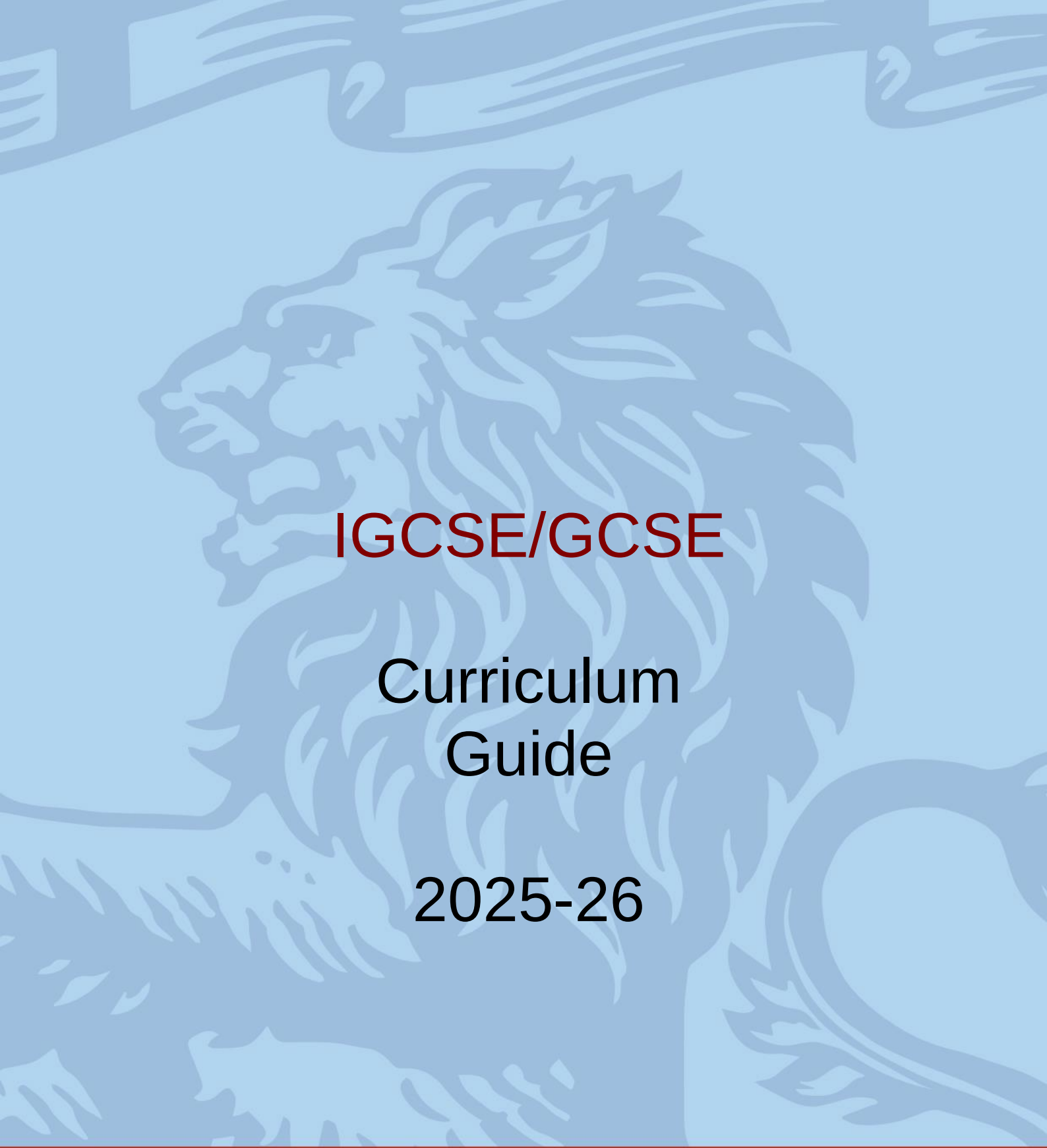




IGCSE/GCSE

Curriculum
Guide

2025-26

LEARNING FOR LIFE



Wellington
SCHOOL





Introduction

The aim of this Curriculum Guide is to provide all the information students need to make the right choice of GCSE/IGCSE subjects. It includes an overview of the options process, as well as a brief synopsis of each course.

Tutors play a key role in supporting students in making their subject choices and should at any time you require more information or wish to discuss your son/daughter's choices further, please do not hesitate to contact your child's tutor in the first instance.

Holly Barker

Dr Holly Barker
Academic Deputy Head



Contents

GCSE Choices	6
Frequently Asked Questions`	8
Subject Synopses	
Applied Science BTEC	10
Art and Design	12
Biology	14
Business	16
Chemistry	19
Classical Civilisation	20
Computer Science	22
Design and Technology	23
Drama	24
English Language and English Literature	26
Geography	28
History	30
Latin	32
Mathematics	34
Modern Languages: French, German and Spanish	35
Music	36
Physical Education	38
Physics	40
Religious Studies	42

GCSE Choices

Most pupils at Wellington School will study for GCSE examinations in a total of 9 subjects. All pupils will follow GCSE/iGCE courses in the following core subjects:

Mathematics (1 GCSE)

All pupils will study the Edexcel IGCSE Mathematics course. Pupils in set 1 follow an accelerated route that enables them to sit the examination a year early at the end of Year 10. In Year 11 these pupils follow the OCR Additional Mathematics course.

English Language and Literature (2 GCSEs)

Most pupils will follow courses in both Edexcel IGCSE English Language and Edexcel IGCSE English Literature. Alternative courses may be offered to some EAL pupils according to the level of their English.

Science

Separate GCSE courses are offered in each of Biology, Chemistry and Physics. Each course leads to a separate GCSE qualification. Students are advised to study at least two of the three sciences.

Points to consider when choosing your science subjects:

- Students considering studying one or more science subject post 16, either as an A level or as part of a level 3 BTEC course, are encouraged to study all three sciences at GCSE.
- Students considering a science-based career such as medicine, veterinary science, dentistry, Physiotherapy should study all three sciences at GCSE.
- Students wishing to study A level Biology are encouraged to study all three sciences, but a minimum of Biology and Chemistry is required at GCSE.
- Students wishing to study A level Chemistry are encouraged to study all three sciences, but a minimum of Chemistry and one other science GCSE is required.
- Students wishing to study A level Physics are encouraged to study all three sciences, but a minimum of Physics and one other science GCSE is required.
- Students wishing to study Psychology at A level must study a minimum of two sciences at GCSE, including Biology.

A separate Level 2 vocational course BTEC First Principles of Applied Science is also offered. This course is the equivalent of one GCSE and offers an alternative vocational pathway. Students wishing to consider this route should talk to Mrs Hayward in the first instance.

Languages

We recommend that all pupils continue to study a language at GCSE as part of a broad and balanced academic curriculum.

It is of course also possible to study 2 or more modern or ancient languages at GCSE. Pupils are able to select a second or third language from the list of optional subjects.

