this paper, students will be assessed on their knowledge, understanding and skills related to the fundamental principles of accounting and bookkeeping. The unit is divided into three topics:

Topic 1: The Accounting Environment

- Types of Business Organisation
- Accounting Concepts
- Use of Technology in Accounting
- Professional Ethics

Topic 2: Introduction to Bookkeeping

- Business Documentation
- Books of Original Entry
- Ledger Accounting
- Capital Expenditure and Revenue Expenditure
- Depreciation
- Irrecoverable Debts
- Other Receivables and Payables

Topic 3: Introduction to control processes

- Trial Balance
- Control Accounts
- Correction of Errors
- Bank Reconciliation Statements

Paper 2

Financial Statements

In this paper, students will be assessed on their knowledge and understanding of financial statements and their ability to produce and make appropriate adjustments to entries at the end of an accounting period. The unit is divided into two topics:

Topic 4: The Preparation of Financial Statements

- Financial Statements of a Sole Trader
- Financial Statements of a Partnership
- Incomplete Records
- The Calculation and Interpretation of Accounting Ratios
- Financial Statements of a Manufacturer

Topic 5: Accounting For End of Period Adjustments.

- Application of Accounting Concepts
- Depreciation
- Irrecoverable Debts
- Other Receivables and Payables

Paper 2, which is more holistic in nature, builds on the knowledge, understanding and skills covered in topics 1-3 in addition to the content specified in topics 4 and 5.

Assessment requirements:

Component/Paper Number and unit title	Level	Assessment Information	Number of raw marks allocated in the Component/Paper
Paper 1: Introduction to bookkeeping and Accounting	1/2	Two-hour written examination, set and marked by Pearson, comprising a mixture of multiple-choice, short- and long-answer questions.	100
Paper 2: Financial Statements	1/2	One-hour 15-minute written examination, set and marked by Pearson, comprising two multi-part questions on financial statements.	50

Progression

Students can progress from this qualification to:

- International AS and A Levels in Accounting and other subjects
- vocational qualifications, such as BTEC Nationals.

BIOLOGY

Develops an understanding of essential biological principles and a balanced view of modern biology. The course helps develop experimental skills and teaches the social and economic implications of biology.

1. **The Nature and Variety of Living Organisms**
 - Common characteristics of living organisms
 - Variety of Living Organisms – common and different features among plants, animals, fungi, bacteria, Protoctista and viruses.

2. **Structures and Functions in Living Organisms**
 - Levels of organization in organisms
 - Cell structure
 - Biological molecules
 - Movement of substances into and out of cells
 - Nutrition and Digestive System
 - Respiration, Gas Exchange, Transport
 - Excretion
 - Coordination and response

3. **Reproduction and Inheritance**
 - Type of reproduction
 - Mitosis and meiosis
 - DNA structure
 - Basics of Genetics
 - Reproduction in flowering plants and humans

4. **Ecology and the Environment**
 - The organism in the environment
 - Feeding relationships
 - Energy Transfer
 - Cycles within ecosystems
 - Human influences on the environment

5. **Use of Biological Resources**
 - Food production
 - Selective breeding
 - Genetic modification
 - Cloning process

Progression

Students can progress from this qualification to:

- International Advanced Subsidiary, for example in Biology
- International Advanced Level, for example in Biology
- GCE Advanced Subsidiary, for example in Biology
- GCE Advanced Level, for example in Biology
- Level 3 vocational qualifications in science, for example BTEC Level 3 in Applied Science
- other comparable, Level 3 qualifications, such as the International Baccalaureate
- employment, for example in a science-based industry where an apprenticeship may be available

BUSINESS

The Edexcel International GCSE in Business 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 and UK 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.

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

1. **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.
2. **Human Resources**
looks at people in organisations focusing on their roles, relationships and management in business.
3. **Accounting and Finance**
explores the use of accounting and financial information as an aid to decision making.
4. **Marketing**
focuses on identifying and satisfying customer needs in a changing and competitive international environment.
5. **Production**
examines the way organisations use and manage resources to produce goods and services.

Progression

This qualification supports progression to:

- Edexcel AS/Advanced GCE in Business and AS/Advanced GCE in Economics and Business
- Level 3 BTEC Nationals in Business

CHEMISTRY

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

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

Qualification content:

- **Principles of Chemistry**
 - State of Matter
 - Elements, Compounds and Mixtures
 - Atomic Structure
 - The Periodic Table
 - Chemical Formulae, Equations and Calculations
 - Ionic Bonding
 - Covalent Bonding
 - Metallic Bonding
 - Electrolysis
- **Inorganic Chemistry**
 - Group 1 (Alkali Metals) – Lithium, Sodium and Potassium
 - Group 7 (Halogens) – Chlorine, Bromine and Iodine
 - Gases in the Atmosphere
 - Reactivity Series
 - Extraction and Uses of Metals Acids, Basis and Salt Preparations
 - Chemical Tests
- **Physical Chemistry**
 - Energetics
 - Rates of Reaction
 - Reversible Reactions and Equilibria

