



ST STITHIANS
ONLINE SCHOOL

INTERNATIONAL AS LEVEL

Academic Handbook



Introduction

St Stithians Online School, in collaboration with Valentre Institute, is a private online high school offering a curriculum recognised by the world's leading universities. Our students experience a highly engaging, inclusive and socially rich learning environment which is supported by expert tutors and mentors.

Our unique approach includes integration with worldwide sustainability objectives and encourages the holistic development of every student towards their purposeful and impactful future.

This Handbook may be reviewed, amended or updated at any time. Any changes to this Handbook will come into effect from the date on which the amended Handbook is made available on the St Stithians Online School [website](#). This Handbook should be read in conjunction with the [Qualification Terms and Conditions](#) and the Student Handbook located on the [Handbooks](#) link.

St Stithians Online School has made every effort to ensure the accuracy of the information in its handbooks. However, we reserve the right at any time, if circumstances dictate (for example, if there are not sufficient students registered), to:

- (i) make alterations or changes to any of the published details of the opportunities on offer; or
- (ii) add to or withdraw any of the opportunities on offer.

Our students are given every assurance that changes to opportunities will only be made under compelling circumstances and students will be fully informed as soon as possible.



Contents

Introduction	2
Contents	3
Message from Head of School: Mrs Tessa Venter	5
Important information	6
Cycle Tests	7
Examinations	8
Setting yourself up for success	11
Tech Requirements	11
Stationery requirements	11
Biology	11
Business	12
Chemistry & Physics	12
English	13
Geography	13
History	13
Mathematics	13
Load Shedding	14
Matriculation Exemption for South African Students	14
Tertiary Studies	15
Grading at International Advanced Subsidiary (IAS) Level	16
Explanation of codes and symbols used	16
Curriculum overview	17
Pearson Edexcel International Advanced Subsidiary (IAS) Level Biology	17



Pearson Edexcel International Advanced Subsidiary (IAS) Level Business	17
Pearson Edexcel International Advanced Subsidiary (IAS) Level Chemistry	18
Pearson Edexcel International Advanced Subsidiary (IAS) Level English	18
Pearson Edexcel International Advanced Subsidiary (AS) Level Geography	18
Pearson Edexcel International Advanced Subsidiary (IAS) Level History	19
Pearson Edexcel International Advanced Subsidiary (IAS) Level Mathematics	19
Pearson Edexcel International Advanced Subsidiary (IAS) Level Physics	19
Faculty Departments & Subject Information	20
Biology	20
Business	22
Chemistry	24
English	26
Geography	28
History	32
Mathematics	34
Physics	37
Academic Reports & Progression	39
Progression requirements	42



Message from Head of School: Mrs Tessa Venter

A very warm welcome to all our St Stithians Online School (SSOS) **International Advanced Subsidiary (IAS) Level** students. I am delighted that you have chosen to pursue your academic journey with us.

SSOS is a strongly connected global community that prides itself on offering world class education. Our hope is that, through your time with us, you are empowered to become a global citizen equipped to make the best of your individual and collective future.

At SSOS you will experience an inclusive, socially rich and engaging academic environment. You are encouraged to embrace every academic opportunity that presents itself. Your mentor and teachers are committed to your success and look forward to partnering with you to achieve this.

Please take your time to read through the important information contained in this academic handbook. Please reach out to your mentor should anything be unclear or should you have questions.

I look forward to seeing your success at SSOS and trust you have found the school where you are inspired to achieve excellence and to make a world of difference.

Tessa Venter
Head of St Stithians Online School



Important information

Period of study

- The Pearson Edexcel International Advanced Subsidiary (IAS) qualification runs for a total of 12 months.
- This is broken down into two semesters of 6 months each.
- The Pearson Edexcel International AS qualification comprises a total of 16 courses.

Pearson Edexcel Qualification rules

- The Pearson Edexcel International Advanced Subsidiary (IAS) qualification is subject to the rules set by Pearson Edexcel as the awarding body. Information relevant to this qualification is available on the Pearson Edexcel website and students are expected to consult these resources and adhere to the rules and processes set out.

