



HARROW INDEPENDENT COLLEGE
School of Mathematics, Science & Economics

Curriculum Plan and Assessment Plan for GCSEs and IGCSEs 2021-22

Examination Boards

The examination boards used at Harrow Independent College for GCSE and IGCSE examinations are:

AQA <http://www.aqa.org.uk/>

Edexcel www.edexcel.com

OCR www.ocr.org.uk

Introduction

Subjects at GCSE or IGCSE

All students follow GCSE or IGCSE courses in English Language, English Literature, Mathematics, Computer Science, Biology, Chemistry, Physics, History and Geography. In addition, students must study at least one modern language from French and German.

Some departments at Harrow Independent College follow International GCSE (IGCSE) courses. These courses and the examinations at the end of the course are very well regarded and entirely comparable to GCSE courses. They are seen as excellent preparation for A Level study and are widely used in many leading independent schools in the UK.

The government has completed a programme of GCSE exam reform over the last two years and the GCSE and IGCSE courses that we will be offering from September 2018 will all have been reformed. The changes are minor in some subjects but more significant in others. There is less Coursework or Controlled Assessment than in previous GCSE specifications, and only some subjects (e.g. History) retain this form of assessment. The biggest change is the move from the A* - G grading scale to a 9 - 1 grading scale. By 2019, all (I)GCSE examinations will be graded using the new 9 - 1 scale, with grade 9 the highest grade and grade 1 the lowest grade. The following chart shows how the old A* - G grades can be converted into the new 9 - 1 grades.

New Grades (9 - 1)	Old Grades (A* - G)	
9	A*	Broadly the same proportion of students will achieve a grade 7 and above as used to achieve a grade A and above. In broad terms, 7 = A
8	A	
7		
6	B	Broadly the same proportion of students will achieve a grade 4 and above as used to achieve a grade C and above. In broad terms, 4 = C
5	C	
4		

3	D	The bottom of grade 1 will be aligned with bottom of grade G.
2	E	
1	F G	
U	U	

After GCSE or IGCSE - studying in the Sixth Form at HIC

We hope that students here enjoy their (I)GCSE courses and make excellent progress. Students will have a Sixth Form interview during the Autumn Term of Year 11 at which further advice concerning A Level choices is given. We prefer students to obtain (I)GCSE grades 7, 8 or 9 in those subjects that they want to study for AS and/or A Level, but some departments are happy to accept students with a grade 6.

If you have any questions about GCSEs and IGCSEs, contact us by email at admin@harrowindependentcollege.co.uk

Choosing (I)GCSE Options

Our student career advisors can help you if you are in doubt about what to choose.

Before you see a member of student career advisors team, you should research the question thoroughly yourself. Start by reading this booklet carefully.

Ask yourself the following questions:

1. Will I enjoy the subject?
2. Will I be any good at the subject?
3. Does it offer the prospect of interesting and challenging post-GCSE study?
4. If I don't take this subject, how will that affect my Sixth Form choices?
5. Will this subject enhance my Higher Education and Career ambitions?

Computer Science

Awarding Body: AQA GCSE

Specification Code: 8520

GCSE Computer Science helps you think about how technology is created. It allows you to understand how people work together with computers to develop world changing programmes like Facebook, Spotify and eBay. You'll also develop the skills that colleges, universities and employers are looking for – and they'll prove valuable for the rest of your life. GCSE Computer Science goes really well with lots of other subjects, especially the sciences, fashion, textiles, music, maths and art and design.

What will you study?

Over the course you will cover the following:

- Computational thinking: this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- Theoretical content: here you will understand the fundamentals of data representation and computer networks. You will learn about the computer systems that you will create and use and also delve in to the world cyber security and ethical legal and environmental impacts of digital technology.
- Aspects of software development: understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product

How will you be assessed?

You will have two written exams which are 1 hour 30 minutes each. Together they contribute to 80% of your overall grade. Your non-exam assessment assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem. You will follow a systematic approach to problem solving and will be assessed over 20 hours of work, which makes up the final 20% of the assessment.

Where will success take me?