- **Organic Chemistry**
 - Introduction
 - Crude Oil
 - Alkanes
 - Alkenes
 - Alcohols
 - Carboxylic Acids
 - Esters
 - Synthetic Polymers

Progression

Students can progress from this qualification to:

- International Advanced Subsidiary and Advanced level, for example in Chemistry
- GCE Advanced Subsidiary and Advanced Level, for example in Chemistry
- Level 3 vocational qualifications in science, for example BTEC Level 3 in Applied Science
- other comparable, Level 3 qualifications, such as the International Baccalaureate
- employment, for example in a science-based industry where an apprenticeship may be available

CHINESE

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

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

The Pearson Edexcel International GCSE in Chinese consists of three externally examined papers. The Pearson Edexcel International GCSE in Chinese is a linear qualification. All papers must be taken at the end of the course of study.

- Paper 1 – Listening
- Paper 2 – Reading and Writing
- Paper 3 – Speaking

These 3 papers assess listening skills, reading and writing skills and speaking skills across 5 topic areas:

1. Home And Abroad

- Life in the Town and Rural Life
- Holidays, Tourist Information and Directions
- Services (e.g., Bank, Post Office) *
- Customs
- Everyday Life, Tradition and Communities

2. Education And Employment

- School Life and Routine
- School Rules and Pressures
- School Trips, Events and Exchanges
- Work, Careers and Volunteering
- Future Plans

3. **Personal Life And Relationships**

- House and Home
- Daily Routines and Helping at Home
- Role Models*
- Relationships with Family and Friends
- Childhood*

4. **The World Around Us**

- Environment Issues
- Weather and Climate*
- Travel and Transport
- The Media
- Information and Communication Technology

5. **Social Activities, Fitness And Health**

- Special Occasions
- Hobbies, Interests, Sports and Exercise
- Shopping and Money Matters
- Accidents, Injuries, Common Ailments and Health Issues*¹
- Food and Drink

Progression

Students will develop the skills they need to progress successfully onto further study at Level 3, for example International A Levels in comparable subjects.

¹ * These sub-topics will not be assessed in Paper 3 Speaking.

COMMERCE

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

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

Paper 1

This paper explores the nature of commerce, what it involves, and the risks associated with commercial operations.

In Paper 1, students need to know and understand the ways in which commercial operations work. To start with, they will look at production and how the factors of production support commercial operations. They will look at the sectors, considering examples of primary, secondary and tertiary sectors working within commerce. Students will look at specialisation and the division of labour, and how this leads to a need for commerce.

Students will go on to look at the process of buying and selling and will consider the sources and costs associated with them. They will then look at the different types of commercial enterprises, focusing on the implications of having different commercial enterprises, their advantages and disadvantages. Retailers and wholesalers have a significant role in commerce so students will consider their role. Ecommerce has grown significantly, and students will explore its implications for commerce generally. Finally, in this section, students will consider the international nature of commerce in terms of buying and selling across countries.

Students need to know and understand the risks involved in commerce. It is because of risk that the whole insurance industry exists so students will look at the purpose of insurance, its essential elements, the insurance of business risks, and the effects on cover and claims. Another risk is legislation and students will focus on consumer protection. Students will consider the risks associated with trade, including exchange rates and trade protection, which can add to costs. Finally, students will look at the process of managing risks in business.

The paper is based on two Themes: -

Theme 1: Commercial Operations

- Production
- Buying and selling
- Commercial enterprises
- Retail
- Wholesale
- Ecommerce
- International trade

Theme 2: Commercial Risks

- Insurance
- Consumer protection legislation
- Trade
- Bad debts

Paper 2

Paper 2 concentrates on the key concepts involved in how commercial operations are facilitated. It provides a framework for students to explore concepts, some of which were introduced in Themes 1 and 2. The aim is for students to understand that for commerce to take place successfully a range of facilities and processes is required.

In Paper 2, students will be introduced to the finance used for commerce. The paper includes some use of formulae and associated calculations. National and international business contexts are used, which will develop an understanding of how commercial operations are facilitated.

Students must develop an understanding of the interdependent nature of commercial activity through interactions between business operations, finance, marketing and consumer credit. Students must understand how these interdependencies and relationships underpin business decisions. The teaching approach to the content must reflect this.

Students will explore how business performance is both measured and improved.

This paper involves an examination of finance for commerce and the different aids for commerce. The paper is based on two Themes: -

Theme 3: Finance for Commerce

- Financial institutions to support commerce
- Sources of finance
- Methods of payment
- Commercial calculations
- Measuring commercial performance
- Improving commercial performance.

Theme 4: Aids for Commerce

- Communications
- Transport
- Warehousing
- Promotion
- Trading documents
- Types of consumer credit
- Aids to exports

Progression

Students can progress from this qualification to:

- International AS and A Levels in Business, Economics and other subjects
- vocational qualifications, such as BTEC Nationals.