What are Open Office Hours?

- Office Hours are time slots that are made available to students should they wish to book time with their teachers to discuss specific issues.
- Each teacher will have Office Hours slots available on their calendar.
- Students will be able to see the availability of a teacher for Office Hours by checking their teacher's calendar.
- Students can book Office Hours directly on their teacher's calendar.
- Office Hours are also used for students' bi-weekly Learning Compass call with their dedicated Student Success Mentors.

What is DP?

- DP (Duly Performed) requirements are participation and engagement requirements that are set over and above the general progression requirements for a subject. These requirements are subject-specific and will be communicated to you.



What happens if I don't get my DP?

- In the event that your DP is refused (DPR) your final report will not be released to you.
- Students whose DP is refused may apply for a concession to have their DP status reinstated by contacting their Mentor, who will explain the process to be followed.
- All concession requests will be reviewed by the Faculty Board.

How do I avoid DPR?

- You can avoid DPR by ensuring that you familiarise yourself with the DP requirements for each subject that you are enrolled for and complying with these throughout the duration of your studies.

Cycle Tests

Requirements

Students are required to have the following in order to facilitate the effective running of a cycle test.

- Access to a printer. Cycle tests need to be printed and handwritten unless otherwise directed.
- A working web camera. This allows for test invigilation to take place and ensures academic integrity.
- A means to scan completed cycle tests. Smartphones may be used for scanning.

Deferred cycle tests

- If a student cannot be present for a scheduled **cycle test**, a valid reason must be provided for a special arrangement to be made. Valid reasons:
 - Illness (a doctor's note to be provided)



- Accident or emergency (email from the parent / guardian to be provided)
- Compassionate grounds (email from the parent / guardian to be provided)
- If it is decided that there is valid reason to reschedule a cycle test:
 - arrangement must be made with the respective student success mentor/learning coach for the student to write the **alternative** cycle test.
- In a case where a deferred **cycle test** cannot be written, and a valid reason is provided, the student will be granted an 'average' score, calculated as a cumulative grade from all completed summative tasks. This decision would be made by the Head of School.

Special accommodations

- *Should a student require any special accommodations, such as extra time, larger print, or use of a scribe, then the student's parent(s) / guardian(s) are required to contact the Student Success Mentor who will advise on the process to follow.*

Examinations

Internal Examinations

Students are required to have the following in order to facilitate the effective running of an examination.

- Access to a printer. Cycle tests need to be printed and handwritten unless otherwise directed.
- A working web camera. This allows for test invigilation to take place and ensures academic integrity.
- A means to scan completed cycle tests. Smartphones may be used for scanning.



Deferred examinations

- If a student cannot be present for a scheduled **Exam**, a valid reason must be provided for a special arrangement to be made. Valid reasons:
 - Illness (a doctor's note to be provided)
 - Accident or emergency (email from the parent / guardian to be provided)
 - Compassionate grounds (email from the parent / guardian to be provided)
- If it is decided that there is valid reason to reschedule an Exam:
 - arrangement must be made with the respective student success mentor/learning coach for the student to write the **alternative** exam within the deferred exam block
- In a case where an **Exam** cannot be written during the deferred exam block, and a valid reason is provided, the student will be granted an 'average' score, calculated as a cumulative grade from all completed summative tasks. This decision would be made by the Head of School.

Special accommodations

- Should a student require any special accommodations, such as extra time, larger print, or use of a scribe, then the student's parent(s) / guardian(s) are required to contact the Student Success Mentor/Learning Coach who will advise on the process to follow.

External Examination period

- All examinations for subjects are to be written in May / June at the end of the second semester according to the dates and times set out in the timetable set by Pearson Edexcel.
- Examinations may not be taken at different times without the written approval of the Head of School.



