

Culford

GCSE Courses

2026-2028





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Selecting GCSE Courses

Our main aim in designing the curriculum for GCSE is to ensure that pupils study the correct number and types of subjects and courses appropriate for their aptitudes, interests and future pathways. This then sets up an environment which allows pupils to really enjoy their learning, achieve at least the grades expected of them and also fit in all the wonderful extra-curricular activities that are on offer here at Culford.

The GCSE curriculum framework is therefore as flexible as possible, to allow pupils to select a broad and balanced number and type of subject, or to specialise a little more in certain areas.

Pupils study the following compulsory core GCSE courses:

- English language
- Mathematics
- Double award science (biology, chemistry, physics leading to two GCSEs)

This is a total of four GCSEs, but note that the top two English sets also study English Literature (double English) and the top Science sets study Separate Science, leading to three GCSEs.

Pupils then have the opportunity to study either:

- A further four subjects of their choice, and instead of a fifth subject either an Individual Sports Programmes (ISP), or our enrichment lessons, or a mixture of the two. This will be the preferred option for most.
- A further five subjects of their choice.

When deciding on choices, do bear in mind that quality of resulting grades is more important than number of GCSE subjects, and each extra optional subject is five extra periods and extra Prep every week. In addition, pupils have to fit in their extra-curricular commitments.

Enrichment lessons include: ICT; study skills; digital skills and the HPQ.

There is a wide range of optional subject choices, and therefore we advise that pupils study one of each of the following:

Language, creative art, humanity
This ensures that their curriculum is broad and balanced, and keeps their options open for Sixth Form study. Pupils can of course specialise a little more if this fits in with their aptitudes, talents, interests and more specific future pathways.

- Art (different routes - fine art, photography, 3D design, textiles)
- Computer science
- Dance
- Design and technology (product design, graphic design, engineering)
- Drama (acting)
- Drama (technical)
- English as an additional language (EAL)
- English Literature
- Geography
- History

- Modern languages (French or/and Spanish)
- Music (performing, composing, music technology)
- Physical Education (GCSE)
- Philosophy, Religion & Ethics (PRE)
- Statistics

In addition, please note the following aspects for these particular choices:

- Computer science requires target level 7s in Maths, Physics and English.
- Physical Education is 60% theory and this element of the course is demanding.
- Pupils taking Drama on the technical route will still need to do some acting.
- The coursework components for Music, Art and Design Technology are substantial, so it is wise to consider how many coursework subjects is sensible to include in your child's programme.

If you have any queries about the above, at any time, please do not hesitate to contact Miss Lizzi Williams, Deputy Head Academic, EWilliams@culford.co.uk.



Art, Craft & Design

Course Content
GCSE art and design is about having an adventurous and enquiring approach to art, craft and design, and developing the skills to express it. Pupils will develop an understanding of past and contemporary art, and be able to produce a personal response to a range of ideas.

The skills developed will be varied and individual. Pupils will develop a working knowledge of materials, practices and technology of art. They will analyse and experiment, develop their imaginative powers, and express their ideas and feelings. They will nurture an understanding of art, craft and design contextually and develop an understanding of a specialist visual creative vocabulary.

The skills they learn will vary depending on the area of chosen study. However, whether they see themselves as a fine artist or a designer the same rules apply. GCSE art follows on from earlier studies and the foundation year in the Fourth Form. The emphasis in GCSE is the process of developing ideas and personal responses.



Method of Assessment
GCSE Art, Craft and Design contains two papers:

- Component 1: Personal Portfolio
- Component 2: Externally Set Assignment

Personal Portfolio in Art, Craft and Design (60%)
Pupils' work must comprise supporting studies and personal responses. Assignments and tasks will be set by art teachers.

Externally Set Assignment in Art, Craft and Design (40%)
Pupils must present personal responses to an externally set, broad based thematic starting point. A period of preparation allows pupils the opportunity to develop and explore ideas, research primary and contextual sources and experiment with media. These will culminate in a ten hour period of sustained focus, when pupils will work unaided to produce a personal response.

All work is internally set, internally marked and externally moderated.

If pupils are interested in art, have an aptitude for the subject and are creative, they may well have the basic skills to succeed.



Careers

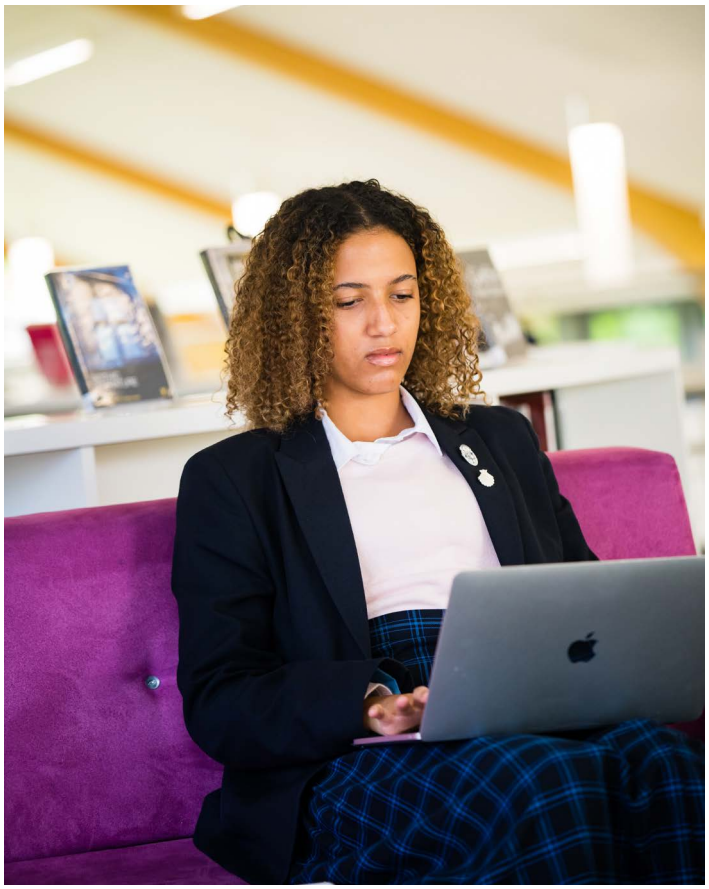
Within Lower and Upper Fifth, pupils are supported on a journey of knowledge building, exposing them to a wide range of careers and study paths, equipping them as individuals to make informed decisions about their future. Using the Gatsby benchmarks as a guide, our careers programme helps to raise aspirations, motivation and therefore achievement.