ECONOMICS

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

- develop an understanding of economic concepts and apply these concepts to real-life situations
- calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements
- develop an awareness of economic change and its impact on developing and developed economies
- understand economic issues, problems and possible solutions that affect mixed economies
- participate effectively in society as citizens, producers and consumers.

Paper 1

a. Microeconomics and Business Economics

You will start by learning about basic economic problems. All resources are scarce and therefore limited in supply. Consumers, firms and governments all have to make choices between different products and these choices will introduce you to the concept of opportunity cost.

b. Microeconomics is the study of individual markets.

You will learn about the supply and demand model, which will give you a toolkit to explore how changes in the economy will affect supply, demand, price and quantity. The model will help to explain why prices rise and fall, for example enabling you to explain the changes in oil, house, gold and cocoa prices. You will look at how much the quantity supplied and demanded will respond to changes in price or income, which will help you to understand why some price changes see large or small changes in quantity.

Having looked at how markets work, you will look at how they sometimes fail. In some cases, we overconsume as we ignore negative impacts on others, for example pollution. In other cases, we under consume as we might undervalue the benefits our education could bring to others.

You will then move on to studying business economics. You will look at what is needed to produce goods and services, including land, labour, capital and enterprise. You will look at how businesses can organise production to improve the output per worker, which we call productivity. You will study business costs, revenues and profits. You will then explore different types of businesses, from those that are competitive to single firms that we call monopolies, and also those industries with several large firms, which we call oligopolies. In each case you will consider the advantages of the types of business that exist.

Sometimes markets and businesses do not give the best outcome for people and so governments have to enter the market. You will look at the alternative ways in which they can affect markets, considering the benefits and drawbacks of each.

Topic 1: The Market System

- The Economic Problem
- Economic Assumptions
- Demand, Supply and Market Equilibrium

- Elasticity
- The Mixed Economy
- Externalities

Topic 2: Business Economics

- Production
- Productivity and Division of Labour
- Business Costs, Revenues and Profit
- Business Competition
- The Labour Market
- Government Intervention

Paper 2

Macroeconomics and the Global Economy

In macroeconomics you will look at all the markets combined in a country. So, you will now look at your own countries and other countries' economies. You will look at the different objectives that governments will be concerned about. These include trying to achieve:

- low inflation
- low unemployment
- increases in economic growth
- surpluses or equilibrium on the current account of the balance of payments
- redistribution of income
- environmental protection.

For each objective, you will look at the issues and problems involved and how the government acts to improve the outcomes. You will then look at the global economy. This will involve looking at the benefits and problems of increased integration between economies of the globe. You will look at international trade and how countries come together as trading partners to boost growth. Exchange rates will also be looked at to consider how changes can affect an economy. You will study both developing and developed economies.

Topics covered:

1. Government and The Economy
 - Macroeconomic Objectives
 - Government Policies
 - Relationships Between Objectives and Policies
2. The Global Economy
 - Globalisation
 - International Trade
 - Exchange Rates

Progression

Students can progress from this qualification to:

- International AS and A Levels in Economics and other subjects
- vocational qualifications, such as BTEC Nationals.

ENGLISH AS A SECOND LANGUAGE

Qualification aims to:

- provide learners with the opportunity to explore and develop an understanding of the cultures and diverse communities where English is used around the world.
- extend learners' knowledge by broadening and deepening skills.
- Broaden learners' ability to:
 - read for both gist and detail
 - listen to an argument or discussion, understand the overall message and identify attitudes and opinions.
 - write in response to a given situation
 - deliver a topic talk, as well as participate in extended discussion.

Assessments

The Pearson Edexcel International GCSE in English as a Second Language (4XES2) consists of four externally assessed units. Each of the four key language skills (reading, listening, writing, and speaking) are assessed separately and are equally weighted. The assessment is 100 per cent external and designed in a single tier covering the whole range of grades 9 to 1 where 9 is the highest grade.

Assessment is designed to measure achievement against many of the benchmarks of Levels A2 – B2 of the Council of Europe's Common European Framework of Reference for Languages (CEFR). High achievement (grades 7–9) in this qualification is broadly equivalent to many descriptors of Levels B1 to B2 of the CEFR.

Reading skills are assessed in Unit 1. The assessment is out of 50 marks.

The Reading unit assessment consists of six reading texts of increasing length and challenge. Some texts are divided into two or more paragraphs followed by questions on the text.

Text 1 (length 190–200 words)

- Stimulus type: a collection of short texts, e.g., adverts, invitations, a timetable, a bulletin board, etc.
- Question types: multiple choice and multiple response questions.

Text 2 (length 200–220 words)

- Stimulus type: a text, e.g., an email, a letter, a blog post, a set of adverts, an article, etc.
- Question types: multiple response questions or gap-fill questions.

Text 3 (length 280–300 words)

- Stimulus text type: a text, e.g., an email, a letter, a blog post, a set of adverts, an article, etc.
- Question types: multiple response questions and short open-response questions.