Examination rules

- ALL rules relating to examinations are set by Pearson Edexcel. St Stithians Online School are required to ensure adherence to these rules.
- Students are required to familiarise themselves with the rules pertaining to examinations on the Pearson Edexcel website and must abide by these rules at all times.
- For any special accommodations, such as extra time, larger print, Dyslexie font or use of a scribe, the student's parent(s) or guardian(s) is required to contact the Student Success Mentor, who will advise on the process to follow. This needs to be done 6 months before the external examination sitting. This allows sufficient time for the correct procedures to be followed in order to obtain the concessions requested.

Examination venues

- ALL examinations must be written in person at a school exam centre that is approved by Pearson Edexcel.
- Examination venues are secured by St Stithians Online School according to the regional distribution of the student cohort, and details of the venues will be provided to students at least three months prior to their first written examination.
- It is the responsibility of each student to ensure that they make the necessary arrangements to arrive at the respective venue on time.



Setting yourself up for success

Tech Requirements

Chromebooks, Notebooks, and most modern desktop computers with peripherals such as a webcam and earphones will do the job. Your main shopping list should include: a laptop, headphones, an additional separate webcam (if your laptop has a camera in the keyboard a separate webcam is essential), uncapped wifi (we recommend a minimum 20Mbps line), TapScanner scanning app (or desktop scanner), printer, **and for our South African students, we highly recommend purchasing an Uninterrupted Power Supply** (UPS) due to sporadic load shedding.

Stationery requirements

We encourage students to make use of the various apps and programmes associated with an online education, but we do also recognise that students may prefer to use physical notebooks, highlighters and other stationery to support their studies. This is a personal preference and up to the student to decide what they will need to be successful. However, there are some subject specific requirements that students will need to purchase. These items can be purchased directly from our [online store](#) (run solely by an external service provider) and items will be delivered directly to the student's home, if they reside within the borders of the RSA. Unfortunately our online store cannot make international deliveries. Guardians are also welcome to source these items independently should they wish to do so.

Biology

- Casio FX 82ZA PLUS II scientific calculator
- The **SSOS Science Kit** (see itemised list required for Chemistry and/or Physics). *You will not need to purchase a new science kit if you have previously purchased a science kit for the Junior High or Int. GCSE Qualifications.*
- In addition, the **SSOS Int. GCSE and Int. AS Level Biology Top Up Kits** must also be ordered. The **IAS Level Biology Top Up Kit** includes:



Item	Quantity
Benedict's Solution	50ml
DCPIP	1g or 1% solution
Glucose	10g
Syringe 2cm ³	1
Syringe 5cm ³	1
Vitamin C	1g or 1% solution

Business

- FX82ZA plus Casio new generation scientific calculator

Chemistry & Physics

- Casio FX 82ZA PLUS II scientific calculator
- The **SSOS Science Kit**. *You will not need to purchase a new science kit if you have previously purchased a science kit for the Junior High or Int. GCSE Qualifications.* The **SSOS Science Kit** contains the following items:

Item	Quantity
Battery 9V	1
Battery Snap	1
Beaker 250ml	1
Beaker 500ml	2
Buzzer with leads	1
Crocodile Wire	4
Fan Blade	1
Motor	1
Iodine 50ml	1
Iron filings 100g	1
Lab Coat (select your correct size)	1
Led	5
Lime Water 50ml	1



Magnets (pair)	1
Measuring cylinder 100ml	1
Pasteur Pipette	1
Plastic Beaker 100ml	1
Safety Glasses	1
Slinky spring	1
Spatula	1
Switch (for circuits)	1
Test tube 20ml	6
Test tube brush	1
Test tube rack (6 holes)	1
Thermometer	1
Torch bulb holder (bulb holders for circuits)	2
Torch bulbs (for circuits)	4
Triangular Prism	1
Universal indicator 50ml	1

English

- N/A

Geography

- Casio FX 82ZA PLUS II scientific calculator
- Ruler
- Mathematical Set

History

- N/A

Mathematics

- Casio FX 82ZA PLUS II scientific calculator
- Ruler
- Mathematical Set



Load Shedding

For our South African students, load shedding remains a reality. As schedules are usually published* in advance, load shedding will not constitute a valid reason for missing a class, test or examination. We require students to make an alternative plan to be online for their relevant scheduled sessions despite load shedding.

