



IGCSE booklet

2025 – 2027

IGCSE at Haileybury Astana



Thomas Hill
Head of Senior School

Dear parents,

This is the first time in their school life that pupils have the opportunity to take control of a significant part of their curriculum. Moving into the IGCSE programme in Year 10 is an exciting time where pupils take more responsibility for their own learning and make their own decisions. IGCSEs are an important educational milestone for your child, as they move towards the IB Diploma Programme in Year 12 and begin to consider their future pathway to university and their careers.

The IGCSE years are a time of progression and development. Whilst they are a stepping stone to further study, it is vital to remember that these courses are wonderful in their own right, and present an excellent opportunity to develop solid academic foundations upon which later life-long learning will be built.

We hope that the information allows you to make the right choices that will see your child succeeding over the next two years and beyond.



Haileybury Astana

What are IGCSEs?

The international General Certificate of Secondary Education (International GCSE) is an international qualification for students – usually aged 14-16, which prepares them for further academic study.

The IGCSE is the world's most popular international qualification for 14-16 year olds. It is taken in

more than 160 countries. More than 3000 schools worldwide offer IGCSEs and many of the top UK independent schools have recently switched to IGCSEs.

The IGCSE is an international passport to progression and success. It is recognized around the world by employers and universities as evidence of academic ability. The UK university admissions service (UCAS) regards IGCSEs as the equivalent to GCSEs.

Many IGCSEs have a distinct international element. Unlike the GCSE, the examination boards have developed subject content to make it more relevant to pupils in an international setting. The specifications have been created specifically for an international student body and to avoid cultural bias.



The Examinations

International examinations are normally held in May/June.

There are many types of assessment to suit different learners – oral, coursework and practical. This broadens opportunities for students to demonstrate their learning, particularly when their first language is not English.

Look carefully at the assessment sections in the options booklet – play to your strengths – Do the assessments contain coursework, exams, essays, or short questions?

Grading

The grades range from A* to G (9 to 1). A* (9) is the highest grade. Universities only recognise A* - C (9 - 4) grades. Therefore, in the event that a pupil does not achieve at least a C (4) grade on their mock examination, he/she may not be registered to take that examination.



How do I choose my IGCSE subject?

All pupils will study English, Mathematics, Physics, Biology and Chemistry. You must choose one subject from options 1, 2 and 3.

Available Option Choices

Students will study one subject from languages.

Choose <i>one</i> from:	Notes
French	Kazakh Passport Holders Kazakh Students must study Kazakh. Kazakh is a Ministry requirement for Kazakh passport holders. Kazakh students who speak Russian will also study GCSE Russian.
Spanish	
Russian	
Kazakh*	

Students will study two subjects from Humanities and the Arts:

Choose <i>two</i> from:	Notes
History	IMPORTANT Some courses may not be offered due to insufficient student enrolment. In addition, it is not always possible to accommodate all course selections due to scheduling conflicts. Every effort will be made to accommodate student preferences but on occasions it may be necessary for students to modify their option choices. This is very much the exception rather than the rule.
Business Studies	
Geography	
Art	
Physical Education	
Computer Science	
Music	

Choosing your subjects

It is important that you choose your subjects wisely. On the whole, your best choices will be the subjects that you enjoy most and in which you think you are most likely to be successful. However, there are some subjects that are either essential, or at least very important, for some careers. If you have plans at this stage to follow a particular career, you must find out what subjects are needed so that you do not drop the wrong ones at this stage. Things you ought to consider include:

1	<p><i>Your level of interest in the subject</i></p> <p>Does a subject really interest you, and why? You need to be interested in the subject matter and enjoy the skills involved in it. For example: does it involve extended writing? Is it a more practical subject? In addition, take into account how the subject will be assessed: will there be any coursework?</p>
2	<p><i>Your ability in the subject</i></p> <p>What are your strengths and weaknesses? Look at your latest school report and be clear about subjects in which so far you have been most successful and why. What skills come more easily to you?</p>
3	<p><i>Possible IB choices, university and career choice implication</i></p> <p>Although the IB is more than two years away, your decisions now may affect your options at IB and your university applications.</p>

Reasons for choosing a subject

When you finally choose, please bear the following in mind:

Do choose a subject because:

- You will enjoy it.
- You have a strong interest in it.
- You are good at it.
- It will help you in your future career aspirations and plans.
- You believe that you will succeed in it.

Do not choose a subject because:

- Your friends have chosen it.
- You think it will be easy.
- You have been told it involves less work
- Relatives or friends tell you to do it without a good reason.
- You just like your current teacher.
- You want to do something new for the sake of it.