Our careers programme includes:

- Dedicated Culford Careers Hub website
- Lessons within learning for life, which start in the Fourth Form
- Careers talks
- Careers lunches with employers for Upper Fifth and Sixth Form
- Morrisby Profiling in Lower Fifth
- 1:1 guidance available
- Dedicated options and pathways tutorials
- Oxbridge talks
- Career learning opportunities in lessons
- Regular newsletters with current information and opportunities

Within the learning for life lessons, pupils learn about careers and the labour market, study options, skills such as writing a CV and interview skills, as well as stereotypes and careers of the future. Pupils are introduced to Morrisby, a complete and extensive online careers programme to help pupils find career and study paths best suited to them. All Lower Fifth pupils are offered career profiling. Combining psychometric testing and soft skills, personality and work-style analysis makes Morrisby Profiling the gold standard in careers and advice services. These assessments show aptitudes alongside their practical abilities, interests, aspirations and personality, allowing pupils to explore themselves and how they work in a new way. The data is analysed to deliver personalised and impartial results, including suggestions for further study and careers. Along with a lifetime login for further careers support, this will give pupils more confidence to make informed decisions about their future pathways.

All of these things combined allow pupils to look at the skills and qualifications needed for a variety of roles and courses. We help pupils explore possible future options and decision-making strategies to help them choose their next step towards their desired pathway.



Computer Science

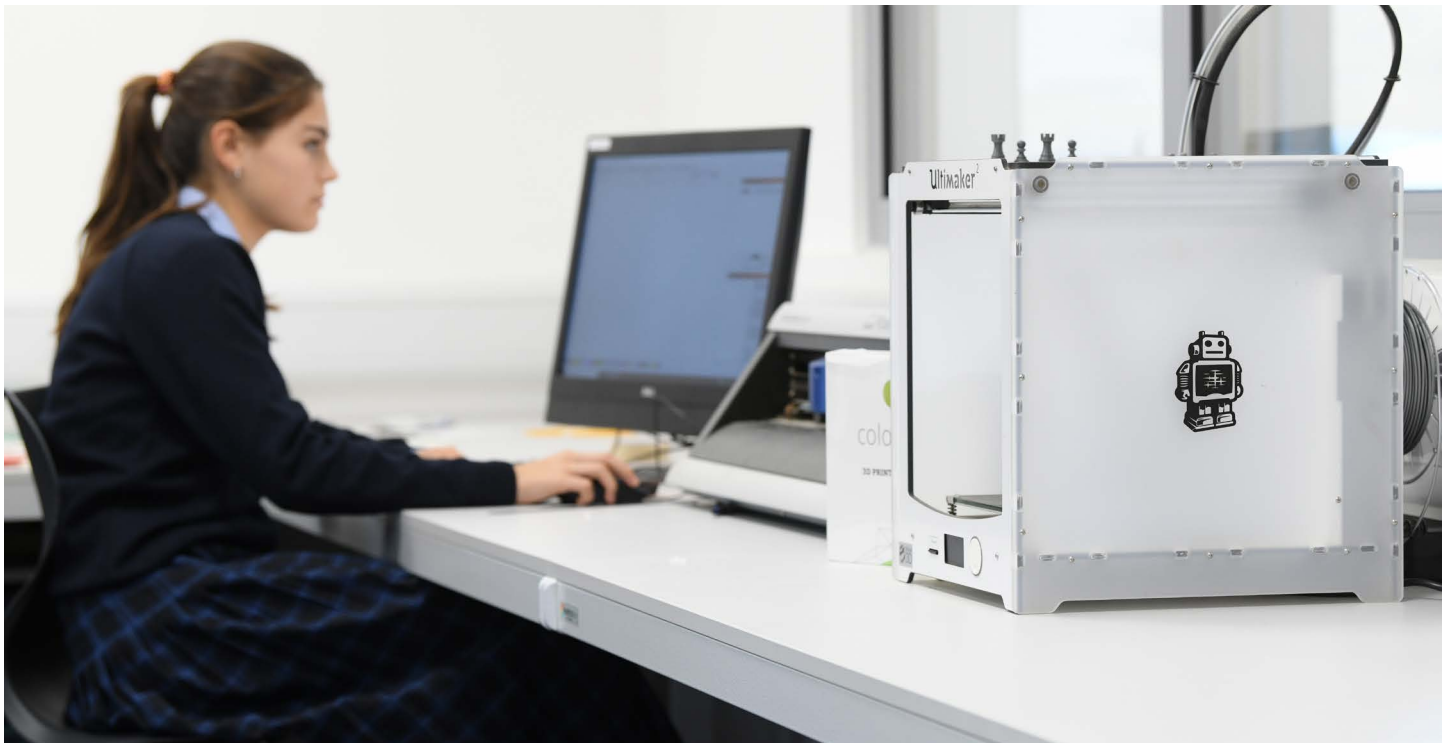
Aims and Learning Outcomes

AQA's GCSE (9-1) in Computer Science (8525) will encourage pupils to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to computer science.

Course Content

Paper 1: Computational Thinking and Programming Skills
Introduces pupils to computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.



Paper 2: Computing Concepts
Introduces pupils to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Practical Programming
Pupils are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programmes using a high-level programming language. Pupils will be assessed on these skills during the written examinations, in particular Paper 1.

Method of Assessment
Assessment consists of two exams:

Paper 1: Computational Thinking and Programming Skills – 2 hour paper worth 90 marks and 50% of total GCSE.

Paper 2: Computing Concepts – 1 hour 45 minutes worth 90 marks and 50% of total GCSE.



Dance



GCSE dance is a dynamic and enjoyable course that provides pupils with the opportunity to develop performance and choreography skills, as well as improving knowledge and understanding of dance as an art form.

Some dance experience is required; however, the course is delivered to accommodate all levels of dancers. Enthusiasm and commitment to learn and passion for dance is just as important as practical experience.