Text 4 (length 310–330 words)

- Stimulus type: a general interest text, e.g., a recipe, an email, a blog post, a report, etc.
- Question types: multiple choice and short open-response questions.

Text 5 (length 340–350 words)

- Stimulus type: a general interest text, e.g., a recipe, an email, a blog post, a report, etc.
- Question types: multiple choice and short open-response questions.

Text 6 (length 420–440 words)

- Stimulus types: a general interest text, e.g., an article, a blog post, a report, etc.
- Question types: multiple choice and short open-response questions.

Listening skills are assessed in Unit 2. The assessment is out of 50 marks.

Listening – Understand and provide a response in English to a variety of types of spoken English language. Learners hear each recording twice.

The Listening unit assessment consists of:

Recording 1 (transcript length 90–100 words)

- Stimulus type: a short recording e.g., radio adverts, announcements, a short conversation, etc.
- Question type: multiple choice questions.

Recording 2 (transcript length 100–120 words)

- Stimulus type: a short recording e.g., radio adverts, announcements, short conversations, voicemails, etc.
- Question type: multiple response questions.

Recording 3 (transcript length 130–140 words)

- Stimulus type: a short recording e.g., radio adverts, announcements, conversations, voicemails, etc.
- Question type: multiple choice questions.

Recording 4 (transcript length 130–150 words)

- Stimulus type: a short recording e.g., radio adverts, announcements, conversations, voicemails, etc.
- Question type: multiple response questions and short open-response questions.

Recording 5 (transcript length 160–180 words)

- Stimulus type: an average length recording e.g. radio interviews, podcasts, conversations, presentations, etc.
- Question type: multiple choice and short open-response questions.

Recording 6 (transcript length 180–190 words)

- Stimulus type: an average recording e.g., radio interviews, podcasts, conversations, debates, etc.
- Question type: gap-fill questions.

Recording 7 (transcript length 210–220 words)

- Stimulus type: a longer recording e.g., radio interviews, podcasts, conversations, presentations, etc.
- Question type: multiple choice questions.

Recording 8 (transcript length 220–230 words)

- Stimulus type: a long recording e.g., radio interviews, podcasts, conversations, presentations, etc.
- Question type: short open-response questions.

Recording 9 (transcript length 250–260 words)

- Stimulus type: a long recording e.g., radio interviews, podcasts, conversations, presentations, etc.
- Question type: short open-response questions.

Writing skills are assessed in Unit 3. The assessment is out of 50 marks.

Writing – Communicate, respond to, and use written English language while using a range of vocabulary and grammar structures

The Writing unit assessment consists of:

Task 1 Informal writing (suggested word count 80 words; 10 marks)

Learners must compose an informal piece of writing e.g. an email to a friend. They are provided with a very short description of the situation and purpose for their writing. They are provided with three bullet points outlining what learners must include in their response.

This task is based on a topic area drawn from one of the subtopics Topics – hobbies & leisure time, family, friends & relationships, transport & accommodation, Tourist activities, travel destinations & reason for travelling, School life, future education plans, ICT (Information and communication technology), employment, part-time & voluntary work ,future employment plans, job applications, the environment, equality and the media.

Task 2 Semi-formal writing (suggested word count 180 words; 20 marks)

Learners must compose a semi-formal piece of writing e.g. an article. There is a very short description of a situation and a purpose for the writing. Three bullet points outline what to include in the response. This task has three options. Each task combines one of the subtopics on global Issues.

Task 3 Summary writing (suggested word count 180 words; 20 marks)

Learners must write a semi-formal or formal summary of a longer text which is between 400–450 words. Three bullet points outline what learners must include in their response.

This task is based on a subtopic area mentioned above.

Speaking skills are assessed in Unit 4. The assessment is worth 50 marks. The assessment consists of three tasks.

Speaking – Communicate, interact and use spoken English language using a range of vocabulary and grammar structures

The Speaking unit assessment consists of:

Preparation time (10 minutes)

The teacher/examiner chooses role play and picture-based conversation cards for Task 1 and Task 3 and gives these to the learner. These cards are chosen using a randomisation grid, which ensures that

Task 1 and Task 3 focus on different parts of the prescribed Topics 1-4. The learner will have 10 minutes of supervised preparation time, during which they may not consult a dictionary, but they may make notes. These notes may be taken into the examination room and learners may look at them at any time.

Task 2 – Topic talk (5 minutes; 20 marks)

Before the day of the assessment, learners should choose an area to research and, with appropriate guidance from a teacher, prepare a 2-minute topic talk on a subject of their choice. The teacher (or centre) must not choose the topic talk title or topic talk content, learners have to choose the topics by themselves. The subject must relate to one of the three subtopic options from Topic Global Issues. For example, if a learner had studied “The Media” with their teacher, the learner might choose to prepare a topic talk on the impact of social media on teenage mental health. The teachers should adequately support the learners with preparation. The teacher (or centre) must not choose the title or specific content discussed during the topic talk. Learners must prepare topic talks independently.

