



# GCSE/IGCSE PROSPECTUS

Bringing out the best in everyone!





**Learning is at the heart of all we do at NCBIS and we want students entering our GCSE/IGCSE years to be independent, intellectually curious young men and women who are willing to demonstrate high levels of academic endeavour in deepening their understanding of the world around them. Our dedicated and professional teaching staff will ensure that every student is challenged to achieve to the very best of their ability, and support them as they rise to the challenge of GCSE/IGCSE study.**

Our GCSE/IGCSE programme offers smaller class sizes and collaborative working relationships with teachers and fellow students to ensure that lessons are dynamic, challenging, interesting and enjoyable in equal measure. We are proud of the outcomes achieved by our students and that they go on to attend some of the best universities in the world confirms that those fortunate enough to benefit from an NCBIS education will be well placed to confidently embark on the next stage of their educational journey.

We use the High Performance Learning philosophy and framework in our school. This means that we believe that all the students can be high performers, and we teach with these expectations in mind. Using the research-based High Performance Learning approach helps us to systematically build the cognitive competencies that lead a young person to thrive in school and later life. We embed the HPL philosophy throughout NCBIS.

In addition to supporting students achieve their best possible results, we also want them to leave school with the life-skills we know employers are demanding. We develop in them the ability to work with others to find innovative solutions to complex problems, encourage them to be creative, critical thinkers and support them in refining their communication skills.

We also benefit from successful and supportive alumni and parent bodies, which see us able to expose our students to a wide range of career paths and help them secure valuable work experience.

We want everyone at NCBIS to feel known, valued and understood and believe that contributing to the wider life of the school will see students enjoying their senior years and building wonderful friendships along the way. We are committed to ensuring that those students fortunate enough to complete their studies at NCBIS will remember their time at the school as being fun, rewarding years which saw them grow into young adults ready to make their mark on the world. There is no 'typical' NCBIS student; we welcome girls and boys from a wide range of backgrounds and with many different interests and abilities. What does define our students, however, is a love of learning, a sense of ambition and an unwavering commitment to being an inclusive, tolerant, kind and supportive community.

I look forward to supporting you on your academic journey.

**Paul Rowe**







Head of Secondary

# NCBIS Secondary School

NCBIS provides an excellent learning environment for students, an environment that fosters international mindedness and produces global citizens who can make responsible and informed choices. We have a track record of outstanding GCSE/IGCSE and IB Diploma results that places us amongst the best schools in the region, and our former students have gone on to attend the best universities in the world, including Ivy League universities in the United States and Russell Group universities in the United Kingdom.




## NCBIS Values

NCBIS is guided in all its actions and decisions by its commitment to:

 Providing quality education in a safe, secure and caring environment.	 Ensuring choice and challenge both within the curriculum and the extra-curricular programmes.
 Promoting academic and personal achievement.	 Inspiring intellectual curiosity, critical thinking and enthusiasm for learning.
 Developing each student's unique talents to help them achieve their potential	 Maintaining an internationally diverse community of open-minded people.

## Our school community

NCBIS is a truly international community with more than 70 nationalities represented in its student population. The school prides itself of its close knit community and is widely recognised for its welcoming environment.

 Proven track record of outstanding academic excellence.	 Comprehensive and broad ranging CAS program.
 Offering over 16 subjects in the International Baccalaureate (IBDP).	 An international school with over 60 nationalities.
 Small class size allowing individualised attention.	 Qualified and experienced teachers recruited from the top UK & international schools.

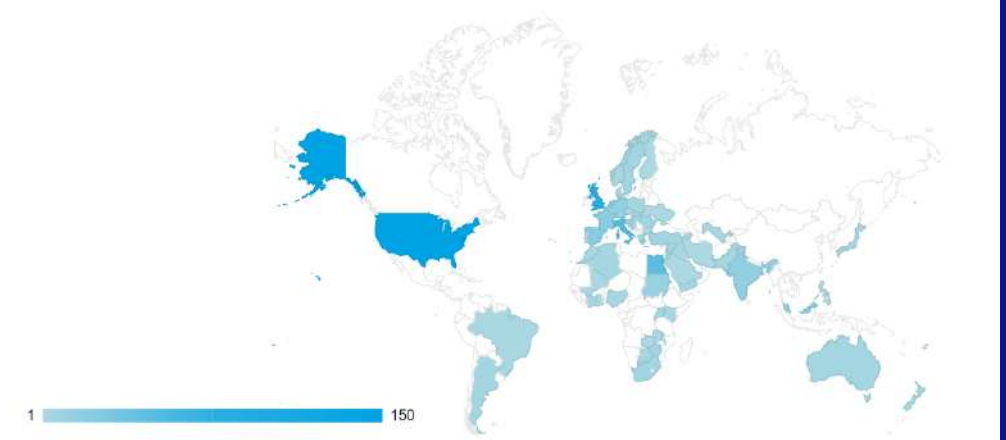
## Accreditations



A grid of accreditation logos for NCBIS Secondary School, including:

- AoBSO Member School 2019/2020
- BSO ACCREDITED
- IB Diploma Programme
- COBIS COUNCIL OF BOARDS OF INTERNATIONAL SCHOOLS
- CIS WE ARE AN ACCREDITED SCHOOL
- NOB NETWORK FOR INDEPENDENT ORGANISATIONS
- BSME BRITISH SCHOOLS IN THE MIDDLE EAST
- ISI Independent Schools Inspectorate
- AoBSO Member School 2019/2020
- BSO ACCREDITED

## Students Nationalities of the academic year 2022/2023



# Enrichment at NCBIS

The Secondary School's Enrichment Programme offers a range of activities, all aimed at preparing our students for the important transition between school and the world of higher education or employment.

## Leadership Roles

NCBIS are encouraged to adopt leadership roles during their time at NCBIS. Such roles include prefects, house vice captains, student council and sport leaders.

## Educational Trips

There are a range of opportunities for students to learn through experience at NCBIS by attending one of the organised school trips. This includes visits to field work centres, workplaces and educational establishments as well as a range of destinations and attractions linked to the student's unit of study.

## University Guidance

GCSE/IGCSE students at NCBIS benefit from guidance throughout these years for future university applications as well as pastoral and academic transition sessions. We are proud that many of our students have gone on to study at some of the world's top universities.

## Extra Curricular Activities

Our comprehensive ECA programme provides students with a range of opportunities to develop their skills and enhance their CV. Opportunities range from joining a sport team to leading a dance club to enhancing their academic writing and much more.

## Competitions

There are a range of subject-related competitions available for GCSE/IGCSE students to take part in. Some of these events are hosted in-house, whilst others are external events.



NEW CAIRO BRITISH INTERNATIONAL SCHOOL



NCBIS



# Beyond the classroom

## Duke of Edinburgh

We actively promote participation in the Duke of Edinburgh's Award Scheme which inspires young people to try a range of different activities they may not previously have experienced. Participants are required to complete four sections that make up each level of the programme; physical, skill, volunteering and an assessed expedition.



## Event Management

Students have the chance to develop their organisational skills which are relevant to a wide range of career paths. Students have the opportunity to organise, run and manage relevant events in collaboration with the relevant staff members. This involves using initiative, demonstrating your enterprise skills, and exhibiting to your ability to manage a situation.