****We appreciate that occasionally load shedding schedules change with little to no warning. We monitor this closely and should this occur the Head of School will make a determination as to whether students may be excused.***

Matriculation Exemption for South African Students

South African students wishing to study at a tertiary institute in South Africa* will need to apply for a matriculation exemption. This exemption is granted by Universities South Africa (USAf) and a student needs to apply directly to USAf for this. A matriculation exemption is a prerequisite to apply for university study in South Africa.

To qualify for a matriculation exemption a student must fulfill the following criteria:

1. Home language (only English is currently offered) must be taken at International GCSE level and at International Advanced Subsidiary (IAS) level.
2. A student must take a second language (either Afrikaans or French) and write the International GCSE external examinations in this subject. A student needs to achieve a grade level 4 for their second language.
3. A student wishing to complete school after IAS Level must take four (4) subjects.

****SSOS highly recommends that ALL South African studies align their studies to ensure they meet matriculation exemption requirements.***



Tertiary Studies

Prior to embarking on the International Advanced Subsidiary (IAS) Level course, SSOS highly recommends that students and guardians research prospective tertiary studies options, including both institutes and specific programmes.

Each tertiary studies institute and programme on offer will have their own set of admission requirements in terms of school subjects taken. It is important that students and guardians understand what these are. While we are able to guide students we are not able to provide specific requirements per institute or study programme.



Grading at International Advanced Subsidiary (IAS) Level

Unlike the International GCSEs, the International Advanced Subsidiary (IAS) Level Qualification uses A to E symbols.

Explanation of codes and symbols used

The following codes are appended to each course code to indicate the semester of study in which they are taken:

F	First semester
S	Second semester

The following codes are used to indicate your final result for each course that you have enrolled for:

RESULTS CODES	MEANING
PA	Pass
F	Fail
DPR	Duly Performed Refused
AB	Absent from exam
ATT	Attended
DE	Deferred exam
DP	Duly Performed



Curriculum overview

Pearson Edexcel International Advanced Subsidiary (IAS) Level Biology

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level Biology	IASBIO301
2	International Advanced Subsidiary Level Biology	IASBIO302

Pearson Edexcel International Advanced Subsidiary (IAS) Level Business

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level Business	IASBUS301
2	International Advanced Subsidiary Level Business	IASBUS302



Pearson Edexcel International Advanced Subsidiary (IAS) Level Chemistry

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level Chemistry	IASCHM301
2	International Advanced Subsidiary Level Chemistry	IASCHM302

Pearson Edexcel International Advanced Subsidiary (IAS) Level English

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level English	IASENG301
2	International Advanced Subsidiary Level English	IASENG302

Pearson Edexcel International Advanced Subsidiary (AS) Level Geography

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level Geography	IASGEO301
2	International Advanced Subsidiary Level Geography	IASGEO302



Pearson Edexcel International Advanced Subsidiary (IAS) Level History

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level History	IASHIS301
2	International Advanced Subsidiary Level History	IASHIS302

Pearson Edexcel International Advanced Subsidiary (IAS) Level Mathematics

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level Mathematics 1	IASMATH301
2	International Advanced Subsidiary Level Mathematics 2	IASMATH302

Pearson Edexcel International Advanced Subsidiary (IAS) Level Physics

SEMESTER	COURSE	CODE
1	International Advanced Subsidiary Level Physics	IAPHY301
2	International Advanced Subsidiary Level Physics	IAPHY302