Whilst it is our expectation that the majority of pupils will study at least one language at GCSE, where this is not considered to be the most appropriate route for an individual pupil then an alternative subject can be considered.

All requests not to study a language at GCSE will be considered on an individual basis and should be discussed with the tutor in the first instance.

Optional Subjects

Pupils who have chosen to study **all three science subjects** will need to choose **three optional subjects**. Pupils who have chosen to study the **two science subjects** will need to choose **four optional subjects**.

The following optional subjects are currently available to study at GCSE:

Art and Design	Business
Classical Civilisation	Computer Science
Design and Technology	Drama
French	Geography
German	History
Latin	Music
Physical Education	Religious Studies
Spanish	

Please note that it may not be possible to run a course if the number of students choosing the subject is too small.

All pupils will also follow unexamined courses in Sport and Wellbeing, and in PSHEE.

Frequently Asked Questions

Q Why can't I have a completely free choice of subjects?

A It is a requirement that all pupils study for GCSE examinations in the core subjects of English, Mathematics and Science. It is also strongly recommended that all pupils continue to study at least one language at GCSE. This is to ensure that you follow a broad and balanced academic curriculum, and to keep your Sixth Form study and career options as open as possible.

Q Are there subjects which I can study at A Level without having studied them at GCSE?

A Yes. Economics and Psychology are offered at A Level but not at GCSE. In addition, some subjects such as Art and Design, Business and Drama may be accessible at A Level without the corresponding GCSE. Most other subjects would require a GCSE qualification before embarking upon A Level study. Please ask for clarification from the individual Heads of Department.

Q Which A Level subjects are offered in the Sixth Form at Wellington?

A Art & Design
Biology
Business
Chemistry
Classical Civilisation
Computer Science
Design & Technology
Drama & Theatre Studies
Economics
English Literature
French
Geography
German
History
Latin
Mathematics & Further Mathematics
Music & Music Technology
Physics
Psychology
Religious Studies
Spanish

We also offer a BTEC Sport Level 3 Diploma, which is the equivalent to 2 A Levels and Business BTEC and Applied Science BTEC both equivalent to 1 A level.



Subject Synopses



Applied Science BTEC

Level 2 vocational course

Course Summary

This course covers key scientific principles in Biology, Chemistry and Physics. It aims to inspire and enthuse you to consider a career in the Science sector. The course will support progression to a more specialised level 3 vocational Science course or an apprenticeship. In Applied Science typical employment opportunities may be as a laboratory technician or in roles involving sample analysis in environmental protection or healthcare.

BTECs are popular courses because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes.

Course Delivery

You will have five lessons per fortnight, to study the internally and externally assessed units. Questions will be used in lessons to apply understanding and to get familiar with examination style questions. Mini assessments to support memory recall will be included throughout. Practical work is included where possible to support visual and kinaesthetic learners. Checklists are provided for all units.



Course Details

Unit 1 – Principles of Science (External assessment)

Unit 2 – Chemistry and Our Earth (Internal assessment)

Unit 3 - Energy and Our Universe (Internal assessment)

Unit 4 – Biology and Our Environment (Internal assessment)

How will it be assessed?

Unit 1 will be externally assessed through an external written examination consisting of a range of short-answer and extended-writing questions (25%) during the May/June examination series. The other units will be internally assessed and evidenced through coursework (75%).

Specification details

https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Applied-Science/2012/Specification-and-sample-assessments/9781446937259_BTECFIRST_L12_AWD_POAS_Iss2.pdf



Art & Design (1AD)

Edexcel GCSE Art, Craft and Design

Art and Design equips students with the core skills necessary to build confidence across a range of multi-disciplinary art practices. Students can specialise in certain areas if they are demonstrating high skills in specific endorsed areas.

Students are encouraged to enjoy, produce and engage with art, so they become fully independent and creative thinkers.

Developing one's artistic sensibilities within the GCSE course has immense value. On the course, students are given the opportunity to explore a wide range of responses to given themes. Independent work is highly encouraged, and students are given space to develop their own unique creative voice through personal experimentation and investigation into several areas of Art and Design.

Students are given the confidence to develop a deeper understanding of past and contemporary Art and Design, and the ability to engage their capacity for critical thought and dialogue.

Art and Design GCSE requires a high level of commitment towards the subject, an enthusiasm and love of the subject, and a desire to be creative and demonstrate high levels of technical skill. The course is taught thematically, allowing students to develop a range of guided and personal responses to set themes. Individual development is a fundamental part and ethos of this course, and this enables all students to reach their full potential.

Students are assessed internally on a series of internally set modules of work. This is component 1, the personal portfolio and carries 60% of the final mark and culminates in year 11 with the Art Coursework Exam – which is the end point of their coursework. Component 2 carries 40% of the final mark and is an externally set assignment that culminates in the same way as coursework by a final examination. All work is marked internally and then moderated externally to ensure accuracy of marking



Art and Design Overview

The GCSE in Art and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes.

Students explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements and language of art, craft & design. Students should use this knowledge when developing their own new ideas, recording their observations and creating outcomes which fully realise their personal intentions.

GCSE Art & Design qualification requires 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 and design.



Biology

Biology is a core science subject at GCSE encompassing scientific principles and current understanding of living organisms and their environment. It is designed to provide students not only with a broad basic knowledge but also with a range of practical, evaluative, and analytical skills and ideas that will be of use in further and higher education, employment and their future as individuals making choices of their own in society. They will learn to recall relevant biological knowledge and understanding but importantly learn to apply this knowledge to new examples. They will develop an understanding of the power and limitations of scientific ideas past and present including the fast-moving world of DNA technology. They will be able to select, organise and present relevant information and to evaluate ideas in order to make informed judgements on issues relevant to them.

In common with other sciences, Biology will follow the AQA GCSE Biology specification (8461). This course provides a thorough, far reaching and yet accessible course content with the option of sitting Higher (grades 9-5) or Foundation (grades 5 and below) tier exam papers to suit all abilities. There are two papers, both 1 hour 45 minutes structured with a mixture of multiple choice, scaffolded, closed short answer and open response questions. Paper 1 examines Topics 1-4 and Paper 2 examines topics 5-7 below. There is no coursework, although practical and investigative skills will be assessed in questions in both these written papers. The qualification content is shown below.

Topic	Content
1	Cell biology
2	Organisation
3	Infection and response
4	Bioenergetics
5	Homeostasis and response
6	Inheritance, variation and evolution
7	Ecology

Biology is taught in dedicated Biology laboratories by specialist and experienced Biology staff who are passionate about their subject and its importance to our pupils. A firm understanding of biological concepts enables pupils to become well informed citizens in society, as each generation is faced with increasing choices about their health, available treatments and decisions affecting the planet and the organisms we share it with. The AQA course prompts discussion and debate on topical issues such as obesity, heart disease, cancer, antibiotic resistance, food production, drug trials, genomics, climate change to name a few. Much use is made of practical work including microscopy and dissection, model making and evaluating, relevant ICT including data logging, pupil lead presentations, demonstrations, debates, and use of online independent learning tools.