## Dress Code & Organisation

Looking smart and business-like is our overriding principle with school uniform. We expect our GCSE/IGCSE students to be role models to the younger years and always dress correctly for the school day. Our students are expected to bring the correct equipment each day, including Bring Your Own Device laptop/tablet and be ready to learn.

## Pastoral Support

Our students can achieve at NCBIS confident in the knowledge that there is excellent pastoral support to help them flourish.

Every student belongs to a House tutor group. Tutors act as the first port of call for pastoral and academic issues, and they work closely with the leadership team to support students both in and out of the classroom. Students meet with their Tutors every day and have 1:1 target setting sessions and reviews three times each year.

# Curriculum





# Academic Pathways

At NCBIS every student in Year 10 and Year 11 studies GCSEs (General Certificate of Secondary Education) and IGCSE (International General Certificate of Secondary Education). Both qualifications are UK based, worth exactly the same and are graded 9-1. Some subjects choose the international version of the qualification because we believe it is better suited to our students. Every subject we offer gives an academic pathway onto either our A Level or IB Sixth Form programme.

The Supreme Council for Egyptian Universities determines the entry requirements for Egyptian Nationals who wish to enter Egyptian Universities. These requirements and regulations are reviewed annually and can change on an annual basis and are most often announced in the national newspapers, rather than by any formal notification. New Cairo British International School checks this information, but it is the parents' responsibility to ensure that they have the correct information.

At present, universities in Egypt require that students sit the 'Higher Tier' examination paper to be considered for admission. In an attempt to minimise any difficulties when making applications, we strongly recommend that Egyptian National students wishing to enter Egyptian universities sit the "Higher" tier examinations. However, the 'higher' level courses of study may not be appropriate for some students and the students may, where the teaching groups are differentiated, be better suited to the 'foundation' tier examinations. The school will teach the tier that it feels the student can most easily access. However, if the parent/guardian wishes to change the entry tier for their child, they must contact the school, as the student will need to cover additional material required for the 'higher' tier examination in their own time.

Please be aware that some private universities based in Egypt do not accept certain subjects and it is the parents' responsibility to ensure that they have the correct information.



Please note that as NCBIS is not under the auspices of the Ministry of Education, students at NCBIS cannot attend any university that comes under the Ministry of Education without having previously taken the Thanaweya Ama examination. Unfortunately, we are unable to offer this examination or any component of it. Therefore, at present, the only university that students from NCBIS are eligible to attend is AUC. It should be noted that regulations can change at any time; parents need to check requirements with universities as they vary from university to university. However, we do our best to provide you with any information that we have.

# GCSE/IGCSE at NCBIS

Pearson Edexcel GCSE/IGCSE examinations are globally recognised qualifications which open doors to top universities worldwide. At NCBIS we offer a comprehensive two-year GCSE/IGCSE programme that consists of a broad range of academic subjects alongside non-examined classes such as Life Skills and non-examined Physical Education for health and well-being.

## Pearson Edexcel Qualifications

Pearson Edexcel A Levels are globally recognised qualifications which open doors to top universities worldwide. We offer a 2 year linear programme of study, whereby students are assessed through a combination of coursework elements and end of course exams.

Taking the GCSE/IGCSE pathway at NCBIS allows students to study chosen subjects at depth, enabling them to focus on the subjects that are of most interest to them and to gain an in-depth understanding of the subject area in preparation for Higher Education.



## Compulsary Subjects

All students in Year 10 and Year 11 are expected to study English, mathematics and at least 2 sciences. Science is separated into three disciplines: biology, chemistry or physics. The majority of students will study two sciences.

English | Maths | Science



# How should a student choose their GCSE/IGCSE courses?

SLT and teaching staff at NCBIS are available to advise students as they choose their GCSE/IGCSE subjects.

## Entry Requirements

GCSEs/IGCSEs are academically rigorous and require commitment and motivation. Choices should be made not only by preference, interest but also to reflect academic strengths.

We consider each individual student on merit, but in general, the following applies;

- Students should choose subjects they enjoy.
- Students should choose subjects they have an academic strength in.
- Students should choose a broad range of subjects.

## Possible Future Career Plans

It is important at GCSEs/IGCSEs that students have chosen subjects that meet the requirements of future university study, or their future career.

The Russell Group of universities, comprising some twenty of the most academic universities in the UK, has published extremely helpful advice on the A Levels required to study particular courses at university. This advice is published in their report "Informed Choices": <http://www.russellgroup.ac.uk/informed-choices/>.



DOs



DON'Ts

### Do consider

Do consider what you may want to do at A Level/IB and University

### Do select

Do select something you enjoy studying

### Do talk

Do talk to your parents, tutor, teachers, and leadership

### Don't take

Don't take a subject because of your friends' choices

### Don't pick

Don't pick a subject because you get on well with a particular teacher

# Core Subject: English Language and English Literature

## Why study this course?

The International GCSE qualification in English Language and English Literature build upon the academic rigour of the old IGCSE through closer focus on a wider range of studied texts and the introduction of the new 9-1 Grading scale. Speaking and Listening assignments no longer contribute to the English Language grade, but an endorsement in Spoken Language replaces this and will be completed to help compliment your two IGCSE grades.

The English Language A course will be central to your learning and development at NCBIS, with a clear emphasis placed upon writing accurately and developing a concise and reflective style of analysis when reading and exploring texts. The English Department has developed a thorough and demanding, yet engaging and exciting programme of study (in line with Edexcel course requirements). This two-year course will fully prepare you for success in your final grades, but more importantly for your future schooling in English.



## English Language: How will I be assessed?

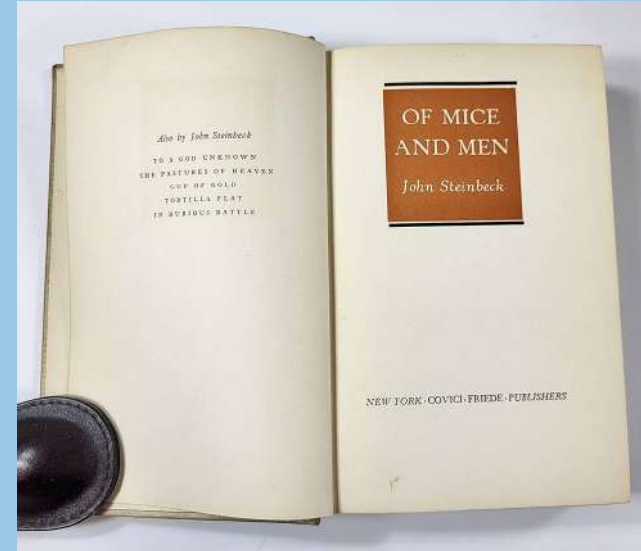
<b>Paper 1: Non-fiction Texts and Transactional Writing</b>	*Paper code 4EA1/01
Externally assessed Written examination: 2 hours 15 minutes Availability: January** and June First assessment: June 2018 90 marks	60% of the total International GCSE
<b>Content overview</b>	
<ul style="list-style-type: none"> <li>The <b>contemporary non-fiction texts</b> from Part 1 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li> <li>Explore links and connections between writers' ideas and perspectives.</li> <li>Develop transactional writing skills for a variety of purposes and audiences.</li> <li>Use spelling, punctuation and grammar accurately.</li> </ul>	
<b>Assessment overview</b>	
Section A: Reading – a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the <i>Pearson Edexcel International GCSE English Anthology</i> and one previously unseen extract. Total of 45 marks.	
Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.	
Candidates will be provided with the anthology text in the examination.	