Course Content
The course is made up of three core elements:

- Performance
- Choreography
- Dance appreciation

Performance - 30% of the qualification
There are two set phrases that are assessed through solo performance. In total they are approximately one minute in duration. They are set by the exam board and they look at your performance skills as well as accuracy and technique. Pupils will also perform a duet / trio performance. This is a maximum of five minutes in duration and is in a duet or trio. This is a dance that is created collaboratively between the dancers and the teacher

Choreography - 30% of the qualification
Pupils will create their own dance that can be a solo or a group up to five people. They can choose to dance (or not dance) in their own choreography. The stimuli are set by the exam board, and pupils can choose one of five as a starting point for their own dance.



Written paper - 40% of the qualification
The written paper is split into three sections, and is 1.5 hours long. Pupils will be assessed on:

- Knowledge and understanding of choreographic processes and performance skills (Section A).
- Critical appreciation of your own work (Section B - set phrases, choreography and duo/trio performance).
- Critical appreciation of professional works (Section C - knowledge and understanding of six set works – The Emancipation of Expressionism, Within Her Eyes, Infra, Shadows, A Linha Curva and Artificial Things).

Studying GCSE dance you will develop:

- Confidence and self-esteem.
- Teamwork and cooperation skills.
- A determination to succeed and build resilience.
- Fitness and a healthy lifestyle.
- Problem-solving skills and creativity by using your imagination.
- Interpersonal and communication skills.
- Critical and analytical skills.
- Broadened artistic experience.
- Receiving and acting on feedback in a positive and constructive way.



Design & Technology

GCSE design and technology is the choice for any budding advertising execs, graphic designers, interior designers, product designers, architects and engineers. GCSE design and technology will be the first step for many to gain a career in the above creative disciplines. Or it will be the choice of a pupil who just wants to roll up their sleeves to be creative, explore and challenge themselves further, designing, problem solving and building a range of products over the two year course.

Pupils will develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions. Design and technology requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of design and technology as a pivotal STEM subject.

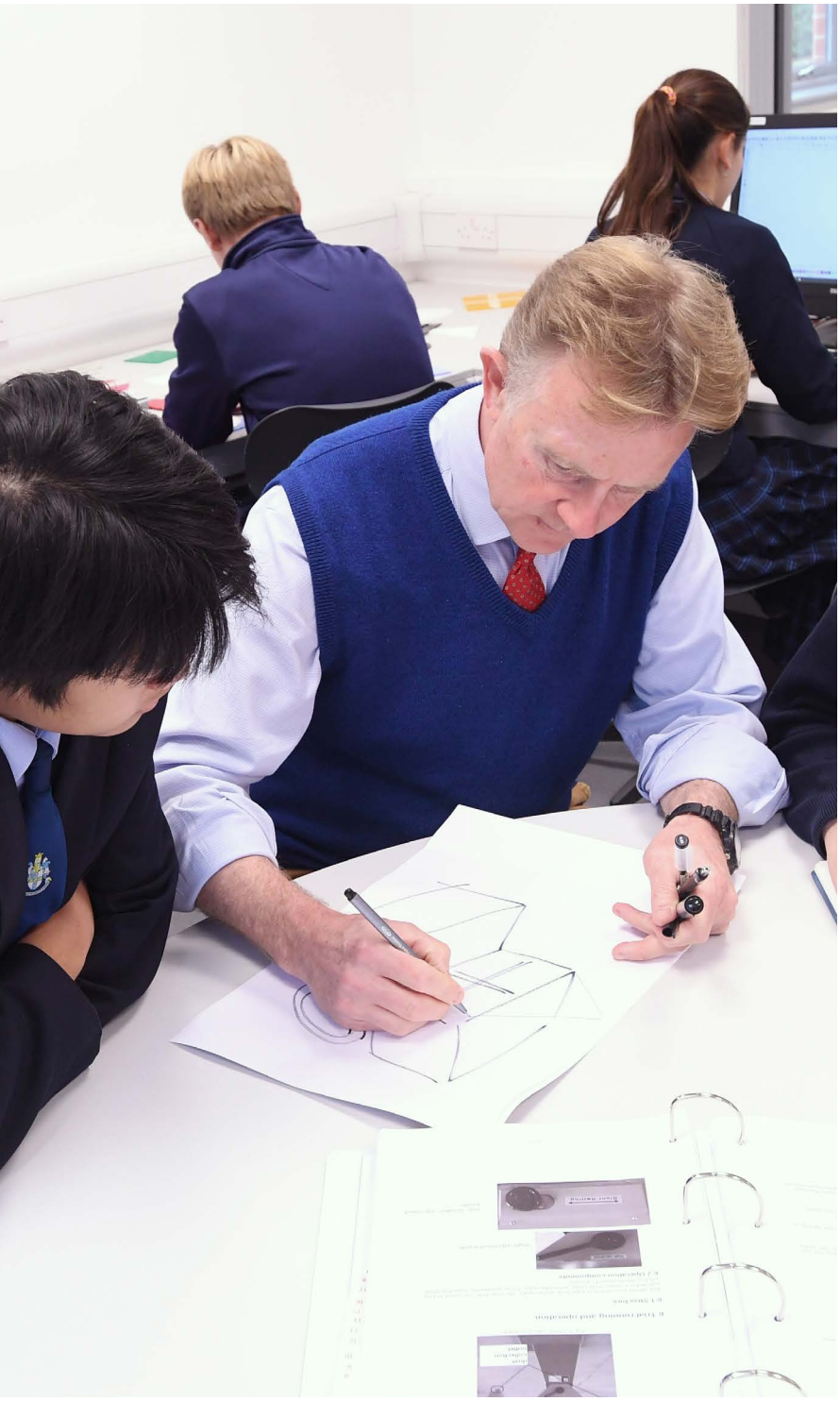
Course content
The course is split into three key areas:

Designing (on paper and computer)

Making (by hand and computer)

Theory
- Material science (wood, metal, polymers, textiles, packaging and smart materials).
- Industrial techniques and production methods.
- CAD CAM (Computer Aided Design and Computer Aided Manufacture).
- Understanding markets, business opportunities and marketing.
- Patents, trade marks and copyright.
- Sustainable and green design.
- Ergonomics and anthropometrics.
- Alongside many other areas.





Method of Assessment

50% Coursework Non-examined Assessment - The Iterative Design Challenge
This project will last three terms, and allows the pupils to research, design, develop, protype and build a solution for a range of three problems given by the exam board.

50% Exam 1 x 2 Hour Exam
The knowledge and skills gained from the coursework and the theory lessons are tested in a two hour written exam.