Most students find Biology an interesting and absorbing subject that has a direct relevance to their life and changes happening in the world around them in their life time. It will provide them with an understanding of how their body works and how living things interact with each other and the non-living components of the world. In a more specific way it provides an excellent foundation for further and higher study in subjects as diverse as Medicine, Dentistry, Veterinary Medicine, Human Genetics, Biochemistry, Pharmacy, Pharmacology, Horticulture, Agriculture, Ophthalmology, Optometry, Nursing, Physiotherapy, Biological Sciences, Natural Sciences, Environmental Science and Sports Science.

Business

Edexcel GCSE Business

The Business curriculum is engaging and inspiring, and reflects the demands of a truly modern and evolving business environment – a qualification that will enable students to develop as commercially minded and enterprising individuals, and help them to succeed in their chosen pathway. The course starts with an exploration of how and why businesses start, moving through to the issues and decisions businesses make as they grow.

The Edexcel course offers a clear and simple structure with engaging and contemporary contexts to spark our students' imagination and inspire commercial thinking as they develop their business knowledge. Real and relevant business examples engage our students, so throughout the course we will make trips to local businesses such as Thatchers, Viridor, and EDF to relate theory to reality on the shop floor. For students that wish to carry the subject on, or move into Economics, it will provide the foundation stones for a top grade at A level. This is the GCSE subject that suits students who wish to be engaged and study the “real” world.



Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these interdependencies and relationships underpin business decisions. Teaching approaches to the content must reflect this.

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 1: Investigating Small Business	
 Written examination: 90 minutes	 50% of the qualification (90 marks)
Content overview • Topic 1.1 Enterprise and entrepreneurship • Topic 1.2 Spotting a business opportunity • Topic 1.3 Putting a business idea into practice • Topic 1.4 Making the business effective • Topic 1.5 Understanding external influences on business	
Assessment overview The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.	

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one

location or across the UK. Global contexts relate to non-UK or transnational businesses. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin decisions

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

Theme 2: Building a Business	
 Written examination: 90 minutes	 50% of the qualification (90 marks)
Content overview • Topic 2.1 Growing the business • Topic 2.2 Making marketing decisions • Topic 2.3 Making product decisions • Topic 2.4 Making financial decisions • Topic 2.5 Making human resource decisions	
Assessment overview The paper is divided into three sections: Section A: 35 marks Section B: 30 marks Section C: 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.	



Assessment is by 2 x 90 minute exams.

https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/GCSE_Business_Subject_Guide.pdf

Chemistry

Chemistry lies at the heart of all science, providing the link between Physics and Biology. Realise it or not, deep down we are all chemists. Every time we cook a meal, take a breath, or light a match, we perform a chemical reaction. It is difficult to think of any product introduced in recent times that did not require the innovative efforts of a chemist at some stage in its production. From the invention of the catalytic convertor, to the discovery of antibiotics and the development of pharmaceuticals, chemists have played a pivotal role in shaping the modern world.

Chemistry will follow the Edexcel IGCSE specification (4CH1). This course forms an ideal grounding in scientific theory and provides our students with excellent preparation for an A level in Chemistry. It is a linear course, assessed in two non-tiered written examination papers, one of 2 hours (61.1% of the qualification marks) and a second of 1 hour 15 minutes duration (38.9% of the qualification marks). There is no coursework requirement, although practical skills are assessed within the written papers.

The IGCSE course is structured as follows:

Component	Details
Section 1	Principles of Chemistry States of matter, elements and compounds, atomic structure, the periodic table, chemical calculations, bonding and electrolysis.
Section 2	Inorganic Chemistry Group 1, group 7, gases in the atmosphere, reactivity series, extraction of metals, acids, alkalis, titrations, bases, salts and chemical tests.
Section 3	Physical Chemistry Energetics, rates of reaction, reversible reactions and equilibria.
Section 4	Organic Chemistry Crude oil, alkanes, alkenes, alcohols, carboxylic acids, esters and synthetic polymers.

The Chemistry department aims to inform and to challenge pupils in a safe, positive learning environment. Pupils are encouraged to think independently and our aim is to provide them with the skills they need to succeed not only in their GCSE examinations and further education, but equally in everyday life. We recognise that pupils thrive best when they are enjoying their studies, and to that end, practical work forms an integral part of the scheme of work.

Chemistry at A Level is required for entry onto Medicine, Veterinary Science, Pharmacy, Chemistry, Biochemistry, Chemical Engineering and Biological Science degree courses.

Classical Civilisation

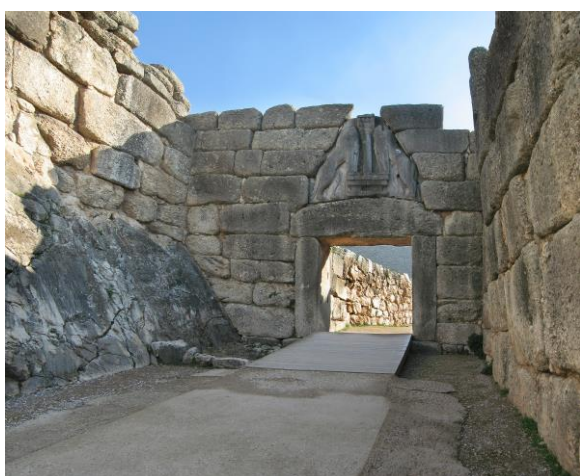
OCR Classical Civilisation GCSE

Studying the Classical world offers the chance to examine societies which at the same time form much of the basis of what we consider to be our cultural foundations, yet also contain many things which are quite alien, such as slavery and killing for entertainment. Students who have enjoyed their study of the Greco-Roman world in Year 9 will find plenty in the course that adds to and builds upon what they have learnt, but the course is equally accessible to those who want to start the course from scratch because of their enthusiasm for the Ancient World.

Pupils use a wide range of sources to learn about Greek and Roman life, from archaeological finds and objects to epic poetry, from monumental temples to elaborate frescoes. The course is examined at the end of Year 11, in two examinations.

	Unit title	Assessment	Weighting
Unit 1	Thematic Study: Myth and Religion	90 minute examination	50%
Unit 2	Literature and Culture	90 minute examination	50%

The thematic study module enables pupils to learn about the different approaches the Greeks and Roman took to their religious beliefs and practices, including their foundation myths, views on the afterlife, heroic role models, and the use of religion to promote political ideologies. Pupils will learn how to analyse and glean information from the various sources, and to compare and contrast the two societies.



The Lion Gate at Mycenae



Theseus slays the Minotaur

The literature and culture module splits into two sections. The cultural section looks at the Mycenaeans, who lived in Greece during the Bronze Age, the period in which later Greeks believed the characters in their myths lived. We look at the art, craft and technology of this society, as well as their political organisation, palaces and lifestyles. The literature section is a study of selected books of Homer's *Odyssey*, set in the Mycenaean period, detailing the journey of Odysseus home from Troy, and his dramatic arrival back on Ithaca.