<b>Component 2: Poetry and Prose Texts and Imaginative Writing</b>	*Paper code 4EA1/02
Externally assessed Written examination: 1 hour 30 minutes Availability: January** and June First assessment: June 2018 60 marks	40% of the total International GCSE
<b>Content overview</b>	
<ul style="list-style-type: none"> <li>The <b>poetry and prose texts</b> from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.</li> <li>Develop imaginative writing skills to engage the reader.</li> <li>Use spelling, punctuation and grammar accurately.</li> </ul>	
<b>Assessment overview</b>	
Section A: Reading: one 30-mark essay question on a poetry or prose text from Part 2 of the <i>Pearson Edexcel International GCSE English Anthology</i> .	
Section B: Imaginative Writing – one 30-mark imaginative writing task from a choice of three. Students will be provided with the anthology text in the examination.	

# Core Subject: English Literature

## Why study this course?

The English Literature course is rich and diverse and we will benefit from exploring the ideas within the wide range of texts, genres and authors available to study over this two-year course. We will consider how authors are shaped by their environment, and how we too are changed by what we read and learn from texts. We will develop better skills of analysis and seek to understand how to consider the ways writers create meaning in their texts. This course will ask you to reflect on your own understanding of the world and challenge you to see things from perspectives other than your own.



## English Literature: How will I be assessed?

Component 1: Poetry and Modern Prose	*Paper code 4ET1/01
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: January and June</li> <li>First assessment: June 2018</li> </ul>	60% of the total International GCSE
<b>Content summary</b> <ul style="list-style-type: none"> <li>The <b>poetry collection</b> from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>One <b>modern prose text</b> from the list of set texts (page 8).</li> <li>Develop skills to analyse unseen poetry.</li> <li>Develop skills to analyse how language, form, structure and contextual factors can be used to create meanings and effects.</li> <li>Develop skills to maintain a critical style and informed personal response.</li> <li>Develop comparison skills.</li> </ul>	
<b>Assessment</b> <ul style="list-style-type: none"> <li>Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.</li> <li>Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the <i>Pearson Edexcel International GCSE English Anthology</i>.</li> <li>Section C – Modern Prose: one 40-mark essay question from a choice of two on each of the set texts.</li> <li>The total number of marks available is 90.</li> <li>The assessment duration is 2 hours.</li> <li>Closed book: texts are not allowed in the examination. However, students will be provided with the anthology poems in the examination.</li> </ul>	

Component 2: Modern Drama and Literary Heritage Texts	*Paper code 4ET1/02
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: January and June</li> <li>First assessment: June 2018</li> </ul>	40% of the total International GCSE
<b>Content summary</b> <ul style="list-style-type: none"> <li>One <b>modern drama text</b> from the list of set texts (page 8).</li> <li>One <b>literary heritage text</b> from the list of set texts (page 8).**</li> <li>Develop skills to analyse how language, form, structure and contextual factors can be used to create meaning and effect.</li> <li>Develop skills to maintain a critical style and informed personal response.</li> </ul>	
<b>Assessment</b> <ul style="list-style-type: none"> <li>Section A – Modern Drama: one 30-mark essay question from a choice of two on each of the set texts.</li> <li>Section B – Literary Heritage Texts: one 30-mark essay question from a choice of two on each of the set texts.</li> <li>The total number of marks available is 60.</li> <li>The assessment duration is 1 hour and 30 minutes.</li> <li>Open book: prescribed editions of set texts are allowed in the examination.</li> </ul>	

# Core Subject: Mathematics

## Why study this course?

The qualification in mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics – and they recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. The secondary mathematics programme places an emphasis on problem-solving, functionality and mathematical thinking, as well as important aspects of pure and algebraic areas. [Click here.](#) Specification Code Edexcel 4MA1.

## What will the course be like?

The syllabus requires students to demonstrate their ability in:

- Using and applying mathematics (making and monitoring decisions to solve problems, communicating mathematically, developing skills of mathematical reasoning).
- Number and algebra (understanding and using numbers, the number system, relationships between numbers and developing methods of calculation, solving numerical problems, understanding and using equations, formulae and identities, sequences, functions and graphs).
- Shape, space and measures (developing geometrical reasoning, understanding and using properties of transformation and coordinates, understanding and using measures, developing skills in mathematical construction).
- Handling data (specify a problem and plan work, collect, process and represent data, interpret and discuss their results).



## How will I be assessed?

Paper number	Level	Assessment information	Number of marks allocated in the paper
Paper 1F	Foundation	Assessed through a 2-hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 5–1.	100
Paper 2F	Foundation	Assessed through a 2-hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 5–1.	100
Paper 1H	Higher	Assessed through a 2-hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 9–4 with 3 allowed.	100
Paper 2H	Higher	Assessed through a 2-hour examination set and marked by Pearson.  The paper is weighted at 50% of the qualification, targeted at grades 9–4 with 3 allowed.	100

# Biology

## Why study this course?

Biology is the scientific study of different life processes. It addresses fundamental concepts such as the evolution of species on Earth, to the role of DNA and adaptation in sustaining and propagating life. It studies the interaction of macroscopic systems such as the ecosystem and microscopic cells. Students engage very well with this subject as it allows them to better understand their own biological functions. Anyone wanting a career in dentistry, pharmacy or medicine will require this subject.

This course will enable you to:

- Learn and apply knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques.
- Develop analytical and practical skills by applying understanding of scientific concepts and principles to a range of familiar and unfamiliar situations.
- Prepare for more advanced courses in Biology and for other courses that require knowledge of Biology.

## What is the course content?

During the two year programme students will cover the following topics:

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources



## How will I be assessed?

Paper number	Level	Assessment information	Number of marks allocated in the paper
Paper 1B	1/2	Assessed through a 2-hour written examination set and marked by Pearson.  The paper is weighted at 61.1% of the qualification.  A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.  Assesses the content that is <b>not</b> in bold and does not have a 'B' reference. Questions may come from any topic area across the specification.	110
Paper 2B	1/2	Assessed through a 1-hour and 15-minute written examination set and marked by Pearson.  The paper is weighted at 38.9% of the qualification.  A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.  Assesses <b>all the content</b> , including content that is in bold and has a 'B' reference. Questions may come from any topic area across the specification.  Bold statements cover some sub-topics in greater depth.	70

# Chemistry

## Why study this course?

Chemistry is a challenging, yet exciting subject that will take students on a journey of how matter interacts at a microscopic level to create amazing macroscopic materials. Students will gain knowledge of chemical reactions and their application to a wide variety of concepts, such as maintaining blood pH levels to the production of plastics. Chemistry is a middle science as it incorporates concepts from biology and physics and is often a requirement for medical and engineering degrees.

This course will enable you to:

- Learn and apply knowledge and understanding of Chemistry facts, terminology, concepts, principles and practical techniques
- Develop analytical and practical skills by applying understanding of scientific concepts and principles to a range of familiar and unfamiliar situations
- Prepare for more advanced courses in Chemistry and for other courses that require knowledge of Chemistry.