By opting to study GCSE Computer Science you will learn how to program, which is a valuable skill to have for your future in Higher Education or in your career. If you enjoy programming and want to develop your ability further you could then take A- level Computer Science. The A-level is listed by leading Russell Group Universities as a 'Useful A-level' for over 25 different degree courses, including: Medicine; Engineering; Mathematics; Economics; and Psychology.

Previous Knowledge:

There is no need to know how to program as you will be taught to do this as part of the iGCSE. Students that have taken Computing in Year 9 will be at a slight advantage, but it is not necessary to have taken Computing in Year 9 to opt for iGCSE Computer Science.

English Language and English Literature

Awarding Body: AQA (GCSE)

Specification Code: 8700 (Language); 8702 (Literature)

GCSE English Literature

This specification has been developed in line with the Regulatory Requirements provided by the DfE and Ofqual.

The assessment must be by 100% examination – this means that there can be no coursework or controlled assessment

The exams must be untiered – so there can't be a higher or a foundation tier

The exams must be closed book, although we are allowed to print extracts from texts on the exam

Students must study and we must examine the following types of texts:

- one play by Shakespeare
- one 19th-century novel
- a selection of poetry since 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards

There must be a minimum of two unseen texts on the exam, and they must be compared.

What's new	What's the same	What's changed
<p>Shakespeare</p> <ul style="list-style-type: none">• The Merchant of Venice• Romeo and Juliet <p>19th-century texts</p> <ul style="list-style-type: none">• The Strange Case of Dr Jekyll and Mr Hyde• A Christmas Carol• Frankenstein• Jane Eyre• The Sign of Four <p>Modern Prose</p> <ul style="list-style-type: none">• A new AQA Anthology of Short Stories• Never Let Me Go• Anita and Me• Pigeon English <p>Modern Drama</p> <ul style="list-style-type: none">• Blood Brothers• A Taste of Honey• The History Boys• The Curious Incident of the Dog in the Night time <p>Poetry</p> <ul style="list-style-type: none">• A new AQA Anthology of Poetry: Love and Relationships and Conflict and Power	<p>Texts carried forward from current specification</p> <ul style="list-style-type: none">• An Inspector Calls• The Lord of the Flies• Animal Farm• Pride and Prejudice• Great Expectations• DNA• Macbeth• Much Ado about• Nothing Unseen poetry	<ul style="list-style-type: none">• 100% terminal exam• Untiered exam papers• Closed book exams• Some texts

Aims and learning outcomes

Courses based on this specification should encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Courses based on this specification should also encourage students to:

- read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often
- appreciate the depth and power of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Literature specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Read, understand and respond to texts. Students should be able to:
 - maintain a critical style and develop an informed personal response
 - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

GCSE English Language

Subject content

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language students should:

- read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- read and evaluate texts critically and make comparisons between texts
- summarise and synthesise information or ideas from texts
- use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly and punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- listen to and understand spoken language and use spoken Standard English effectively.

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries. Each text studied must represent a substantial piece of writing, making significant demands on students in terms of content, structure and the quality of language. The texts, across a range of genres and types, should support students in developing their own writing by providing effective models. The texts must include literature and extended literary non-fiction, and other writing such as essays, reviews and journalism (both printed and online). Texts that are essentially transient, such as instant news feeds, must not be included. The number and types of texts, and their length, are not prescribed.

Assessments

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

one literature fiction text

Section B: Writing

descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

History

Awarding Body: AQA (GCSE)

Specification Code: 8145

We believe in the importance of learning from history. That's why we follow the AQA specification designed to enable students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. The specification includes some exciting new topics for today's world that will resonate with students, helping them gain new insights into the world around them.

The specification also includes most popular and well-established topics. Building on the skills and topics at Key Stage 3, this GCSE specification will equip our students with essential skills and prepare them for further study.

You can find out about all our History qualifications at www.aqa.org.uk/history

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment.

Assessment

Paper 1: Understanding the modern world

What's assessed

- In Section A there is a choice of four period studies, each with a focus on two key developments
- in a country's history over at least a 50 year period.
- In Section B there is a choice of five wider world depth studies. These focus on international
- conflict and tension.