Key People

At Haileybury Astana we care about your future and we are here to support you throughout your journey to the University of your choice. Before making your choices make sure you approach the following key people who will give you advice on your subject selection and will draft possible pathways with you:



Mr John Coles
Headmaster



Zeeshan Raza
IB coordinator



Thomas Hill
Head of Senior School



Lianne Dominguez
Senior School Deputy Head



Sadie Rodea
UCAS advisor



Ana Munoz Lopera
US, Asia and Europe Advisor

English

The two IGCSEs offered are both two year courses, they will develop students' skills and passion for English. Through the study of a variety of texts students will explore different genres, cultures and essential themes.

As a result of this exposure students will become more insightful and perceptive individuals. The courses provide opportunities for students to foster an appreciation of real world skills and encourage them to become independent, reflective, curious and creative learners.

IGCSE First Language English

Cambridge IGCSE First Language English is designed for learners whose first language is English.

The course enables learners to:

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

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.



Assessment Overview

Students will sit two externally assessed terminal examination papers focusing on Reading and Writing.

IGCSE First Language English	Weighting
<p>Paper 1</p> <p>2 hours</p> <p><i>Structured and extended writing questions</i></p> <p>This involves reading unseen texts and responding through a piece of directed writing, analysing language use in the texts, and summary skills.</p> <p>Questions will be based on three reading texts.</p> <p>Externally Assessed.</p>	<p>50%</p>
<p>Paper 2</p> <p>2 hours</p> <p><i>Directed Writing and Composition</i></p> <p>80 marks.</p> <p><i>Extended writing question and a composition task</i></p> <p>This involves reading and responding to a passage through a piece of directed writing, then writing a composition with the purposes of either persuading and arguing, describing or narrating.</p> <p>Externally Assessed.</p>	<p>50%</p>

IGCSE Literature in English

The focus of this course is analysing works of literature across the three traditional genres of Drama, Poetry and Prose.

Students will also develop literary skills that will enable them to approach an unseen commentary.



Assessment Overview

Students will sit three externally assessed terminal examination papers.

IGCSE Literature in English	Weighting
<p>Paper 1</p> <p>1 hour 30 minutes</p> <p><i>Poetry and Prose</i></p> <p>This involves studying one prose text and a collection of fifteen poems, and answering one question on prose and one on poetry.</p> <p>Externally Assessed.</p>	<p>50%</p>
<p>Paper 3</p> <p>45 minutes</p> <p><i>Drama (Open Text)</i></p> <p>This involves studying one drama text and answering one question.</p> <p>Externally Assessed.</p>	<p>25%</p>
<p>Paper 4:</p> <p>1 hour 15 minutes</p> <p><i>Unseen</i></p> <p>This involves answering one question on an unseen extract, which could be either prose or poetry.</p>	<p>25%</p>

IGCSE English as a Second Language

Cambridge IGCSE English as a Second Language is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their education or career. Through their studies, learners will improve their ability to understand and use English in a range of situations.

The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

Assessment Overview

All candidates take three components. Candidates who have studied the Core syllabus content should be entered for Paper 1, Paper 3 and Component 5. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended syllabus content should be entered for Paper 2, Paper 4 and Component 5. These candidates will be eligible for grades A* to E.



IGCSE English as a Second Language	Weighting
<p>Paper 1 (Core)</p> <p>1 hour 30 minutes</p> <p><i>Reading and Writing</i></p> <p>Grades C-G.</p>	60%
<p>Paper 2 (Extended)</p> <p>2 hours</p> <p>Six exercises testing a range of reading and Writing skills</p> <p>Grades A*-E.</p>	60%
<p>Paper 3 (Core)</p> <p>40 minutes</p> <p><i>Listening</i></p> <p>Grades C-G.</p>	20%
<p>Paper 4 (Extended)</p> <p>50 minutes</p> <p><i>Listening</i></p> <p>Grades A*-E.</p>	20%
<p>Component 5 (All candidates)</p> <p>Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.</p> <p>Internally assessed/externally moderated.</p>	20%

IGCSE Mathematics

An essential subject for all learners, iGCSE Mathematics encourages the development of mathematical knowledge as a key life skill, and as a strong basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop competence and fluency with mathematical concepts, methods and skills, as well as a feel for numbers, patterns and relationships. The syllabus also places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

All students study:

IGCSE International GCSE (9-1) Specification A (9-1) Mathematics – Edexcel 4MA1

Those with a particular aptitude for Mathematics may also study:

International GCSE (9-1) Further Pure Mathematics – Edexcel 4PM1

This course follows on from the IGCSE course and includes some topics covered in Mathematics IB and A level examinations.

Syllabuses can be found on the examination board websites.