## What is the course content?

During the two year programme students will cover the following topics:

- Principles of chemistry
- Inorganic chemistry
- Physical chemistry
- Organic chemistry



## How will I be assessed?

Paper number	Level	Assessment information	Number of marks allocated in the paper
Paper 1C	1/2	<p>Assessed through a 2-hour written examination set and marked by Pearson.</p> <p>The paper is weighted at 61.1% of the qualification.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>Assesses the content that is <b>not</b> in bold and does not have a 'C' reference. Questions may come from any topic area across the specification.</p>	110
Paper 2C	1/2	<p>Assessed through a 1-hour and 15-minute written examination set and marked by Pearson.</p> <p>The paper is weighted at 38.9% of the qualification.</p> <p>A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>Assesses <b>all the content</b>, including content that is in bold and has a 'C' reference. Questions may come from any topic area across the specification.</p> <p>Bold statements cover some sub-topics in greater depth.</p>	70



# Physics

## Why study this course?

It all began with physics, the formation of sub-atomic particles resulting in large galaxies. Knowledge of physics is imperative to understanding the world around us, within us and beyond us is all about. Physics explains a range of phenomena such as generation of electricity to change of weather conditions as pressure changes. The principles of Physics also allows scientists to invent machines such as the tesla car of high pressurised machines that create diamonds. An ideal subject for students who like to use mathematics to express themselves.

Students will develop analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations. Some examination questions will be more problem solving in style – addressing the need for mathematical skills to complement students' knowledge.

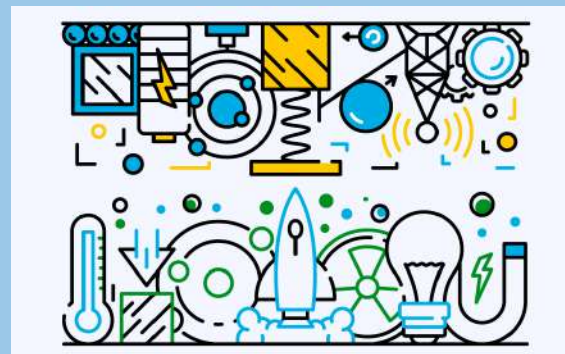


## How will I be assessed?

## What is the course content?

The course is broken down into the below topics:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics



Paper number	Level	Assessment information	Number of marks allocated in the paper
Paper 1P	1/2	<p>Assessed through a 2-hour written examination, set and marked by Pearson.</p> <p>The paper is weighted at 61.1% of the qualification.</p> <p>A combination of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>Assesses the content that is <b>not</b> in bold and does not have a 'P' reference. Questions may come from any topic area across the specification.</p>	110
Paper 2P	1/2	<p>Assessed through a 1-hour and 15-minute written examination, set and marked by Pearson.</p> <p>The paper is weighted at 38.9% of the qualification.</p> <p>A combination of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.</p> <p>Assesses <b>all the content</b>, including content that is in bold and has a 'P' reference. Questions may come from any topic area across the specification.</p> <p>Statements in bold cover some sub-topics in greater depth.</p>	70

# Arabic 1st Language (Standard Arabic)

## Why study this course?

This course is designed for students who are already able to read and write in Standard Arabic and have studied Arabic as a First Language in Year 7–Year 9 at NCBIS or in another school. Maintaining and developing a first language will help students to progress in all languages, including English, and has benefits for their ability to learn overall.

The qualification focuses on reading, writing and grammar skills and is a suitable foundation for first language speakers of Arabic who wish to progress to further study of Arabic or other comparable qualifications.

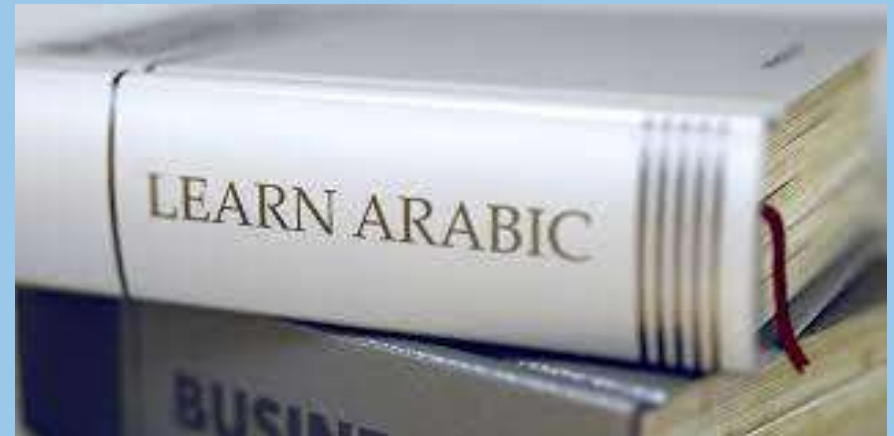
## What is the course content?

The content covers ten relevant and engaging topics:

- Youth matters
- Education
- Media
- Culture
- Sport and Leisure
- Travel and Tourism
- Business, Work and Employment
- Environment, Health, and Technology

## How will I be assessed?

The Pearson Edexcel International GCSE in Arabic (First Language) consists of two externally-examined papers. It is a linear qualification. All papers must be taken at the end of the course of study.



# Arabic Foreign Language (Arabic MFL)

## Why study this course?

We believe languages should be accessible for all students. The GCSE in Arabic has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content. We've listened to feedback from the languages community and have developed an engaging and inspirational course of study that will enable your students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress.

## What is the course content?

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Identity and culture; Local area, holiday, travel; School; Future aspirations, study and work; International and global dimension.

## How will I be assessed?

Paper 1: Listening and understanding in Arabic (*Paper code: 1AA0/1F and 1H)
<b>Written examination</b> <b>Foundation tier: 35 minutes, including 5 minutes' reading time; 50 marks</b> <b>Higher tier: 45 minutes, including 5 minutes' reading time; 50 marks</b> <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics.
<b>Assessment overview</b> Students are assessed on their understanding of standard spoken Arabic by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open-response questions based on a recording featuring male and female Arabic speakers. Students must answer all questions in both sections. There is no requirement for students to produce written responses in Arabic.
<b>Foundation tier</b> <ul style="list-style-type: none"><li>• Section A is set in English. The instructions to students are in English.</li><li>• Section B is set in Arabic. The instructions to students are in Arabic.</li></ul>
<b>Higher tier</b> <ul style="list-style-type: none"><li>• Section A is set in Arabic. The instructions to students are in Arabic.</li><li>• Section B is set in English. The instructions to students are in English.</li></ul> The listening audio files are available on our website.

Paper 2: Speaking in Arabic (*Paper code: 1AA0/2F and 2H)
<b>Internally conducted and externally assessed</b> <b>Foundation tier: 7–9 minutes plus 12 minutes' preparation time; 70 marks</b> <b>Higher tier: 10–12 minutes plus 12 minutes' preparation time; 70 marks</b> <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics.
<b>Assessment overview</b> Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings. There are three tasks, which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window, the recordings are then submitted to Pearson for external marking.



Paper 3: Reading and understanding in Arabic (*Paper code: 1AA0/3F and 3H)
<b>Written examination</b> <b>Foundation tier: 50 minutes; 50 marks. Higher tier: 1 hour 5 minutes; 50 marks</b> <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics.
<b>Assessment overview</b> Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students are in English. Section B is set in Arabic. The instructions to students are in Arabic. Section C includes a translation passage from Arabic into English with instructions in English.