During the assessment, learners will deliver their 2-minute topic talk. The teacher/examiner will then lead a follow-up discussion of the topic by asking a series of questions about the topic.

Task 3 – Picture-based conversation (5 minutes; 20 marks)

The teacher/examiner will lead the learner into an extended conversation using the prompt card for Task 3. A list of prompt questions is available to teachers/examiners, but this list is neither prescriptive nor exhaustive. The conversation should develop naturally to allow for spontaneous interaction.

Topics

Topic 1 Myself and others, Topic 2 Travel & Tourism, Topic 3 Education, and Topic 4 Employment are compulsory for all learners and may be assessed in any of the four units. Topic 5 Global Issues is compulsory for all learners, but they are given a free choice to choose one from three subtopics. This is intended to give teachers and learners autonomy to choose the subtopic that engages them the most. Topic 5 will be assessed only in the productive skills unit assessments (Writing & Speaking). Learners are not assessed on Topic 5 in the receptive skills unit assessments (Reading & Listening).

This qualification builds a foundation for learners wishing to progress to further study, work and travel in English speaking environments. All of the bullet points in the content must be taught. The word 'including' in content specifies the detail of what must be covered.

Progression

Learners can progress from this qualification to:

- Level 3 academic and vocational qualifications delivered in English
- Pearson Test of English (PTE Academic)

ENGLISH LANGUAGE (SPECIFICATION B)

The Pearson Edexcel International GCSE in English Language (Specification B) enables students to:

- read a wide range of texts fluently and with good understanding
 - read critically and use knowledge gained from wide reading to inform and improve their own writing
 - write effectively and coherently using Standard English appropriately
 - use grammar correctly, punctuate and spell accurately
 - acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
 - listen to and understand spoken language, and use spoken Standard English effectively
- Spoken language will be reported as a separate grade on the student's certificate

Reading and Writing

Content Summary:

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives.
- Develop transactional and imaginative writing skills for a variety of purposes and audiences and to engage the reader.
- Use spelling, punctuation and grammar accurately.

Students should read a variety of high-quality, challenging texts, in preparation for responding to unseen extracts in the examination. They should be able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, students should develop the skills of interpretation and analysis.

Text types studied should include a range of forms, such as fiction, journalism (for example articles and reviews), speeches, journals and reference book extracts.

Text types should also include literary non-fiction texts, such as selections from autobiography, letters, obituaries and travel writing. These lists are not exhaustive. Texts that are essentially transient, such as instant news feeds and advertisements, will not form part of the assessment.

Students should use what they have learned about different text types to feed into their transactional writing and to inspire and influence their own imaginative writing. They should be introduced to, and be given the opportunity to practise, a range of fiction and non-fiction writing techniques, planning and proofreading skills.

Optional Spoken Language

Students must demonstrate their presentation skills in a formal setting, listen and respond to questions and feedback, and use spoken English effectively.

The spoken language presentation may take a variety of forms, including:

- a speech or talk by a student, followed by questions from the audience
- a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience. In all cases, the presentation should be prepared and last no longer than 10 minutes.

The Pearson Edexcel International GCSE in English Language (Specification B) comprises one written examination paper.

Progression

Students can progress from this qualification to AS and 'A' Levels in English Language and other subjects.

ENGLISH LITERATURE

The aims and objectives of the Pearson Edexcel International GCSE in English Literature are to enable 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
- 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.

There are 3 components:

1. Content summary
 - The poetry collection from Part 3 of the Pearson Edexcel International GCSE English Anthology.
 - One modern prose text from the list of set texts
 - Develop skills to analyse unseen poetry.
 - Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.
 - Develop skills to maintain a critical style and informed personal response.
 - Develop comparison skills.

Students will study two set texts for this component: this includes all poems from Part 3 of the Pearson Edexcel International GCSE English Anthology and one of the modern prose set texts.

Section A: Unseen Poetry

Section B: Anthology Poetry

Section C: Modern Prose

2. Modern Drama and Literary Heritage Texts (Examined)
 - One modern drama text
 - One literary heritage text
 - Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect.
 - Develop skills to maintain a critical style and informed personal response

3. Modern Drama and Literary Heritage Texts (Coursework)
 - One modern drama text
 - One literary heritage text
 - Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect.
 - Develop skills to maintain a critical style and informed personal response