International GCSE (9-1) (Specification A) Mathematics – Edexcel

Higher Tier	*Component/paper code 4MA1/1H and 4MA1/2H
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2018 Two papers: 1H and 2H 	Each paper is 50% of the total International IGCSE
Content summary	
<ul style="list-style-type: none"> Numbers Algebra Geometry Statistics 	
Assessment	
<ul style="list-style-type: none"> Each paper is assessed through a 2-hour examination set and marked by Pearson. The total number of marks for each paper is 100. Questions will assume knowledge from the Foundation Tier subject content. Each paper will access the full range of targeted grades at Higher Tier (9-4). Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9. There will be approximately 40% of questions targeted at grades 5 and 4, across papers 2F and 2H, to aid standardisation and comparability of award between tiers. A Higher Tier formulae sheet (<i>Appendix 5</i>) will be included in the written examination. A calculator may be used in the examinations (please see <i>page 42</i> for further information). 	
Foundation Tier	*Component/paper code 4MA1/2F
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2018 Two papers: 1F and 2F 	Each paper is 50% of the total International IGCSE
Content summary	
<ul style="list-style-type: none"> Numbers Algebra Geometry Statistics 	
Assessment	
<ul style="list-style-type: none"> Each paper is assessed through a 2-hour examination set and marked by Pearson. The total number of marks for each paper is 100. Each paper will access the full range of targeted grades at Foundation Tier (5-1) Each paper will have approximately equal marks available for each of the targeted grades. There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1F and 1H, to aid standardisation and comparability of award between tiers. A Foundation Tier formulae sheet (<i>Appendix 4</i>) will be included in the written examination. A calculator may be used in the examinations (please see <i>page 42</i> for further information). 	

(Page references and Appendices refer to the syllabus document)

*International GCSE (9-1) Further Pure Mathematics – Edexcel***Assessment Overview**

Paper 1	*Component/paper code 4PM1/01
Paper 2	*Component/paper code 4PM1/02
<ul style="list-style-type: none"> Externally assessed Availability: January and June First assessment: June 2019 	Each paper is 50% of the total International IGCSE
Content summary	
<ul style="list-style-type: none"> Numbers Algebra and calculus Geometry and trigonometry 	
Assessment	
<ul style="list-style-type: none"> Each paper is assessed through a 2-hour examination set and marked by Pearson. The total number of marks for each paper is 100. Each paper will consist of around 11 questions with varying mark allocation per question, which will be stated on the paper. Each paper will contain questions from any part of the specification content, and the solution of any questions may require knowledge of more than one section of the specification content. The paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9. A formulae sheet (<i>Appendix 4</i>) will be included in the written examination. A calculator may be used in the examinations (see <i>page 22</i> for more information). 	

(Page references and Appendices refer to the syllabus document)

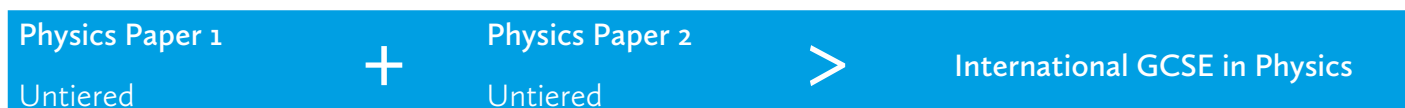
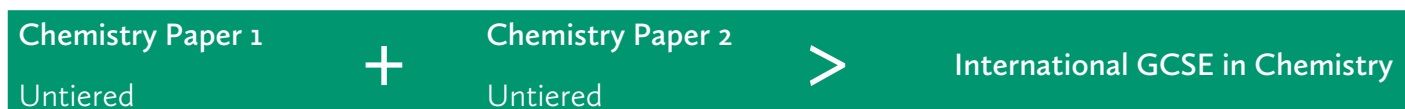
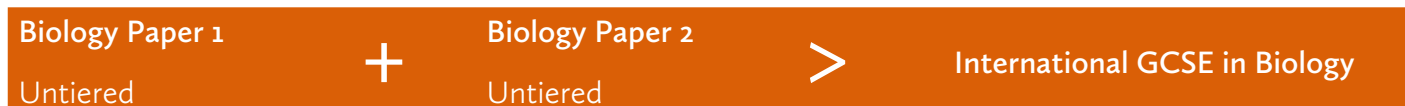
IGCSE Science

The Pearson Edexcel International GCSE in the sciences gives students the opportunity to experience biology, chemistry and physics, giving them a wide-range of knowledge. They'll learn how things work, how the universe began, and how life develops.

How assessment relates to the qualifications available is shown below.

All our students study all three sciences in order to complete Papers 1 and 2 and receive an IGCSE in Biology, Chemistry and Physics. Each science has required practicals that the students must have undertaken but the courses are 100% written examinations with no assessed practical or coursework.