Paper 4: Writing in Arabic (*Paper code: 1AA0/4F and 4H)
<b>Written examination</b> <b>Foundation tier: 1 hour 20 minutes; 60 marks</b> <b>Higher tier: 1 hour 25 minutes; 60 marks</b> <b>25% of the total qualification</b>
<b>Content overview</b> This paper draws on vocabulary and structures across all the themes and topics.
<b>Assessment overview</b> Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question. Students must answer all questions. <b>Foundation tier</b> – three open-response questions and one translation into Arabic. <b>Higher tier</b> – two open-response questions and one translation into Arabic.



# Art & Design

## Why study this course?

In Art and Design you will explore a range of 'ways of making' such as painting, printmaking and 3D art forms. You will create work that communicates aesthetic, ideas and meaning to an audience rather than to serve a practical or commercial function.

GCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two- and three-dimensional form and composition and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, NCBIS GCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

## How will I be assessed?

### Component 1: Personal Portfolio

\*Component codes: 1AD0/01, 1FA0/01, 1GC0/01, 1TE0/01, 1TD0/01, 1PY0/01

**60% of the qualification**

**72 marks (18 marks for each of the four Assessment Objectives)**

#### Content overview

- Students must work within one of the following titles: Art, Craft and Design; Fine Art; Graphic Communication; Textile Design; Three-dimensional Design; Photography.
- Students undertaking Art, Craft and Design must create work associated with areas of study chosen from **at least two** of the endorsed titles. Students undertaking one of the endorsed titles must create work associated with **at least one** area of study for that title.
- Students create a personal portfolio of work that demonstrates the knowledge, understanding and skills on page 7.
- Centres are free to devise any theme(s), project(s) or task(s) appropriate to their students and resources. They may each have a separate focus or be interconnected.
- This component allows students opportunities to:
  - develop and explore ideas
  - research primary and contextual sources
  - experiment with media, materials, techniques and processes
  - present personal response(s) to theme(s) set by the centre.
- The proportion of the 120 guided learning hours spent on this component should reflect its 60% weighting.

#### Assessment overview

- Students' work must comprise supporting studies and personal response(s).
- Students' work must show evidence of all four Assessment Objectives.
- All work is internally set and is internally marked using the assessment grid on pages 32 and 33 and internally standardised.
- A sample of work is externally moderated by a visiting moderator.
- All marks must be submitted before moderation.
- First assessment is in May/June 2018



### Component 2: Externally Set Assignment

\*Component codes: 1AD0/02, 1FA0/02, 1GC0/02, 1TE0/02, 1TD0/02, 1PY0/02

**40% of the qualification**

**72 marks (18 marks for each of the four Assessment Objectives)**

#### Content overview

- The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- Students must continue to work in the same title as they did for the Personal Portfolio.
- Art, Craft and Design students are required to create work associated with **at least one** area of study for this component.
- Students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper.
- This component allows students opportunities to:
  - develop and explore ideas
  - research primary and contextual sources
  - experiment with media, materials, techniques and processes
  - present personal response(s) to the externally-set theme.

#### Assessment overview

- The ESA paper will be released on 2 January each year and may be given to students as soon as it is released.
- Centres are free to devise their own preparatory period of study prior to the start of the 10-hour sustained focus period.
- The 10-hour sustained focus period under examination conditions may take place over multiple sessions (a maximum of four within three consecutive weeks).
- Students' work must comprise preparatory studies and personal response(s).
- Preparatory studies will comprise a portfolio of development work based on the ESA broad-based thematic starting point.
- During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies, in response to the ESA broad-based thematic starting point.
- Students' work must show evidence of all four Assessment Objectives.
- All work is internally marked using the assessment grid on pages 32 and 33 and internally standardised.
- A sample of work is externally moderated by a visiting moderator.
- All marks must be submitted before moderation.
- First assessment is in May/June 2018.

# Business

## Why study this course?

The Pearson IGCSE Business syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at IB and A Level and an ideal preparation for the world of work.



## What is the course content?

During the two year programme students will cover a range of aspects that include:

- Business Activity and influences on business.
- People in Business.
- Business Finance.
- Marketing.
- Business operation.

## How will I be assessed?

<b>Paper 1: Investigating small businesses</b>	*Paper code 4BS1/01
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> </ul>	50% of the total International GCSE
<b>Content summary</b>	
This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.	
<b>Assessment</b>	
Examination of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 1. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.	
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 5</i> .	

<b>Paper 2: Investigating large businesses</b>	*Paper code 4BS1/02
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> </ul>	50% of the total International GCSE
<b>Content summary</b>	
This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.	
<b>Assessment</b>	
Examination of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 2. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.	
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 5</i> .	

# Computer Science

## Why study this course?

This is a course designed to equip you with 21st century skills. You will develop your ability to apply computational thinking and will learn to decompose and model aspects of real-world situations, and as a result be able to design, build and test a fully-programmed solution to a problem. You will program in a high level language such as Java or Python.

## What is the course content?

Our Computer Science qualification has a written and a practical element. This balance provides students with a rounded experience of computer science in comparison with a traditional paper-based exam that relies on students reading and writing pseudocode.

The course consists of 5 units:

- Computational Thinking; Data; Computers; Networks; Problem Solving with Programming

## How will I be assessed?

<b>Paper 1: Principles of Computer Science</b>	*Paper code 4CP0/01
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> </ul>	50% of the total International GCSE
<p><b>Content summary</b></p> <p>This paper will primarily assess knowledge and understanding of the basic principles of computer science, including some coverage of how these principles are applied when solving problems that relate to a particular situation.</p> <p>This paper will assess all topics.</p> <ul style="list-style-type: none"> <li>• Understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms.</li> <li>• Understanding the requirements for writing program code.</li> <li>• Understanding how to develop program code and constructs, data types, structures, input/output, operators and subprograms.</li> <li>• Understanding of binary representation, data representation, data storage and compression, and encryption.</li> <li>• Understanding of components of computer systems; ability to construct truth tables, produce logic statements and read and interpret pseudocode.</li> <li>• Understanding of computer networks, the internet and the world wide web.</li> <li>• Awareness of emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment is through a 2-hour examination paper set and marked by Pearson.</li> <li>• The paper consists of multiple-choice, short open-response, open-response and extended open-response answer questions.</li> <li>• The total number of marks available for the examination paper is 80.</li> <li>• All questions are mandatory.</li> </ul>	



<b>Paper 2: Application of Computational Thinking</b>	*Paper code 4CP0/02
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> </ul>	50% of the total International GCSE
<p><b>Content summary</b></p> <p>This paper will primarily assess the practical application of computational thinking, whereby learners will create, use and adapt existing algorithms to solve problems in a particular situation. This paper will also test students' knowledge and understanding of the topics.</p> <p>This paper will draw on:</p> <ul style="list-style-type: none"> <li>• understanding of what algorithms are, what they are used for and how they work; ability to interpret, amend and create algorithms</li> <li>• developing and testing program code and constructs, data types, structures, input/output, operators and subprograms</li> <li>• connecting and using data sources when developing program code</li> <li>• understanding of binary representation, data representation, data storage and compression, and encryption</li> <li>• ability to construct truth tables, produce logic statements and read and interpret pseudocode.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment is through a 3-hour practical examination, set and marked by Pearson.</li> <li>• A choice of three programming languages will be available (Python, C# or Java).</li> <li>• The paper consists of multiple-choice, short open-response, open-response, extended open response answer and task-based questions.</li> <li>• The task-based questions will be carried out using a computer system under supervision. All other questions requiring a written response will be answered in the paper.</li> <li>• The total number of marks available for the examination paper is 80.</li> <li>• All questions are mandatory.</li> <li>• A pseudocode reference document will be available for learners to reference during the assessment.</li> </ul>	

# Drama

## Why study this course?

The course will engage students through encouraging creativity, focusing on practical work which reflects twenty-first century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects.