Faculty Departments & Subject Information

Biology

EXIT-LEVEL OUTCOMES	<ol style="list-style-type: none">1. Develop essential knowledge and understanding of different areas of the subject and how they relate to each other2. Develop a deep appreciation of the skills, knowledge and understanding of scientific methods3. Develop competence and confidence in a variety of practical, mathematical and problem-solving skills4. Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.
INTERNAL ASSESSMENT	Participation and engagement: minimum 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final (external) exam at the end of Course 2
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	Examinable Component: Unit 1 (Molecules, Diet, Transport and Health) Weighting towards final grade: 40% Total Marks Available for Component: 80 marks Examinable Component: Unit 3: Practical Skills in Biology 1 Weighting towards final grade: 20% Total Marks Available for Component: 50 Marks



COURSE 1	
CODE	IASBIO301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASBIO301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



Business

<p>EXIT-LEVEL OUTCOMES</p>	<ol style="list-style-type: none">1. Develop an enthusiasm for studying business2. Gain an holistic understanding of business in a range of contexts3. Develop a critical understanding of organisations and their ability to meet society's needs and wants4. Understand that business behaviour can be studied from a range of perspectives5. Generate enterprising and creative approaches to business opportunities, problems and issues6. Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals7. Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis8. Apply numerical skills in a range of business contexts.
<p>INTERNAL ASSESSMENT</p>	<p>Participation and engagement: minimum 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final (external) exam at the end of Course 2</p>
<p>EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS</p>	<p>Examinable Component: Unit 1 (Marketing and people) Weighting towards final grade: 50% Total Marks Available for Component: 80 marks</p> <p>Examinable Component: Unit 2 (Managing</p>



	business activities) Weighting towards final grade: 50% Total Marks Available for Component: 80 marks
COURSE 1	
CODE	IASBUS301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASBUS301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



Chemistry

EXIT-LEVEL OUTCOMES	<ol style="list-style-type: none">1. Develop essential knowledge and understanding of different areas of the subject and how they relate to each other2. Develop a deep appreciation of the skills, knowledge and understanding of scientific methods3. Develop competence and confidence in a variety of practical, mathematical and problem-solving skills4. Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.
INTERNAL ASSESSMENT	Participation and engagement: minimum 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final (external) exam at the end of Course 2
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	<p>Examinable Component: Unit 1 (Structure, Bonding and Introduction to Organic Chemistry) Weighting towards final grade: 40% Total Marks Available for Component: 80 marks</p> <p>Examinable Component: Unit 2 (Energetics, Group Chemistry, Halogenoalkanes and Alcohols) Weighting towards final grade: 40% Total Marks Available for Component: 80 marks</p> <p>Examinable Component: Unit 3 (Practical Skills in Chemistry 1) Weighting towards final grade: 20% Total Marks Available for Component: 50 marks</p>



COURSE 1	
CODE	IASCHE301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASCHE-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



English

EXIT-LEVEL OUTCOMES	<ol style="list-style-type: none">1. Develop and apply their understanding of the concepts and methods appropriate2. Analysis and study of language3. Explore data and examples of language in use4. Engage creatively and critically with a varied programme for the study of English5. Develop their skills as producers and interpreters of language6. Independently investigate language in use.
INTERNAL ASSESSMENT	Participation and engagement: minimum 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final (external) exam at the end of Course 2
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	Examinable Component: Unit 1 (Language: Context and identity) Weighting towards final grade: 50% Total Marks Available for Component: 50 marks Examinable Component: Unit 2: Language in Transition Weighting towards final grade: 50% Total Marks Available for Component: 50 marks
COURSE 1	
CODE	IASENG301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E



	Participation and engagement: 80%
COURSE 2	
CODE	IASENG301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



Geography

<p>EXIT-LEVEL OUTCOMES</p>	<ol style="list-style-type: none">1. Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole2. Develop an in-depth understanding of the selected geographical patterns, processes and issues in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts3. Recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today4. Develop their understanding of, and ability to apply, the concepts of place, space, scale and environment that underpin International GCSE, including developing a more nuanced understanding of these concepts5. Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising ('circumstances' in this case refers to the context of people's lives, and the socio-economic and political milieu in which they find themselves)
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6. Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
7. Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
8. Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
9. Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations
10. Build on knowledge of contexts, locations, places and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included
11. Develop a deep understanding of both physical and human processes, applying this understanding to interrogate people–environment interactions and people–place connections at all scales from