The exam papers contain a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions. A calculator may be used in all examinations and relevant data sheets are given.



International GCSE in Science
(Double Award)

IGCSE Biology (4BI1)

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

- learn about unifying patterns and themes in biology and use them in new and changing situations;
- acquire knowledge and understanding of biological facts, terminology, concepts, principles and practical techniques;
- apply the principles and concepts of biology, including those related to the applications of biology, to different contexts;
- evaluate biological information, making judgements on the basis of this information;
- appreciate the practical nature of biology, 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 biology;
- 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 biology as set out under each topic;
- prepare for more advanced courses in biology and for other courses that require knowledge of biology.

Paper 1: Biology	Paper 2: Biology
<p>2 hour written examination</p>	<p>1 hour and 15 minute written examination</p>
<p>The total number of marks is 110. 61.1% of the total International GCSE. Content summary Assesses all core content that is NOT in bold. Questions may come from any topic area across the specification.</p> <ol style="list-style-type: none"> 1. The nature and variety of living organisms 2. Structures and functions in living organisms 3. Reproduction and inheritance 4. Ecology and the environment 5. Use of biological resources 	<p>The total number of marks is 70. 38.9% of the total International GCSE. Content summary Assesses all the core and extended content. This includes the content that is in bold in the specification. Questions may come from any topic area across the specification. Bold statements cover some sub-topics in greater depth.</p>

For more information on the course please visit: [qualifications.pearson.com](https://www.pearson.com/qualifications/igcse-biology)

IGCSE Chemistry (4CH1)

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 on the basis of 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.

Paper 1: Chemistry	Paper 2: Chemistry
2 hour written examination	1 hour and 15 minute written examination
The total number of marks is 110 = 61.1% of the total International GCSE. Content summary Assesses all core content that is NOT in bold. Questions may come from any topic area across the specification. 1. Principles of chemistry 2. Inorganic chemistry 3. Physical chemistry 4. Organic chemistry	The total number of marks is 70 = 38.9% of the total International GCSE. Content summary Assesses all the core and extended content. This includes the content that is in bold in the specification. Questions may come from any topic area across the specification. Bold statements cover some sub-topics in greater depth.

For more information on the course please visit: [qualifications.pearson.com](https://www.pearson.com/qualifications)

IGCSE Physics (4PH1)

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 on the basis of 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.

Paper 1: Physics	Paper 2: Physics
2 hour written examination	1 hour and 15 minute written examination
<p>The total number of marks is 110. 61.1% of the total International GCSE. Content summary Assesses all core content that is NOT in bold. Questions may come from any topic area across the specification.</p> <ol style="list-style-type: none"> 1. Forces and motion 2. Electricity 3. Waves 4. Energy resources and energy transfer 5. Solids, liquids and gases 6. Magnetism and electromagnetism 7. Radioactivity and particles 8. Astrophysics 	<p>The total number of marks is 70. 38.9% of the total International GCSE. Content summary Assesses all the core and extended content. This includes the content that is in bold in the specification. Questions may come from any topic area across the specification. Bold statements cover some sub-topics in greater depth.</p>

For more information on the course please visit: qualifications.pearson.com



IGCSE Business Studies

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change.

Learners find out how the major types of business organisation are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

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 and an ideal preparation for the world of work.

Assessment Overview

All pupils sit two papers.

IGCSE Business Studies	Weighting
<p>Paper 1</p> <p>1 hour 30 minutes</p> <p>Short Answer and Data Response</p> <p>Four questions requiring a mixture of short answers and structured data responses</p> <p>Candidates answer all questions</p>	50%
<p>Paper 2</p> <p>1 hour 30 minutes</p> <p>Case Study</p> <p>Four questions based on a case study, provided as an insert with the paper</p> <p>Candidates answer all questions</p>	50%



IGCSE
Computer Science

Learners following the Cambridge IGCSE Computer Science syllabus develop their understanding of the main principles of problem-solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language.

Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

Assessment Overview

All pupils sit two papers.

IGCSE Computer Science	Weighting
<p>Paper 1</p> <p>1 hour 45 minutes</p> <p>Computer Systems</p> <p>75 marks</p> <p>Short-answer and structured questions</p> <p>Questions will be based on Topics 1–6 of the subject All questions are compulsory</p> <p>No calculators are permitted</p> <p>Externally assessed</p>	50%
<p>Paper 2</p> <p>1 hour 45 minutes</p> <p>Algorithms, Programming and Logic</p> <p>75 marks</p> <p>Short-answer and structured questions</p> <p>Questions will be based on Topics 7–10 of the subject</p> <p>All questions are compulsory</p> <p>No calculators are permitted</p> <p>Externally assessed</p>	50%



IGCSE Geography

Through the Pearson Edexcel specification, Geography is taught through a theme-based approach where a clear, coherent structure separates physical, human and skills-based components. There is an appropriate balance between breadth and depth with questions ranging from multiple choice, short response – with and without stimulus material – and extended writing opportunities. Geographical skills are integrated throughout all parts of the course so that students can use them in context, and there is the

opportunity for engaging and manageable fieldwork which links to the topics studied.