As well as the learning in the classroom, pupils always enjoy our annual trip to the British Museum, where they get to see for themselves many of the artefacts they study, and the biennial trip to Greece or Italy, which shows the wider context of what they are learning, as well as some of the specific sites on the syllabus.

At the end of the GCSE, many students are captivated by the Ancient World, opting to continue their studies to A Level and then some to university level. The subject is particularly appealing to those who enjoy a good read and who have a lively imagination.



Computer Science

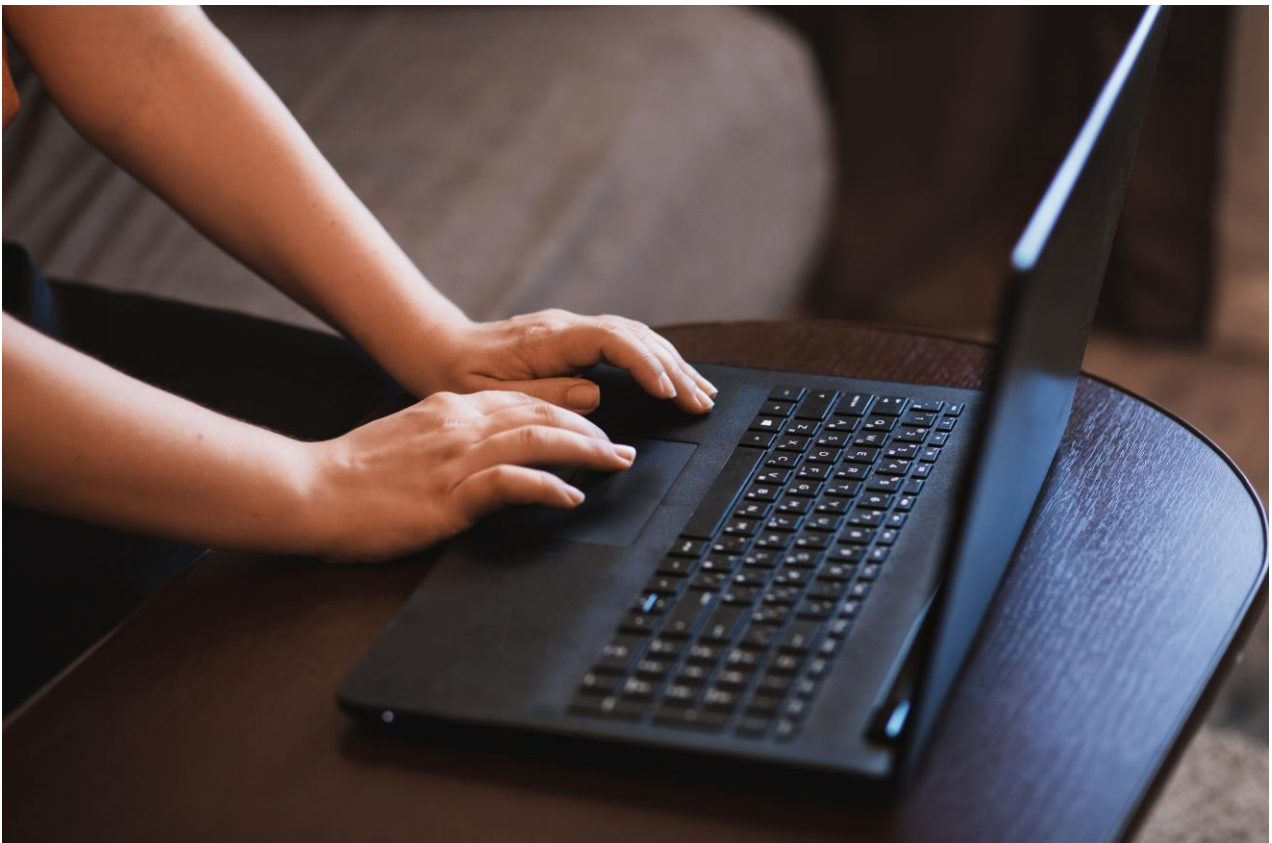
AQA GCSE Computer Science

The most important aspect of Computer Science is problem solving, an essential skill for life. Most people go into computing to make a difference: creating a game that entertains millions of people, designing a system that makes an aspect of everyday life easier, protecting our country from attack, or developing a solution that improves medical care. It is an area where creativity and rigorous logic meet and produce great things.

Computer Science skills make people very employable. Pretty much every field nowadays requires someone to be working with computers, and at the cutting edge they are building entirely new ways of doing things. The top companies in the industry are in an employment race, competing to attract the best people to work with them by offering high salaries and superb working conditions.

The GCSE is examined by two written papers at the end of Year 11.
The topics covered are:

- Algorithms
- Programming
- Data Representation
- Computer Systems
- Computer Networks
- Cyber Security
- Ethical, Legal and Environmental Impacts on Wider Society
- Relationship databases and structured query language



Design and Technology

Cambridge IGCSE (9-1) Design and technology 0979

Design and Technology encourages students to develop their design and thinking skills to help open up a world of possibility, giving them the tools to create the future. The Cambridge IGCSE (9–1) Design & Technology syllabus enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product.

Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

Cambridge IGCSE Design & Technology (9–1) is designed to accommodate a wide range of interests, materials and resources. It provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work.

The IGCSE is assessed through a coursework project and two written exams.

Paper 1 Product Design 1hr 15 minutes	Questions will be based on the Common content: Product Design. Answer one question. Written/drawing paper. Externally assessed	25% 50 marks
Component 2 Project	School-based assessment. Internally assessed and externally moderated	50% 100 marks
Paper 3 Resistant Materials 1-hour	Questions will be based on the Specialist option: Resistant Materials content and the Common content: Product Design. Section A: answer all questions. Section B: answer one question. Written paper. Externally assessed	25% 50 marks



Drama

Cambridge IGCSE Drama (0411)

IGCSE Drama is a fantastic course for students who love to perform.

60% of the course is practically assessed and consequently a lot of time in the first year is spent up on your feet. The second half of the course is a written exam based on the practical tasks that take place, with hard work and commitment this makes the written exam an achievable one as students are writing about things they have explored themselves.

Unlike the old course there is no longer a design element which means that all students are required to perform. The course will particularly suit students who are considering a future in theatre, law, teaching and many other interactive professions. It is also a fantastic course to take to help improve confidence, communication and teamwork.



Component 1 - 60%

Candidates submit three pieces of practical work:

- One monologue (3–5 minutes)
- One scripted performance (maximum 15 minutes)
- One devised performance (Maximum 15 minutes)

Component 2. Written examination. 2 hours 30 minutes - Externally assessed - 40%

The questions on this paper relate to pre-release material which is sent in advance of the examination and your devised piece of theatre created in Year 10.

The questions on the paper will require candidates to have engaged with the pre-release material from the perspective of actor, director and designer.