This qualification focuses on the practical exploration of performance texts. The text that will be studied for the examination will require students to articulate how they would perform in certain roles, and direct and design for certain extracts, putting practical work at the heart of the qualification. Free choice of performance texts means that the teacher has the freedom to choose texts that will best suit the students, their ability to access the work, their interests and their performance skills.



<b>Component 2: Performance from Text (*Component code: 1DR0/02)</b>
<b>Non-examination assessment</b> <b>20% of the qualification – 48 marks</b>
<b>Content overview</b> <ul style="list-style-type: none"> <li>Students will either perform in and/or design for <b>two key extracts</b> from a performance text.</li> <li>Centre choice of performance text.</li> <li>Performer or designer routes available.</li> </ul>
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>A02 is assessed.</li> <li>Externally assessed either by visiting examiner or by examiner assessing the recorded live performance. Centres are free to cover the performance/designing of the two key extracts in any way. This freedom caters for centres with different cohort sizes and allows them to choose group, solo and/or partner-based routes for assessment.</li> <li>Performance/design realisation covering both key extracts is worth 48 marks.</li> <li>If two separate performances are done covering two key extracts, then each performance/design realisation is worth 24 marks.</li> </ul>

## How will I be assessed?

<b>Component 1: Devising (*Component code: 1DR0/01)</b>
<b>Non-examination assessment</b> <b>40% of the qualification – 60 marks</b>
<b>Content overview</b> <ul style="list-style-type: none"> <li>Create and develop a <b>devised piece from a stimulus</b> (free choice for centre).</li> <li>Performance of this devised piece or design realisation for this performance.</li> <li>Analyse and evaluate the devising process and performance.</li> <li>Performer or designer routes available.</li> </ul>
<b>Assessment overview</b> <ul style="list-style-type: none"> <li>A01, A02 and A04 are assessed.</li> <li>Internally assessed and externally moderated.</li> <li>There are <b>two parts</b> to the assessment:           <ol style="list-style-type: none"> <li>a portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks, 30 marks assessing A01 and 15 marks assessing A04). The portfolio submission recommendations are:               <ul style="list-style-type: none"> <li>can be handwritten/typed evidence between 1500–2000 words</li> <li>or</li> <li>can be recorded/verbal evidence between 8–10 minutes</li> <li>or</li> <li>can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)</li> </ul> </li> <li>a devised performance/design realisation (15 marks, assessing A02).</li> </ol> </li> </ul>

<b>Component 3: Theatre Makers in Practice (*Paper code: 1DR0/3A or 3B)</b>
<b>Written examination: 1 hour 45 minutes</b> <b>40% of the qualification – 60 marks</b>
<b>Content overview</b> <ul style="list-style-type: none"> <li>Practical exploration and study of <b>one complete performance text</b>.</li> <li>Choice of 12 performance texts.</li> <li>Live theatre evaluation.</li> </ul>
<b>Assessment overview</b> <p>3A – covers the List A performance text choices.</p> <p>3B – covers the List B performance text choices.</p> <p><b>Section A: Bringing Texts to Life</b></p> <ul style="list-style-type: none"> <li>45 marks, assessing A03.</li> <li>This section consists of one question broken into five parts (short and extended responses) based on an <b>unseen extract</b> from the chosen performance text.</li> <li>Performance texts are not allowed in the examination as the extracts will be provided.</li> </ul> <p><b>Section B: Live Theatre Evaluation</b></p> <ul style="list-style-type: none"> <li>15 marks, assessing A04.</li> <li>This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.</li> <li>Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li> </ul>

# French and Spanish

## Why study this course?

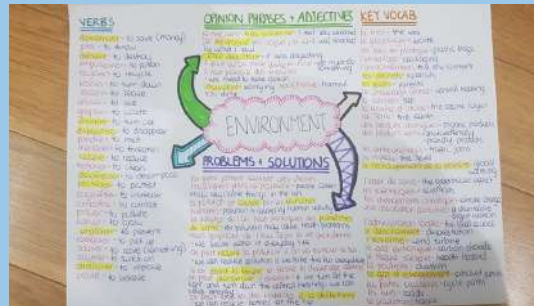
Studying another language will not only increase your communication skills, but will give you an insight into the cultures of the countries where the language is spoken. This understanding helps you to become a truly global citizen. The ability to communicate in more than one language is a skill very much valued by employers and which has been shown to improve cognitive ability overall.

## How will I be assessed?

Paper 1: Listening	*Paper code: 4FR1/01
Externally assessed Written examination: 30 minutes, plus 5 minutes' reading time Availability: June 40 marks	25% of the qualification
<b>Content overview</b> This paper assesses listening skills across five topic areas: <ul style="list-style-type: none"> <li>• Home and abroad</li> <li>• Education and employment</li> <li>• Personal life and relationships</li> <li>• The world around us</li> <li>• Social activities, fitness and health.</li> </ul>	
<b>Assessment overview</b> Seven questions, which are a combination of multiple-choice, multiple-matching, note-taking and gap-fill questions. All five topic areas are assessed. The listening audio files are available on our website.	

Paper 2: Reading and Writing	*Paper code: 4FR1/02
Externally assessed Written examination: 1 hour 45 minutes Availability: June 80 marks (40 marks for reading and 40 marks for writing)	50% of the qualification
<b>Content overview</b> This paper assesses reading and writing skills in separate sections across five topic areas: <ul style="list-style-type: none"> <li>• Home and abroad</li> <li>• Education and employment</li> <li>• Personal life and relationships</li> <li>• The world around us</li> <li>• Social activities, fitness and health.</li> </ul>	
<b>Assessment overview Section A: Reading</b> Five questions, which are a combination of multiple-choice, note-taking, gap-fill and short-answer questions.	
<b>Section B: Writing</b> There are two open-response writing tasks and a task that requires writing verbs in their correct forms. Each task in this section is linked to a specific topic area.	

Paper 3: Speaking	*Paper code: 4FR1/03
Internally conducted and externally assessed Spoken examination: 8–10 minutes Availability: as timetabled for the June examination series 40 marks	25% of the qualification
<b>Content overview</b> This paper assesses speaking skills across five topic areas: <ul style="list-style-type: none"> <li>• Home and abroad</li> <li>• Education and employment</li> <li>• Personal life and relationships</li> <li>• The world around us</li> <li>• Social activities, fitness and health.</li> </ul> Sub-topics A3, C3, C5, D2 and E4 will not be assessed in this paper (see <i>Topics</i> section for the list of sub-topics).	
<b>Assessment overview</b> The examination is made up of three tasks (A, B and C). Students will present and answer questions on a picture that is related to one of the topic areas. They will also discuss two <b>different</b> topics, chosen at random by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window. The recordings are then submitted to Pearson for external marking.	