	<p>local to global</p> <ol style="list-style-type: none">12. Build on and reinforce conceptual understanding underpinning International GCSE, experiencing an extended demand that includes a wider range of more complex and specialised concepts that relate to the core and non-core content13. Engage with models, theories and generalisations, and develop a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes14. Develop understanding of the rationale for, and applications of, skills and approaches used, showing a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods15. Undertake fieldwork that encourages them to apply and evaluate theory in the real world, and take responsibility for selecting research questions, applying relevant techniques and skills, and identifying appropriate ways to analyse and communicate findings.
INTERNAL ASSESSMENT	<p>Participation and engagement: minimum 80%</p> <p>Formative assessment: 20% of GPA</p> <p>Summative assessment: 80% of GPA</p> <p>Final (external) exam at the end of Course 2</p>
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	<p>Examinable Component: Unit 1 (Global Challenges)</p> <p>Weighting towards final grade: 60%</p> <p>Total Marks Available for Component: 90 marks</p>



	Examinable Component: Unit 2 (Geographical Investigations) Weighting towards final grade: 40% Total Marks Available for Component: 60 marks
COURSE 1	
CODE	IASGEO301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASGEO301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



History

<p>EXIT-LEVEL OUTCOMES</p>	<ol style="list-style-type: none">1. Develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance2. Acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate3. Build on their understanding of the past through experiencing a broad and balanced course of study4. Improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds5. Develop the ability to ask relevant and significant questions about the past and to research them6. Acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional7. Develop their use and understanding of historical terms, concepts and skills8. Make links and draw comparisons within and/or across different periods and aspects of the past9. Organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.
<p>INTERNAL ASSESSMENT</p>	<p>Participation and engagement: minimum 80% Formative assessment: 20% of GPA</p>



	Summative assessment: 80% of GPA Final (external) exam at the end of Course 2
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	Examinable Component: Unit 1 (Depth Study with Interpretations) Weighting towards final grade: 50% Total Marks Available for Component: 50 marks Examinable Component: Unit 2 (Breadth Study with Source Evaluation) Weighting towards final grade: 50% Total Marks Available for Component: 50 marks
COURSE 1	
CODE	IASHIS301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASHIS301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



Mathematics

EXIT-LEVEL OUTCOMES

1. Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
2. Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
3. Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
4. Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
5. Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
6. Use mathematics as an effective means of communication
7. Read and comprehend mathematical arguments and articles concerning applications of mathematics
8. Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
9. Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general



	10. Take increasing responsibility for their own learning and the evaluation of their own mathematical development.
INTERNAL ASSESSMENT	Participation and engagement: minimum 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final (external) exam at the end of Course 2
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	Examinable Component: Pure Mathematics 1 Weighting towards final grade: 33.3% Total Marks Available for Component: 75 marks Examinable Component: Pure Mathematics 2 Weighting towards final grade: 33.3% Total Marks Available for Component: 75 marks Examinable Component: Statistics 1 Weighting towards final grade: 33.3% Total Marks Available for Component: 75 marks
COURSE 1	
CODE	IASMATH301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASMATH301-SS-2021-02-S
PROGRESSION	<i>External assessment:</i>



<p>REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)</p>	<p>GPA: 60% Grade Level: C Participation and engagement: 80%</p>
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Physics