What are the benefits?
This course allows people wanting to study graphic design, product design and engineering to study a general GCSE but focus their work, especially their project, on the chosen area. It is great preparation for these areas and pupils will also start to build a portfolio of work.

The course is great fun and different from many other GCSEs, where we push the ability of the pupils to work, design, problem solve, make and plan their projects independently.

It is a pathway into the creative industries where the UK is one of the global leaders, especially in graphic design, product design and all forms of engineering.

Pupils will develop an awareness of implications of design, costs, commercial viability and marketing of products.

Drama (Acting)



Course Content
Pupils will develop a wide range of skills, gain confidence and have fun performing. Whilst learning to work creatively within a team and balance a range of ideas, rehearsal techniques and enjoying a mix of practical and written work.

Which skills will pupils develop?
Pupils will have the opportunity to learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. Pupils will also be able to work collaboratively to generate, develop and communicate ideas, all of which will develop their emotional intelligence.

Practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills, and having the confidence to perform in front of others.

Pupils will develop written skills, both analytical and creative, as well as the ability to self-reflect. Studying drama will give pupils the opportunities to explore themes, techniques, stories, plays and ideas.

How will GCSE Drama help in the future?
Creativity is so important in any workplace; to be able to work with others, generating ideas and presenting are key to many careers. Confidence, empathy and communication are key skills for any career. The opportunity to learn and work independently in a practical environment makes the GCSE course a great choice.

Component 1: Devising Theatre 40%
Pupils will participate in the creation, development and performance of a piece of devised theatre. Pupils will produce: a portfolio of supporting evidence based on the rehearsal process, a performance lasting between 5-16 minutes (depending on the number of actors in the group), an evaluation of the final performance or design. Teacher assessed.

Component 2: Performing from a Text 20%
Pupils will study two extracts from the same text chosen by the pupil or the teacher. Pupils can choose to be assessed on acting or design and will produce: a performance lasting between 5-14 minutes using sections of text from both extracts. External examiner.

Component 3: Interpreting Theatre 40%
Written examination: 1 hour 30 minutes
Pupils will answer: Section A: Set text - a series of questions based on the set text that they have studied. Section B: Live theatre review – one question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course. Externally assessed examination



Drama (Technical)



The GCSE drama specification is designed to give pupils a broad and balanced experience of drama. Pupils will be given the opportunity to develop technical skills in these areas:

- Lighting design
- Sound design
- Set design
- Costume, hair and make-up design

NB: To be a technical pupil, pupils must have some ability or interest in their chosen area. Pupils must be able to work independently and as part of a team.

Why choose technical GCSE drama?
Pupils will develop a wide range of skills, gain confidence and have fun. Pupils will learn to work within a team and balance a range of ideas, have a mix of practical and written work unlike any other subject.

If pupils choose to study technical theatre, the course is the same as if they were a performer, but are assessed on their design ideas, not on performing.

What skills will pupils develop?
Pupils will have the opportunity to learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. Pupils will also be able to work collaboratively to generate, develop and communicate ideas, all of which will develop emotional intelligence. Technical pupils must work with performers to develop practical performances and provide lighting, sound, set or costume design, with hair and makeup for the actors.

How will GCSE drama help in the future?
Technical pupils go on to study technical at university, work in national or local theatres as lighting, sound or set design specialists; working in costume design for the BBC, National Opera or for archive companies.

What does GCSE drama involve for technical theatre?

- Drawing design ideas/sketches
- Sourcing sound FX on Q-Lab
- Sourcing, making or altering costumes
- Operating equipment for exam
- Working to develop pieces of theatre
- Making or sourcing elements of a set.

Component 1: Devising Theatre 40%
Pupils will participate in the creation, development and technical support of a piece of devised theatre. Pupils will produce: a portfolio of supporting evidence based on the rehearsal process, technical designs for a performance lasting between 5-16 minutes (depending on the number of actors in the group), an evaluation of the final design. Teacher assessed.

Component 2: Performing from a Text 20%
Pupils will study two extracts from the same text chosen by the pupil or the teacher. Pupils will produce: the design ideas for a performance lasting between 5-14 minutes using sections of text from both extracts. External examiner.

Component 3: Interpreting Theatre 40%
Written examination: 1 hour 30 minutes
Pupils will answer: Section A: set text - a series of questions based on the set text that has been studied. Section B: live theatre review – one question from a choice of two, analysing and evaluating a given aspect of a live theatre production.



English

Pupils in the X1 and X2 sets, and some B set pupils, will follow the Double Award Edexcel IGCSE course. They will achieve two IGCSEs in English: one in English language (comprising one examination and coursework) and one in English literature (comprising two examinations).

Some B set and all C set pupils will focus on one IGCSE in English language across five periods, in order to give them the best possible chance of achieving their target grade in English.

IGCSE ENGLISH LANGUAGE (Edexcel A Specification)
Assessment will be by a combination of coursework (60%) and written examination (40%).
Component One
Examination: Non-fiction Texts and Transactional Writing (60%)
Section A: Non-fiction texts. Pupils answer questions on one taught text from Part 1 of the Edexcel IGCSE English anthology and one unseen text.
Section B: Transactional writing. Pupils choose one writing task from a choice of two. They are required to adapt their writing to suit the designated audience, form and purpose.

Component Two
Coursework Portfolio (40%)
This consists of two written assignments:

- Assignment 1: A piece of writing (of around 1,200 words) responding to any three poetry or prose texts from part 2 of the Edexcel IGCSE English anthology.
- Assignment 2: A piece of imaginative writing of around 700 words.

IGCSE ENGLISH LITERATURE (Edexcel)
Pupils who take literature will complete two examinations.

Component One (60%)
Examination: Poetry and Modern Prose
Section A: Unseen Poetry: one 20 mark essay question exploring the meaning and effects created in an unseen poem. The poem will be printed on the question paper.
Section B: Anthology Poetry: one 30 mark essay question from a choice of two, comparing two studied poems from Part 3 of the IGCSE English anthology.
Section C: Modern Prose: one 40 mark essay question from a choice of two on the studied set text. This is currently *Of Mice and Men.* This is a closed book examination.

Component Two (40%)
An external examination (Double Award pupils): Modern Drama and Literary Heritage Texts. That involves writing two essay responses from a choice of questions on the two set texts.
An Inspector Calls and *Romeo and Juliet* are the texts currently studied for this component.