The question paper is structured as follows:

Section A Candidates are faced with short-answer questions on an extract from the play (30marks)

Section B Candidates are faced with questions on the extract from the second play, both are essay responses. (25 marks)

Section C Candidates are asked for longer responses based on their own devised work. (25 marks)



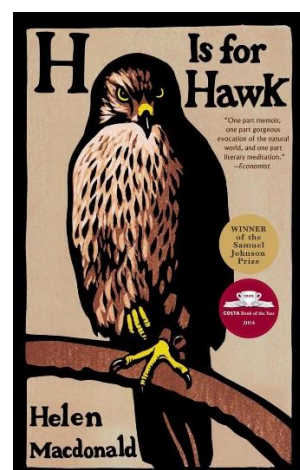
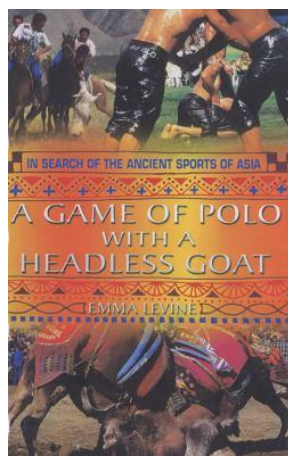
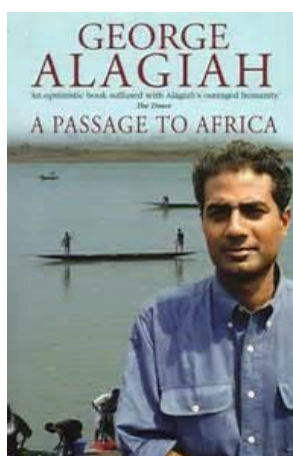
English Language and English Literature

Edexcel IGCSE English Language (Specification A) (4EA1) Edexcel IGCSE English Literature (4ET1)

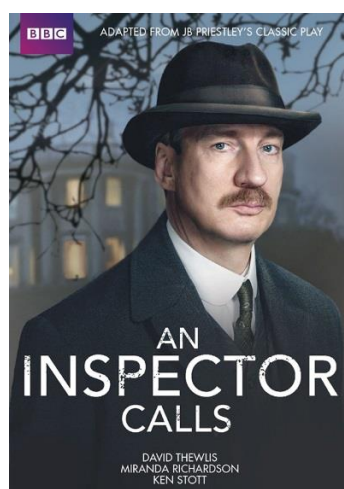
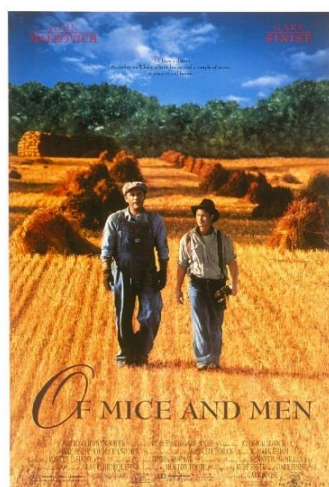
Most pupils in Year 10 and 11 will follow GCSE courses in both English Language and English Literature. Though all pupils will sit an English Language exam at the end of Year 11, English Literature may not be suitable for some pupils, and teachers will review the situation on an individual basis after the Year 10 exams and/or January mocks. Though we encourage all pupils to engage with language through the study of excellent literature, we realise that some may need more time to concentrate on the skills needed for English Language.

We follow the Edexcel IGCSE English Language (Specification A) and English Literature courses. The Edexcel IGCSE also provides a coursework option. The courses are structured as follows:

Edexcel IGCSE English Language (Specification A) (4EA1) (9-1)		
Paper 1 (4EA1/01)	Non-Fiction Texts and Transactional Writing 2hr 15 minute exam Externally assessed	60%
AND		AND
Paper 2 (4EA1/02)	Poetry and Prose Texts and Imaginative Writing 1hr 30 minute exam Externally assessed	40%
OR		OR
Paper 3 (4EA1/03)	Poetry and Prose Texts and Imaginative Writing Internally assessed coursework: One essay on Poetry and Prose Texts Imaginative writing	40%



Edexcel IGCSE English Literature (9-1) (4ET1)		
Paper 1 (4ET1/01)	Poetry and Modern Prose - Unseen poetry - Anthology Poetry - Modern Prose – <i>Of Mice and Men</i> Externally assessed 2hr exam	60%
AND		AND
Paper 2 (4ET1/02)	Modern Drama and Literary Heritage Texts Externally assessed 1hr 30 minutes	40%
OR		OR
Paper 3 (4ET1/03)	Modern Drama and Literary Heritage Texts Coursework Modern Drama: <i>An Inspector Calls</i> Literary Heritage Texts: <i>Macbeth</i> Each piece is marked out of 30 and the total no. of marks available is 60.	40%



Geography

AQA GCSE (specification 8035)

GCSE Geography is an exciting and relevant course which studies geography in a balanced framework of physical and human themes and investigates the links between them. Students will study the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies and lower income countries and study a wide range of topics throughout the two year, linear course.

There are three components of the examination:

Component	Content	Weighting
Living with the physical environment	The challenge of natural hazards – tectonic hazards, tropical storms, extreme weather, climate change. Physical landscapes in the UK –coastal landscapes, glacial landscapes. The Living World – tropical rainforests, hot deserts. Geographical Skills	35% of GCSE 1 ½ hour exam. 88 marks
Challenges in the human environment	Urban Issues and Challenges – urban growth, urban change, urban sustainability. The Changing Economic World. The Challenge of Resource Management – food, water, energy. Geographical Skills	35% of GCSE 1 ½ hour exam 88 marks
Geographical applications	Issue evaluation Fieldwork – pupils undertake two geographical enquiries on which questions will be asked.	30% of GCSE 1.5 hour exam 76 marks



Geography is a skills based subject incorporating cartographic, graphical, numerical and statistical skills. Skills will be assessed in all three written exams. Fieldwork is an important and compulsory part of the course and we are currently developing a new programme of local, national and international fieldtrips to match the new specification. It is both exciting and relevant and much of what we cover in class unfolds daily throughout the world: from Florida's recovery from Hurricane Milton to the discussions held at COP29.

It is expected that students will have a real interest in the world around them and be prepared to read newspapers and watch news programmes as well as the many documentaries that are now aired on a regular basis. A course in Geography will enable students to become more responsible and concerned citizens as well as introducing them to a variety of skills which will serve them well on any future career path they may choose to follow. As Dr Rita Gardner, Director of the RGS states;

"There has never been a better or more important time to study geography. Whatever your passion for the world – fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferrable skills that will reward you personally and advance you professionally."

History

AQA GCSE History (specification 8145)

History is available as a full two-year GCSE course commencing in Year 10. Studying History at GCSE will develop written and verbal communication skills to a high degree – to say nothing of problem-solving skills and the enhancement of emotional intelligence, all of which are much sought after by universities and employers in the modern world. Additionally and equally importantly, the GCSE course gives students a thorough grounding in twentieth century events which have shaped not only our society but also our attitudes. Conflict in Korea and Vietnam have had a significant impact on the global political landscape.