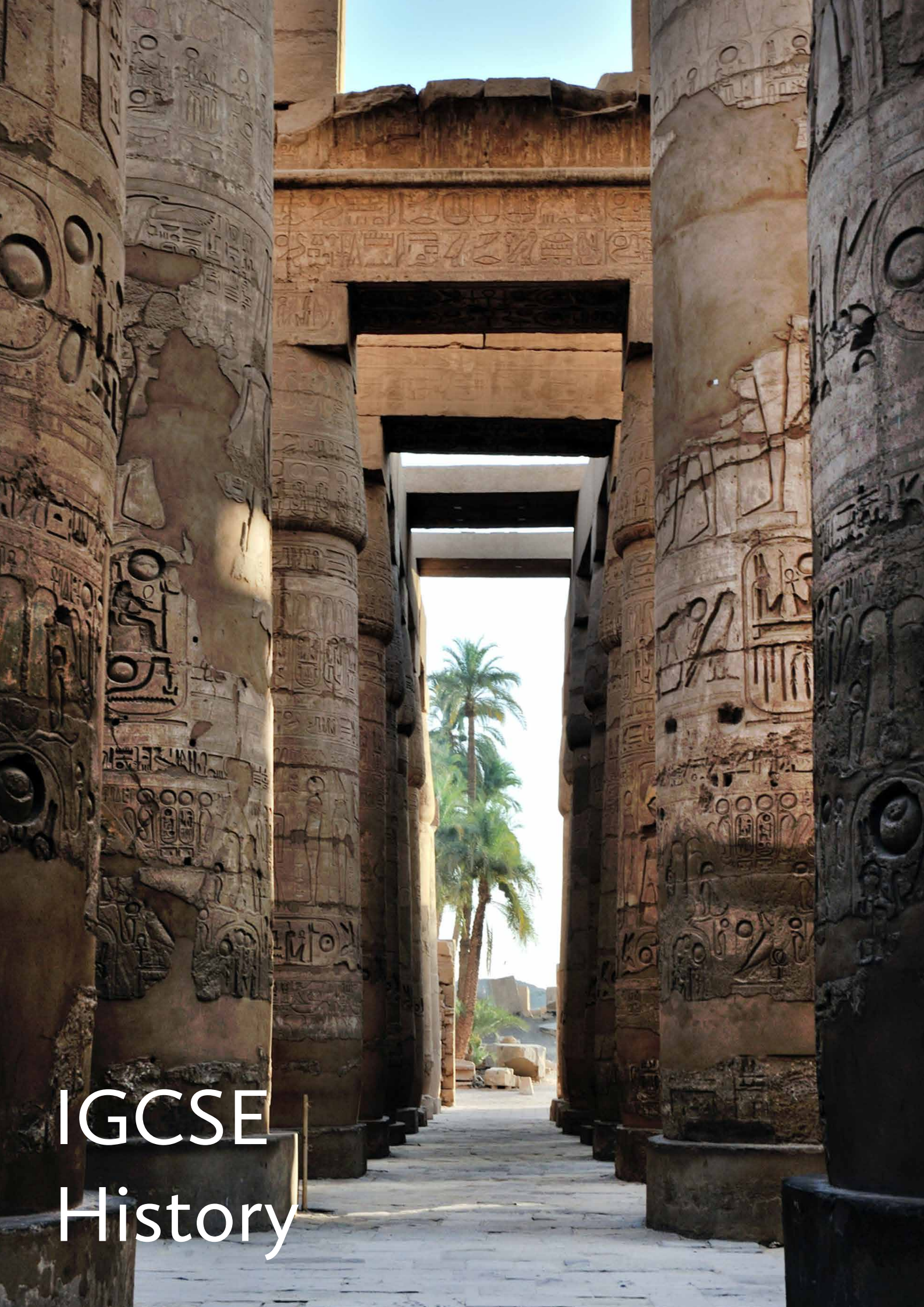
There is a strong emphasis on locational and place knowledge and students are expected to use in-depth case studies as well as drawing upon located examples from countries at varying levels of development.

Pearson Edexcel International GCSEs are awarded using the nine point grading scale (9–1).

Assessment Overview

All candidates take two papers.