Geography

The Edexcel IGCSE course involves pupils learning both physical and human elements of geography. The course includes two local fieldtrips.

The key features and benefits of the IGCSE qualification is that it adds an international dimension to the study of geography. It helps pupils actively engage in the process of geographical enquiry, developing them as independent learners and as critical and reflective thinkers with enquiring minds, developing a framework of spatial awareness in which to appreciate the importance of the location of places and environments from a local to global scale. The IGCSE helps pupils appreciate that people have different views of, and attitudes to, the world, its environments and its issues. The course helps pupils develop and apply practical geographical enquiry skills, since they undertake fieldwork that includes both primary and secondary data collection methods and learn how to present, analyse and draw conclusions.

The course also provides a solid basis for progression to GCE A Level.

The syllabus is divided into the following units:

Paper 1: Physical Environment (Exam paper 1: 1 hour and 10 minutes)

- River environments
- Coastal environments

Paper 2: Human Environment (Exam paper 2: 1 hour and 45 minutes)

- Economic activity and energy
- Urban environments
- Development and human welfare



History

Course Content

Paper 1: Written examination: 1 hour and 15 minutes

Thematic Study and Historic Environment:
- Medicine in Britain, c1250-present
- The British Sector of the Western Front, 1914-18: Injuries, Treatment and The Trenches

Pupils will study medieval medicine, working through changes in the Renaissance and Victorian periods to the state of medicine in modern Britain. There are case studies in The Black Death, The Great Plague, The Cholera Epidemic of 1854 and the use of current science and technology in diagnosis and treatment. The WWI study involves an enquiry into the people who manned the medical services, as well as new techniques in the treatment of wounds, the use of mobile x-ray units and the creation of a blood bank for the Battle of Cambrai.

Paper 2: Written examination: 1 hour and 45 minutes

Period Study and British Depth Study:
- Anglo-Saxon and Norman England, c1060-88
- Superpower Relations and the Cold War, 1941-91

The British depth study takes a detailed look at the causes and events of the Norman Conquest as well as the changes brought about to Anglo-Saxon society and the key figures such as Edward the Confessor, William I, the Earls Edwin and Morcar, Edgar the Aethling, Hereward the Wake and William Rufus. The Cold War section covers topics such as the dropping of the atomic bombs on Nagasaki and Hiroshima, communism in Eastern Europe, the arms and space race, the Berlin Wall, the Cuban Missiles Crisis, the war in Afghanistan and the collapse of communism.

Paper 3: Written examination: 1 hour and 20 minutes

Modern Depth Study:
- Weimar and Nazi Germany, 1918-1939

This part of the course looks at one of the most significant and fascinating periods of German history. It starts with an examination of Germany after the First World War and how international agreements, revolution and economic disaster shaped the young republic. The focus then shifts to the more positive period of recovery before disaster returns in the form of the Great Depression. The second part of the course charts the rise of Hitler and the Nazi party and reveals how such a civilised country, not dissimilar to Britain, ended up leading Europe once more into a devastating conflict.



Learning for Life (PSHCE)

The learning for life curriculum incorporates the PSHCE curriculum, the RSHE curriculum and the statutory Relationship and Sex Education (RSE) guidance, along with various other topics and values.

Adolescence is a time when young people undergo major transitions and begin to develop autonomy and independence. At the same time, they are expected to cope with academic and social pressures, changing dynamics in relationships with family and friends, and increasing exposure to adult concerns such as drugs, drinking and sexuality. Learning for life gives pupils opportunities to find out about and discuss, in a safe environment, topics that are relevant to their lives.

The learning for life curriculum at Culford aims to promote the physical, social, health and mental well-being of the individual by:

- Enabling pupils to consider their own attitudes and values, as well as those of other people.
- Providing comprehensive, unbiased and correct information.
- Enhancing pupils' self-esteem and self-confidence.
- Developing informed decision-making and problem-solving.
- Developing personal, emotional, social and communicative skills.

The learning for life curriculum is part of the wider school ethos of promoting self-respect for others, which is evident in the pastoral system within the Houses at Culford School. It also encourages pupils to build skills that are vital within positions of responsibility, service and leadership, which are offered to them throughout their time at Culford. Pupils also expect to be treated and to treat each other in a way that reinforces the messages conveyed in the learning for life curriculum.

Pupils in Lower Fifth and Upper Fifth have one timetabled learning for life lesson a week, taught by experienced teachers who have an interest in the different topics covered by the curriculum. The concepts addressed are based on the government guidance, the thematic model from the PSHE Association and topics we feel the pupils will benefit from depending on the current climate. The school is a member of the PSHE Association.

These lessons will take the form of presentations and workshops, some using the skills of those in-house, and others using the expertise of outside providers. It is important that these sessions are interactive rather than didactic, allowing pupils to explore their own responses to issues.

An example of topics covered in workshops and timetabled lessons are:

- Healthy and wellbeing; mental health, stress management, importance of sleep.
- Relationships; respect, friendship, families, relationships, consent.
- Career; CV and covering letter writing, interview skills, exploring different career pathway options.
- Living in the wider world; finance, cybercrime, county lines.

Other topics such as time management and personal organisation are covered in the study skills programme.



Mathematics

All sets follow the Edexcel IGCSE (4MA1) course.

Method of Assessment
The subject is assessed via two 2 hour papers. Both papers allow the use of a calculator though basic arithmetic questions are set which require full working to be shown. The major strands covered are:

- Algebra
- Sequences and series
- Geometry
- Number
- Probability and statistics
- Simple calculus and some applications
- Functions
- Set theory
- Multistage problem solving
- Proof
- Rich tasks and investigational work

Some pupils may sit the foundation tier if it is felt more appropriate for them. The top set then may move on to an additional mathematics course which is a free standing mathematics qualification (6993) administered by the OCR board. This course provides an excellent preparation for A Level mathematics and is particularly useful for those wishing to take on further mathematics A Level in the Sixth Form. Additionally, the top sets in the Fourth and Fifth Forms are given the opportunity to enter the UK Maths Trust (UKMT) Intermediate Maths Challenge and for those choosing to study in the Sixth Form, all Sixth Form mathematicians are given the opportunity to enter the Senior Maths Challenge.