## What is the course content?

During the two year programme students will cover the following objectives:

- Understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- Understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- The ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- The ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures





# Geography

## Why study this course?

The course combines knowledge of science and an understanding of the arts. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare students for those changes. Geography tackles the big issues like commerce, trade, industry, environmental responsibility, our global interdependence, cultural understanding and tolerance. Exploring these topics allows students to develop as effective and independent learners, to develop as critical and reflective thinkers with enquiring minds.

## What is the course content?

During the two year programme students will cover the following topics:

- River environments; Coastal environments and Hazardous environments.
- Economic activity and energy; Rural environments and Urban environments.
- Global issues; Globalisation and migration
- Fieldwork skills – students are expected to attend a field work week.



## How will I be assessed?

<b>Paper 1: Physical geography</b>	*Paper code 4GE1/01
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> <li>• 70 marks</li> </ul>	40% of the total International GCSE
<b>Content summary</b> <ul style="list-style-type: none"> <li>• River environments</li> <li>• Coastal environments</li> <li>• Hazardous environments</li> </ul> including fieldwork from one of these topics	
<b>Assessment</b> Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.	
<b>Section A</b> Candidates choose <b>two</b> out of three questions on: river environments, coastal environments, hazardous environments.	
<b>Section B</b> Candidates choose <b>one</b> out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.	



<b>Paper 2: Human geography</b>	*Paper code 4GE1/02
<ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> <li>• 105 marks</li> </ul>	60% of the total International GCSE
<b>Content summary</b> <ul style="list-style-type: none"> <li>• Economic activity and energy</li> <li>• Rural environments</li> <li>• Urban environments</li> </ul> including fieldwork from one of these topics	
<b>Assessment</b> Examination of 1 hour and 45 minutes, consisting of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.	
<b>Section A</b> Candidates choose <b>two</b> out of three questions on: economic activity and energy, rural environments, urban environments.	
<b>Section B</b> Candidates choose <b>one</b> out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments.	
<b>Section C</b> Candidates choose <b>one</b> out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.	

# History

## Why study this course?

Most importantly history is exciting and interesting. You will quickly discover that there is no one simple answer to the problems we find in the past. You will have to think rationally, but at the same time you will have to accept that human actions do not always follow a clear path from cause to consequence. As a consequence, employers see historians as having received an education, which has developed minds quickly able to assemble, organize and present facts and opinions.

History qualifications naturally lead into careers in law, politics and the media, but are certainly not limited to these, due to the types of skills, history ensures you develop.

## How will I be assessed?

Paper 1	Paper code 4HI0/01
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June series</li> <li>First assessment: June 2014</li> </ul>	<b>50% of the total International GCSE marks</b>
<b>Overview of content</b> Students study at least <b>two depth studies</b> from this list 1-9. A maximum of one option from each group can be studied. Students must study options from more than one country. The following options may not be combined: <ul style="list-style-type: none"> <li>Option 1 and Option 5</li> <li>Option 2 and Option 4</li> <li>Option 3 and Option 7</li> </ul>	
<b>Group A</b> <ol style="list-style-type: none"> <li>Development of a nation: Unification of Germany, 1848-71</li> <li>Development of a nation: Unification of Italy, 1852-70</li> <li>Autocracy and revolt in Russia, 1881-1914</li> </ol>	
<b>Group B</b> <ol style="list-style-type: none"> <li>Development of dictatorship: Italy, 1918-45</li> <li>Development of dictatorship: Germany, 1918-45</li> <li>A world divided: International relations between the wars, 1919-39</li> </ol>	
<b>Group C</b> <ol style="list-style-type: none"> <li>Dictatorship and conflict in Russia, 1924-53</li> <li>A world divided: Superpower relations, 1945-62</li> <li>A divided union: Civil rights in the USA, 1945-74</li> </ol>	
<b>Overview of assessment</b> <ul style="list-style-type: none"> <li>Students are assessed through an examination based on their depth studies.</li> <li>Students answer two questions, one on each of the depth studies they have studied.</li> <li>There are 50 marks available in total.</li> <li>The examination time is 1 hour and 30 minutes.</li> </ul>	



Paper 2	Paper code 4HI0/02
<ul style="list-style-type: none"> <li>Externally assessed</li> <li>Availability: June series</li> <li>First assessment: June 2014</li> </ul>	<b>50% of the total International GCSE marks</b>
<b>Overview of content</b> Students choose <b>one historical investigation</b> from this list A1-A6 A1 The French Revolution, c1780-94 A2 The origins and course of the First World War, 1905-18 A3 Russia in revolution, 1914-24 A4 The USA, 1917-29 A5 Colonial rule and the nationalist challenge in India, 1919-47 A6 The fall of communism in Europe, 1979-91 Students choose <b>one breadth study in change</b> from this list B1-B7 B1 Changing nature of warfare, 1803-1908 B2 Changes in medicine, c1845-c1945 B3 The changing role of international organisations: the League and the UN, 1919-2000 B4 Conflict, crisis and change: The Middle East, c1917-c1995 B5 Conflict, crisis and change: China, c1911-c1989 B6 Change in Africa from colonialism to independence, 1939-2000 B7 The changing nature of warfare, c1936-c2003	
<b>Overview of assessment</b> <ul style="list-style-type: none"> <li>Students are assessed through an examination based on their historical investigation and breadth study in change.</li> <li>Students answer two questions, one question on their historical investigation and one question on their breadth study in change.</li> <li>There are 50 marks available in total.</li> <li>The examination time is 1 hour and 30 minutes.</li> </ul>	

# Music

## Why study this course?

The Edexcel GCSE music qualification will inspire you in forming meaningful and personal relationships with music through the development of musical knowledge, skills and understanding. You will have the opportunity to engage creatively and critically with a wide range of music, develop an understanding of the place of music in different cultures and contexts and reflect on how music is used in the expression of personal and collective identities. This course is suited to students who are enthusiastic instrumentalists and vocalists, who wish to widen their skills in performing, composing and analysis.

## What is the course content?

Area of study	Set works
<b>Instrumental Music 1700–1820</b>	<ul style="list-style-type: none"> <li>J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</li> <li>L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</li> </ul>
<b>Vocal Music</b>	<ul style="list-style-type: none"> <li>H Purcell: Music for a While</li> <li>Queen: Killer Queen (from the album 'Sheer Heart Attack')</li> </ul>
<b>Music for Stage and Screen</b>	<ul style="list-style-type: none"> <li>S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</li> <li>J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</li> </ul>
<b>Fusions</b>	<ul style="list-style-type: none"> <li>Afro Celt Sound System: Release (from the album 'Volume 2: Release')</li> <li>Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</li> </ul>



## How will I be assessed?

Component 1: Performing (*Paper code: 1MU0/01)
<i>Non-examined assessment: internally marked and externally moderated</i>
<b>30% of the qualification</b>
<b>60 marks</b>
<b>Content overview</b>
<ul style="list-style-type: none"> <li>Solo performing</li> <li>Ensemble performing</li> <li>Approaches to performing</li> </ul>
<b>Assessment overview</b>
<ul style="list-style-type: none"> <li>Students perform for at least four minutes' combined duration</li> <li>Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces</li> <li>Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces</li> <li>Each performance will be out of 30 marks.</li> <li>Internally marked and externally moderated.</li> </ul>