Component 1 Part 3 of the Pearson Edexcel International GCSE English Anthology	If-	Rudyard Kipling
	Prayer before Birth	Louis MacNeice
	Blessing	Imtiaz Dharker
	Search for my Tongue	Sujata Bhatt
	Half-past Two	U A Fanthorpe
	Piano	D H Lawrence
	Hide and Seek	Vernon Scannell
	Sonnet 16	William Shakespeare
	La Belle Dame sans Merci	John Keats
	Poem at Thirty-Nine	Alice Walker
	War Photographer	Carol Ann Duffy
	The Tyger	William Blake
	My Last Duchess	Robert Browning
	Half-caste	John Agard
	Do not go gentle into that good night	Dylan Thomas
	Remember	Christina Rossetti
One modern prose text from the list:	To Kill a Mockingbird	Harper Lee
	Of Mice and Men	John Steinbeck
	The Whale Rider	Witi Ihimaera
	The Joy Luck Club	Amy Tan
	Things Fall Apart	Chinua Achebe
Component 2 and Component 3 One modern drama text from the list:	A View from the Bridge	Arthur Miller
	An Inspector Calls	J B Priestley
	The Curious Incident of the Dog in the night-time	Mark Haddon (Adapted by Simon Stephens)
	Kindertransport	Diane Samuels
	Death and the King's Horseman	Wole Soyinka
One literary heritage text from the list:	Romeo and Juliet by William Shakespeare	
	Macbeth by William Shakespeare	
	The Merchant of Venice by William Shakespeare	
	Pride and Prejudice by Jane Austen	
	Great Expectations by Charles Dickens	
	The Scarlet Letter by Nathaniel Hawthorne	

Progression

Student can progress from this qualification to AS and A levels in English Literature and other subjects.

HISTORY (MODERN WORLD)

The aims and objectives of the Pearson Edexcel International GCSE in History qualification enable students to:

- develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience
- engage in historical enquiry to develop as independent learners and as critical and reflective thinkers
- develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
- develop an awareness that different people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them
- organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

This Pearson Edexcel International GCSE in History comprises of two assessments:

Paper 1

Depth Studies

Student must study at least two depth studies from the following.

- The French Revolution, c1780–99 2
- Development of a nation: unification of Italy, 1848–70 3
- Germany: development of dictatorship, 1918–45 4
- Colonial rule and the nationalist challenge in India, 1919–47 5
- Dictatorship and conflict in the USSR, 1924–53 6
- A world divided: superpower relations, 1943–72 7
- A divided union: civil rights in the USA, 1945–74 8
- South Africa: from union to the end of apartheid, 1948–94

Students will:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to analyse and evaluate historical interpretations in the context of historical events studied
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts.

Paper 2

Investigation and Breadth Studies

Students must study one historical investigation from the following.

- A1 The origins and course of the First World War, 1905–18
- A2 Russia and the Soviet Union, 1905–24
- A3 The USA, 1918–41
- A4 The Vietnam Conflict, 1945–75
- A5 East Germany, 1958–90

Students must study one breadth study in change from the following.

- B1 America: from new nation to divided union, 1783–1877
- B2 Changes in medicine, c1848–c1948
- B3 Japan in transformation, 1853–1945
- B4 China: conflict, crisis and change, 1900–89
- B5 The changing role of international organisations: the league and the UN, 1919–c2011
- B6 The changing nature of warfare and international conflict, 1919–2011
- B7 The Middle East: conflict, crisis and change, 1917–2012

Students will:

- gain knowledge and understanding of the key features and characteristics of historical periods
- develop skills to explain, analyse and make judgements about historical events and periods studied, using second-order historical concepts
- learn how to use a range of source material to comprehend, interpret and cross-refer sources
- develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

Progression

Students can progress from this qualification to AS and A Levels in History and other subjects.

MATHEMATICS (SPECIFICATION B)

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

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

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

Number

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

Algebra

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

Geometry

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

Statistics

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

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

Students should be able to demonstrate mathematical reasoning skills by:

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

Numbers and the number system	Integers, Fractions, Decimals, Powers and Roots, Set Language and Notations, Percentages, Ratio and Proportion, Degree of Accuracy, Standard Form, Applying Number and Electronic Calculators.
Equations, formulae and identities	Use of Symbols, Algebraic Manipulation, Expressions and Formulae, Linear Equations, Proportion, Simultaneous Linear Equations, Quadratic Equations and Inequalities.
Sequences, functions and graphs	Sequences, Function Notation, Graphs, Calculus,
Geometry	Angles, Lines and Triangles, Polygons, Symmetry, Measures, Construction, Circle Properties, Geometrical Reasoning, Trigonometry and Pythagoras' Theorem, Mensuration of 2D shapes, 3D Shapes and Volume and Similarity.
Vectors and transformation geometry	Vectors, Transformation Geometry,
Statistics and probability	Graphical Representation of Data, Statistical Measures and Probability.

Progression

Students can progress from this qualification to:

- the Pearson Edexcel International GCSE in Further Pure Mathematics
- the GCE Advanced Subsidiary (AS) and Advanced Level in Mathematics, Further Mathematics and Pure Mathematics
- the International Advanced Subsidiary (AS) and Advanced Level in Mathematics, Further Mathematics and Pure Mathematics
- other equivalent, Level 3 Mathematics qualifications
- further study in other areas where mathematics is required
- other further training or employment where numerate skills and knowledge are required.

FURTHER PURE MATHEMATICS

The Pearson Edexcel International GCSE in Further Pure Mathematics qualification enables students to:

- study knowledge of mathematical techniques beyond International GCSE Mathematics content
- provide a course of study for those whose mathematical competence may have developed early
- develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of mathematics
- enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment
- develop mathematical skills for further study in the subject or related areas.