Specific competition training is available for those pupils who wish to improve their maths challenge scores and we generally have a number of pupils who qualify each year for follow on rounds. We also enter teams into the UKMT Team Maths Challenge, the Year 10 MathsFeast and the UKMT Senior Maths Challenge. These opportunities considerably enhance the experience of mathematics for the higher achieving pupils.

There are also mathematics clinics available at least twice a week where pupils can come along and get extra support with topics they have perhaps found difficult or to help them revise for upcoming examinations.




VIRILITER AGITE ESTOTE FORTES

Modern Languages

French and Spanish

Course Content

Pupils acquire competence in four skills: listening; reading; speaking and writing. There is a balance between fluent communication and accurate composition in speaking and writing. The language tasks are relevant to real-life experience in the country. The language the pupils encounter in the classroom is that which an English teenager would experience abroad, whether as a tourist, an exchange pupil or whilst on work experience.

AQA Edexcel Themes of Study

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

The ability to understand and communicate past, present and future constructions is vital and good use of grammar is rewarded accordingly.

Method of Assessment

The four skills or attainment targets are assessed by terminal examinations in listening, speaking, reading and writing.

Traditionally, most Culford pupils sit higher tier papers in all of the four skill areas. We usually have around a dozen pupils studying both French and Spanish to GCSE level.

Those who started Spanish in the Fourth Form are still encouraged to continue in the language to GCSE, despite their relative newness to the subject.

Level 1 constitutes foundation tier, which gives access to grades 1-5.

Level 2 constitutes higher tier which gives access to grades 4-9.



Music

GCSE music is a dynamic subject with a strong practical focus. It is an ideal option for pupils who already learn a musical instrument. The course comprises three principal activities, those of performing, composing, listening and appraising. Music technology also features prominently. Creative skills are developed and supported by our suite of iMacs running Logic and Sibelius software. The new Pearson Edexcel syllabus is studied.

Course Content

Performing: Pupils will be expected to learn a musical instrument throughout the course, usually with an instrumental teacher inside or outside school. They are also encouraged to play in an ensemble, as well as giving solo performances. For the examination they must perform for at least four minutes combined duration. This will include at least one solo and one ensemble performance.

Composing: During the course, pupils will compose two compositions, of at least three minutes combined duration. One composition will be based on a brief set by the examining board and one free composition will be set by the pupil.

Listening & Appraising: Pupils will be taught to develop their listening and appraising skills through the study of music across a variety of styles and genres. A selection of set works will be studied, drawn from the four areas of study listed below:

- Instrumental music 17:00-18:20
- Vocal music
- Music for stage and screen
- Fusions

Method of Assessment

Performing: This is assessed internally and then submitted to the examining board for moderation at the end of the course. Pupils will perform at least one solo and one ensemble performance. (30%)

Composing: Two compositions are marked internally and externally moderated. (30%)

Listening & Appraising: The listening section of the GCSE examination is assessed through a 1 hour and 45 minute paper set and marked by the examining board (40%).



Philosophy, Religion and Ethics



Philosophy, religion and ethics is a diverse choice of intriguing subjects to explore and discuss. Pupils will learn how religion, philosophy and ethics form the basis of our culture, ethical systems and traditions. They will then have the opportunity to explore specific ethical approaches to these systems and traditions.

Course Content

There are two components in the AQA course, each of equal value in the mark scheme.

The first component is The Study of Religions: Teachings, Beliefs and Practices. Pupils will be studying the two contrasting traditions of Buddhism and Christianity.

The second component is Thematic Studies, and includes a choice of four of the following themes. For each theme, pupils explore secular and Christian attitudes and beliefs

- Theme A: Relationships and Families
- Theme B: Religion and Life (Abortion, Euthanasia and the Environment)
- Theme C: The Existence of God and Revelation
- Theme D: Religion, Peace and Conflict
- Theme E: Religion, Crime and Punishment
- Theme F: Religion, Human Rights and Social Justice

Method of Assessment

The course is spread over two years and therefore builds on the foundation thinking completed in the Fourth Form. There is no coursework, and pupils will be examined in each of the two components. Each examination will be 50% of their final mark, and lasts 1 hour and 45 minutes.

The lessons, workshops and examinations test a pupil's ability at three levels. The first is factual knowledge of the subject matter, the second is the pupil's understanding of that knowledge, and the third is the ability to evaluate the issues which arise from it.



LAURA BUSH
The Oxford Companion to Sports & Games
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GOOD AS DEAD

Physical Education

The GCSE physical education course is a demanding and interesting course to pupils who enjoy their sport and wish to go on to study A Level physical education. Grade boundaries are high and pupils should only choose this option if they are prepared to fully commit to both theory and practical elements.

The course is split into two key areas.

Theory (60% of total GCSE)
Two theory papers, both 1 hour 15 minutes long will be taken at the end of the two year course.

Paper One (01) concentrates on applied anatomy and physiology, along with physical training.

Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

Paper Two (02) examines knowledge of socio-cultural influences, sports psychology, health, fitness and wellbeing.

Learners will develop knowledge of socio-cultural influences that impact on participation and performance and develop knowledge of how sport impacts society. Commercialisation of sport along with sponsorship and media influences are also among topics covered. Sport psychology relating to acquiring movement skills and how to optimise performance is another aspect and learners will also look at the benefits of participation in sport and enhance their understanding of diet, nutrition and hydration.



Practical (40% of total GCSE)
Owing to the vast amount and increased difficulty of the theory content, it is expected that pupils access the practical element through their games and activities sessions.

Three separate individual sports will be covered in lessons, but it is expected that pupils use the opportunities given to them outside lessons and school to develop their practical performance grades. Pupils must therefore display a keen interest in three sports and be fully committed to improving their performance throughout the course, both in and outside lessons.

Three activities are required for assessment and these must include one from the team sport list and one from the individual list. The third option is then one more which can be selected from either list. There are tight restrictions on activities that can be selected for the practical assessment, therefore parents and pupils are advised to seek advice from Mrs Kemp to ensure the pupil's choices are a realistic and possible combination. Each sport contributes 10% to the course overall. This choice does not need to be made until the second year of study; however, the sooner filming can start the better. Pupils need to take responsibility for filming their sports to ensure they have the appropriate amount of evidence.

In addition to three activities, learners are required to demonstrate their ability to analyse and evaluate their own performance and create an action plan to improve the quality and effectiveness of their performance. This contributes 10% to the final mark.