The “Health and the People” course will give students the opportunity to discover how medical developments both in Britain and the wider world have had an impact on health and living standards in the UK. The subject also ties in very well with studies of Biology, and students will be able to make connections between their studies of the two subjects. The Medieval England portion of the course will also enable students to understand how developments in government and the legal system in the Middle Ages continue to have an influence today. It also examines the political relationship between England, Scotland and Wales. A GCSE in History is therefore a valuable asset in its own right, but skills acquired at this level will help with further study at A Level in History or any other subject. It will also help with undergraduate study, not only in History but also in any language or ideas-based subject, such as Law, Philosophy, Theology, Psychology, Sociology, Politics, Economics, and equally well with more vocational degrees such as Business Studies, Media Studies or Journalism.



Paper 1 – Understanding the Modern World. (2 hours – 50%)

(Content studied in Year 11)

This paper is divided into two sections.

Section A – America 1920 – 1973: Opportunity and Inequality.

This section examines the economic boom in 1920s America and the subsequent Wall Street Crash and Great Depression. It then goes on to look at the impact of World War Two on the United States, and society and culture in that country after 1945. This includes the political and racial tension that existed in the USA, as well as the rise of feminism there.

Section B – Conflict and Tension in Asia 1950 – 1975.

This course focuses on the causes and events of the Cold War in Asia. The two main conflicts studied are the Korean War of 1950 – 1953 and the Vietnam War of 1954 – 1975. In both cases, students will examine why these wars took place, why they escalated and how they ended.

Paper 2 – Shaping the nation. (2 hours – 50%)

(Content studied in Year 10)

This paper is also divided into two sections

Section A – Britain: Health and the People 1000-present day.

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Section B – Medieval England – the reign of Edward I, 1272 – 1307.

This is a depth study which focuses on the major events of the reign of Edward. It will examine the economic, social, political and cultural development of Edward's England. The course looks at life in Medieval England, as well as military campaigns against Wales and Scotland.

Latin

WJEC Eduqas GCSE Latin

Long regarded as a hallmark of academic excellence, a qualification in Latin is as attractive as ever to university entrance tutors and prospective employers in a very wide range of disciplines. Students experience not only some of the most influential literature of western civilisation in its original form, but also develop the skills of logical analysis and a deep understanding of linguistic structure. Latin is available as a GCSE option, and it makes a perfect partner to modern foreign languages, mathematics and even the sciences, providing a foundation which has proved valuable to many, right through their university and working lives.

Language work accounts for 50% of the total mark, with another 50% allocated to literature and sources, split over two shorter papers. Short extracts of original Roman texts are read, with pupils looking at the cultural context and themes, as well as the stylistic methods the authors used.

GCSE Latin J291			
Component	Content	Duration	Weighting
Paper 1	Latin Language	90 minutes	50%
Paper 2	Literature and Sources	75 minutes	30%
Paper 3	Literature: Narratives	1 hour	20%



Learning about sacrifice is part of the Magic and Superstition topic

Year 11 is devoted to the study of verse and prose set texts; 'for 2027, these include a variety of texts and visual sources about Heroes and Villains in the Roman world, and the poet Vergils' account of the battle between Hercules and the fire-breathing monster Cacus.' Alongside the literature, there is a programme of practice unseen translation and comprehension, as well as grammatical revision. Students are very involved in class and personal preparation counts a great deal. Many have been inspired by the biennial Mediterranean Field Trip, which sets many of the stories they have been reading in their wider cultural context.

The decision to opt for Latin is usually an easy one by the end of the Year 9 when many are enjoying the challenge, have grown confident in their abilities and understand that it is a rare and respected addition to a CV.

Our numbers are amongst the highest in the South West and our results are well above the national average.



Mathematics

Edexcel IGCSE Mathematics (specification 4MA1)

Mathematics is a core subject in Years 10 and 11. The standards are equivalent to GCSE Mathematics courses however some additional topics are included, for example: set language and notation, function notation and calculus. We believe that by providing our students with earlier experiences in these disciplines, they are better prepared for studying Mathematics, and related subjects, at A Level. The specification requires candidates to demonstrate their knowledge, understanding and skills in the following assessment objectives:

AO1 Number and Algebra (60%)

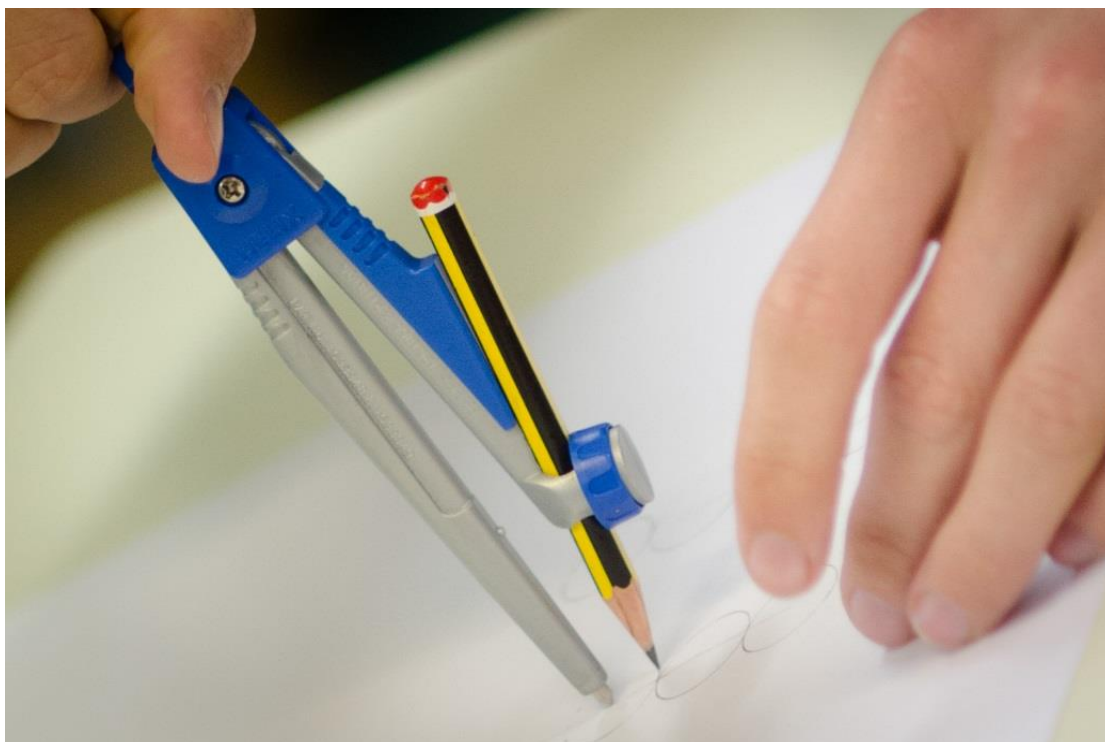
AO2 Shape, Space and Measures (25%)

AO3 Handling Data (15%)

IGCSE Mathematics is a linear course which is assessed solely by two 2 hour examinations at the end of the course. There is no controlled assessment.