How it's assessed

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Geography

Awarding Body: AQA (GCSE)

Specification Code: 8035

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose. So many of the world's current issues – at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them.” Michael Palin

Course content

Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens. GCSE Geography provides the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. The course offered is the Edexcel specification B GCSE.

The GCSE level course covers a balance of physical and human geography. The key areas covered by the course are outlined below.

Hazardous Earth

Earthquakes and volcanic eruptions are just some of the deadly hazards we face on Earth. Not only do they impact on humans but they also shape our land. An understanding of tectonic hazards is developed, exploring the causes, consequences and responses to recent tectonic events.

Development Dynamics

We live in an unequal world where the gap between prosperity and poverty is widening. Students explore the changing nature and distribution of countries along the development spectrum before examining the complex causes of uneven development. A country case study focuses on a number of interrelated factors affecting its economic development.

The UK's Physical and Human Landscapes

The UK has a very distinct natural landscape which has been shaped over millions of years. Students develop their understanding of the physical geography of the UK, its key landscapes and the geomorphic processes which have driven the changes to UK landscapes. Learners study examples of how climate, geology and human activity work in combination with geomorphic processes to shape two landscapes in the UK.

Challenges of an Urbanising World

Never before has the landscape of the planet looked more urban. Cities are growing at unprecedented rates. Rapid urbanisation presents both opportunities and challenges. Studies focus upon major cities in both economically advanced countries and in a recently emerging economy, examining the causes and consequences of urban development. Places are dynamic, multi-layered and the history and culture of a nation can be found in the buildings and public spaces of its towns and cities.

Changing weather and climate

Climate change is considered by many to be the planet's greatest threat. We know several of the likely consequences of climate change, most of which we are beginning

to experience now. Students develop an understanding of the key environmental threats affecting countries and the world as a whole. An introduction to the global circulation of the atmosphere leads to a study of extreme weather conditions and subsequent flood or drought conditions which can impact both people and the environment at a range of scales.

Global ecosystems and biodiversity

Life on Earth is supported by global ecosystems and the link between human wellbeing and ecosystem wellbeing is vital. This topic seeks to explore the distribution and characteristics of the Earth's ecological wonders. Ecosystems will be examined in terms of their abiotic and biotic components, processes, cycles and their value to humans. Students explore the sustainable use and management of these bio-diverse ecosystems.

Resources and their management

Supplies of food, energy and water are three of the most challenging issues the world faces. Significant numbers of people are resource poor, whilst others consume more than their fair share. This topic investigates emerging patterns, where demand is outstripping supply, before taking the issue of energy security and considering the question 'can we supply nine billion people?' Learners will investigate what it means to be energy secure, how countries try to achieve this and reflect upon the sustainability of strategies to increase energy security.

Geographical Investigations

Fieldwork is an essential requirement for GCSE Geography. Students learn to ask appropriate field research questions, observe and record phenomena in the field, apply existing knowledge and concepts to understand field observations and show the ability to analyse fieldwork findings and results in order to answer a geographical question. In undertaking fieldwork, students practise a range of skills, gain geographical insights and begin to appreciate different perspectives on the world around them.

Assessment

Paper title	Paper length and weighting	Topics covered in the paper
Paper One: Global Geographical Issues	1 hour and 30 minutes 37.5% of the qualification	Hazardous Earth, development dynamics and challenges of an urbanising world
Paper Two: UK Geographical Issues	1 hour and 30 minutes 37.5% of the qualification	The UK's physical and human landscapes, and geographical investigations
Paper Three: People and Environment Issues – Making Geographical Decisions	1 hour and 30 minutes 25% of the qualification	Resources and their management, and global ecosystems and biodiversity

German

Awarding Body: AQA (GCSE)
Specification Code: 8668

Course outline

The GCSE in German aims to enable students to speak and write German confidently and accurately in a variety of situations, both familiar and new. Students will also be able to understand spoken and written German at a high level, and learn to appreciate the culture and society of Germany and German-speaking countries.

Themes

The GCSE course will cover a range of topics, but students will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to German that deals with these themes. The themes are presented in relevant contexts and in a way which encourages students to make practical use of their language skills. Students will also be taught the grammar needed to express themselves clearly and accurately in German and which will allow them to access the highest marks at GCSE.