Science

From the start of Fourth Form, all pupils will study AQA GCSE (9-1) combined science.

The course runs for three years. By the end of the Spring term of Fourth Form, pupils will be selected for either a separate science pathway, which will result in them taking GCSE biology, GCSE chemistry and GCSE physics or will remain on the combined science trilogy (double award) pathway, in which they could do either higher or foundation tier.

Pupils in the top two sets of Form Four will follow the Separate Science GCSE option. This route allows them to earn individual grades in biology, chemistry, and physics. Each of these subjects is quite demanding and covers an extensive amount of material, which will be beneficial if they were to choose to study one or more of the sciences at A Level.

The next three sets will study Combined Science GCSE, which will result in a Double Award Grade, for example, a Grade 6-6. In our experience, this provides the best outcomes and most enjoyable learning experience for our pupils. It gives the Combined Science sets more time to study this core subject and, therefore, the best chance of achieving high grades. Pupils who achieve a high grade in Combined Science will still be able to choose A level Sciences in the Sixth Form.

The setting for Combined Science will be determined by the progress made during the final term and the end-of-year examinations. Initially, there will usually be two Higher Tier groups and one Foundation group, but this will be reassessed over the course of two years. We will confirm the setting and GCSE options before the end of the academic year. Please contact the Head of Science, if you have any queries.

Method of Assessment

Separate Sciences
Pupils will take two 1 hour 45 minute papers in GCSE biology, GCSE chemistry and GCSE physics.

Both papers are out of a total of 100 marks. The pupil's grade will be determined from their aggregate score out of 200. Pupils will receive a separate grade for each GCSE.
Combine Science (Trilogy Double Award)
Pupils will take two 1 hour 15 minute papers in each of the three sciences, biology, chemistry and physics, making a total of six papers.

Each paper is out of a total of 70 marks, with the pupil's grade being determined from their aggregate score out of 420. Pupils will receive a double award grade, equivalent to two GCSEs. For example, a pupil could achieve a 7-6 grade.

Depending on how well they do across the three years, pupils will either be entered for higher or foundation tier. This will be determined mainly on how well they do in their assessments during this time, as well as their performance in the Upper Fifth mock examinations.



	Biology	Chemistry	Physics
Fourth Form	• Cells and organisation • Non-communicable diseases • Ecosystems and biodiversity • Adaptation, interdependence and competition • Organising an ecosystem • Respiration • Photosynthesis	• Atomic structure • Periodic table • Structure and bonding • Chemical changes	• Force • Motion • Introduction to astronomy • Energy and work • Conservation and dissipation of energy • Particle model of matter
Lower Fifth	• Digestive system and enzymes • Animal and plant transport • Communicable diseases • Preventing and treating disease • Cell division	• Chemical calculations • Energy changes • Electrolysis • The Earth's atmosphere • Crude oil and fuels	• Electrical circuits • Mechanical waves • Force and motion • Force, braking and momentum • Pressure • Electromagnetic waves
Upper Fifth	• The human nervous system • Hormonal coordination • Homeostasis • Reproduction • Genetics and evolution • Adaptation, interdependence and competition	• Organic reactions (chemistry only) • Polymers (chemistry only) • Chemical analysis • Using our resources (chemistry only) • The Earth's resources • Equilibrium and rate	• Electricity in the home • Atomic structure • Magnetism and electromagnetism • Space