It 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 and Calculus

- Use algebra and calculus to set up and solve problems.
- Develop competence and confidence when manipulating mathematical expressions.
- Construct and use graphs in a range of situations.

Geometry and Trigonometry

- Understand the properties of shapes, angles and transformations.
- Use vectors and rates of change to model situations.
- Use coordinate geometry.
- Use trigonometry.

Topics covered:

- Logarithmic
- The Quadratic Function
- Identities and Inequalities
- Graphs
- Series
- The Binomial Series
- Scalar and Vector Quantities
- Rectangular Cartesian Coordinates
- Calculus
- Trigonometry

The Pearson Edexcel International GCSE in Further Pure Mathematics encourages students to:

- develop knowledge and understanding of mathematical concepts and techniques
- develop 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.

The Pearson Edexcel International GCSE in Further Pure Mathematics has been developed to:

- provide a broad overview of mathematical techniques for those who may not study mathematics beyond this level or for those whose course of study requires a knowledge of mathematical techniques beyond International GCSE Mathematics content
- provide a course of study for those whose mathematical competence may have developed early
- enable students to acquire knowledge and skills with confidence, satisfaction and enjoyment
- develop an understanding of mathematical reasoning and processes, and the ability to relate different areas of mathematics
- develop resourcefulness when solving problems
- provide a solid basis for students wishing to progress to Pearson Edexcel's AS and Advanced GCE in Mathematics, or equivalent qualifications

PHYSICS

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

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

Topics covered:

Section 1: Forces and motion

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

Section 2: Electricity

- Units
- Mains electricity
- Energy and voltage 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
- Work and Power
- Energy Resources and Electricity Generation

Section 5: Solids, Liquids and Gases

- Units
- Density and Pressure
- Change of State
- Ideal Gas Molecules

Section 6: Magnetism and Electromagnetism

- Units
- Magnetism
- Electromagnetism
- Electromagnetic Induction

Section 7: Radioactivity and Particles

- Units
- Radioactivity
- Fission and Fusion

Section 8: Astrophysics

- Units
- Motion in the Universe
- Stellar Evolution
- Cosmology

Progression Students can progress from this qualification to:

- International Advanced Subsidiary, for example in Physics
- International Advanced Level, for example in Physics
- GCE Advanced Subsidiary, for example in Physics
- GCE Advanced Level, for example in Physics
- Level 3 vocational qualifications in science, for example BTEC Level 3 in Applied Science
- Other comparable, Level 3 qualifications, such as the International Baccalaureate employment, for example in a science-based industry where an apprenticeship may be available.

INTERNATIONAL GCSE GRADING SYSTEM

Pearson Edexcel International GCSEs are awarded using the new nine-point grading scale (9-1), introduced by the UK government to raise standards and recognise top-performing students.

This qualification is comparable to the UK GCSE, with appropriate international content and assessment that will enable successful progression for learners.

	New Grading Structure	Old Grading Scale
<p>The new grade 9 represents a new level of attainment and has been introduced to differentiate top performing students.</p> <p>The bottom of the grade 7 broadly aligns with the bottom of the grade A.</p>	9	A*
	8	
	7	
<p>There's greater differentiation in the middle of the scale, with three new grades 6, 5 and 4 rather than two grades (B and C).</p> <p>The bottom of grade 4 broadly aligns with the bottom of the grade C.</p>	6	B
	5	
	4	
<p>The bottom of the grades 1 broadly aligns with the bottom of the grade G.</p>	3	D
	2	E
	1	F
Fail	U	G
		U

Please check with the school for updated information on external examination schedule and external examination appealing process.

Internal End of Term Examination Schedule

Term 1	Two (2) weeks before the end of the term
Term 2	Two (2) weeks before the end of the term
Term 3	Two (2) weeks before the end of the term
Term 4	Two (2) weeks before the end of the term

Insworld Weekly and Termly Grading System

Insworld Institute regularly sends reports to parent(s)/guardian(s) so that they can keep track of their child's progress.

Weekly Report Term 1 2025



Student ID:
Tutor:

Course:
Term:

Subjects	Smart Target	ACADEMIC WEEK																							
		Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12	
		G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P	G	P
Maths (A42 MATHS P1, P2 A)																									
Physics (A42 PHYSICS)																									
Chemistry (A42 CHEMISTRY)																									
Biology (A42 BIOLOGY)																									
Statistics S2 (A42 STATISTICS 2 A)																									

Grade	Percentage	Attainment	Effort	Release Date
A	75% to 100%	Outstanding	1 Outstanding	*G Weekly Grades
B	60% to 74%	Good	2 Exceeds Expectations	*P Weekly Attendance Percent
C	45% to 59%	Satisfactory	3 Meets expectations	
D	30% to 44%	Poor	4 Unexcused absence or work not submitted	
E	0% to 29%	Unacceptable work and/or No work completed	5 Unexcused absences and work not submitted	

Term Aggregate: 40% of Weekly test results and 60% end of term results.