Component 3: Appraising (*Paper code: 1MU0/03)
<i>Written examination: 1 hour and 45 minutes</i>
<b>40% of the qualification</b>
<b>80 marks</b>
<b>Content overview</b>
<ul style="list-style-type: none"> <li>Musical elements, musical contexts and musical language.</li> </ul> Areas of study: <ul style="list-style-type: none"> <li>Instrumental Music 1700–1820</li> <li>Vocal Music</li> <li>Music for Stage and Screen</li> <li>Fusions.</li> </ul> Full details of the areas of study can be found on pages 48–49.
<b>Assessment overview</b>
The paper is made up of two sections and is out of a total of 80 marks.
<b>Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)</b>
<ul style="list-style-type: none"> <li>Six questions related to six of the eight set works.</li> <li>One short melody/rhythm completion exercise.</li> <li>One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.</li> </ul>
<b>Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)</b>
<ul style="list-style-type: none"> <li>One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.</li> <li>Audio files with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.</li> </ul>

Component 2: Composing (*Paper code: 1MU0/02)
<i>Non-examined assessment: internally marked and externally moderated</i>
<b>30% of the qualification</b>
<b>60 marks</b>
<b>Content overview</b>
<ul style="list-style-type: none"> <li>Developing musical ideas</li> <li>Compositional techniques and strategies</li> <li>Ensuring technical control and coherence</li> <li>Methods of notating composition scores</li> </ul>
<b>Assessment overview</b>
<ul style="list-style-type: none"> <li>Students compose two compositions, of at least three minutes' combined duration</li> <li>One composition to a brief set by Pearson, of at least one minute in duration.</li> <li>One free composition set by the student, of at least one minute in duration.</li> <li>Each composition will be out of 30 marks.</li> <li>Internally marked and externally moderated.</li> </ul>

# PE (Physical Education)

## Why study this course?

P.E. GCSE is a varied, fantastic subject that gives an insight into different aspects of Physical Education, ranging from how the body works in sports right through to reasons why different individuals participate in certain sports and the different barriers that exist and prevent involvement in physical activity.

Finally, make sure to read the assessment criteria at the bottom as there is a healthy practical element to the course that requires students to be assessed across a team and individual sports as well as creating their own Personal Exercise Programme (PEP). This course will suit a strong practical student in P.E. who has an interest in the wider sporting world.

## How will I be assessed?

Component 1: Fitness and Body Systems (*Component code: 1PE0/01)
<p><b>Written examination: 80 marks – 1 hour 30 mins</b></p> <p><b>36% of the qualification</b></p> <p><b>80 marks</b></p>
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Movement analysis</li> <li>• Topic 3: Physical training</li> <li>• Topic 4: Use of data</li> </ul>
<p><b>Assessment overview</b></p> <p>The assessment consists of multiple-choice, short-answer, long-answer and one extended writing question.</p> <p><b>Section A</b> Questions are focused on Topic 1: Applied anatomy and physiology and Topic 2: Movement analysis.</p> <p><b>Section B</b> Questions are focused on Topic 3: Physical Training.</p> <p><b>Section C</b> One extended-response questions related to Topic 3 Physical Training.</p> <p>Topic 4: Use of data is embedded throughout the paper where appropriate.</p> <p>Students must answer all questions.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 7: Calculators</i>.</p>

Component 2: Health and Performance (*Component code: 1PE0/02)
<p><b>Written examination: 1 hour and 15 minutes</b></p> <p><b>24% of the qualification</b></p> <p><b>60 marks</b></p>
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Health, fitness and wellbeing</li> <li>• Topic 2: Sport psychology</li> <li>• Topic 3: Socio-cultural influences</li> <li>• Topic 4: Use of data</li> </ul>
<p><b>Assessment overview</b></p> <p>The assessment consists of multiple-choice, short-answer, long-answer and one extended writing questions.</p> <p><b>Section A</b> Questions are focused on Topic 1: Health, fitness and well-being.</p> <p><b>Section B</b> Questions are focused on Topic 2: Sport psychology and Topic 3: Socio-cultural influences.</p> <p><b>Section C</b> One extended-response question related to Topic 2: Sport psychology and Topic 3: Socio-cultural influences.</p> <p>Topic 4: Use of data is embedded throughout the paper where appropriate.</p> <p>Students must answer all questions.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 7: Calculators</i>.</p>

Component 3: Practical Performance (*Component code: 1PE0/03)
<p><b>Non-examined assessment: internally marked and externally moderated</b></p> <p><b>30% of the qualification</b></p> <p><b>105 marks (35 marks per activity)</b></p>
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Skills during individual and team activities</li> <li>• General performance skills</li> </ul>
<p><b>Assessment overview</b></p> <p>The assessment consists of students completing <b>three</b> physical activities from a set list.</p> <p>One must be a <b>team</b> activity.</p> <p>One must be an <b>individual</b> activity.</p> <p>The final activity can be a <b>free</b> choice.</p> <p>Students must participate in three <b>separate</b> activities.</p> <p>Students will be assessed against set assessment criteria found in the <i>Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria</i> document on our website.</p> <p>Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.</p>



Component 4: Personal Exercise Programme (PEP) (*Component code: 1PE0/04)
<p><b>Non-examined assessment: internally marked and externally moderated</b></p> <p><b>10% of the qualification</b></p> <p><b>20 marks</b></p>
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Aim and planning analysis</li> <li>• Carrying out and monitoring the PEP</li> <li>• Evaluation of the PEP</li> </ul>
<p><b>Assessment overview</b></p> <p>The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.</p> <p>These will be assessed by the teacher and moderated by Pearson.</p>

# Travel and Tourism

## Why study this course?

Cambridge IGCSE Travel & Tourism enables learners to discover the nature of travel and tourism, developing awareness of sustainability, locally and around the world. Learners gain understanding of the importance of customers and of the marketing of travel and tourism destinations. Developing transferable thinking, research and communication skills equips learners well for progression to further education courses such as A level Travel & Tourism or for direct entry into employment such as international hospitality.

## What is the course content?

During the two year programme students will cover the following topics:

- Introduction to the main travel and tourism definitions and concepts
- Global tourism
- Travel and tourism organisations
- Customer service
- Destination marketing

## How will I be assessed?

All candidates take:		and:	
<b>Paper 1</b>	1 hour 30 minutes	<b>Paper 2</b>	2 hours
Key Terms and Concepts	50%	Managing and Marketing Destinations	50%
80 marks		80 marks	
Short answer question paper		Short answer question paper	
Four scenario-based questions – covering the introductory key concepts, customer service and impacts of tourism at destinations		Four scenario-based questions – focusing on the management and marketing of destinations	
Externally assessed		Externally assessed	





# High Performance Learning at NCBIS

The High Performance Learning philosophy that NCBIS embodies recognises that all learners have the potential to achieve the very highest results and emphasises and develops the attitudes and performance characteristics required for this to happen.

Working collaboratively with outstanding schools both here in Egypt and across the world, we have been implementing the strategies of High Performance Learning across the school since August 2021; reaching out beyond our classrooms and into our wider learning community.









[info@ncbis.co.uk](mailto:info@ncbis.co.uk)