IGCSE Geography	Weighting
<p>Paper 1</p> <p>1 hour 15 minutes</p> <p>Physical Geography</p> <p>Students study two out of three topics (Section A) including fieldwork (Section B) from one of these topics:</p> <ul style="list-style-type: none"> • River environments • Coastal environments • Hazardous environment 	40%
<p>Paper 2</p> <p>1 hour 45 minutes</p> <p>Human Geography</p> <p>Students study two out of three topics (Section A) including fieldwork (Section B) from one of these topics:</p> <ul style="list-style-type: none"> • Economic activity and energy • Rural environments • Urban environments <p>Students study one out of three global issues (Section C):</p> <ul style="list-style-type: none"> • Fragile environments & climate change • Globalisation & migration • Development & human welfare 	60%



IGCSE
History

This Pearson Edexcel specification provides depth and breadth and uses a range of question types to allow students to demonstrate their knowledge, understanding and skills.

The depth studies should enable students to gain knowledge and understanding of the key features and characteristics of historical periods, develop skills to analyse historical interpretations, develop skills to explain, analyse and make judgements about historical events and periods studied, using second-

order historical concepts of causation, consequence and significance.

For historical investigations, the options that have been chosen lend themselves to the use of a range of source material and the evaluation of historical interpretations. In breadth studies the options allow students to study change over time.

Pearson Edexcel International GCSEs are awarded using the nine point grading scale (9–1).

Assessment Overview

All candidates take two papers.

IGCSE History	Weighting
<p>Paper 1 1 hour 30 minutes Depth Studies Candidates answer questions from two topics:</p> <ul style="list-style-type: none"> Germany: development of dictatorship, 1918–45 Dictatorship and conflict in the USSR, 1924–53 <p>Questions may cross these topics and students should appreciate the links between them in order to consider, for example, long-term causes and consequences.</p>	50%
<p>Paper 2 1 hour 30 minutes Historical Investigation & Breadth Studies Section A: Historical investigations Students study one historical investigation:</p> <ul style="list-style-type: none"> Russia and the Soviet Union, 1905–24 <p>Section B: Breadth studies Students study one breadth study:</p> <ul style="list-style-type: none"> Changes in medicine, c1848– c1948 	50%



IGCSE
French – Foreign
Language

This syllabus is designed for learners who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Assessment Overview

All candidates take four papers.

IGCSE French – Foreign Language	Weighting
<p>Paper 1 50 minutes <i>Listening</i> Candidates listen to a number of recordings and answer questions testing comprehension</p>	25%
<p>Paper 2 1 hour <i>Reading</i> Candidates read a number of texts and answer questions testing comprehension</p>	25%
<p>Paper 3 10 minutes <i>Speaking</i> Candidates complete one role play and conversations on two topics. Internally assessed/externally moderated</p>	25%
<p>Paper 4 1 hour <i>Writing</i> Candidates respond in the target language to three tasks</p>	25%



IGCSE

Spanish – Foreign

Language

This syllabus is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Assessment Overview

All candidates take four papers.

IGCSE Spanish – Foreign Language	Weighting
<p>Paper 1 50 minutes <i>Listening</i> Candidates listen to a number of recordings and answer questions testing comprehension</p>	25%
<p>Paper 2 1 hour <i>Reading</i> Candidates read a number of texts and answer questions testing comprehension</p>	25%
<p>Paper 3 10 minutes <i>Speaking</i> Candidates complete one role play and conversations on two topics. Internally assessed/externally moderated</p>	25%
<p>Paper 4 1 hour <i>Writing</i> Candidates respond in the target language to three tasks</p>	25%



IGCSE
Russian

This course has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

This is an engaging and inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to further study.