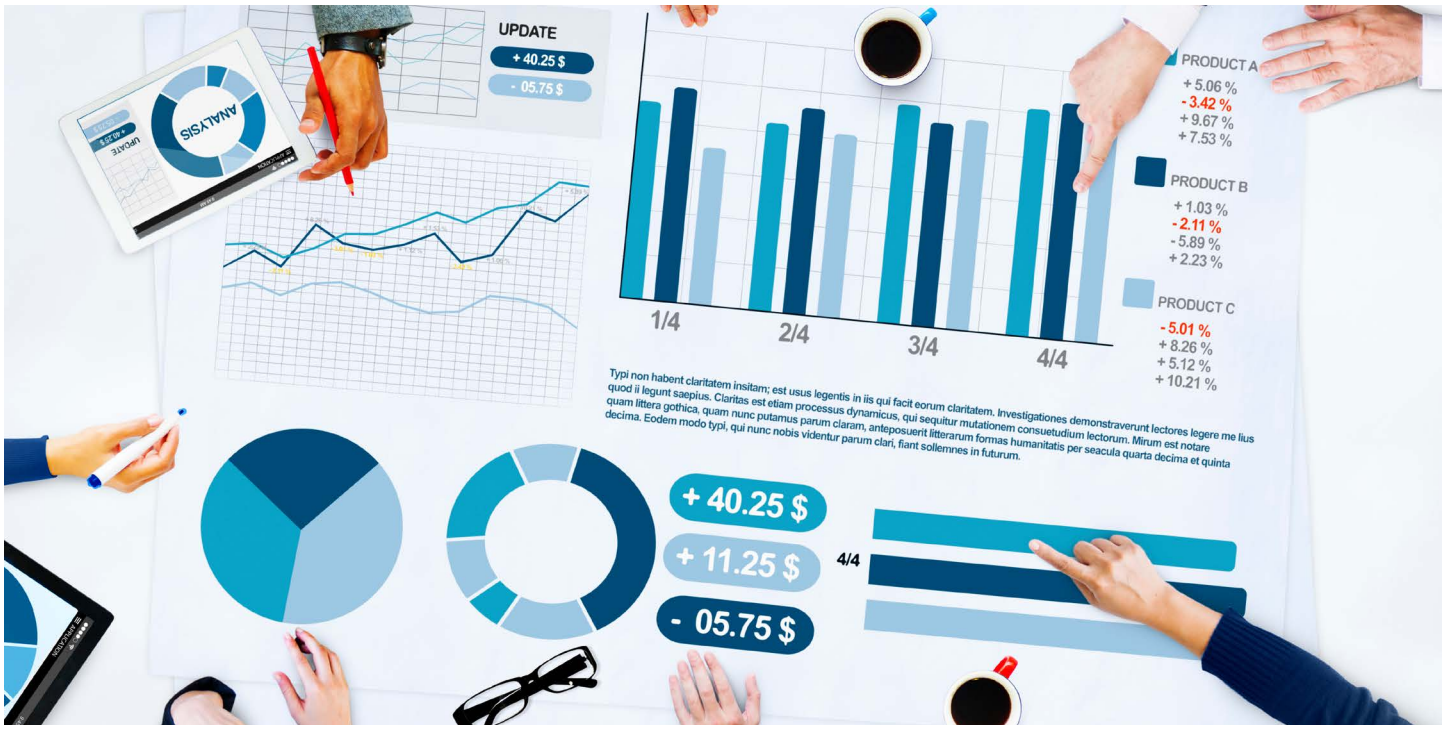
Statistics

This course follows the Edexcel GCSE (9-1) Statistics Course and is available as an option subject to higher tier mathematicians who are targeting level 8 or above at GCSE. The focus of this course is on studying mathematical content that develops transferable skills for real world mathematics. The qualification incorporates numerous examples of real-life data and contexts, which build skills that pupils will use in other subjects, such as science and geography. Based on the principles of the statistical enquiry cycle, pupils gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world. The course provides excellent preparation for the statistical elements of A Level mathematics and further mathematics in the Sixth Form.

Method of Assessment
The subject is assessed via two equally weighted 1.5 hour papers at the end of the two year course. Both papers allow the use of a calculator though questions require full workings to be shown. The main topics covered include:

Data Collection: Data Types, Sampling and Estimation:

- **Processing and Representing Data:** measures of central tendency, dispersion, correlation and time series
- **Probability:** experimental, theoretical and probability distributions
- **Mini-investigation**





Study Skills

Developing effective and efficient learning strategies across all subjects.

Our aim at Culford is to help pupils develop the key learning skills that they need to succeed in their chosen GCSE and A Level subjects and life beyond school. These skills include the vital and transferable skills of time-management, problem solving, analysis, speed reading and self-discipline. All pupils are offered a detailed programme of study skills in tutorial times. With increased time spent online we also devote time to exploring how to thrive in a digital world of study, including helping pupils to concentrate better.

Additionally, Lower Fifth are provided with study skills lessons exploring how to develop a growth mindset for learning, including thinking about their learning, visions and goals. Our approach is based on recent educational research and supported by evidence-based studies of what most helps pupils. We actively encourage our pupils to work in teams to motivate, train and encourage each other through peer relationships as well as providing them with expert tutorial help.

Study skills revision seminars are run before the end of year exams and helpful resources are available for all pupils on the study skills internal website, including sample templates for revision timetables. Our programme also incorporates recent research on metacognition and external learning coaches.

The Culford study skills programme is built around our learning values:

Flexible: Reflective thinker who responds positively to change, and seeks advice and support when needed.

Dynamic: Proactive self-manager and independent learner, who effectively participates in learning activities either as an individual or in a team.

Innovative: Creative thinker who explores possibilities beyond assumptions, problem-solves and generates ideas.

Resilient: Tenacious individual who is able to withstand difficulties and never give up, and despite barriers, overcome problems.





Attainment Level Numbers and Effort Descriptors

The new attainment level numbers should reflect broad expectations in terms of GCSE standard at the stage of the course they are given.

Current Grading System	Previous Grading System
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
	F
1	G
U	U

Culford Learner Characteristics

CLC Levels Recognise:

- Excellence in terms of school values and growth mind-set: dynamism, resilience, flexibility and innovation.
- Excellence in participation in all blended learning activities, often beyond the specification.
- Excellence in work, preps and test performances completed to the best of ability, and always to deadline.
- Excellence in management/use of Google Classroom (GC) and ICT, books/files neat, very highly organised and complete.
- Correct, working equipment and Bring Your Own Device (BYOD), and on time for all lessons.

Teachers evaluate pupils objectively, realistically using evidence from Google Classroom for both CLC levels and attainment scores. CLC Levels are awarded as follows:

Effort	Description
Excellent	Excellent learner in terms of school values and growth mind-set: dynamism, resilience, flexibility and innovation. Excellent participation in all blended learning activities, often beyond the specification. All work, preps and test performances completed to best of ability, and always to deadline. Correct, working equipment and BYOD, and on time for all lessons. Excellent management/use of GC and ICT, books/files neat, very highly organised and complete.
Very Good	A very good learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation. Very good participation in all blended learning activities. All work, preps and test performances completed to a high standard for ability level, and always to deadline. Correct, working equipment and BYOD, and on time for all lessons. Very good management/use of GC and ICT, books/files neat, highly organised and complete.
Satisfactory	A satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation. Satisfactory participation in blended learning activities. Work, Preps and test performances completed to a satisfactory standard for ability level, and mostly to deadline. Correct, working equipment and BYOD, and on time for lessons. Satisfactory management/use of GC and ICT, books/files neat, adequately organised and complete.
Below Satisfactory	A below satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation. Below satisfactory participation in blended learning activities. Work, preps and test performances completed to a below satisfactory standard for ability level, and not always to deadline. Equipment and BYOD not always correct or working, and late for some lessons. Below satisfactory management/use of GC and ICT, books/files not always adequately organised, and incomplete in some areas.

Academic Expectations & Support

Pupils Should

- Attend lessons properly prepared and ambitious to learn.
- Engage actively and positively in learning to support their teachers.
- Ensure that all work is done to deadline and to standard.
- Prepare for tests thoroughly using active revision strategies.
- Reflect upon feedback and focus on areas which need improving.
- Agree absences in advance, catching up and submitting all work.

Teachers Should

- Attend lessons properly prepared and ambitious to teach to their best.
- Teach challenging lessons that move at pace but support their pupils.
- Mark diagnostically offering both praise and ways to improve.
- Use the school rewards system to recognise work of a high standard.
- Offer individual support to pupils who fall behind or find work difficult.
- Refuse to tolerate poor work or unacceptable behaviour.

Supportive Framework

Daily supervised Prep sessions, subject workshops and academic workshops are available to help pupils.

For poor work or a missed deadline without a valid reason, a short extension will be given, normally to the end of first break the next day. For repeated offences or misbehaviour, a detention will be given.

Cumulative detentions lead to a Senior Team Friday night detention, a meeting with the Deputy Head or a formal interview with the Head. Letters or emails are written to parents for all detentions given.

Pupils should see their tutor for advice if struggling with work.

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The information within may be subject to change and does not form part of any contractual agreement between parents, pupils or guardians and the school.

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