The weekly report lists the subjects you are studying. The SMART target is the grade you have agreed with your Personal Tutor that you should be achieving. Your weekly test score, and the teacher's evaluation of your effort are recorded in column 'G.' For example, a score of B2 means that your test score was good, and that your effort exceeded expectations. The column 'P' records attendance as a percentage (i.e., 100% means that you attended all classes on time for that subject in that week).

Sample of daily timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
0900 hr to 0945 hr					
0945 hr to 1030 hr					
1030 hr to 1115 hr					
1115 hr to 1200 hr					
1200 hr to 1245 hr					
1245 hr to 1330 hr					
1130 hr to 1415 hr					
1415 hr to 1500 hr					
1500 hr to 1545 hr					
1545 hr to 1630 hr					
1630 hr to 1715 hr					

All students are expected to collect their new timetable at the beginning of each term.

- ECA is usually scheduled on every Tuesday and Thursday from 1545 hr to 1800 hr.
- First lesson usually starts at 0900 hr whereas the last lesson usually ends no later than 1715 hr.
- On some days, test sessions may end at 1645 hr.
- The school reserves the right to amend the timetable and a new timetable will be given to the students as and when changes are made.

Assessment Results, Awards and Appeal Process

The procedures for communicating assessment results and handling the appeals process are shared with students during the orientation program and are available on the school's website.

Internal Assessment Results

Teachers will usually return the exam scripts to students on the last two days of the term. The marks are entered into the MIS with teachers' comments on every subject the student takes, as well as an overall report written by the school Principal.

The end of term report will be sent by email within two weeks of the last day of the exam.

External Examination Results

External examination results are typically released within 3 months from the last day of the Examination Series. Moderated results are posted by EDEXCEL on www.edexcel.com.

The original results slip is delivered to the school by courier service.

Results are communicated to students by:

- Emailing results slips, or
- Self-collection of the Edexcel Results Slip from Student Services (students may nominate someone to collect results on their behalf, provided the school is informed in advanced in writing of the identity of any person nominated to collect results).

Appeals Process

Students are informed of the appeals procedures for internal and external examinations before exams, with details available on:

- School website
- School Notice Board
- Student Handbook

The outcome of each enquiry will be confirmed by Pearson Edexcel in the case of external assessments and by the school in the case of an internal assessment. Where there is a change in the grade, a new results slip will be issued to the student within 1 week to reflect the new grade.

Internal Assessment Appeals:

Exam scripts are usually distributed to the students and discussed with their subject teacher during the last week of the term. Students who are not satisfied with the results may appeal with the Examination Officer within 7 days of receiving the exam results.

The Examination Officer will raise the appeal with the Examination Board and the script will be reviewed before a decision is made. The Examination Board's decision is final and will be communicated to the student (and parent/guardian if required).

External Examination Appeals:

Students may request a copy of an exam script within 14 working days of results release date, or request a re-mark and a copy of the reviewed marked script within 20 days, by submitting Form FMACD70 (External Assessment Post Results Service) and paying any applicable fees. The form can be downloaded from the school website www.insworld.edu.sg or Student Portal and submitted to Student Services either by email or in person.

Forms for External Appeal

Form	Purpose
JCQ Candidate Consent Form	Form issued by JCQ must be signed by the candidate before the exam centre (Insworld) can process the appeal and request a copy of the marked exam script.
Form FMACD70 External Examination Post Results Service	For candidates who want their paper to be re-marked. There is a fee for this service.

A student who appeals a result must complete and sign the Candidate Consent Form with the understanding that there are 3 possible outcomes from the appeal process:

- The original mark is lowered, so the final grade may be lower than the original grade awarded
- The original mark is confirmed as correct and there is no change to the final grade
- The original mark is raised, so the final grade may be higher than the original grade awarded. If the final grade is higher than the original grade, the re-mark fee is waived.

The awarding body (Pearson Edexcel) has an 'Enquiry about Results Services' provision. A fee is payable for these services. The following options are available for post-results service after the exam results have been received.

- Clerical re-checks

This service will include the following checks:

- That all parts of the scripts have been marked
- The totalling of marks
- The recording of marks

The re-check should be completed within 1 month of receiving the request.

- Post-results review of marking

This is a post-results review of the original marking, to ensure that the agreed mark scheme has been applied correctly.

Outcome of Enquiry

The outcome of each enquiry will be confirmed by Pearson Edexcel in the case of external assessments and by the school in the case of an internal assessment. Where there is a change in the grade, a new result slip with the new grade will be issued to the student within 1 week.

INSWORLD INSTITUTE PTE LTD

Email: enquiries@insworld.edu.sg
www.insworld.edu.sg

GST Reg No: 200008126N

PEI Registration No: 200008126N from 20/05/2026 to 19/05/2031

EduTrust Cert No: EDU-2-2059 from 18/02/2023 to 17/02/2027