Setting in Mathematics begins in Year 7 and is further refined throughout Years 8, 9 and 10. Students in set 1 are given an accelerated route that prepares them for IGCSE at the end of Year 10. In Year 11 these pupils follow the OCR Additional Mathematics course. It is a challenging course that stretches all students and prepares the most able for the option of studying Mathematics and Further Mathematics in the Sixth Form.

Students wishing to study Mathematics at A Level will almost certainly have achieved at least a grade 7 (or grade A) at IGCSE, having shown evidence of particular competence in algebra. Determination to do A Level Mathematics is a necessary but not sufficient criterion for acceptance on the course. It is unlikely that pupils in sets 5 or 6 in Years 10 and 11 will have the mathematical potential or essential algebraic skills that would make A Level Mathematics a sensible option in the Sixth Form.



Modern Languages

French, German, Spanish

Edexcel GCSE French
Edexcel GCSE German
Edexcel GCSE Spanish

The study of French, German and Spanish offers students the opportunity to acquire an ability to communicate effectively in both spoken and written forms in three of the world's most important languages. Students of Modern Languages acquire a deeper knowledge of language as a means of communication. Students learn about the grammar, vocabulary and structures of each language. Finally, learning a foreign language affords wider knowledge of the countries and cultures where they are spoken.

It is recommended that students study at least one language at GCSE but those who are motivated and successful are strongly encouraged to continue with two languages. The study of Modern Languages develops superb study skills relevant in all subjects, compliments other subjects and provides pupils with an ability to communicate effectively in a foreign language. Knowledge of a Modern Language - as well as both the breadth of skills and cultural understanding it develops - is extremely useful in a wide range of professions and opportunities.

The examination format, which is as follows, is identical for all three languages and this deeper understanding of the examination formats can be advantageous for the dual linguists.

GCSE French, GCSE German, GCSE Spanish			
Paper 1	Foundation Speaking	7-9 mins	25%
	Higher Speaking	10-12 mins	25%
Paper 2	Foundation Listening	45 mins	25%
	Higher Listening	60 mins	25%
Paper 3	Foundation Writing	1hr 15 mins	25%
	Higher Writing	1 hr 20 mins	25%

Teaching techniques are varied and include plenty of listening practice, oral training, reading skills and effective writing techniques. Students practise a range of methods to help them learn vocabulary effectively. A positive and proactive approach to learning is fundamental for someone wanting to make rapid progress when learning languages. As a department we offer support to all those studying a language at GCSE through our wide variety of clubs as well as weekly speaking support sessions with our native speaking language assistants. We run trips to France, Spain and Germany so that pupils can develop their vocabulary, listening and speaking skills - as well as confidence - whilst also broadening their cultural understanding and enjoyment of the language.



Music

Eduqas GCSE Music specification (part of the WJEC examination board)

HOW IMPORTANT IS MUSIC TO YOU?

Music is around us everywhere: at home, when we travel, when we go shopping. We spend hours listening to it (sometimes unaware that it is even playing) and lots of money buying it. We hear music on the television, on the internet, on computer games, in advertising, at the gym, in the cinema, in restaurants. Music has always been used to support social occasions, to celebrate important events, including family occasions such as birthdays and weddings, as well as in religious services and festivals such as Ramadan, New Year or Easter. It is used in sporting events across the world, for important political and royal celebrations and, obviously, in dedicated music events such as concerts and music festivals... the list really is endless.

New mobile technology means that more and more of us listen 'on the go', often immersed in the world of music behind our personal headphones... an increasingly everyday sight.

AN OVERVIEW

The course involves the study of a variety of musical genres and styles, and encourages an integrated approach to the three distinct disciplines of Performing, Composing and Appraising. What all music has in common is a very special kind of communication, a language that reaches out to everyone – of all ages – around the world; the language of music is a universal language. There are lots of things to consider when studying music - acquiring and improving your technical and aural skills, gaining a theoretical understanding, learning about the history of the subject and so on – it is a demanding, yet rewarding, process. The point is that the musical elements are the same, but it is when - and how - they are used in music that provides us with such a variety of genres and styles, from the 16th century to last week.



WHY CHOOSE THIS COURSE?

You have enjoyed your involvement with Music at Key Stage 3 and want to further improve and deepen your musical skills and knowledge.

You have instrumental or singing lessons.

You play or sing in musical ensembles, bands or choirs.

You enjoy creating your own music, writing your own songs, or working in the recording studio.

You enjoy all sorts of music and want to broaden your awareness and knowledge of the diversity of styles and genres that exist today.

AND AFTERWARDS.?

If you enjoyed the GCSE Music course, then you can consider pursuing the subject further at A Level. In addition, your listening skills will enhance the aural perception needed in language examinations and your performing skills will give you confidence in presenting to an audience more generally – a very useful transferable skill.

PERFORMING - COURSEWORK (30%)

During Year 11, you must perform for 4-6 minutes and one of your pieces needs to link to one of the Areas of Study, i.e. Musical Forms and Devices, Music for Ensemble, Film Music or Popular Music. These performances can each be recorded at different times during the year. One of your performances must be an ensemble, which lasts for at least one minute. Your performance of each piece will be assessed on accuracy, technical control, expression and interpretation. As long as the pieces are of Grade 3 standard minimum, then you are potentially able to achieve maximum marks. Learning how to practise and rehearse effectively is an important element of achieving high marks in this unit.

COMPOSING - COURSEWORK (30%)

You will create two compositions. One must be in response to a brief which will be set by WJEC/Eduqas. The second is a free composition, for which you must set your own brief. For both compositions, you are required to keep a composition log, which is signed by your teacher at each of three designated stages for each piece.



APPRAISING - WRITTEN EXAMINATION (40%)

When we 'appraise' music, we are considering the content, the quality, the importance and relevance of the musical features. The Appraising element is tested in the form of a written examination. Various extracts of music will be played, and you will need to answer questions while listening. The music will be related to the four Areas of Study (including two set works for detailed study), with two questions on each, based around musical elements, musical contexts and musical language. Students are advised to keep a personal dictionary through the course, making note of new terminology and the associated definitions as they crop up.

Physical Education

Edexcel Physical Education GCSE

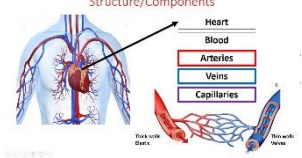
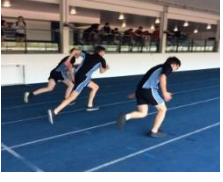
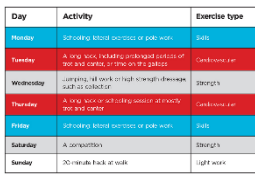
Is this the right subject for me?

If you enjoy performing in different sports and want to learn about how the body and mind work together to produce skilled movement and performance, then this is the subject for you.