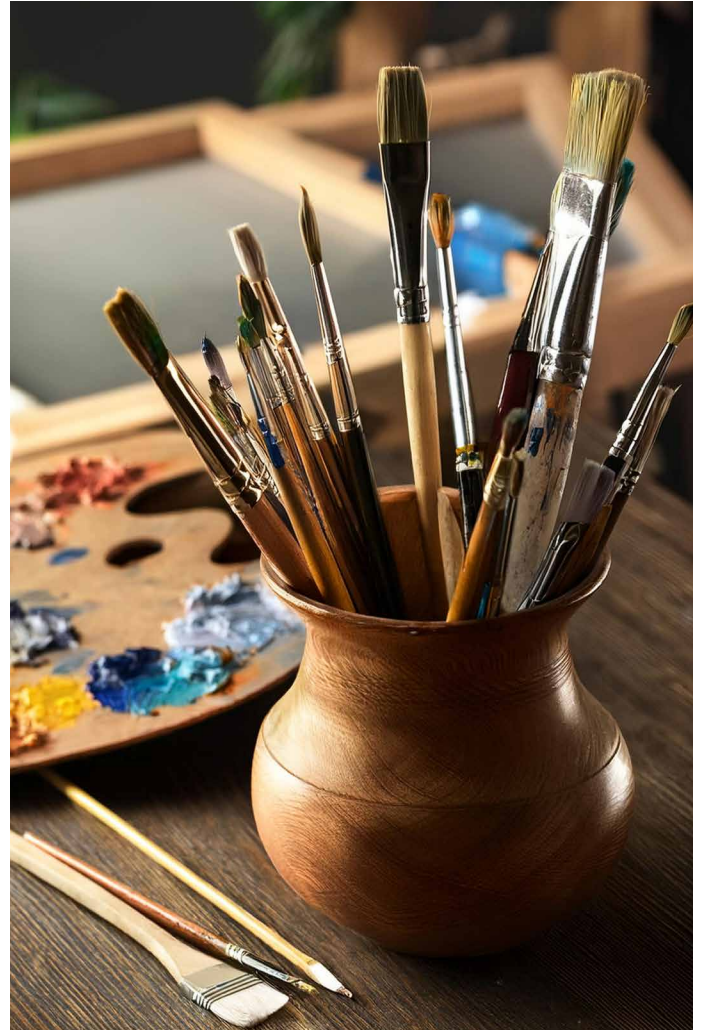
Assessment Overview

IGCSE Russian	Weighting
Paper 1 Listening Foundation tier: 35 minutes Higher tier: 45 minutes	25%
Paper 2 Speaking Internally conducted and externally assessed Foundation tier: 7–9 minutes plus 12 minutes preparation time Higher tier: 10–12 minutes plus 12 minutes preparation time	25%
Paper 3 Reading Foundation tier: 50 minutes Higher tier: 1 hour 5 minutes	25%
Paper 4 Writing Foundation tier: 1 hour 15 minutes Higher tier: 1 hour 25 minutes	25%

IGCSE Art

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

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work



There are 2 components within this syllabus:

Component 1 – Personal portfolio (a project formed throughout year 10 worth 60% of the final overall IGCSE grade)

Component 2 – Externally Set assignment (An exam project started within lesson from January in Year 11, with a timed examination final piece in March completed with 8 supervised hours in school, this project completes the final 40% of the IGCSE)

The Content Overview is as follows:

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.
- 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: (i) develop and explore ideas (ii) research primary and contextual sources to experiment with media, materials, techniques and processes (iii) present personal responses to project themes.

Assessment Objectives

Students must:		% in GCSE
Ao1	Develop ideas through investigations, demonstrating critical understanding of sources	25
Ao2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	25
Ao3	Record ideas, observations and insights relevant to intentions as work progresses	25
Ao4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	25
Total		100%

Breakdown of Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	Ao1 %	Ao2 %	Ao3 %	Ao4 %	
Component 1: Personal Portfolio	15	15	15	15	60%
Component 2: Externally Set Assignment	10	10	10	10	40%
Total for GCSE	25%	25%	25%	25%	100%



IGCSE Music

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

- engage actively in the process of music study;
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used;
- develop composing skills to organise musical ideas and make use of appropriate resources;
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music;
- broaden musical experience and interests, develop imagination and foster creativity;
- develop knowledge, understanding and skills needed to communicate effectively as musicians;
- develop awareness of a variety of instruments, styles and approaches to performing and composing;
- develop awareness of music technologies and their use in the creation and presentation of music;
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology;
- develop as effective and independent learners with enquiring minds;
- reflect on and evaluate their own and others' music;
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

There are 3 components within this syllabus.

Component 1 – Performing Component 2 –
Composing Component 3 – Appraising

The Assessment Overview is as follows:

<p>Performing</p> <p>(30% of overall GCSE qualification)</p> <p>Internally marked and externally moderated</p>	<p>Students must submit</p> <ul style="list-style-type: none"> • 1 Solo performance • 1 Ensemble performance <p>Each performance is marked out of 30.</p> <p>The performance portfolio must last for a minimum of 4 minutes in total.</p> <p>Any instrument can be used in both solo and ensemble performances.</p>
<p>Composing</p> <p>(30% of overall GCSE qualification)</p> <p>Internally marked and externally moderated</p>	<p>Students must submit</p> <ul style="list-style-type: none"> • 1 composition answering a brief set by examination body • 1 composition of free choice <p>Each composition is marked out of 30.</p> <p>The composition portfolio must last for a minimum of 3 minutes in total.</p> <p>Any form of notation can be used.</p>
<p>Appraising</p> <p>(40% of overall GCSE qualification)</p>	<p>This paper is made up of 2 sections</p> <p>Section A</p> <ul style="list-style-type: none"> • Students will answer questions related to 6 of the 8 set works which they have studied over the course of 2 years. • They will complete 1 short melody dictation exercise • They will answer questions based on a unfamiliar piece of music but will be provided with a score. <p>Section B</p> <ul style="list-style-type: none"> • 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.