Method of Assessment

The GCSE is made up of four components: Listening, Reading, Speaking and Writing. Speaking is assessed in a short test (10 minutes) with the class teacher after Easter of Year 11 but before the start of study leave. The other skills are tested by examination in the main examination period. Each component is weighted so as to be worth 25% of the final grade.

French

Awarding Body: AQA (GCSE)
Specification Code: 8658

Course outline

The GCSE in French aims to enable pupils to speak and write French confidently and accurately in a variety of situations, both familiar and new. Pupils will also be able to understand spoken and written French at a high level, and learn to appreciate the culture and society of France and French-speaking countries.

Themes

The GCSE course will cover a range of topics, but pupils will learn to deal with more advanced vocabulary and structures when speaking, writing, reading or listening to French that deals with these themes. The themes are presented in relevant contexts and in a way which encourages pupils to make practical use of their language skills. Pupils will also be taught the grammar needed to express themselves clearly and accurately in French and which will allow them to access the highest marks at GCSE.

Method of Assessment

The GCSE is made up of four components: Listening, Reading, Speaking and Writing. Speaking is assessed in a short test (10 minutes) with the class teacher after Easter of Year 11 but before the start of study leave. The other skills are tested by examination in the main examination period. Each component is weighted so as to be worth 25% of the final grade.

Mathematics

Awarding Body: Edexcel
(IGCSE) Specification Code: 4MA1

Course outline

The IGCSE course aims to encourage candidates to develop the following:

- A positive attitude to mathematics, including confidence, enjoyment and perseverance.
- An appreciation of the place and use of mathematics in society, including historical and cultural influences.
- An ability to think and communicate precisely, logically, and creatively.
- An ability to apply mathematical knowledge and understanding to solve problems and to present solutions clearly, interpreting and checking results.
- An appreciation of pattern and relationships in mathematics.
- An ability to classify, generalise and justify or prove statements.
- An understanding of the inter-dependence of different branches of mathematics.
- An ability to use mathematics across the curriculum.
- A firm foundation for future study.

All students follow the Edexcel IGCSE mathematics syllabus. Top sets will naturally finish the course earlier and will then cover some extra topics relevant to AS Level study.

Method of assessment

Two terminal written papers, one with calculator.

Science

Biology

Awarding Body: Edexcel
(IGCSE) Specification Code: 4BI1

All students study Edexcel IGCSE over three years beginning in Year 9 and work towards the terminal exam papers in the summer of Year 11. It is assumed that all candidates will prepare for both the **core, Paper 1** (120 marks, 2 hour exam) and **extension, Paper 2** (60 marks, 1 hour exam) papers giving them access to the A* grade in Biology.

The IGCSE course follows a traditional Biology syllabus. There is an emphasis on academic content and rigour combined with the development of good practical skills. Teaching is supported by a course-specific and Edexcel endorsed text book, which includes a CD for students to use at home to further enhance their understanding and acquisition of knowledge.

Year 9 - all students will have completed Life processes, Enzymes, Cellular respiration, Movement into and out of cells, Breathing and gas exchange, Human Impact on the Environment, before the summer exams.

Year 10 - Animal transport, Plant transport, Plants and food, Co-ordination, Excretion, Plant co-ordination, Ecology and variety of life; this will include an educational visit to Yorkshire Wildlife Park.

Year 11 – Digestion, Reproduction in plants, Reproduction in humans, Inheritance, Biotechnology, Food production .

The course is assessed at regular intervals by 'short' topic-based tests and module tests, plus the school summer exams in June (Year 9 and 10) and the mock exams in February (Year 11).

Practical work is used throughout the course wherever possible, to aid understanding of the material covered. The written exam papers will test the student's ability to understand the principles behind performing successful scientific investigations. Application of knowledge and practical procedures will be assessed, together with graphing and simple data and manipulation skills.

To ensure continuity, students will be taught by the same member of staff for both Years 10 and 11.

Chemistry

Awarding Body: Edexcel
(IGCSE) Specification Code: 4CH1

In Years 7 and 8 students follow a programme of study that is specifically designed to provide a strong basis for and introduction to studying IGCSE in Year 9.