EXIT-LEVEL OUTCOMES	<ol style="list-style-type: none">1. Develop essential knowledge and understanding of different areas of the subject and how they relate to each other2. Develop a deep appreciation of the skills, knowledge and understanding of scientific methods3. Develop competence and confidence in a variety of practical, mathematical and problem-solving skills4. Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.
INTERNAL ASSESSMENT	Participation and engagement: minimum 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final (external) exam at the end of Course 2
EXTERNAL ASSESSMENT: PEARSON EDEXCEL EXAMS	<p>Examinable Component: Unit 1 (Mechanics and Materials) Weighting towards final grade: 40% Total Marks Available for Component: 80 marks</p> <p>Examinable Component: Unit 2 (Waves and Electricity) Weighting towards final grade: 40% Total Marks Available for Component: 80 marks</p> <p>Examinable Component: Unit 3 (Practical Skills in Physics 1) Weighting towards final grade: 20% Total Marks Available for Component: 50 marks</p>



COURSE 1	
CODE	IASPHY301-SS-2021-02-F
PROGRESSION REQUIREMENT (TO COURSE 2)	<i>Internal assessment:</i> GPA: 40% Grade Level: E Participation and engagement: 80%
COURSE 2	
CODE	IASPHY301-SS-2021-02-S
PROGRESSION REQUIREMENT (TO IA LEVEL IN THIS SUBJECT, IF REQUIRED)	<i>External assessment:</i> GPA: 60% Grade Level: C Participation and engagement: 80%



Academic Reports & Progression

Guardians are encouraged to make use of the Guardian community to monitor student progress. Guardians will be able to view a student's most up to date grades as well as the status of assignment submissions. This information is updated on a weekly basis.

A more comprehensive report will be issued at the end of each term. These reports will indicate the participation and engagement; the student's achievement on formative and summative assessments (as a percentage), and a grade level .

Reports will include comments by the mentor and the subject teacher. Below is a table illustrating the details accounted for in a report.

International Advanced Subsidiary (IAS) Level students will not receive a report in the last term of the qualification when they sit external examinations.



ASPECT GRADED (PER SUBJECT)	DESCRIPTION	HOW WE TRACK THIS	HOW WE GRADE THIS
Participation and engagement	This is a measure of the number of tasks completed and the number of live sessions attended throughout the course.	We track 'log-in' to live sessions and completion of tasks that require student input.	Percentage
Academic performance : Formative	This is a measure of the student's achievement in formative tasks throughout the course.	Various assessments, e.g. graded quizzes; summarising tasks; and online assignments (that don't fall into the scope of the assessments described below)	Weighted percentage
Academic performance : Summative	This is a measure of how a student performs in 'exam-style' assessments and the mock exams	Summative assessments (eg: online assignments; tests and exams) in which we use either past Edexcel exam questions and marking rubrics; or	Weighted Percentage



	throughout the course.	assessments in which tasks are based on Edexcel exam-paper questions and require students to respond at a similar level.	
GPA Average: Calculated as the average of formative assessments (20%) and summative assessments (80%).			%
Comments: Subject teachers report on academic achievement and progress. Mentors write a more global comment on academic progress as well as their engagement, participation and extracurricular involvement.			



Progression requirements

Promotion to the next semester is not automatic. We want to give students the best opportunity to succeed and if they are not responding to the interventions that were put in place and not meeting the requirements that give them the best chance of succeeding, then consideration will be given to them repeating with a different intake. Decisions to repeat and join a different intake need to be ratified by the Faculty Board.

In order to progress from Course 1 (Semester 1) to Course 2 (Semester 2):

A student needs to achieve a minimum of the following in order to be promoted to the next Semester:

1. A minimum of a D symbol in 3 of their subjects. An E symbol may be obtained in their 4th subject
2. If the student only has 3 IAS subjects they may decide to take just 2 of those subjects through to IAL level in which case the student will need to obtain D symbols in of their 2 subjects and the third may be an E.

From IAS to IA level (in the same subject):

Students need to take a minimum of 2 subjects through to IAL, but 3 is recommended. A student would need to achieve:

1. A minimum of a C symbol in each of the subjects they wish to study in A2.
2. The remaining subject(s) need to be a pass (D) in order to fulfill their Matric Exemption (SA students only). Should the student not obtain that D symbol, they may not be allowed to continue into IAL unless they resit their IAS levels when they write their other IAL papers and providing they do not infringe upon the two sitting rule.