Instrumental Music 1700–1820

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

Vocal Music

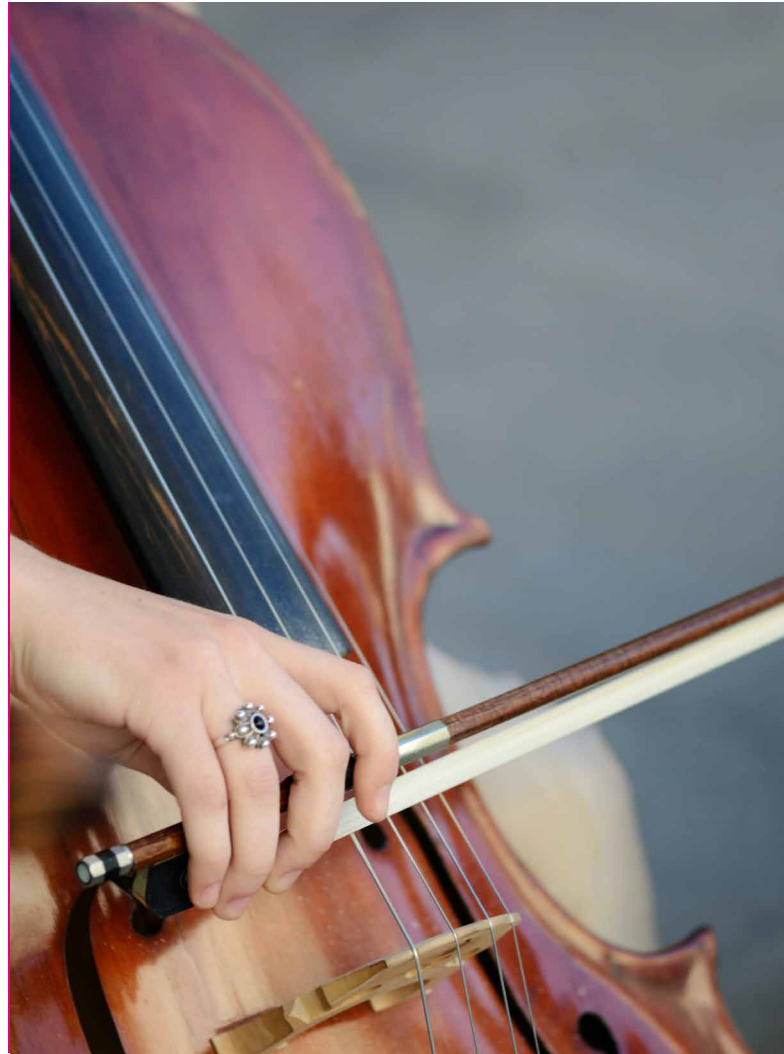
- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

Music for Stage and Screen

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')



IGCSE Physical Education

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

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world;
- use and apply this knowledge and understanding to improve their performance;
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas;
- understand and appreciate safe practice in physical activity and sport;

- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being;
- gain a sound basis for further study in the field of Physical Education.

Students will also undertake four different physical activities chosen from at least two of the seven categories.

For further information please look at:

<https://www.cambridgeinternational.org/Images/555751-2022-2024-syllabus.pdf>

Assessment Overview

All candidates take two compulsory components.

IGCSE Physical Education	Weighting
Paper 1 1 hour 45 minutes Written Examination	50%
Component 2: Coursework Candidates undertake four physical activities from at least two of the seven categories listed. Internally assessed / externally moderated.	50%



Kazakh

Our host country is situated in the heart of Eurasia with a rich culture and history. Kazakhstan is an excellent example of a multicultural society able to maintain peace and harmony within its borders, being one of a few countries in post-Soviet territories that managed to avoid inter-ethnic conflicts. There are 126 ethnic groups brandishing a diverse ethno-linguistic landscape with varied religious interests, yet with an impressive degree of tolerance and respect.

Through their studies, learners will be able to experience the local culture, understand the country's history and gain an understanding of how to use Kazakh effectively in the type of situations, and Kazakh-speaking environments, they encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

Kazakhstan has set its sights on joining the world's most developed countries and this is a unique opportunity for all of us to be part of this exciting journey.

This course will not lead to an IGCSE Certification but it will be internally assessed and certified by Haileybury Astana. Although excellent academic performance is the key to apply to Top Universities, highly selective universities are looking for more than just good grades. They are looking for well-rounded future students, and especially those who add something really special to the university experience. And this is the main benefit of choosing this subject.



Haileybury Astana

Educating Future Leaders

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