What will I learn?

You will develop your knowledge and understanding through practical application to help encourage a holistic understanding of PE. It will hopefully nurture skills and knowledge for progression to further study.

How will I be assessed?

Component	Content overview	Assessment
1. Fitness and Body Systems 	- Applied anatomy and physiology - Movement analysis - Physical training - Use of data	36% of GCSE Written exam: 1 hour 30 minutes 80 marks
2. Health and Performance 	- Health, fitness and well-being - Sport psychology - Socio-cultural influences - Use of data	24% of GCSE Written exam: 1 hour 15 minutes 60 marks
3. Practical Performance 	- One team activity, one individual activity and a free choice from the published DfE list - Skills in isolation - Skills in a competitive/formal situation	30% of GCSE Non-examined assessment: internally marked and externally moderated 105 marks (35 marks per activity)
4. Personal Exercise Programme (PEP) 	- Aim and planning analysis - Carrying out and monitoring the PEP - Evaluation of the PEP	10% of GCSE Non-examined assessment: internally marked and externally moderated 20 marks

What do I need to know, or be able to do, before taking this course?

You are likely to have already gained many of the basic skills needed for this course in your Science and Sport, Well-being and PSHEE lessons up to year 9.

- Your knowledge from the Sciences will help with the basic understanding of Anatomy and Physiology such as the musculoskeletal system, cardio-respiratory system and aerobic and anaerobic energy systems.
- You will have covered many aspects of health, fitness and well-being, such as social and emotional health, nutrition and the impacts of positive lifestyle choices and their benefits.
- If you enjoy and are able to perform well in both team and individual sports, you will be able to apply your knowledge of the rules and tactics of the games, as well as demonstrating your techniques, alongside the aptitude that you show for each activity.

What can I do after I've completed the course?

If you enjoyed the GCSE PE course then you can consider pursuing this subject at 6th Form in the form of a BTEC Diploma in Sport, which is the equivalent to two A Levels, plus another subject alongside. Otherwise, you can choose three A Levels.

Where can I find further information?

For further information on GCSE PE, please contact the Sports Department. You can also take a look at the EdExcel website, where you will find the complete specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>



Physics

Physics is the natural science which examines basic concepts such as energy, force, and space-time and all that derives from these, such as mass, charge, matter and its motion. More broadly, it is the general analysis of nature, conducted in order to understand how the world and universe behave. The 'universe' is defined as everything that physically exists: the entirety of space and time, all forms of matter, energy and momentum, and the physical laws and constants that govern them. The subject develops analytical skills as well as showing how to apply mathematics to make predictions about the physical world.

Physics is a fundamental science and practical subject, which requires students to be comfortable with manipulating and using simple algebraic formulae. The GCSE is delivered with emphasis on developing a thorough understanding of the basic concepts. The syllabus contains topics relating to important current scientific issues and problems. Other ideas focus on the applied aspects of Physics, appealing to those with ambitions to work in one of the many branches of Engineering. During delivery of the course, much emphasis is placed upon the use and incorporation of IT in learning and applying physics. In essence, to learn physics is to learn how to solve theoretical and applied problems in a modern technological world.

We follow the AQA GCSE 9-1 specification (8463). This course provides a thorough, far reaching and yet accessible course content with the option of sitting Higher (grades 9-4) or Foundation (up to grade 5) tier exam papers to suit all abilities. There are two papers, both 1 hour 45 minutes structured with a mixture of multiple choice, scaffolded, closed short answer and open response questions. Paper 1 examines Topics 1-4 and Paper 2 examines topics 5-8 below. There is no coursework, although practical and investigative skills will be assessed in questions in both these written papers. The qualification content is shown below.

Topic 1	Energy
Topic 2	Electricity
Topic 3	Particle model of matter
Topic 4	Atomic Structure
Topic 5	Forces
Topic 6	Waves
Topic 7	Magnetism and electromagnetism
Topic 8	Space

The course is taught through a combination of experimental and theoretical work, IT and computer simulations, worked examples and classroom discussion. The course aims to encourage an interest in the physical world and provide satisfaction from meeting new ideas and their applications which are demanding, rigorous, inclusive and empowering. For future progress to Physics at A Level and careers in the Physical Sciences and Engineering, this course is an obvious choice. A Level Physics offers academic rigour in a shortage subject area.



Religious Studies

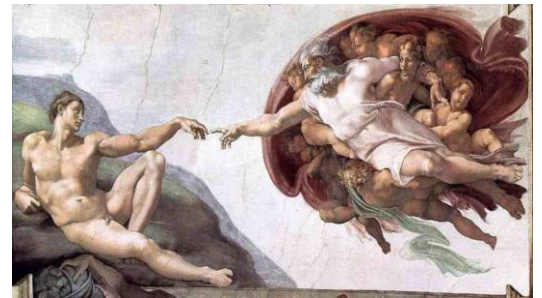
Eduqas/WJEC Religious Studies GCSE (Route A)

There is no coursework or controlled assessment, and all examinations are externally marked. All modules are taken in the same examination session at the end of the two-year course. The course being offered in Religious Studies is an exciting and progressive one which allows all students, both of faith and non-faith, to access a varied, culturally rich and intellectually stimulating curriculum.

Study of two religions (2 x 1 hour examinations) and Religious, Philosophical and Ethical Studies in the Modern World (1 x 2 hour examination).

Themes to be explored include:

- **Issues of relationships:** attitudes to marriage, divorce, sexual relationships, homosexuality and issues of gender equality.
- **Issues of life and death:** the origins of the universe and humankind; the environment; abortion and euthanasia. *This unit includes the study of Humanist ideas as well as the teachings of prominent atheists and non-religious philosophers.*
- **Issues of good and evil:** crime and punishment; death penalty; forgiveness; philosophical perspectives on the problem of evil.
- **Issues of human rights:** social justice; censorship; freedom of religious expression; religious extremism; prejudice and discrimination; as issues of wealth and poverty.
- **Christian beliefs and teachings:** the nature of God; the person and life of Jesus; the concept of salvation; creation; beliefs about the apocalypse and life after death (e.g. resurrection, heaven and hell).
- **Christian practices:** different forms of worship such as Quakers and Evangelism; festivals (Christmas and Easter); the role of the church in both the local and global community; missionary and evangelical work; pilgrimage; sacraments.
- **Islamic beliefs and teachings:** the nature and oneness of Allah; beliefs about the afterlife, angels, judgement day and predestination; similarities and differences between Sunni and Shi'a Islam; prophethood; the role and influence of the prophet Muhammad; the Qur'an and other holy texts.
- **Islamic practices:** the origins, meaning and significance of jihad (lesser and greater); the five pillars of Islam; key festivals such as Ashura, Id-ul-Fitr and Id-ul-Adha.



Each examination is comprised of both long and short answer questions so students will have plenty of practise in essay writing and critical evaluation.

Lessons provide considerable opportunity for debate and a space in which students can explore some of the most challenging concepts, issues and arguments facing humans in the world today.