The IGCSE course is taught over 3 years, Years 9 to 11, and is an excellent preparation for any pupil interested in taking the AQA A-level course in the Sixth Form.

The Edexcel IGCSE course (4CH1) is one of the most up-to-date international qualifications available in the UK for 14-16 year olds. Studying the IGCSE course will provide students with an exceptional standard of chemical education which is both modern and relevant. It is ideal preparation for students who may be planning to study more advanced courses in chemistry. It blends traditional chemistry content with the freedom to adopt real chemistry in practical sessions and provides a rigorous grounding

in all the key and essential skills and theory required to take the subject to a higher

level. The course is not restricted by the need to do assess practical assessments or continuous module assessments that eat into teaching time.

The course is examined via two examinations taken at the end of Year 11.

The first is a 2 hour examination worth 110 marks and covers all core aspects of the syllabus in order of increasing difficulty of concept taught (worth 61.1% of total marks).

The second paper is a 1.15 hour examination worth 70 marks that can ask questions on any aspect of the course but also only includes the extra content specified by the board signified in the syllabus in bold type (worth 38.9% of total marks).

16 key practicals are covered in the teaching scheme about which students can expect to be asked via investigative skill type questions on the main paper. An outline of the main 4 subject areas and outline scheme of work can be found below.

The specification content is divided into four areas:

- 1 Principles of Chemistry
- 2 Inorganic Chemistry
- 3 Organic Chemistry
- 4 Physical Chemistry

Order of teaching Edexcel IGCSE Chemistry

Year 9

1. Kinetic theory and diffusion and methods of separating and analysing, salts and solubility curves
2. Atomic structure and the Periodic Table
3. Tests for gases and water
4. Formulae and chemical equations
5. Metals and the reactivity series
6. Metals and metal extraction
7. Acids, bases and soluble salts
8. Oxygen and oxides
9. Crude oil and fuels

Year 10

1. Ionic bonding and structure
2. The Periodic Table
3. Moles and masses
4. Rates of reactions
5. Making salts and tests for ions
6. Covalent bonding and structure
7. Alkanes, alkenes, alcohols and addition polymers
8. Reversible reactions and equilibria
9. The Haber Process and the Contact Process

Year 11

1. Moles and volumes, types of acid, titrations and calculations
2. Electrolysis and calculations and the Chlor-alkali industry
3. Energetics, energy level diagrams and bond energy calculations
4. Metallic bonding and structure, Group 2 and Transition metals
5. Redox, half equations and electrons
6. Condensation polymers

Physics

Awarding Body: Edexcel
(IGCSE) Specification Code: 4PH1

We follow the Edexcel International GCSE in Physics which is one of the most up-to-date international qualifications available in the UK for 14-16 year olds. This is a more traditional course compared to the conventional GCSE and we believe it is much more suitable for students at an academic school. The IGCSE course is taught over 3 years and is an excellent preparation for any pupil interested in taking the AQA A-level Physics course in the Sixth Form.

Studying the IGCSE course will provide students with an excellent education in Physics, which is both modern and relevant. It blends traditional Physics concepts with the freedom to adopt real Physics in practical tasks which are woven into the course in every topic. The course provides a rigorous grounding in all the key skills and theory required to take the subject to a higher level. Teaching time is maximised due to the fact that the course requires no on-going assessment in either theory or practical work.

Course outline

The course consists of three years of study of the fundamentals of Physics, centred on the topics of:

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

The IGCSE course begins in Year 9. We teach elements from all topics in each year to allow gradual progress and revision.

To ensure continuity, students are taught by the same member of staff for both Years 10 and 11.

Examination is by two written papers taken in the June of Year 11.

The first is a 2 hour examination worth 120 marks and covers all core aspects of the syllabus in order of increasing difficulty of concept taught (worth 66.7% of total marks).

The second paper is a 1 hour examination worth 60 marks that can ask questions on any aspect of the course but also only includes the extra content specified by the board signified in the syllabus in bold type (worth 33.3% of total marks).

Note: More subjects will be added shortly